



United Nations  
Peace Operations



# United Nations Case Study Handbook on Gender, Peace and Security

for United Nations Infantry Battalions  
in Peace Operations and Other Military Personnel

Department of Peace Operations  
Integrated Training Service  
Office of Military Affairs

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# ABOUT THIS HANDBOOK



“I can say that I greatly appreciate this handbook. It is innovative in substance and format. It has succeeded in breaking down gender stereotypes where women are always victims and men the perpetrators of violence. Everyone will find something that they can relate to in this handbook.”

*Newly appointed United Nations Infantry Battalion Commander*



“I clearly understand the importance of gender, but did not know how to really integrate gender considerations in my own work until I went through this handbook. I found it really useful and practical. It provides concrete ideas for adopting a gender-responsive approach in a range of activities that a military peacekeeper would be involved in. The checklists are a must-read.”

*United Nations Operations Officer*



“The case studies presented in the handbook are a reflection of many conflict and post-conflict settings around the world. The self-learning reflection questions are all very interesting and complex. A truly valuable tool for peacekeepers on the ground and a great addition to the current predeployment training!”

*Patrol Team Leader,  
United Nations Infantry Battalion*



“I thought that gender was all about women. Now I know that it isn’t and that in fact it is much more than that, all thanks to this handbook. I now see how and why gender is critical to the work of military peacekeepers, and how it can contribute to fostering lasting peace. The exercises in the handbook provided me with an opportunity to practise and make mistakes in a safe environment. I look forward to applying this new knowledge in my upcoming deployment.”

*Sergeant of United Nations Infantry Battalion*



“This handbook is a very useful – and a much-needed – trainer resource. It provides step-by-step guidance on how to conduct a training exercise in its entirety – from preparations, to running the exercise and debrief instructions. It offers trainers the flexibility to not only choose a case study that is relevant to their needs and context, but also provides options on how to actually use each individual case study.”

*Trainer, Peacekeeping Training Centre*

# HOW TO USE THIS HANDBOOK

## Introduction

The Case Study Handbook on Gender, Peace and Security is a training resource elaborated by the United Nations Office of Military Affairs and the Integrated Training Service in response to the growing need for practical, hands-on training on gender-responsive military operations in United Nations peace operations. The Case Study Handbook will be included as reference material in the package of specialized training materials for United Nations infantry battalions.

## Aim

The Case Study Handbook is aimed at fostering gender-responsive military operations within United Nations peace operations, through the practical implementation of the women and peace and security agenda and its mandates. More specifically, the handbook will help troop-contributing countries (TCCs) to train military peacekeepers in gender-responsive military operations as part of their predeployment training. It will also provide a valuable resource for Military Gender Advisers in their in-mission training efforts.

## Target audience

The primary target audience of the Case Study Handbook comprises:

- United Nations military peacekeepers who are part of an infantry battalion, who are commanding and planning operations, or who are conducting operations.

The secondary target audience includes:

- Other military personnel working in United Nations peace operations.
- Military Gender Advisers who are supporting mission efforts to integrate a gender perspective into the work of the military component in those peace operations.
- In-mission training units (U7).

# Methodology

During the development process of this Handbook, over 140 stakeholders from United Nations departments, agencies and partners, peacekeeping personnel and peacekeeping training centres were consulted as part of a scoping study and training needs assessment. Following these consultations, specific gaps and needs related to gender-responsive military operations were identified. This information informed the development of specific learning objectives that later enabled the identification of suitable case studies.

The case studies were reviewed at three different stages by a group of internal and external experts during the development of the detailed case studies. First, the case study outlines were circulated for review. The detailed case studies that were developed based on the input received were subsequently shared for further comments. The updated drafts were shared for final review and endorsement.

## Case studies

The Case Study Handbook includes **seven case studies** that have been developed to cover the gaps and needs identified during the training needs assessment and mapping phases. They are divided into two categories:

### Commanding and planning operations

- **Case study 1:** Carrying out gender-responsive planning for military operations
- **Case study 2:** Creating an enabling work environment (focused on Infantry Battalion Commanders and Planners for all troop personnel)
- **Case study 3:** Developing gender-responsive civil assistance projects

### Conducting operations

- **Case study 4:** Acquiring gender-responsive information through patrolling
- **Case study 5:** Facilitating effective response to victims and survivors of conflict
- **Case study 6:** Creating an enabling environment for all troop personnel (focused on troop personnel)
- **Case study 7:** Operating gender-responsive checkpoints

Each case study can be utilized independently. Training providers are encouraged to select the case study or studies that are most suitable to their context and needs.

## Case-study context

Each case study begins with the depiction of a situation, called the **setting**, from which the different actions must be determined. All settings in this Handbook use the larger **Carana** country study as their context, so that names of regions, stakeholders, languages, etc. will be derived from Carana. A summary of the Carana country study is included at the beginning of the Handbook. Readers are encouraged to familiarize themselves with this summary – and ideally with the broader Carana country scenario – before commencing work on the case studies. In case this is not possible, specific reading time has been allocated in the moderated and enacted learning modalities for this purpose. Further details on how to run the case studies are included in the facilitator instructions (see *below*).

## Applicability of case studies

While happening within the fictitious setting of Carana, the case studies presented in this Handbook are applicable to various regions across the world. Both the substance and illustrations included in this Handbook are reflective of this intention. Special care has also been taken throughout the Handbook to move away from gender stereotypes in the Handbook's substantive and visual depictions. As such, the reader could come across a Military Gender Adviser who is a man, a woman former combatant, a male victim of conflict-related violence or an association of women entrepreneurs.

## Learning modalities

For greater user-friendliness and outreach, each case study is presented in three distinct learning modalities:

- **Self-learning:** For individual military personnel who wish to learn more about how to integrate gender considerations into peacekeeping activities;
- **Moderated learning:** For classroom learning through group work and scenario-based exercises;
- **Enacted learning:** For classroom learning through simulation exercises.

**Self-learning:** For individual, self-paced learning outside a classroom setting. Participants are required to answer a set of reflection or quiz questions so as to encourage readers to consider the practical application of gender considerations in the execution of their tasks. Responses to the questions are included in a separate section at the end of the Handbook.

**Moderated learning:** Scenario-based exercises for a classroom setting, with a facilitator. Participants are given a specific task in relation to the case study. The task requires them to determine the best option to be pursued in each given context. Participants will choose from three options and justify their responses. Various injects that could have an impact on the situation will be added at different moments during the exercise in a bid to make the exercises more reflective of real life.

**Enacted learning:** Simulation exercises for classroom settings, with a facilitator. Participants are given a specific task in relation to the case study. They are allocated specific roles and are required to play these roles within the given context. Various injects that could have an impact of the situation will be added at different moments during the exercise in a bid to make the exercises more reflective of real life. The roll-out and the outcomes of the simulation exercise will serve to highlight what could (or should not) be done within this context.

A certain level of preparation is required for the moderated and enacted learning modalities, for instance with regards to the preparation of handouts, props for injects or moderation of discussions. The Handbook proposes a **Facilitator checklist** for each case study in order to assist facilitators with optimal preparation for training delivery.

Instructions contained in the Facilitator checklists and elsewhere in the Handbook assume that participants do not have a copy of the Handbook. In the event that they do, facilitators are requested to adjust printing accordingly.

## Case study structure

Each case study is structured as follows:

- Generic section, including **setting, checklist**, related **tools/resources**, and a **list of reference/resource materials**;
- Self-learning modality with **reflection questions** and **quizzes**;
- Moderated learning modality with **in-class instructions for participants**;
- **Facilitator instructions** to conduct the exercises included in the moderated learning modality;
- Enacted learning modality with **in-class instructions for participants**;
- **Facilitator instructions** to conduct the exercises included in the enacted learning modality.

A list of acronyms and a summary of the Carana country scenario are presented at the beginning of the Handbook. A **glossary of terms and definitions** frequently used in the Handbook is provided as an Annex. These definitions are primarily drawn from United Nations sources, including policies, guidelines and Security Council resolutions. A **list of considered responses** to the reflection and quiz questions included in the self-learning modality is also proposed at the end of the Handbook.

## Legends and symbols

To ensure user-friendliness, the three learning modalities are colour coded as follows:

Self-learning

Moderated learning

Enacted learning

Facilitator instructions

The Handbook also uses the following symbols/icons for ease of reference:



**Note!** Provides quick information on additional points that should be kept in mind.



**Did you know?** Provides additional information to enhance understanding on the topic, for instance through definitions.



**Remember!** Provides practical tips to enhance learning and/or delivery.



**Quotes:** Provides relevant quotations from United Nations or other sources.



Handouts/documents that need to be **printed and cut out** prior to the training.



Requires participants/facilitators to refer to the **setting** presented at the beginning of the case study.

## Facilitator instructions

Facilitator instructions on how to run the moderated and enacted learning modalities are included at the end of each modality (moderated and enacted) of each case study.

The facilitator instructions contain the following:

- **Overview of exercise:** Includes task, duration and list of support materials;
- **Facilitator checklist:** Includes a list of elements that need to be prepared, consulted or considered prior to the training;
- **Delivery instructions:** Includes instructions on the preparation, introduction of task, delivery, debrief and use of the corresponding PowerPoint presentation;
- **Injects:** Includes injects that will need to be introduced by the facilitator in the course of the exercise.

All documents included in the facilitator instruction sections are intended for facilitators only. Participants' versions of the same documents are included in the participants' sections and also in the Facilitator Resource Package (see *below*).

## Supporting documents

### (a) Presentations

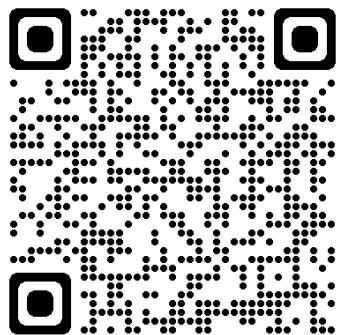
Each case study includes three presentations that will serve to reinforce learning for the moderated and enacted learning modalities. These presentations include one generic presentation on integrating gender into the work of the military that is applicable across all case studies, followed by two specific presentations – one for the moderated learning modality and another for the enacted learning modality. When conducting a case study, facilitators are invited to use the generic presentation, combined with the moderated or enacted presentation, according to the learning modality that they have predefined.

When conducting multiple case studies in a single training, facilitators are advised to cover the generic component only once. Facilitators can then introduce the specific presentations (moderated or enacted) related to each case study.

The presentations include explanations in the notes for each slide that could be used as a script for delivery. Facilitators are encouraged to draw on their own experience and to encourage participants to share their experience. Further details on how and when to use these presentations are included in the facilitator instructions.

## (b) Facilitator Resource Package

Finally, the Handbook includes a QR code to access the **Facilitator Resource Package** that includes print-friendly versions of all material required to conduct the case study in a classroom setting. In case the QR code cannot be accessed, all documents will be included in the Peacekeeping Resource Hub under Annex C of the Specialized Training Materials – UN Infantry Battalions.



Scan here!

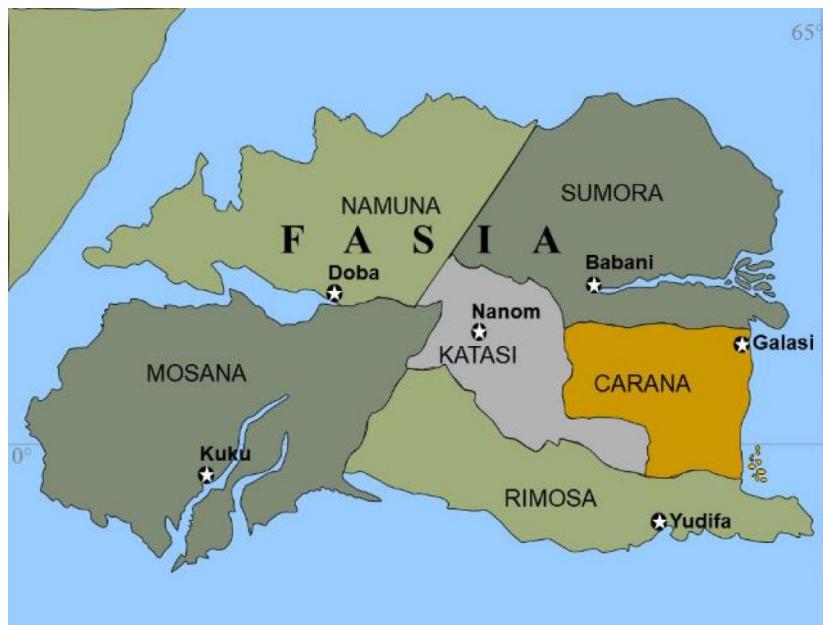
## LIST OF ABBREVIATIONS AND ACRONYMS

<b>2IC</b>	Second-in-command
<b>A4P</b>	Action for Peacekeeping
<b>A4P+</b>	Action for Peacekeeping Plus
<b>AOR</b>	Area of responsibility
<b>ASCOPE</b>	Areas, structures, capabilities, organizations, people, events
<b>CDT</b>	Conduct and Discipline Team
<b>CIMIC</b>	Civil-Military Coordination
<b>CISC</b>	Combattants indépendants du sud Carana
<b>CLA</b>	Community Liaison Assistant
<b>CRSV</b>	Conflict-related sexual violence
<b>DDR</b>	Disarmament, demobilization and reintegration
<b>ELF</b>	Elassi Liberation Front
<b>EP</b>	Engagement Platoon
<b>ET</b>	Engagement Team
<b>FDC</b>	Forces de la défense du Carana
<b>GFP</b>	Gender Focal Point
<b>IDP</b>	Internally displaced person
<b>JMAC</b>	Joint Mission Analysis Centre
<b>LGBTQI+</b>	Lesbian, gay, bisexual, transgender, queer and intersex
<b>MDMP</b>	Military decision-making process
<b>MEDEVAC</b>	Medical evacuation

<b>MGA</b>	Military Gender Adviser
<b>MOU</b>	Memorandum of understanding
<b>MPC</b>	Mouvement patriotique du Carana
<b>MPKI</b>	Military Peacekeeping Intelligence
<b>OHCHR</b>	Office of the United Nations High Commissioner for Human Rights
<b>PDC</b>	Parti démocratique du Carana
<b>PMERSCHII: PT</b>	Political, Military, Economic, Religious, Social, Cultural, History, Infrastructure, Information, Physical Infrastructure, Time
<b>PMESII: PT</b>	Political, Military, Economic, Social, Information, Infrastructure, Physical Infrastructure, Time
<b>SOP</b>	Standard operating procedure
<b>TCC</b>	Troop-contributing country
<b>UN</b>	United Nations
<b>UNAC</b>	United Nations Assistance Mission in Carana
<b>UNDP</b>	United Nations Development Programme
<b>UNICEF</b>	United Nations Children's Fund
<b>UNPOL</b>	United Nations police

# CARANA COUNTRY SUMMARY

Figure 1  
**Continent of Fasia**



## Introduction

Situated on the east coast of the continent of Fasia, Carana has a population of 17 million, primarily of ethnic Falin (60%), Kori (20%) and Tatsi (15%) groups. Carana has a young population, with 77% of Caranese under the age of 18. French is recognized as the official and administrative language of the country, but over 20 original languages or tribal dialects also exist. Major religions include Roman Catholic (40%), Protestant Lutheran or Baptist (35%) and Islam (20%), in addition to Indigenous beliefs (45%).

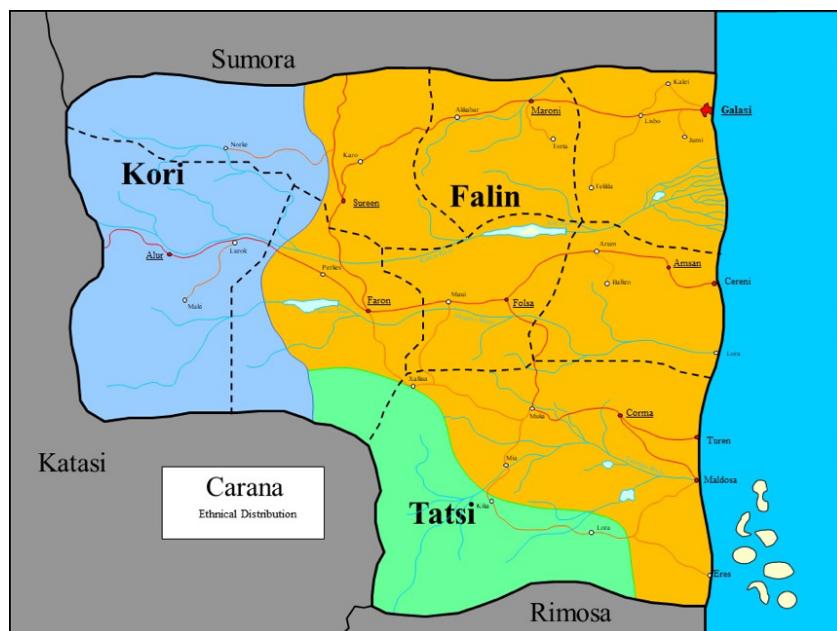
Following independence from France in 1986, Carana had a series of civilian and military rulers. Its current President, Jackson Ogavo of the Parti démocratique du Carana (PDC) is the first democratically elected President of the country. Having initially based itself on a liberal constitution that led to economic and social reforms resulting in economic prosperity, the Ogavo regime soon began to suppress all opposition groups. The replacement of all key Kori and Tatsi government ministers with members of Ogavo's Falin tribe led to an increasingly repressive approach, administrative and economic inefficiency and corruption. All opposition to the government was met with either the threat or use of armed force, and eventually escalated into civil conflict in early 2014.

After a long-standing civil war, which left thousands of victims and caused more than 700,000 Caranese citizens to become internally displaced, the warring factions in the Carana civil war, the Government of Carana, the Mouvement patriotique du Carana (MPC), and the Combatants indépendants du sud Carana (CISC), finally engaged in peace negotiations in Kalari, Namuna.

In November 2020, the negotiations resulted in the signing of a ceasefire and peace agreement – the Kalari Peace Treaty. Negotiations were facilitated by the Fasia Union and paved the way for the creation of a United Nations Assistance Mission in Carana (UNAC) that would take over from the Fasia Union Advisory Mission in Carana.

## Ethnic distribution

Figure 2  
Ethnic distribution in Carana



The population of Carana comprises more than 15 ethnic groups. Most of these groups are small in terms of the number of individuals and socially and politically marginalized. The three major ethnic groups, the Falin, Kori and Tatsi, represent 95% of the population. The Kori (20%) live in the west and are the dominant ethnic group in the Provinces of Tereni and Koloni. The Falin (60%) are the ethnic majority in the country and mainly live in the east and centre of Carana. The Tatsi (15%) live in the south and are the majority in Leppko Province.

The national borders of Carana are a result of the colonial period and do not represent the ethnic distribution of the region. The Falin make up 54% of the population of neighbouring Sumora, the Kori make up 65% of the population of Katasi, while the Tatsi make up 95% of the population of Rimosa.

## Religion

According to the last census conducted in 2015, approximately 75% of the population of Carana is Christian. About 35% are Protestant Lutherans and Baptists, while 40% are Roman Catholic. Islam is practised by over 20% of the population, mainly in the south and west. The vast majority of Muslims are Sunni, who overwhelmingly live in the west of Carana. However, there are small but active Shia communities in the south of Carana and along the coastal plains. Several Sunni groups are extremist in nature and have instituted sharia law in the south-western areas of Leppko. On the other hand, syncretism and Indigenous beliefs form a vital part of the religious experience of many Caranese.

In terms of ethnic distribution, the majority of the Falin are Christians, while the majority of the Kori and Tatsi are Sunni Muslim. Indigenous beliefs, which have been embedded in the main religions, are practised by parts of the population.

## Government

Carana is a presidential republic in line with the first Carana constitution, which was adopted by referendum in 1987. The President serves as Head of State, elected for a five-year term. The head of the Government is the Prime Minister, who is appointed by the President. The Prime Minister appoints the ministers and heads of the government departments.

Although the constitution supports a democratic political system, President Ogavo has gradually suppressed any effective opposition and since 2013, Carana has effectively been a one-party State. Today, the only legal political party is the Falin-dominated PDC. All members of parliament are members of PDC or have close ties to PDC.

## Natural resources

Carana is rich in natural resources, which are not equally dispersed throughout the country. In the jungle-covered mountains of the west, rare wood and timber are the main natural resources. Diamonds are found along the Kalesi River in the Provinces of Mahbek and Barin. Copper is mined in the highlands west of Mia. Coal is mined in the Province of Hanno. Further alkali metals (lithium, sodium, potassium, etc.) are found in central Carana. Oil is found off the southern coastline of Carana.

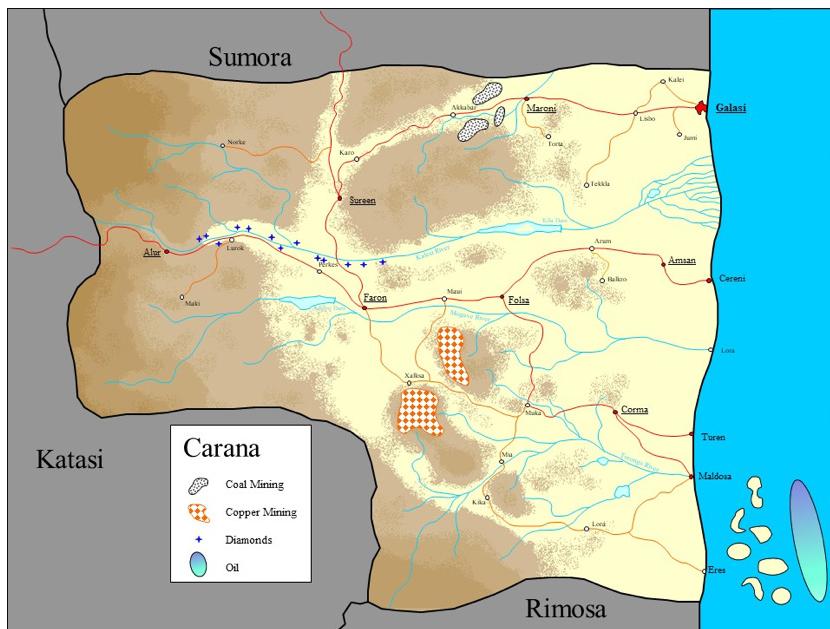
# Mining

The mining of coal, diamonds and copper constitutes an important contribution to the country's GDP. Hanno Province has several coal mines in Akabar and Maroni; Kika produces diamonds from the Gachal and Herla swamps. Copper is also mined in Lora and being exported from Maldosa. Owing to the conflict and weak infrastructure, exports, however, are only at about 15% of potential capacity.

Prior to 1997, the mining industry was controlled by private enterprises but since then, the Government has progressively taken control of the industry. Illegal exploitation of natural resources and exportation by private businesses to neighbouring countries is rife and armed groups and rogue security force elements are heavily involved.

Along with rare wood, timber and cotton, diamonds and copper are the main exports of Carana. Coal is mostly used in the country for the production of electricity.

**Figure 3**  
**Natural resources**



# Agriculture

Agriculture is a relatively large sector in the economy of Carana, providing 27% of GDP and roughly 50% of the labour force. The north-east and central regions of Carana produce large quantities of agricultural products that not only feed the people of Carana, but are also used for export. The soil is fertilized by using the

“slash-and-burn” technique on a large scale. The agricultural products are fruits, corn, grain (sesame seed), cocoa, coffee, ginger, groundnut, coconut, rice and maize.

Most of the agricultural land exists as small farm lots owned by the local population. Cotton is the only commodity produced on large farms using employed labour.

Approximately 31% of the total land area of Carana is used for agricultural purposes.

## Media

There are approximately 20 daily newspapers, two radio stations and two television channels in the country. The radio stations are operated by state cooperatives while most newspapers are privately owned. The two largest newspapers are Government-owned and the Catholic Church publishes another. In additionally, there are some low-power, community radio stations and locally printed media with local and very limited distribution. A few months ago, MPC started producing a regional newspaper and operating one radio station. International newspapers are only available in the capital, Galasi. National newspapers are available in the provincial capitals and in some other towns.

In principle, the Ministry of Information controls all media. Censorship is very limited in the case of small, local media but nearly absolute in the case of the official radio stations and main newspapers. A significant part of the population is very active on social media, which they can access through mobile phones. Social media is used as a tool for awareness-raising and democratic mobilization, but also to spread hate speech and incite ethnic violence.

## Roads

Carana has a system of paved roads, which connect most parts of the country to key urban centres. In the west and the north, these roads also ensure cross-border travel to and from neighbouring countries. Most paved roads can withstand the effects of the monsoon season.

Carana also has a dense network of partially robust unpaved roads and tracks. Unpaved roads and tracks are, for the most part, very vulnerable to damage from significant rain and flooding and deteriorate quickly if not maintained. The years of civil war, harsh weather, minimal investment and lack of maintenance have degraded them significantly, with the result that the road network is often impassable in the rainy season.

## Railways

The two railway tracks, with a total length of 280 km, running on the routes Galasi – Akkabar and Maldosa – Mia are both operational but not reliable. The entire track system and loading facilities were built during the French colonial period. Even though the track from Maroni to Akkabar is operational, the northern line ends in Maroni because the railway bridge west of Maroni was damaged by flooding in March 2020.

## Harbours

In Carana, there are three harbours for deep-water ships and some smaller harbours for fishing boats. The smaller harbours have no capacity to support the loading and unloading of ships, but they are suitable for coastal vessels. The main harbour in Galasi is well equipped with sufficient capacity for large ships and with roll-on/roll-off capability.

The harbour in Cereni has no roll-on/roll-off capability but does have cranes and sufficient transport equipment to handle heavy loads and containers. The harbour in Maldosa, which has railroad access, is mostly specialized in the transport of copper but is also capable of handling regular transport ships.

## Water and sanitation

Only the capital and some larger cities have a water supply system for the central area of the city. All other towns and villages rely on wells and water trading. Potable water is available in most parts of the country but the quality of water varies. In dry areas south-west of Maldosa and west of Galasi, drinking water during the dry season is mostly taken from small ponds and slow-flowing brooks.

There is no system of sanitation and garbage removal in Carana, leading to persistent health problems and disease, particularly in heavily populated areas.

## Neighbouring countries

Carana is located on the east coast of the continent of Fasia. The total area of Carana is 119,480 km<sup>2</sup> with 300 km coastline. Carana has land boundaries of 1,500 km with its neighbouring countries, Rimosa (southern border), Katasi (western border) and Sumora (northern border).

Sumora is the main trading partner of Carana in the region. The relations between Carana and Sumora have traditionally been good, with ethnic Falins making up approximately 54 % of the population of Sumora. In the recent past, the Government of Sumora has tended to support the position of President Ogavo.

The relations between Carana and Katasi are strained. Carana has repeatedly accused Katasi of supporting MPC rebels with money, weapons and fighters; these allegations were not without foundation and have been corroborated by reports from a number of international organizations, although the scale of that support remains unclear. The Government of Carana therefore lays the blame for its inability to deal with MPC at Katasi's door. Katasi hoped that supporting MPC would lead to the fall of the Ogavo regime and to better trade relations with Carana. These hopes have been stalled, both by the continued regime and the El Hasar insurgency that is further straining the relationship. Following a request by the Government of Katasi, French forces have been conducting counter-insurgency operations against El Hasar. El Hasar fighters have now been escaping into west Carana, causing instability and insecurity as they conduct attacks against the local population to obtain logistical supplies.

The relations between Carana and Rimosa are also tense. Rimosa has been in the grips of a civil war between two rival ethnic groups, the majority Tatsi, who hold nearly all positions of power in the country's Government, and the Muslim minority of the Elassi, pastoralists who claim that they suffer ethnic discrimination and persecution. Most of the inter-ethnic fighting in Rimosa has taken place in northern Rimosa, near the border with Carana. The rebel group Elassi Liberation Front (ELF) has waged a guerrilla-style campaign against government forces and pro-government Tatsi militias and has established links to CISC for financial and logistical support. At times, all of the aforementioned groups cross the border into Carana and conduct raids in order to obtain food and supplies, posing a threat to the local population.

In addition, there is a political dispute between Rimosa and Carana over the ownership of some of the islands along the southern coastline of Carana, as well as over related fishing rights in the respective national territory. Oil was also discovered in the Labta Sea in the south-east of Carana, offshore of Maldosa. However, owing to the ongoing border dispute and the high start-up costs required for the exploitation of the oil resources, no company or consortium is currently willing to invest.

Caranese refugees (particularly the Falin) in Sumora and Rimosa have consistently been discriminated against and are often under attack by local police and armed forces. Rimosan (Tatsi) refugees in Carana and Katasi face similar treatment, as do Katasi refugees, to a lesser extent.

## Carana National Police

The Carana National Police (CNP) has an estimated strength of approximately 7,100 police officers. Precise numbers cannot be ascertained owing to the high degree of fluctuation in the regional personnel bodies. The National Police has a history of being underfinanced, understaffed and insufficiently organized. Therefore, the organization is lacking basic administrative mechanisms and routines.

## **Forces de la défense du Carana (FDC)**

FDC has a total strength of approximately 20,000 personnel (17,500 army, 1,600 air force, 900 navy). The chiefs of each branch report directly to the President.

The main service in FDC is the army, primarily but not solely recruited from the Falin people. Its senior leadership is almost wholly Falin. Troops, especially those employed in rural areas, face recurrent problems of non-payment of wages. A number of units are composed of integrated armed group members and lack both operational capacity and a commitment to upholding human rights and standards of conduct and discipline.

Women's participation in the armed forces is low, with women soldiers and higher-ranking officers making up some 6% of FDC in total. During the Uroma regime and at the specific request of President Uroma, women were recruited and received substantial training abroad, which eventually led them to positions as senior officers. A small but steady recruitment of women soldiers continued over the following decades, although their status has deteriorated over time owing to the lack of political support for women's participation.

## **Mouvement patriotique du Carana (MPC)**

MPC is an avowed secular organization with broad appeal that has a total strength of 10,000 fighters and 10,000 to 20,000 supporters. The level of public support is high in the west and cuts across the different religions. It is structured into groups of 700 men. Each of these groups is led by a field commander and has a local network of supporters. The groups have no internally defined military structure, but a system of subcommanders with different numbers of fighters. Loyalty to the commanders is high and discipline is very good.

The official Headquarters of MPC is in Alur, but this is more of a symbolic HQ than an operational one. In some areas, MPC have taken over government and basic administrative functions. Because of broad public support for the rebels and dissatisfaction with the Government, the new role of MPC is well accepted by the largely Kori population in the west.

No detailed information on the equipment and training standards of MPC is currently available.

## **Combattants indépendants du sud Carana (CISC)**

CISC is an unstructured formation of rebels with diverging backgrounds. Some members are Tatsi deserters from FDC, while others have fled the civil war in Rrimosa and joined CISC, given the lack of alternatives. The total strength is estimated to be around 3,000 to 5,000 fighters. They are organized in company-strength formations (nominal battalion formations), many of which are understrength. Public support for CISC is based mainly in the Tatsi-dominated Leppko Province because of many acts of FDC violence against the population.

The movement has been successful in recruiting young men to its cause through a combination of anti-Muslim excesses by the government, religious zeal and the poor economic situation, as well as owing to recent rebel successes. The discipline and internal cohesion of this rebel group is low, as are the standards of training, although lately there is increasing evidence of the presence of experienced foreign extremists who have upped the tempo and quality of CISC operations.

No detailed information on the equipment and training standards of CISC is currently available.

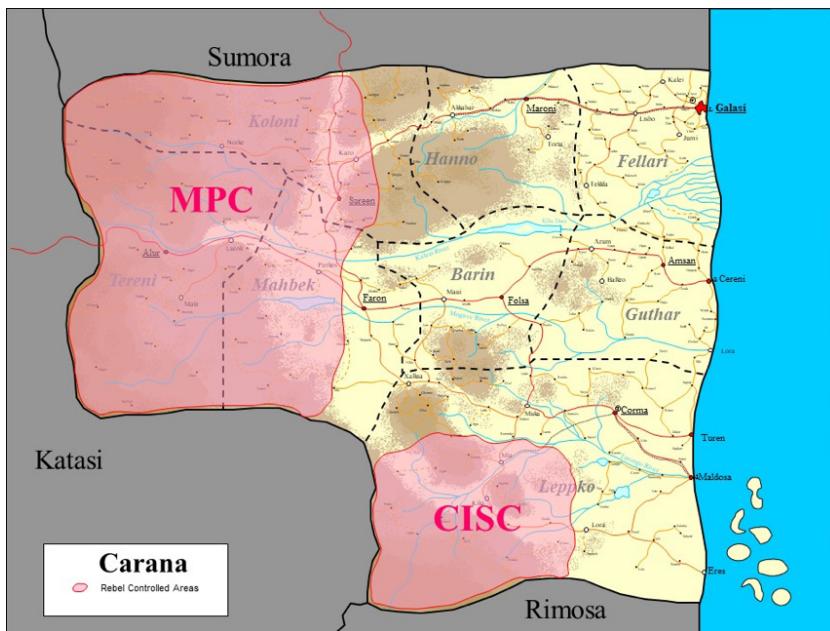
## **Militias, gangs and warlords**

During the years of fighting, several smaller armed groups have formed in Leppko. Some of these groups are fragmentations of CISC or deserters from the government forces. Other groups have arisen from local vigilante groups built to protect their villages from attacks by soldiers and rebels.

These groups operate mainly in the northern Leppko Province, chiefly for economic reasons (theft, illegal exploitation of resources, ransom) and are perceived as loyal to their leaders (warlords). Initial information indicates that these groups consist of between 300 and 1,000 fighters with light weapons.

The aims and loyalties of these groups are very difficult to ascertain and the boundary between local militias and armed bandits fluctuates. No such groups are part of the ongoing peace process.

Figure 4  
Overview of the rebel-controlled areas



## El Hasar Islamist Group

The El Hasar Islamist group was formed in 2018 in the neighbouring country of Katasi and became a “terror organization”, requesting its own state and engaging in guerrilla-type terror operations against the Government of Katasi. Recently, following anti-terror operations conducted by the Government of Katasi with the support of French forces, El Hasar fighters/elements crossed the border into Carana, in the western parts of the Koloni and Tereni Regions. Local communities report armed attacks and raids on villages by these elements, who have been stealing money, food, supply items such as spare parts, gas and ammunition. Reports also indicate violence against civilians, including rape, torture and other acts of physical violence.

Unconfirmed reports claim the fundamentalist elements from both the Tatsi and Kori communities are supporting and/or sympathizing with the El Hasar fighters/elements.

## Elassi Liberation Front (ELF)

ELF was formed in 2018 in the neighbouring country of Rimosa and is conducting insurgency operations against the Government of Rimosa. They mainly operate south of the Carana border in Rimosa, but have begun to challenge CISC in southern Carana and collaborate with some CISC splinter groups. Recruitment

for ELF has surged in both Carana and Rimosa during the past year. ELF plans the establishment of an Islamic Caliphate in Rimosa, possibly to be extended to Carana, as a non-negotiable objective, and is not part of the peace negotiations.

Carana communities along the border report armed attacks and raids on villages by ELF elements, who are reported to be stealing money, food, supply items like spare parts, gas and ammunition. Reports also indicate violence against civilians such as rape, torture and other acts of physical violence.

## **Humanitarian situation**

As a result of the fighting, many people in Carana have fled their homelands, but most have remained in the country. An estimated 100,000 have taken refuge in the neighbouring countries of Sumora (approximately 40,000 refugees), Katasi (approximately 40,000 refugees) and Rimosa (approximately 20,000 refugees). Another 700,000 are settled in camps for internally displaced persons around the harbour cities, where they are now clustered in makeshift camps and shantytowns in or near urban areas. Most internally displaced persons currently live in the camps around Galasi. The majority arrived within the past 12 months.

The country of Rimosa, sharing a border of approximately 200 km with Carana, has suffered from civil conflict between the two rival ethnic groups, the majority Tatsi and the minority Elassi. As a result, approximately 30,000 Elassi have taken refuge in southern Carana. Most of these Elassi refugees are sheltered in Camp Lora near the village of Lora, approximately 50 km from the border with Rimosa, and are a source of potential instability within Tatsi-dominated Leppko Province. The Office of the United Nations High Commissioner for Refugees (UNHCR) and two non-governmental organization implementing partners, Refugees International and Care for the Children, maintain Camp Lora.

## **Peace agreement**

In November 2020, negotiations for a ceasefire and peace agreement, the Kalari Peace Treaty, gave hope for an end to almost 10 years of civil war and a legacy of ethnic discrimination and conflict. Following negotiations facilitated by the Fasia Union, the ceasefire agreement paved the way for a United Nations Assistance Mission in Carana (UNAC), which took over from the Fasia Union Advisory Mission in Carana to assist in overseeing and verifying the ceasefire, as well as in the stabilization of the country.

Despite the cessation of violence, Carana remains a politically unstable country. The transitional government under the leadership of President Ogavo has had limited success in re-establishing order and the rule of law in the country. Small uprisings and violent clashes still occur in the rebel-controlled regions of west and south Carana.



# CASE STUDIES



# SECTION 1: COMMANDING AND PLANNING OPERATIONS

*This section includes the following case studies:*

- **Case study 1:** *Gender-responsive planning for military operations*
- **Case study 2:** *Creating an enabling work environment (focused on Infantry Battalion Commanders and Planners for all troop personnel)*
- **Case study 3:** *Developing gender-responsive Civil Assistance Projects*



# CASE STUDY 1

## GENDER-RESPONSIVE PLANNING FOR MILITARY OPERATIONS

### **LEARNING OBJECTIVES**

- *Identify specific grievances, security needs and priorities of diverse parts of the population, including men, women, boys and girls, using all available tools and resources*
- *Acquire information on gender-specific concerns from a range of sources and stakeholders*
- *Recognize the diverse roles of women, including as power brokers*



## SETTING

**Background:** You are an Officer in your Infantry Battalion and are part of a planning team consisting of personnel from the S-2 (Military Peacekeeping Intelligence), S-3 (Operations) and S-5 (Planning) branches. Following continued unrest in the past three days in the city of Corma, you have been tasked by your Infantry Battalion Commander to plan an operation aimed at ensuring the protection of civilians in the light of reports of an imminent attack. You are requested to secure the village centre, where shops are located, and to monitor roads leading from the nearby jungle to the village centre.

**Recent developments:** A group of men and women from the Falin majority have taken to the streets and carried out acts of violence against members and property of the Tatsi minority. The Tatsis have retaliated with support from armed groups hostile to the Ogavo government. Supported by neighbouring Rimosa, these armed groups operate from the jungles near Corma. They are largely composed of unemployed young adults from the Tatsi minority who have been mobilized by local warlords, primarily in support of economic ambitions. Despite the United Nations Children's Fund (UNICEF) efforts over the past two years to empower

young adults through vocational training, many have continued to join the armed groups in the hope of securing economic prosperity. The groups accuse the Ogavo government of systematic discrimination against minorities and economic favouritism towards Falin entrepreneurs.





**Triggers:** The recent clashes in Corma were triggered following the killing of two Falin men and one Falin woman by a group of Tatsi men. Tatsis have accused the Falins of allowing cattle owned by Falins to graze off crops cultivated by the Tatsis. With the ongoing drought, many farmers are unable to feed their livestock, leaving the cattle to wander into neighbouring plots.

**Damage:** In the resulting clashes, many people have been injured or killed, primarily men and young adults from both ethnic groups who are engaged in farm work. Public buildings and infrastructure such as schools and roads have been severely damaged. A maternity clinic located in the centre of Corma has also been targeted. Armed groups and criminal gangs have made use of the situation to loot and steal from shops, primarily run by Falin women, many of whom are also members of the Association of Female Entrepreneurs.

**Seeking a solution:** In a bid to calm tensions, a Falin political leader from the Parti démocratique du Carana (PDC) made an official visit to Corma and vowed to bring justice for the victims. The Carana Coal and Copper Miners' Trade Union has also been actively seeking a solution to the situation. Trade Union representatives have been in discussion with elders from both communities since the beginning of the clashes.



*“Dimensions of internal integration where progress is imperative include [...] incorporation of gender data and expertise throughout the planning, monitoring and reporting process”*

United Nations, “Action for Peacekeeping + Priorities for 2021-2023”, background paper, p. 4.



# CHECKLIST: GENDER-RESPONSIVE PLANNING FOR MILITARY OPERATIONS

*The checklist will help you to answer various questions or carry out specific tasks included in this case study. It should be used in addition to or in combination with your own national military decision-making process (MDMP).*

## ASSESSMENT

- Acquire information on the recent unrest from previous patrol reports, through Military Peacekeeping Intelligence (MPKI) and discussions with Gender Focal Point(s) (GFP(s)), the Military Gender Adviser in your sector, Military Protection Advisers, Women's Protection Advisers, Human Rights Officers and Child Protection Officers.
- Carry out a gender-responsive analysis of the human, geographical and information terrain (male/female breakdown of population, ethnic and religious affiliations of the population, minorities and persons belonging to the LGBTQI+ community, gender roles and norms, percentage of youth, key sources of income for men and women, level of education/literacy among all groups of the population, language(s) spoken, main sources of information for population, level of censorship, main rivers, mountains, neighbouring countries and cities, etc.).
- Define security risks for men, women, boys, girls and non-binary members of the community. Be conscious of one's own cultural background and bias when doing so.
- Identify which groups have been most affected by the unrest, why and to what extent.
- Acquire information on the recent unrest from previous patrol reports, through MPKI reports and discussions with thematic experts such as the Gender Focal Points in your Battalion, the Military Gender Adviser (MGA) in your sector or at Force Headquarters, Military Protection Advisers, Women Protection Advisers, Protection of Civilians Advisers, Human Rights Officers and Child Protection Officers.
- Acquire and use quantitative data disaggregated by gender and age.
- Acquire and analyse qualitative data that enable a better understanding of the gender roles, needs and perspectives of women and girls.

## ANALYSIS

- Identify gendered conflict drivers, trends and patterns in conflict/violence, key threat actors, their intentions and gender dynamics within armed groups: who are the decision makers, who is close to the decision makers, what role do women play in armed groups, who are the primary targets, why, etc.
- Conduct a risk assessment. Men, women, boys and girls all face risks. The risks faced by each individual group may differ, however, because of intersectionalities such as age, ethnicity, religion, level of education, social status, etc. Determine possible reprisals for groups engaging with United Nations peacekeepers, define and plan actions that could mitigate these reprisals.
- Consider drivers of peace alongside the traditional focus on drivers of conflict/violence.
- Be conscious of one's own gender bias and assumptions and minimize their impact by integrating different perspectives and consulting with a broad range of actors.

## COORDINATION

- In coordination with the S-9 (United Nations-Civil-Military Coordination (UN-CIMIC)) and the Engagement Platoon (EP), identify specific needs and grievances of men, women, boys and girls.
- Ensure coordination – through UN-CIMIC personnel and/or chain of command – with other peacekeeping personnel present on the ground to ensure a comprehensive response for essential service provision to all, without discrimination.

# COMMON ANALYSIS FRAMEWORKS

## ASCOPE

**Areas** – Tribal/religious, political boundaries;

**Structures** – Sites of significance (places of worship, hospitals, maternity clinics, community centres, schools);

**Capabilities** – Local authorities' capacity to provide key functions/services (public health, security, economy, education);

**Organizations** – Actors in the Area of Operations; non-governmental organizations (NGOs), civil society organizations (CSOs) including women-led organizations, tribes, media;

**People** – Non-military actors such as religious leaders, village elders, labourers, refugees, women leaders or entrepreneurs, human rights activists, etc.

**Events** – Routine, cyclical, planned or spontaneous events that could affect military operations. Cultural or religious events, sports events, etc.

## PMESII-PT

**Political** – Formal and informal political parties, party in power, opposition parties, recent or upcoming elections; male/female composition of political parties, women political leaders, women's involvement in politics, positions of political parties towards women's empowerment, minority rights, etc.;

**Military** – Size of military, ethnic composition, number of women in military, number of women in decision-making positions, level of public trust in military, allegations against the military (human rights violations, corruption, etc.);

**Economic** – Key economic activities, main economic partners, participation of women in the labour force, labour rights of women and men, primary sources of income for men and women, number of women-headed households, access to land and land ownership, level of unemployment according to age and sex;

**Religious** – Key religions, distribution of religions across ethnic groups, influence of religion/religious leaders on politics and population, religious practices and their impact on men, women, boys and girls;

**Social** – Ethnic and language profiles of the population, age, level of education and income, role of women in society, ability of women to participate in politics and public life, etc.;

**Cultural** – Traditions and practices that impact men, women, boys and girls, routine or spontaneous cultural events and ceremonies;

**History** – Colonial past, any major historical events or laws that impacted politics and/or (groups of) population, notable women who have had an impact on history;

**Infrastructure** – Transport (roads, railways, airports, ports), public services (schools, hospitals, clinics, police stations, etc.), important public places (parks, markets, etc.), accessibility to these, impact of their absence/dysfunction on the daily activities of men, women, boys and girls;

**Information** – Sources of information (radio, television, print media, Internet, mobile phones, social media, etc.), access to media and information by women, key sources of information used by specific population groups;

**Physical Infrastructure** – Geographic and artificial structures in the operating environment;

**Time** – Duration of an operation and how this could help or hinder each party.

## PMERSCHII-PT

**Political** – Formal and informal political parties, party in power, opposition parties, recent or upcoming elections; male/female composition of political parties, women political leaders, positions of political parties towards women's empowerment, minority rights, etc.;

**Military** – Size of military, ethnic composition, number of women in military, number of women in decision-making positions, level of public trust in military, allegations against the military (human rights violations, corruption etc.);

**Economic** – Key economic activities, main economic partners, participation of women in the labour force, labour rights of women and men, primary sources of income for men and women, number of women-headed households, access to land and land ownership, level of unemployment according to age and sex;

**Social** – Ethnic, religious and language profiles of the population, age, level of education and income, role of women in society, ability of women to participate in politics and public life, etc.;

**Information** – Sources of information (radio, television, print media, Internet, mobile phones, social media, etc.), access to media and information by women, key sources of information used by specific population groups;

**Infrastructure** – Transport (roads, railways, airports, ports), public services (schools, hospitals, maternity clinics, police stations, etc.), important public places (parks, markets, etc.), accessibility to these, impact of their absence/dysfunction on the daily activities of men, women, boys and girls;

**Physical Infrastructure** – Geographic and artificial structures in the operating environment;

**Time** – Duration of an operation and how this could help or hinder each party.

There are many variations in terms of how to use these analysis frameworks. You could either use them independently, or, in view of greater efficiency, you can filter each element of the PMERSCHII-PT and PMESII-PT frameworks through an ASCOPE analysis. For instance, for each element under the category "Political", you could further consider the areas, structures, capabilities, organizations, people and events.



## NOTES

# RESOURCE MATERIAL

United Nations, Department of Peace Operations, *Gender Equality and Women, Peace and Security*, resource package, January 2020. [https://peacekeeping.un.org/sites/default/files/gewps19\\_respack\\_v7\\_eng\\_digital.pdf](https://peacekeeping.un.org/sites/default/files/gewps19_respack_v7_eng_digital.pdf).

United Nations, Department of Peace Operations, *The Protection of Civilians in United Nations Peacekeeping*, handbook. 2020. [https://peacekeeping.un.org/sites/default/files/dpo\\_poc\\_handbook\\_final\\_as\\_printed.pdf](https://peacekeeping.un.org/sites/default/files/dpo_poc_handbook_final_as_printed.pdf).

United Nations, Department of Peace Operations, “Uniformed Gender Parity Strategy 2018–2028”, 2018. <https://peacekeeping.un.org/sites/default/files/uniformed-gender-parity-2018-2028.pdf>.

United Nations, Department of Peace Operations, United Nations Infantry Battalion Manual, January 2020. [https://peacekeeping.un.org/sites/default/files/3.\\_military\\_-\\_1\\_united\\_nations\\_infantry\\_battalion\\_manual\\_unibam.pdf](https://peacekeeping.un.org/sites/default/files/3._military_-_1_united_nations_infantry_battalion_manual_unibam.pdf).

United Nations, Department of Peacekeeping Operations and Department of Field Support, “DPKO/DFS Guidelines: Integrating a gender perspective into the work of the United Nations military in peacekeeping operations”, March 2010. [https://peacekeeping.un.org/sites/default/files/dpko\\_dfs\\_gender\\_military\\_perspective.pdf](https://peacekeeping.un.org/sites/default/files/dpko_dfs_gender_military_perspective.pdf).

United Nations, Department of Peacekeeping Operations and Department of Field Support, “Policy on gender-responsive United Nations peacekeeping operations”, February 2018. [https://peacekeeping.un.org/sites/default/files/english\\_gender\\_responsive\\_united\\_nations\\_peacekeeping\\_operations\\_policy\\_1.pdf](https://peacekeeping.un.org/sites/default/files/english_gender_responsive_united_nations_peacekeeping_operations_policy_1.pdf).

United Nations Department of Peacekeeping Operations, “Directive on sexual harassment in United Nations peacekeeping and other field missions, for military members of national contingents, military observers and civilian police officers” (DPKO/MD/03/00995), 2003. <https://police.un.org/en/directive-sexual-harassment-united-nations-peacekeeping-and-other-field-missions-military-members-of>.

United Nations Entity for Gender Equality and the Empowerment of Women (UN-Women), “Women’s meaningful participation in negotiating peace and the implementation of peace agreements”, report of the expert group meeting, 2018. <https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2018/EGM-Womens-meaningful-participation-in-negotiating-peace-en.pdf>.

United Nations, “Action for Peacekeeping+, priorities for 2021–2023”, background paper. [https://peacekeeping.un.org/sites/default/files/a4p\\_background\\_paper.pdf](https://peacekeeping.un.org/sites/default/files/a4p_background_paper.pdf).

# SELF-LEARNING

*This modality includes:*

- Self-reflection questions**
- A quiz**
- A notes space**



## REFLECTION QUESTION

**What implicit or explicit bias could you or your colleagues have with regards to the roles and norms of men and women in the unrest in Corma? How could these biases influence your work?**

(Please refer to p. 379 for answer.)



## Please answer the following questions:

- When planning the operation that you were tasked with by the Infantry Battalion Commander, what type of information should you acquire? (cite 3 topics)

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_

Fill in the blanks using the following words in the right place: agents of positive change, analysis, sources of authority, DPKO/DFS policy on gender-responsive United Nations peacekeeping operations, roles:

- Gender \_\_\_\_\_ are the activities a household or a community expect women and men to do.
- Gender \_\_\_\_\_ studies different roles and tasks of men and women in a society.
- Critical roles of women and girls in peace and security include as \_\_\_\_\_ and as \_\_\_\_\_.
- The policy that guides peacekeepers on the women, peace and security agenda is the \_\_\_\_\_ of 2018.

### True or false?

- Gender is a social construct and can vary over time. \_\_\_\_\_
- In some societies today, men and women are equal. \_\_\_\_\_
- Gender equality is a human rights issue. \_\_\_\_\_
- Gender equality only benefits women. \_\_\_\_\_
- What do the following abbreviations stand for?

#### ASCOPE

A \_\_\_\_\_  
S \_\_\_\_\_  
C \_\_\_\_\_  
O \_\_\_\_\_  
P \_\_\_\_\_  
E \_\_\_\_\_

#### PMESII: PT

P \_\_\_\_\_  
M \_\_\_\_\_  
E \_\_\_\_\_  
S \_\_\_\_\_  
I \_\_\_\_\_  
I \_\_\_\_\_  
P \_\_\_\_\_  
T \_\_\_\_\_

#### PMERSCHII: PT

P \_\_\_\_\_  
M \_\_\_\_\_  
E \_\_\_\_\_  
R \_\_\_\_\_  
S \_\_\_\_\_  
C \_\_\_\_\_  
H \_\_\_\_\_  
I \_\_\_\_\_  
P \_\_\_\_\_  
T \_\_\_\_\_

(Please refer to p. 380 for answers.)



While each troop-contributing country (TCC) has its own planning process, the United Nations military decision-making process (MDMP) is designed to complement national doctrine. The United Nations MDMP aims to enhance interoperability and facilitate combined operations.

(Please refer to table on p. 22 on common analysis frameworks for additional information).

# MODERATED LEARNING

*The aim of this exercise is to highlight the utility of consulting with a broad range of actors in order to acquire a holistic understanding of a specific context, including the security grievances faced by diverse sections of the population. Participants are encouraged to use multiple techniques of information gathering in order to avoid gaps and to ensure accuracy of information.*

## LEARNING ACTIVITY TOTAL TIME REQUIRED : 2 hours 30 minutes

30 minutes	Presentation on integrating gender into the work of the military
15 minutes	Break
10 minutes	Introduction to exercise and division into groups
20 minutes	Read Carana country summary and case study setting
30 minutes	Deliberations in groups and preparation of responses
45 minutes	Presentation of findings and debrief

## SUPPORT MATERIAL

1. Carana country summary
2. Case study setting
3. Exercise overview
4. Checklist
5. Common analysis frameworks

# EXERCISE OVERVIEW

*Please refer to Setting on p. 18*

## TASK

You are an Officer in your Infantry Battalion and are part of a planning team consisting of personnel from the S-2 (Military Peacekeeping Intelligence), S-3 (Operations) and S-5 (Planning) branches. Following continued unrest in the past three days in the city of Corma, you have been tasked by your Infantry Battalion Commander to plan an operation aimed at ensuring the protection of civilians (POC) in the light of reports of an imminent attack. You are requested to secure the village centre, where shops are located, and to monitor roads leading from the nearby jungle to the village centre.

Given the setting provided in the case study, how would you extract gender-responsive information – including data and analysis – in order to inform the planning of your operation?

Which of the options proposed below would you choose? Identify the advantages and shortcomings of the option you choose.



### OPTION 1

Consult mission reports, including Military Peacekeeping Intelligence (MPKI) reports, Joint Mission Analysis Centre (JMAC) reports, POC threat assessments, checkpoint and patrol reports, etc.



### OPTION 2

Coordinate – through the United Nations - Civil-Military Co-ordination (UN-CIMIC) Officer – with mission components, including gender, human rights and civilian components, etc. and with United Nations partners operating in the area.



### OPTION 3

Through the support of the UN-CIMIC Officer, acquire information from consultations with the local population, including women's organizations, village elders and religious leaders.

## NOTES

# FACILITATOR INSTRUCTIONS

## *Moderated learning*

### **LEARNING ACTIVITY TOTAL TIME REQUIRED: 2 hours 30 minutes**

30 minutes	Presentation on integrating gender into the work of the military
15 minutes	Break
10 minutes	Introduction to exercise and division into groups
20 minutes	Read Carana country summary and case study setting
30 minutes	Deliberations in groups and preparation of responses
45 minutes	Presentation of findings and debrief

### **SUPPORT MATERIAL**

1. Carana country summary
2. Case study setting
3. Exercise overview
4. Checklist
5. Common analysis frameworks
6. Injects
7. PowerPoint presentations 1.1 (Integrating gender into the work of the military) and 1.2 (Carrying out gender-responsive planning for military operations - moderated). (*Print presentation with notes pages and use as facilitator guide*)



Support materials are available in facilitator resource package under folder entitled “Case Study 1 – Carrying out gender-responsive planning for military operations”.

# EXERCISE OVERVIEW

## TASK

You are an Officer in your Infantry Battalion and are part of a planning team consisting of personnel from the S-2 (Military Peacekeeping Intelligence), S-3 (Operations) and S-5 (Planning) branches. Following continued unrest in the past three days in the city of Corma, you have been tasked by your Infantry Battalion Commander to plan an operation aimed at ensuring the protection of civilians (POC) in the light of reports of an imminent attack. You are requested to secure the village centre, where shops are located, and to monitor roads leading from the nearby jungle to the village centre.

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### OPTION 3

Through the support of the UN-CIMIC Officer, acquire information from consultations with the local population, including women's organizations, village elders and religious leaders.



# FACILITATOR CHECKLIST

## MODERATED LEARNING

### TO PRINT

- Print exercise overview (*for all participants*)
- Print Carana country summary (*for all participants*)
- Print case study setting (*for all participants*)
- Print checklist (*for all participants*)
- Print common analysis frameworks document (*for all participants*)
- Print and cut out injects (*two sets for each group, to be distributed later during exercise, simultaneously or sequentially*)
- If desired, print or have available the facilitator instructions of this case study (*for facilitator/s who will deliver the case study*)
- If desired, print PowerPoint presentations 1.1 (Integrating gender into the work of the military) and 1.2 (Carrying out gender-responsive planning for military operations – Moderated), including notes pages (*for facilitator/s who will deliver the case study*)

### TO PREPARE

- Familiarize yourself with relevant documents (Carana country summary and – where possible – the complete Carana scenario, as well as the facilitator instructions, case study setting, exercise instructions, checklist, common analysis frameworks document, presentation, etc.)
- Have PowerPoint Presentation ready on a USB stick/computer for delivery

- Prepare props for injects. How will the injects be presented (as newspaper/television reports, by someone playing the role of broadcaster, in poster form, etc.)? At what moment of the exercise will the injects be presented (midway through the exercise, just before the end, if a specific incident takes place, etc.)?
- How many breakout groups will you have? (This will depend on the total number of participants)
- Where will each breakout group work? In different areas of the classroom? Are breakaway rooms available? If so, how many? Are they located close to the main classroom or do you need to plan for additional time for relocation? Can some breakout groups work outdoors? Does the weather permit outdoor work?
- Does each breakout group require specific materials (flip charts, markers, etc.)? Are these available?
- How will you divide participants into groups – randomly (for instance, according to tables/rows) or predetermined (according to participant profile, rank etc.). The latter option will require prior knowledge of participant profiles. Do you have that information?
- How will you run the debrief of the exercise? Which questions will you focus on? Are there any participants with thematic expertise that you can draw from during the debrief?
- What other elements could you add to the conclusion? Do you have any personal experiences or anecdotes to share? Which key points should be emphasized from the learning objectives?

# DELIVERY

## INTRODUCTION: GENERAL GUIDANCE AND INFORMATION ON HOW TO CONDUCT THE EXERCISE

To begin the exercise, open PowerPoint Presentation 1.1 (Integrating gender into the work of the military). You can explain to the participants that they will soon conduct a practical exercise on how to carry out gender-responsive planning for military operations. However, before beginning this exercise, you will run through a brief presentation – as a refresher – on how to mainstream gender into the work of the military.

To begin the discussion, you could ask participants if they have engaged in military planning. Many of them will probably say that they have, as this case study is intended for planners and commanders in infantry battalions. Then ask participants if they have carried out gender-responsive planning or if they have integrated gender considerations into their planning processes. There is a chance that many may reply that they have not. If some participants have carried out gender-responsive planning, you can invite them to briefly share their experience.

## PRESENTATION

Following this initial discussion, you can now go through the slides of the PowerPoint presentation to explain the concepts and policy framework related to gender, why gender is important to the work of the military and how gender could be integrated into that work. Explain that this brief presentation will serve as a refresher in order to reinforce what they have already learned. Talking points are included in the notes pages of each slide and can be used as a guide. Make sure to encourage participants to share their personal experiences on the topic and clarify any questions that they may have.

Once you have gone through the presentation, explain to the participants that they will now have a short break (15 minutes). After the break, they will work in groups on a practical exercise.



If you do not have sufficient time to respond to a question, or if you feel that it is better dealt with during or after the exercise, write down the question on a flip chart and explain to participants that you will revisit the question at a later stage.

## BREAK: 15 MINUTES

## BREAKOUT GROUPS

While participants are on their break, you are advised to display PowerPoint presentation 1.2 (Carrying out gender-responsive planning for military operations – Moderated) on screen.

When participants are back from their break, divide participants into groups of 4 or 5, depending on the total number of participants. Where possible, you should ensure that men and women participants are evenly distributed among the breakout groups. You may want to group participants of a similar rank together in order to facilitate discussions within the group. This, however, will require prior information on participant profiles/backgrounds.



If the physical classroom setting does not offer the possibility of splitting the participants into breakout groups, please moderate an open group discussion with the entire class. Highlight that there has been unrest in the city of CORMA and they have been tasked to plan an operation to ensure the protection of civilians.

## EXERCISE

### a) Introduction to exercise

When participants have been divided into groups, explain the learning objectives of the exercise. At this stage, you can also introduce the various documents that have been distributed:

- The **Carana country summary** provides a brief snapshot of the Carana scenario that is already familiar to the participants, with key information relevant to the case study that is being worked on;
- More information on the setting and context of the case study is included in the case study **setting**;
- Details of the task that needs to be carried out are explained in the **exercise overview**;
- The **checklist** serves as a guide for participants as they work on the case study;
- The **common analysis frameworks** document provides participants with a list of factors – including gender-responsive elements – that need to be taken into consideration when planning military operations.

You can now go through PowerPoint presentation 1.2. Briefly introduce the setting to the participants. Mention to them that more time will be given to read the setting. Highlight that there has been unrest in the city of CORMA and they have been tasked to plan an operation to ensure the protection of civilians.

Now explain the task that needs to be carried out. Explain that participants have three options to choose from, following which they also need to answer the other questions included in the task section. Invite participants to use the handouts provided during the session to assist them with the exercise.

### b) Group work

Remind participants that they have **50 minutes** to complete the exercise, including approximately 20 minutes to read the handouts. Encourage participants to designate a rapporteur who will present the findings of the group during the plenary discussions.

Invite participants to begin the exercise. Encourage participants to use the check-list and the common analysis frameworks documents as guides.

During the exercise, make sure you rotate among the groups to answer any questions that participants may have and to gain some insights into the dynamics and discussions within each group. Make note of any interesting points or observations that you could raise during the debrief.

Remind participants of the time remaining 15 minutes, 10 minutes and 5 minutes before the end of the exercise.

### c) Injects

You have been provided with several injects. These injects are aimed at influencing the participants' understanding, reasoning and their choices. **Do not share the injects at the beginning of the exercise.** You can determine an appropriate time during the exercise (halfway into the exercise or later) to share this information. You are encouraged to use innovative means to present the injects (props such as newspapers, radios, etc.). You can also present the slide with injects for participants to see. If participants ask additional questions on the injects, try to answer them creatively, by making your own assumptions.



You can either reveal all injects simultaneously, or sequentially, allowing some time to pass between each one. The PowerPoint slides on injects are designed for this purpose.

### d) Presentation of group work

When the allotted exercise time has elapsed, invite each group to present its responses. You may let groups volunteer to begin, or, if there are no volunteers, you could designate a group to present. Each group has **5 minutes** to present.

After each group presentation, you could facilitate a brief discussion. Did any of the other groups make a similar choice? Do the other groups agree with the arguments that were presented?



In case of time constraints, you could carry out these brief discussions after every second or third group presentation. You can also choose to skip these brief discussions and instead spend more time on the final discussion.

Once all groups have presented, open the floor for discussions. Key points that could be raised during the debrief are outlined in the next section.

## DEBRIEF

There are no right or wrong answers in this exercise. All three options are equally valid. However, the richness and complexity of information tends to grow from one option to the next, with **OPTION 1** presenting the most straightforward and factual information, and **OPTION 3** presenting the richest, but also most complex and at times contradictory information. It is important to weigh the strengths and shortcomings of each option through a gender lens in order to be able to fill in any gaps and/or verify the information received.

In **OPTION 1 (consult mission reports)**, mission reports could offer you standardized and targeted information based on the tasks you need to accomplish. Is the information presented in those reports disaggregated by gender and age? Do the analyses that are provided cover all groups and subgroups of the population? For instance, do they identify threats and risks for men, women, boys and girls, but also for men, women, boys and girls of certain ethnic and/or religious groups, etc.?

Information acquired through mission reports has a high level of accuracy and is relatively easy to access. It also allows for comparison with older reports, which can help to identify trends and follow the evolution of the situation. For instance, has the number of reported incidents of conflict-related sexual violence increased recently? Are specific groups who were not targeted before now experiencing acts of violence? Has the number of active women's organizations increased or decreased? Did other events occur in parallel or are there circumstances that could lead to inferring causality?

On the other hand, mission reports may quickly become obsolete. Acts of unrest or violence could take place at any moment. Reports of such acts may not be immediately available or if they are, may lack detailed analysis or contextualiza-

tion. For instance, while the reports may provide statistical data disaggregated by gender and age (for example, 120 persons, including 35 women, 3 girls and 5 boys were injured) they may fail to adequately explain why such incidents took place. Obtaining accurate, unbiased and factual information is essential in order to better respond to the situation.

**OPTION 2 (discuss with mission components)** offers similar advantages to OPTION 1 in terms of facilitation of analysis, accessibility and accuracy. This option offers the added advantage of facilitating direct discussion and potentially, coordination with the persons of interest. For instance, who is currently working on mine action or women's economic empowerment? Have there been any recent projects on vocational training for youth? What have been the outcomes of these projects?

Varied reporting procedures and the multiplicity of areas of focus among mission components, however, makes comparison difficult.

**OPTION 3 (discuss with local population)** offers the unique advantage of obtaining first-hand information from those who are directly concerned by a specific project. Information acquired through such consultations will be rich in cultural analysis and anecdotes. For instance, local women may explain that they have come across several mines while on their way to fetch water from the river, or that men do not take their livestock to graze in a specific location anymore. Women are often well aware of what is happening at the local level and could be a valuable source of information. The local population could also provide explanations of certain traditions or practices. A village elder, for example, could explain that certain violent behaviour carried out by boys of a certain ethnic group is a rite of passage into manhood.

However, information acquired from the local population could be one-sided or biased and could lack objectivity. Cultural and language barriers may also complicate communication.

## CONCLUSION OF PRESENTATION

Once the debrief is complete, you can go back to the PowerPoint presentation and go through the “Remember!” slide that includes key takeaways from the exercise. Key points to raise include the following actions:

- Acquire information from multiple sources
- Consider intersectionalities
- Use multiple analysis frameworks to acquire essential and relevant information

Ask participants if they have any questions or if they would like to add any other takeaways.

Lastly, thank participants for their active participation and encourage them to integrate gender considerations when they next plan for military operations.

# INJECTS

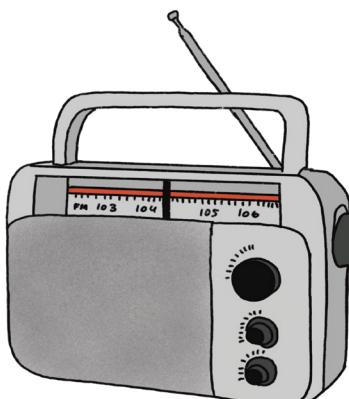
Print  
and  
cut out



**The Association of Female Entrepreneurs has been conducting informal negotiations with leaders of both ethnic groups.**



**The leader of the Parti Démocratique du Carana (PDC) who visited Corma has just made a public announcement that he will be running for the presidential elections scheduled for the following year.**



**The local radio has been transmitting information of an imminent attack against the Tatsis during their annual Kabaya festival, scheduled to take place in a week.**

# ENACTED LEARNING

*The aim of this simulation exercise is to encourage participants to make an informed decision that is beneficial to all troop personnel, cognizant of any potential negative consequences of the proposed action and possible measures of mitigation.*

## **LEARNING ACTIVITY TOTAL TIME REQUIRED: 2 hours 30 minutes**

10 minutes	Introduction to exercise and distribution of individual roles
20 minutes	Read Carana country summary, case study setting and individual roles
30 minutes	Simulation exercise
45 minutes	Debrief
15 minutes	Break
30 minutes	Presentation on integrating gender into the work of the military

## **SUPPORT MATERIAL**

1. Carana country summary
2. Case study setting
3. Exercise overview
4. Individual role instructions (*to be handed out by facilitator*)
5. Checklist
6. Common analysis frameworks document

# EXERCISE OVERVIEW

*Please refer to Setting on p. 18*

## TASK

You are part of a planning team consisting of personnel from the S-2 (Military Peacekeeping Intelligence), S-3 (Operations) and S-5 (Planning) branches. Following continued unrest in the past three days in the city of Corma, you have been tasked by your Infantry Battalion Commander to plan an operation aimed at ensuring the protection of civilians (POC), particularly the Tatsi, in the light of reports of an imminent attack. You are requested to secure the village centre, where shops are located, and to monitor roads leading from the nearby jungle to the village centre.

Together with a range of other stakeholders, you have been assigned one of the roles featured below. The facilitator will hand you individual instructions related to your specific role.

Given the setting described in the case study, you are invited to play your role with the aim of providing and/or acquiring as much gender-responsive information as possible in order to inform the planning and preparation of the operation. Who should be consulted? Why?

## OVERVIEW OF ROLES



**United Nations  
Military Planning Officer**



**United Nations  
Operations Officer 1**



United Nations Operations  
Officer 2



United Nations MPKI Officer



United Nations Military GFP



UN-CIMIC Officer



United Nations Language  
Assistant



UNICEF representative



**Local woman 1**



**Local woman 2**



**Village elder**



**Representative from the  
Association of Female  
Entrepreneurs**



**Observer 1**



**Observer 1**

# FACILITATOR INSTRUCTIONS

## *Enacted learning*

# EXERCISE OVERVIEW

## TASK

You are part of a planning team consisting of personnel from the S-2 (Military Peacekeeping Intelligence), S-3 (Operations) and S-5 (Planning) branches. Following continued unrest in the past three days in the city of Corma, you have been tasked by your Infantry Battalion Commander to plan an operation aimed at ensuring the protection of civilians (POC), particularly the Tatsi, in the light of reports of an imminent attack. You are requested to secure the village centre, where shops are located, and to monitor roads leading from the nearby jungle to the village centre.

Together with a range of other stakeholders, you have been assigned one of the roles featured below. The facilitator will hand you individual instructions related to your specific role.

Given the setting described in the case study, you are invited to play your role with the aim of providing and/or acquiring as much gender-responsive information as possible in order to inform the planning and preparation of the operation. Who should be consulted? Why?

### LEARNING ACTIVITY TOTAL TIME REQUIRED: 2 hours 30 minutes

10 minutes	Introduction to exercise and distribution of individual roles
20 minutes	Read Carana country summary, case study setting and individual roles
30 minutes	Simulation exercise
45 minutes	Debrief
15 minutes	Break
30 minutes	Presentation on integrating gender into the work of the military

### SUPPORT MATERIAL

1. Carana country summary
2. Case study setting
3. Exercise overview
4. Individual role instructions (to be handed out by facilitator)
5. Checklist
6. Common analysis frameworks document
7. Injects
8. PowerPoint presentations 1.1 (Integrating gender into the work of the military) and 1.3 (Carrying out gender-responsive planning for military operations - Enacted), including notes pages (*for facilitator/s who will study*)



Support materials are available in facilitator resource package under folder entitled “Case Study 1 – Carrying out gender-responsive planning for military operations”.



# FACILITATOR CHECKLIST

## ENACTED LEARNING

### TO PRINT

- Print Carana country summary (*for all participants*)
- Print case study setting (*for all participants*)
- Print exercise overview (*for all participants*)
- Print checklist (*for all participants*)
- Print and cut out individual role instructions (*one role per participant*)
- Print and cut out injects (*one set for all participants, to be distributed later during exercise, simultaneously or sequentially*)
- If desired, print or have available the facilitator instructions of this case study (*for facilitator/s who will deliver the case study*)
- If desired, print PowerPoint presentations 1.1 (Integrating gender into the work of the military) and 1.3 (Carrying out gender-responsive planning for military operations – Enacted), including notes pages (*for facilitator/s who will deliver the case study*)

### TO PREPARE

- Familiarize yourself with relevant documents (Carana country summary and – where possible – the complete Carana scenario, as well as the facilitator instructions, case study setting, exercise instructions, checklist, common analysis frameworks document, presentation, etc.)
- Have PowerPoint Presentation ready on a USB stick/computer for delivery
- Prepare props for simulation and injects. Where will the simulation take place (makeshift office, with the local population, etc.)? How will the injects be presented (as newspaper/television reports, by someone playing the role of broadcaster, in poster form, etc.)? At what moment of the exercise will the injects be presented (midway through the exercise, just before the end, if a specific incident takes place, etc.)?

- Consider where the simulation exercise can be run. Is the classroom large enough to conduct the exercise? Is it possible to run simulation exercises outdoors? Does the weather permit outdoor work?
- How many simulation exercises will you run in parallel (depending on size of group)?
- How will you allocate individual roles? Will you randomly hand out roles, invite participants to pick a role or allocate specific roles to specific participants? The latter option will require prior knowledge of participant profiles. Do you have that information?
- How will you run the debrief of the exercise? Which questions will you focus on? Are there any participants with thematic expertise that you can draw from during the debrief?
- What other elements could you add to the conclusion? Do you have any personal experiences or anecdotes to share? Which key points should be emphasized from the learning objectives?

# ROLE INSTRUCTIONS

Print  
and  
cut out

## United Nations Military Planning Officer

Your aim is to consult with as many people and offices as possible during planning. You solicit the support of the Military Peacekeeping Intelligence Officer, the Operations Officers and the UN-CIMIC Officer. You decide on the best strategy for acquiring and analysing information and brief your colleagues on what they should do.

You cannot directly involve the local population in the planning process but you can acquire information on the local population from the S-2 (MPKI) branch who would

usually collect information from multiple sources such as the S-9 (UN-CIMIC) branch, the Military GFPs and the Engagement Platoons. You must identify the type of information required to support the planning process. Consider the type of information needed from the local population and formulate the request to the UN-CIMIC Officer.



## United Nations Operations Officer 1

You are supporting the acquisition and analysis of information for a planned operation. Together with the other Operations Officer, you follow the guidance provided to you by the Military Planning Officer (U5). You also speak to your Infantry Battalion's GFP for advice.



## United Nations Operations Officer 2

You are supporting the acquisition and analysis of information for a planned operation. Together with the other Operations Officer, you follow the guidance provided to you by the Military Planning Officer.



## United Nations MPKI Officer

In addition to the information included in the setting, you mention that as a result of clashes in Corma, the transport of copper from Xallosa to the port in Maldosa has been suspended. Combined with the current economic difficulties resulting from the drought, you fear that this could ignite further hostilities among the Falins and the Tatsis.



### United Nations Military GFP

You explain that engaging in acts of violence and dissidence is seen as a rite of passage into manhood, particularly among the Tatsis. You provide data disaggregated by gender and age on the number of victims in the most recent clashes: 120 people, including 35 women, 3 girls and 5 boys were injured (compared to 70 men the day before). This is an important development, since women and children had not been harmed on previous occasions. You explain that the women who were injured are the owners of shops that were looted. Information regarding the boys who were injured remains unavailable.



### UN-CIMIC Officer

You speak with the local population and acquire the information requested by the Planning Officer. When you have the necessary information, you transmit this to the Planning Officer and/or Planning Team. You must complement the information with your analysis and any information on cultural background, if needed.



### United Nations Language Assistant

You facilitate communication between the local population and the peacekeepers. You are from the Falin ethnic community and may add your personal understanding to the information provided by the local women.



### UNICEF representative

You mention that one of the major security concerns in Corma is the alarming increase in the number of young adults who are unemployed and who continue to join armed groups. Numerous attempts by UNICEF to end the recruitment of youth have not yielded the desired results. Some past engagements by UNICEF have been tense, with young adults making demands, and at least six attempted engagements have been refused by the local population.



### Local woman 1

You are from the Falin ethnic community and are surprised to see a Tatsi woman joining in the consultations. You do not hesitate in voicing your opinion about the Tatsis, whom you blame for the recent clashes and Carana's economic downfall in general.

**Special note:** *If/when you notice that the Tatsi woman is affected by your accusations, you continue to criticise the Tatsis even more.*

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### Local woman 2

You are from the Tatsi ethnic community. You arrive late to the consultations because the bus did not arrive on schedule. You are destabilized when you see a Falin woman already at the consultations. If/when you are faced with accusations from the Falin woman, you stop talking.

**Special note:** *If the accusations from the Falin woman intensifies, you decide to leave the consultations, explaining that you have to pick up your child from school.*

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### Village elder

If approached by a United Nations peacekeeper, you propose to ask two (or more) local women to participate in consultations. You ask to be given a specific date and time so that you could transmit this information to the women concerned.

**Special note:** *You forget to mention that the two women are from two ethnic groups (Falin and Tatsi). You have taken several initiatives to foster cohesion in the local community and are keen to create opportunities where women from all communities can interact.*



## Representative from the Association of Female Entrepreneurs

Your association has been conducting informal negotiations with leaders of both ethnic groups. Some of the members of your association have lost their husbands during the clashes. You are all calling for an end to this senseless violence.



### Observer 1

You do not directly participate in the simulation. You observe the interactions among the various roles and make note of any key observations. You will share your observations with the group during the debrief of the simulation exercise. You should pay attention specifically to the following:

- How did the simulation go? Did the simulation run smoothly? What were your overall impressions of the simulation? Were the interactions always related to the task outlined at the beginning of the simulation?
- What were the most active roles? Why, in your opinion?
- Were there any challenges in the interactions? With whom? Why, in your opinion?
- What impact did the injects have on the overall simulation?



### Observer 2

You do not directly participate in the simulation. You observe the interactions among the various roles and make note of any key observations. You will share your observations with the group during the debrief of the simulation exercise. You should pay attention specifically to the following:

- How did the simulation go? Did the simulation run smoothly? What were your overall impressions of the simulation? Were the interactions always related to the task outlined at the beginning of the simulation?
- What were the most active roles? Why, in your opinion?
- Were there any challenges in the interactions? With whom? Why, in your opinion?
- What impact did the injects have on the overall simulation?

# DELIVERY

## INTRODUCTION: GENERAL GUIDANCE AND INFORMATION ON HOW TO CONDUCT THE EXERCISE

To begin the exercise, open PowerPoint presentation 1.3 (Carrying out gender-responsive planning for military operations – Enacted). You can explain to the participants that you will now conduct a simulation exercise on how to carry out gender-responsive planning for military operations.

Present the learning objectives of the case study at this point. In this case study, participants will learn how to:

### LEARNING OBJECTIVES

- *Identify specific grievances, security needs and priorities of diverse parts of the population, including men, women, boys and girls, using all available tools and resources*
- *Acquire information on gender-specific concerns from a range of sources and stakeholders*
- *Recognize the diverse roles of women, including as power brokers*

To start off the exercise, introduce participants to the various documents that were distributed:

- The **Carana country summary** provides a brief snapshot of the Carana scenario that is already familiar to the participants, with key information relevant to the case study that is being worked on;
- More information on the setting and context of the case study is included in the case study **setting**;
- **Overview of roles** provides insight on the various roles represented by other participants;
- **Individual roles and instructions** provide guidance on the specific role that each participant will play;
- The **checklist** serves as a guide for participants when working on the case study;
- The **common analysis frameworks** document provides participants with a list of factors – including gender-responsive elements – that should be taken into consideration when planning a military operation.

## ALLOCATION OF ROLES

Prior to the training, print and cut out all individual role instructions so that they are ready to be distributed in class. When you are ready to begin the simulation exercise, explain to participants that they will each play a specific role in the simulation.

Distribute one role to each participant, or place the role instructions face-down on a table and request each participant to pick a role from the pile.

Explain to the participants that the roles that they have received may not correspond to their own gender identity, but that it is fine if that is the case. Invite participants to play their role according to the gender identity indicated in their individual instructions.



If you wish, you can decide to assign specific roles to specific participants. However, this will require prior preparation and some knowledge of participant profiles.

Depending on the size of the group of participants, the simulation could be run in multiple formats:

1. It may be possible to run two or more simulations in parallel;
2. Depending on the size of the group, you may wish to assign several participants to share the same role, in particular the more general roles. For instance, in this case study, you could include multiple representatives from UNICEF, from the Association of Female Entrepreneurs, several local women or observers. This technique could also help if you observe that the group of participants is more reserved.



Ideally, there should be at least one observer for each simulation (in case of simulations being run simultaneously). If this is not possible, owing to a lack of participants, invite the observer or observers to rotate among the groups and make note of their observations.

## PREPARATION

Briefly introduce the case study setting to the participants. Mention that more time will be given to review the scenario. Describe the task that the participants are required to carry out using the relevant PowerPoint slide.

Give participants 20 minutes to read the Carana country summary, the setting and their individual roles in preparation for the simulation. Encourage participants to go through and use the checklist and common analysis frameworks during the simulation exercise.

## SIMULATION

### a) Getting started

When participants have completed their reading, to begin the simulation, invite members of the planning team from the S-2 (Military Peacekeeping Intelligence), S-3 (Operations) and S-5 (Planning) branches to identify themselves. Show the planning team their (makeshift) desk/work space. Invite the planning team to discuss planned actions and to interact with the other stakeholders.

Encourage other stakeholders to talk with each other in order to get to know each other and their positions.

Remind all participants that the main aim is to acquire as much gender-responsive information as possible to inform the planning of the operation. Also remind participants that they are required to play their role as indicated in the instructions.

Let the simulation run.



If multiple simulations are being run simultaneously, invite those in key roles to identify themselves. Participants can then move to the locations where the simulation will be carried out. Ensure that these locations are sufficiently distanced from each other so that the different groups are not distracted. You could also use breakout rooms if available. If they are not available, use separate corners of the classroom or move one or several groups outdoors, weather permitting.

### b) Observation

Facilitators are encouraged to observe and take notes during the simulation. Are specific questions related to gender being asked? Are the interactions smooth or conflictual? Do certain actions or behaviours lead to particular consequences?

You could later raise these observations during the debrief to highlight how relevant information could be acquired.



Some of the roles contain instructions on the attitude or behaviour to be adopted. In some instances, these are deliberately stereotypical and may include, for instance, implicit or explicit personal bias. Use such behaviour as a point of discussion later during the debrief.

### c) Injects

You have been provided with several injects. These injects are aimed at influencing the participants' understanding, reasoning and their choices. **Do not share the injects at the beginning of the exercise.** You can determine an appropriate time to share the information with participants (halfway into the simulation exercise or later) and whether you share the injects simultaneously or sequentially (ideally sequentially, but be conscious of time constraints).

Distributing the injects to all participants while the simulation exercise is ongoing might be time-consuming and complicated. If you feel that this could be the case, use other means to share the information with participants. You could use innovative means, including props (newspapers with inject information that could be handed out, posters, cut-out image of a radio/television with inject information, etc.) or you and/or one of your cofacilitators could act to introduce the information (as a news broadcaster, journalist or third party). For instance, if the source of the inject is a report from Amnesty International, you could act as a representative of the organization, etc.). If participants ask additional questions about the injects, try to answer them creatively, by making your own assumptions.



*Make sure to prepare well in advance the way in which you will deliver the information contained in the injects.*

### d) Wrap-up of simulation

Let the simulation run for approximately 30 minutes. End the simulation when you believe the time is right, for instance when an important discussion has ended or if there are little or no ongoing discussions.

Inform participants that the simulation is now over. Congratulate them on their participation and invite them to return to their seats. Begin debrief.

## DEBRIEF

### a) General debrief

Start off with general questions about the simulation (15 minutes). Invite the observers to share their reactions first. Ask other participants what they think.

- How did the simulation go? Did the simulation run smoothly? What were your overall impressions of the simulation? Were the interactions always related to the task outlined at the beginning of the simulation?
- What were the most active roles? Why, in your opinion?
- Were there any challenges in the interactions? With whom? Why, in your opinion?
- What impact did the injects have on the overall simulation?



Remind participants that several factors need to be carefully thought through when planning for consultations with the local women: date/time, accessibility, language, target audience, etc. Are you planning the consultations during a time where women might not be able to attend, for instance during market hours when some women sell their produce?

### b) Detailed debrief

Next, move on to more substantive questions. Encourage participants to consult the checklist and common analysis frameworks as guides.

Below are possible questions that you could raise during the debrief. The discussions could take place in plenary. You are encouraged to select the most relevant questions, depending on how the simulation played out and according to the time available.

#### 1. Which option did the participants opt for?

Participants could have taken a number of different actions in response to the situation. Below are some possible ideas:

**If participants decided to consult mission reports**, including MPKI reports, Joint Mission Analysis Centre (JMAC) reports, checkpoint and patrol reports, etc., it is important to highlight that mission reports could offer you standardized and targeted information based on the tasks that you need to accomplish. Is the information presented in those reports disaggregated by gender and age? Do the analyses that are provided cover all groups and subgroups of the population?

For instance, do they identify threats and risks for men, women, boys and girls, but also for men, women, boys and girls of certain ethnic and/or religious groups etc.?

Information acquired through mission reports has a high level of accuracy and is relatively easy to access. It also allows for comparison with older reports, which can help to identify trends and follow the evolution of the situation. For instance, has the number of reported incidents of conflict-related sexual violence increased recently? Are specific groups who were not targeted before now experiencing acts of violence? Has the number of active women's organizations increased or decreased? Did other events occur in parallel or are there circumstances that could lead to inferring causality?

On the other hand, mission reports may quickly become obsolete. Acts of unrest or violence could take place at any moment. Reports of such acts may not be immediately available or if they are, may lack detailed analysis or contextualization. For instance, while the reports may provide statistical data disaggregated by gender and age (for example, 120 persons, including 35 women, 3 girls and 5 boys were injured) they may fail to adequately explain why such incidents took place. Obtaining accurate, unbiased and factual information is essential in order to better respond to the situation.

Participants could have also suggested a **discussion with mission components to obtain more information**, including gender, human rights and civil components and with United Nations partners operating in the area. This offers similar advantages to the action of consulting reports in terms of facilitation of analysis, accessibility and accuracy. This option offers the added advantage of facilitating direct discussion and potentially, coordination with the persons of interest. For instance, who is currently working on mine action or women's economic empowerment? Have there been any recent projects on vocational training for youth? What have been the outcomes of these projects?

Varied reporting procedures and the multiplicity of areas of focus among mission components, however, makes comparison difficult.

Finally, participants might have also suggested a **discussion with the local population** to acquire information from women's organizations, village elders and religious leaders. This offers the unique advantage of obtaining first-hand information from those who are directly concerned by a specific project. Information acquired through such consultations will be rich in cultural analysis and anecdotes. For instance, local women may explain that they have seen possible signs of mines while on their way to fetch water from the river, or that men do not take their livestock to graze in a specific location anymore. Women are often well aware of what is happening at the local level and could be a valuable source of information. The local population could also provide explanations of certain tradi-

tions or practices. A village elder, for example, could explain that certain violent behaviour carried out by boys of a certain ethnic group is a rite of passage into manhood.

However, information acquired from the local population could be one-sided or biased and could lack objectivity. Cultural and language barriers may also complicate communication.

*Ask participants if they have any other options.*

## 2. What are the key conflict drivers and grievances for men, women, boys and girls?

**Falin men:** Violence/threats during cattle herding, affected by drought, inter-ethnic violence, political majority

**Tatsi men:** Discriminated against by members of the Falin majority, threats of religious violence during Kabaya festival mentioned in the inject

**Women:** Targets of violence, victims of looting, threats of religious violence during Kabaya festival, difficulties in accessing public services, destruction of maternity clinic, husbands killed or injured

**Young Tatsi adults:** unemployment, discrimination, recruitment and use by armed groups, hypermasculinity, manipulation by local warlords, focus of youth empowerment programme by UNICEF

**Girls:** Schools are shut, victims of violence, forced marriage, recruitment by armed groups



Remind participants to also consider intersectionalities of the population, including ethnic/religious affiliation when possible. For an explanation of these intersectionalities, refer to the terms and definitions section at the end of the handbook.

## 3. Who are/could be drivers of peace in this setting? Identify key local personalities, influencers and community groups who could contribute to defusing tensions.

**Association of Female Entrepreneurs:** The unrest in Corma is hindering their economic activity. Several shops run by women have been destroyed. Some of the women have also been directly affected by the violence. They are the mothers or wives of people who have been killed during the unrest. They could be actively involved in deterring their husbands, brothers, sons and daughters from engaging in violence and/or joining armed groups.

**Carana Coal and Copper Miners' Trade Union:** The unrest in Corma means that they cannot transport their copper to the port in Maldosa.

**Falin political leader from Parti démocratique du Carana:** As a contender in the upcoming presidential elections, he could be particularly interested in seeking an end to the violence. Be cautious about possible bias from the political leader in favour of the Falin majority.

Ask participants if they have identified any other drivers of peace. Invite them to share their ideas.



**Women as informal or formal power brokers:** Participants must be encouraged to see beyond the traditional roles and norms usually allocated to/associated with women. They need to consider women's roles as economic agents and informal or formal power brokers. For instance, could mothers be actively involved in deterring young sons and daughters from joining militant groups? Are women part of the militant groups? Do they play a leading role in the local political landscape or within militant groups?

#### 4. How do gender roles and norms drive or perpetuate violence?

Young Tatsi adults may consider joining an armed group as an alternative path to employment, to seek justice/revenge or as a demonstration of adulthood. The vulnerabilities of this group (economic difficulties, unemployment, discrimination) could be – and often are – exploited by others, in this case the local warlords. For boys and young men, hypermasculinities linked to gender norms and expectations could pose a threat to certain groups of the population. Violence could be a sign of toxic masculinity that could foster certain types of threats against certain groups in the population. A culture of hypermasculinity could for instance increase the risk of conflict-related sexual violence as a tool of terror and destroy social cohesion within a community. Understanding how/why these hypermasculinities were created (cultural/religious traditions, colonial past, political manipulation of elite seeking to protect their own interests) can lead to more effective responses to reduce violence.

#### 5. What is the role of the media and politics in this setting?

With a high capacity to mobilize certain groups of the population, the media – particularly social media – and politics can play an important role in fuelling or putting an end to violence. Encourage participants to think about who has access to which media. Print media, oral media, the Internet or mobile phones? For instance, do local women gather to listen to the radio at a certain time? How does the media address different groups of the population? What are the literacy rates among women? How do they influence the type of media accessed?

## CONCLUSION OF DEBRIEF

Once the debrief is completed, respond to any outstanding questions raised by the participants.

Inform the participants that the simulation exercise and debrief are now over. Invite participants to take a break (15 minutes), after which you will run through some of the key elements that were raised during the simulation exercise.

## BREAK: 15 MINUTES

### PRESENTATION

During the break, you are advised to display PowerPoint presentation 1.1 (Integrating gender into the work of the military) on the screen.

When participants are back from their break, go through the PowerPoint presentation with participants. Talking points are included in the notes pages of each slide and can be used as a guide. Make sure to draw from the simulation exercise that was just completed. Remember to also encourage participants to share their personal experiences on the topic.

Conclude the presentation with the “Remember!” slide. Respond to any outstanding questions.



If you do not have sufficient time to respond to a question, or if you feel that it is better dealt with at another time, write down the question on a flip chart and explain to participants that you will revisit the question at a later stage.

# INJECTS

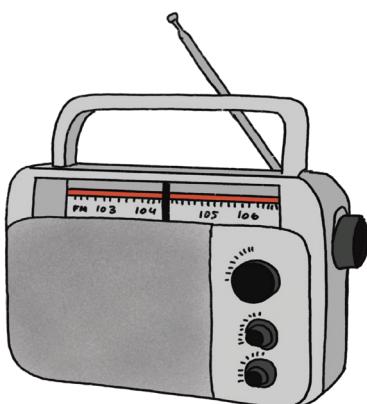
Print  
and  
cut out



**The Association of Female Entrepreneurs has been conducting informal negotiations with leaders of both ethnic groups.**



**The leader of the Parti Démocratique du Carana (PDC) who visited CORMA has just made a public announcement that he will be running for the presidential elections scheduled for the following year.**



**The local radio has been transmitting information of an imminent attack against the Tatsis during their annual Kabaya festival, scheduled to take place in a week.**





# CASE STUDY 2

## CREATING AN ENABLING WORK ENVIRONMENT (FOCUSED ON INFANTRY BATTALION COMMANDER AND PLANNERS) FOR ALL TROOP PERSONNEL

### LEARNING OBJECTIVES

- As Commander, understand and create an inclusive and enabling work environment for all military personnel that promotes the full, equal and meaningful participation of all
- Actively seek the advice and expertise of the Military Gender Advisers (MGAs) and Military Gender Focal Points (GFPs) working with/in your Infantry Battalion or unit on specific gender-related matters
- Understand and be able to communicate that every member of the Infantry Battalion or unit has a responsibility to contribute to a healthy work environment
- Be able to evaluate how underlying gender stereotypes among personnel can negatively impact performance and the Mission's overall success

An inclusive and enabling work environment is indispensable for the proper functioning of military operations and infantry battalions. Toxic work environments in which discrimination, harassment and other forms of misconduct exist can lead to low morale and high levels of stress, significantly affecting the quality of the work carried out by infantry battalions. This case study sets out practical suggestions that could be implemented by commanders at the operational level in order to create an enabling work environment for all infantry battalion personnel.



## SETTING



**Background:** Due to unforeseen circumstances, the Battalion Commander of an already deployed Battalion had to be replaced, and you are the newly appointed Battalion Commander. Upon your arrival in the Mission, you undertook consultations with a number of colleagues in order to gain a better understanding of the current work environment and the challenges faced by your personnel. Your predecessor is well known for his long and distinguished career in several peace operations and in his national armed forces.

**Infantry Battalion composition:** Your Infantry Battalion is composed of 800 highly trained and qualified soldiers. In the past two years, your country's contribution of infantry battalion troops to Carana has increased by 30 per cent. The number of women soldiers has also risen significantly, from 30 to 50. Approximately half the troops – men and women – have previously served in peace operations, while for the others, this is their first international experience.

**Consultations:** During the first weeks of your assignment, as part of your onboarding process, you had meetings with various colleagues at Force Headquarters and Sector Headquarters. You have also spent much of your time carrying out discussions and consultations with your Infantry Battalion troops.

**General observations:** During these discussions, you observe a supportive work culture and team spirit, in general. Troops of different ranks collaborate with one another, and orders are carried out effectively. There have been no reports of sexual or other forms of harassment or discrimination.

**Challenges:** However, the Infantry Battalion second-in-command (2IC) reported occasionally low levels of morale and high levels of stress among colleagues, in particular women colleagues. He attributes this to the harsh environment and security conditions in Carana. He added that troops usually get used to the context and work environment and seem to be fine a few weeks after their deployment. According to the Infantry Battalion chief medical officer, very few personnel solicit the counselling services that are offered by the Mission. The ongoing establishment of several informal support networks may have helped in this regard. The existing camp recreational facilities also provide an avenue to release stress but are located close to a fence through which the local population can see personnel. Some personnel are now hesitant to use these facilities, as they feel they are being watched.

The Infantry Battalion Gender Focal Point has also drawn your attention to low morale among troops. He explains that this is most prevalent among women troops, who are frequently assigned to administrative functions even though they are trained in other functions, including combat functions. He has also informed you of a situation of repeated bullying faced by a colleague because of the colleague's sexual orientation. The colleague wishes to remain anonymous and does not want to file a complaint.



*"The United Nations is committed to promoting a work environment free of discrimination, harassment, including sexual harassment, and abuse of authority, in which all people are treated with dignity and respect [...] Non-staff personnel who are alleged to have committed prohibited conduct may be subject to action in accordance with the terms and conditions of the contract governing their services and of other applicable policies regarding non-staff personnel, including possible referral to local authorities."*

Source: United Nations. "Secretary-General's bulletin Addressing discrimination, harassment, including sexual harassment, and abuse of authority". ST/SGB/2019/8. 2019, p. 3-4.



## CHECKLIST:

### CREATING AN ENABLING WORK ENVIRONMENT (FOCUSED ON INFANTRY BATTALION COMMANDERS AND PLANNERS FOR ALL TROOP PERSONNEL)

*The checklist provided here will help you answer various questions or carry out specific tasks indicated in this case study.*

## EMPOWERMENT

- Provide equal opportunities to men and women military personnel.
- Base task assignment decisions on objective and transparent criteria, with training and qualifications first and foremost among them.
- Assign trained and qualified men and women military personnel in all areas and at all levels of activity including in combat and decision-making roles, according to their training and qualifications.
- Avoid assignment of military personnel to stereotypical gender roles or based on characteristics supposedly inherent to a given gender when the assignment does not correspond to the military personnel's actual training and qualifications.
- Consciously take measures to send trained and qualified women on patrols in order to increase the diversity and outreach of the patrol.
- Avoid binary heteronormative language or assumptions about military personnel. Encourage introductions with pronouns.
- Lead by example:** Your actions speak louder than words. Act as a role model and uphold the highest standards of conduct. Recognize the work and effort of your personnel. Remain accessible, resolve disagreements constructively and listen. The tone you set as a leader will influence the behaviour of your personnel.

## COMMUNICATION

- Inform military personnel of the zero-tolerance policy against harassment, including sexual harassment, and discrimination, and possible sanctions in the event of confirmation of allegations of harassment or other abusive behaviour.
- Communicate that equal opportunities will be provided to all military personnel irrespective of their gender identity.
- Signal your support for all personnel, regardless of gender identity, sexual orientation or background. Create an LGBTQI+-friendly work culture and ensure that your office is known to be a LGBTQI+-friendly space.

- Use a variety of means, both formal (meetings, reports, performance reviews, etc.) and informal (teambuilding events, special events, such as International Day of United Nations Peacekeepers (29 May), International Women's Day (8 March) and Pride Month (June), through posters, etc.) to create a welcoming and inclusive work environment.

## SUPPORT AND REDRESS MECHANISMS

- Be aware of the type of reporting mechanisms available to personnel of your Infantry Battalion at the battalion or mission level, in case of harassment, including sexual harassment, or discrimination. Be aware of which situations each of these mechanisms would apply to. If you are not aware of these mechanisms, know whom to consult in order to obtain the necessary information on reporting pathways. Valuable sources of information on reporting pathways could include the National Investigations Officer (of your Infantry Battalion, the MGA at Force Headquarters or Sector Headquarters, the Military GFPs in your Infantry Battalion, the Personnel Officer and U1 branch, the Medical Officer and the Mission Conduct and Discipline Team (CDT).
- Regularly seek guidance from the MGA on the creation of an enabling and inclusive work environment for all, and create additional opportunities for the MGA to interact with the nominated Military GFPs in your Battalion.
- If a person chooses to confide in you about harassment or discrimination they have experienced, explain which reporting mechanisms are available to the individual.
- Never pressure a victim/survivor of sexual harassment, other forms of harassment or discrimination to report.
- Remember that sexual harassment often is a taboo topic. Victims might be ashamed or afraid to report, because of fear of retaliation or because they do not trust the reporting mechanisms. A lack or low number of **reported** incidents of sexual harassment, other forms of harassment and discrimination do not necessarily imply a lack or low number of **actual** incidents. If reported levels are low, be sure to inquire why they are low. Are personnel aware of reporting mechanisms? Do they feel comfortable using these mechanisms? Are these mechanisms accessible? Do they guarantee anonymity? Do personnel have confidence in these mechanisms? Are personnel wary of retaliation or professional consequences?
- Confront perpetrators of harassment and other forms of misconduct if you witness incidents directly.
- Use United Nations rules and regulations and Mission reporting lines in addition to the rules and regulations of your own troop contributing country (TCC) to address any form of harassment.

## PREVENTION

- Take measures, including through ongoing dialogue with personnel, to build trust in speaking up against harassment and discrimination and to address structural and systemic barriers faced by victims in reporting incidents. Such barriers include the persistence, prevalence and impact of stigma, sex- and gender-based discrimination, and stereotypes and stereotypical attitudes.
- Together with the MGA at Force Headquarters and with the CDT, organize mandatory and regular in-mission training for personnel on gender equality in the workplace, preventing and responding to harassment (including sexual harassment and discrimination) and key United Nations principles and values, rules, and standards of conduct.

## INFRASTRUCTURE AND LOGISTICS

- Through your chain of command, raise any concerns related to the provision of decent and gender-responsive work and living conditions that meet minimum United Nations standards/requirements.
- Consider privacy and other specific needs of women and men military personnel when it comes to camp facilities. Consult United Nations recommended camp layouts and standards. Considerations include separate accommodation and ablution facilities for women and men, and ensuring that ablution facilities have doors that can be locked and are within a convenient distance from accommodation facilities.
- Consider the health-care and hygiene needs of women and men military personnel, in consultation with relevant in-mission experts. This includes guaranteeing access to gynaecological services available in-mission to women personnel, and, ideally, the provision of sanitary products for women personnel.
- Augment adequate facilities in proportion to increases in deployment, consulting United Nations recommended accommodation standards.

## STAFF SATISFACTION AND WELL-BEING

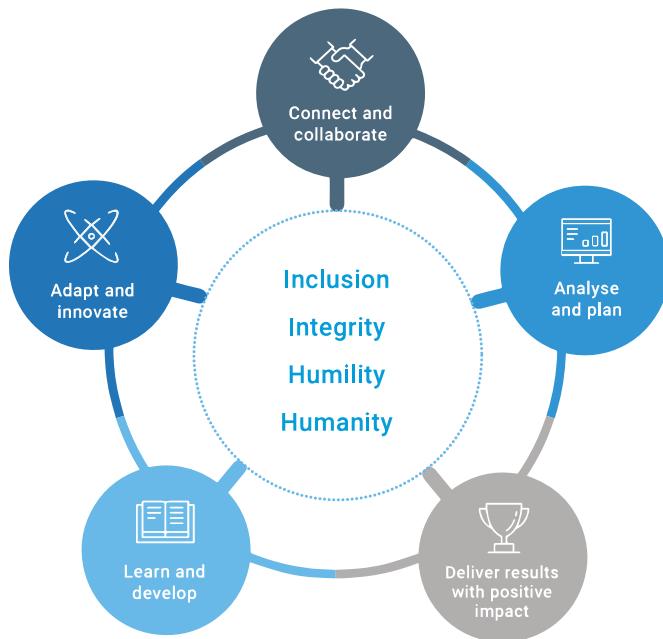
- Identify what action has been taken in the past (by infantry battalion commanders or others) to respond to complaints/dissatisfaction regarding the working environment.
- Identify if overall troop satisfaction has been assessed previously within your Infantry Battalion. By which means (surveys, interviews, previous reports)? How regularly? How recently? Were the data collected gender- and age-disaggregated? Were they collected while on deployment or before? Where can you access these data?

Ensure access to rest and recreational facilities for men and women military personnel.



- It is not the responsibility of the Military GFP or MGA to investigate misconduct. They would, however, be able to share information about reporting pathways, including directing complaints to the correct points of contact. These reporting pathways may rest within the contingent when such misconduct is taking place between contingent members. The Military GFP or MGA could also relay information to the appropriate level if the victim gives consent.
- For the improvement of gender-responsive physical infrastructure in the Mission, colleagues are encouraged to contact the Engineering Support Section of the Secretariat's Department of Operational Support and further review the Elsie Initiative for Field Missions' Facilities and Infrastructure. The project develops recommendations for the physical infrastructure of missions with gender-responsive considerations to improve working and living conditions.

# UNITED NATIONS CORE VALUES AND BEHAVIOURS



Source: United Nations Office of Human Resources. "Values and behaviours framework". 2021, p. 6.



*"When the UN receives information about possible serious misconduct, as defined by the [Memorandum Of Understanding], involving one or more members of a military contingent, in the vast majority of cases the UN will refer the matter to the Permanent Mission of the country in question, requesting the Government to appoint a national investigation officer to investigate the allegation(s). Since July 2016, troop-contributing countries are required to include national investigation officers within their contingents [...]. In matters involving misconduct (not amounting to serious misconduct), the matter would normally be referred to the Contingent Commander for investigation."*

Source: United Nations. "Conduct in UN field Missions: Investigations". 2022.

# DEFINITIONS

## a) Discrimination

*“Any unfair treatment or arbitrary distinction based on a person’s race, sex, gender, sexual orientation, gender identity, gender expression, religion, nationality, ethnic origin, disability, age, language, social origin or other similar shared characteristic or trait. Discrimination may be an isolated event affecting one person or a group of persons similarly situated, or may manifest itself through harassment or abuse of authority.”*

Secretary-General’s bulletin on addressing discrimination, harassment, including sexual harassment, and abuse of authority (ST/SGB/2019/8), p. 1.

## b) Harassment

*“Harassment is any unwelcome conduct that might reasonably be expected or be perceived to cause offence or humiliation to another person, when such conduct interferes with work or creates an intimidating, hostile or offensive work environment. Harassment may take the form of words, gestures or actions which tend to annoy, alarm, abuse, demean, intimidate, belittle, humiliate or embarrass another.”*

Secretary-General’s bulletin on addressing discrimination, harassment, including sexual harassment, and abuse of authority (ST/SGB/2019/8), p. 1.

## c) Sexual harassment

*“Sexual harassment is any unwelcome conduct of a sexual nature that might reasonably be expected or be perceived to cause offence or humiliation, when such conduct interferes with work, is made a condition of employment or creates an intimidating, hostile or offensive work environment. Sexual harassment may occur in the workplace or in connection with work. While typically involving a pattern of conduct, sexual harassment may take the form of a single incident. In assessing the reasonableness of expectations or perceptions, the perspective of the person who is the target of the conduct shall be considered.”*

Secretary-General’s bulletin on addressing discrimination, harassment, including sexual harassment, and abuse of authority (ST/SGB/2019/8), p. 2.



*“Many military women reported that their male colleagues in UN peace operations resisted women’s leadership and refused to take orders from women. They described frequently encountering men who did not accept women’s leadership due to deep-rooted customs, beliefs, or mindsets”.*

Source: Lotte Vermeij, “Woman first, soldier second: taboos and stigmas facing military women in UN peace operations” (International Peace Institute, October 2020), p. 14.

## NOTES

# RESOURCE MATERIAL

Secretary-General's bulletin on the prohibition of discrimination, harassment, including sexual harassment, and abuse of authority (ST/SGB/2008/5). <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N08/238/36/PDF/N0823836.pdf?OpenElement>.

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United Nations, Department of Peace Operations, *Gender Equality and Women, Peace and Security*, resource package, January 2020. [https://peacekeeping.un.org/sites/default/files/gewps19\\_respack\\_v7\\_eng\\_digital.pdf](https://peacekeeping.un.org/sites/default/files/gewps19_respack_v7_eng_digital.pdf).

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United Nations, Department of Peacekeeping Operations and Department of Field Support, "DPKO/DFS Guidelines: Integrating a gender perspective into the work of the United Nations military in peacekeeping operations", March 2010. [https://peacekeeping.un.org/sites/default/files/dpko\\_dfs\\_gender\\_military\\_perspective.pdf](https://peacekeeping.un.org/sites/default/files/dpko_dfs_gender_military_perspective.pdf).

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United Nations Department of Peacekeeping Operations, "Directive on sexual harassment in United Nations peacekeeping and other field missions, for military members of national contingents, military observers and civilian police officers" (DPKO/MD/03/00995), 2003. <https://police.un.org/en/directive-sexual-harassment-united-nations-peacekeeping-and-other-field-missions-military-members-of>.

United Nations, Office of Human Resources, “United to respect: promoting dignity and respect in the workplace – toolkit”, 2020. [https://hr.un.org/sites/hr.un.org/files/UtR-Toolkit-JAN2020-v1.2\\_0.pdf](https://hr.un.org/sites/hr.un.org/files/UtR-Toolkit-JAN2020-v1.2_0.pdf).

United Nations, Office of Human Resources, “Values and behaviours framework”, 2021. [https://i.unu.edu/media/unu.edu/page/24952/Values-and-Behaviours-Framework\\_Final.pdf](https://i.unu.edu/media/unu.edu/page/24952/Values-and-Behaviours-Framework_Final.pdf)

Secretary-General’s bulletin on addressing discrimination, harassment, including sexual harassment, and abuse of authority (ST/SGB/2019/8). <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N19/274/41/PDF/N1927441.pdf?OpenElement>

United Nations, Chief Executives Board for Coordination, “Advancing a common understanding on a victim-centred approach to sexual harassment”, May 2021. <https://unsceb.org/sites/default/files/2021-09/A%20Victim-centred%20Approach%20to%20Sexual%20Harassment%20%20.pdf>.

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United Nations, “List of legal frameworks governing Troop Contributing Countries for addressing misconduct or disciplinary issues among military peacekeeping personnel”. <https://peacekeeping.un.org/en/standards-of-conduct#:~:text=The%20UN%20expects%20that%20all,with%20respect%2C%20courtesy%20and%20consideration>.

Lotte Vermeij, “Woman first, soldier second: taboos and stigmas facing military women in UN peace operations” (International Peace Institute, October 2020). [https://www.ipinst.org/wp-content/uploads/2020/10/2010\\_Taboo-and-Stigmas-Facing-Military-Women-in-UN-Peace-Operations.pdf](https://www.ipinst.org/wp-content/uploads/2020/10/2010_Taboo-and-Stigmas-Facing-Military-Women-in-UN-Peace-Operations.pdf).

## SELF LEARNING

*This modality includes:*

- Self-reflection questions
- A quiz
- A notes space



## REFLECTION QUESTION

**What implicit or explicit bias could you or your colleagues have with regards to the roles played by men and women in the military? How could these biases influence your work?**

(Please refer to p. 381 for answer.)



Please answer the following questions:

1. What are the four core values of the United Nations?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
2. What are the five core behaviours of the United Nations?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
3. One of the core values of the United Nations is inclusion. What can you do in practice to uphold this value? (Cite two actions)
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
4. The three-pronged strategy of the United Nations to address misconduct among peacekeepers includes (Select appropriate response)
  - a. Prevention, education and investigation
  - b. Prevention, enforcement of United Nations standards of conduct and remedial action
  - c. Education, investigation and compensation
  - d. Complaint reception, investigation and disciplinary action

#### Fill in the blanks

5. The United Nations expects all peacekeepers to consistently promote its standard of \_\_\_\_\_ between men and women.
6. In the Uniformed Gender Parity Strategy 2018-2028, the Secretary-General called for the development of a dedicated strategy in consultation with TCCs to significantly increase the numbers of \_\_\_\_\_ and \_\_\_\_\_ in peacekeeping missions".

#### True or false?

7. The legal framework for peacekeeping obligates United Nations peacekeeping operations to promote gender equality. \_\_\_\_\_
8. Given that it is the responsibility of the TCC to address acts of misconduct and serious misconduct occurring within a contingent, there is no need to bring such acts to the attention of the Mission's CDT.

(Please refer to p. 382 for answers).

# MODERATED LEARNING

*The aim of this simulation exercise is to encourage participants to make an informed decision that is beneficial to all troop personnel, cognizant of any potential negative consequences of the proposed action and possible measures of mitigation.*

## **LEARNING ACTIVITY TOTAL TIME REQUIRED: 2 hours 30 minutes**

30 minutes	Presentation on integrating gender into the work of the military
15 minutes	Break
10 minutes	Introduction to exercise and division into groups
20 minutes	Read Carana country summary and case study setting
30 minutes	Deliberations in groups and preparation of responses
45 minutes	Presentation of findings and debrief

## **SUPPORT MATERIAL**

1. Carana country summary
2. Case study setting
3. Exercise overview
4. Checklist
5. United Nations core values and behaviours document

# EXERCISE OVERVIEW

*Please refer to Setting on p. 68*

## TASK

As a newly appointed Infantry Battalion Commander, and in the light of the information you received during your initial interviews, you decide to conduct a situation analysis to better understand what is happening within your Infantry Battalion. What is the action that you would take to create an enabling environment for all troop personnel? Why? What consequences (positive and negative) could you expect? How could you mitigate the negative consequences? Choose from the options proposed below.



### **OPTION 1**

On the basis of your situation analysis, you decide to report back to your capital and advocate for an increase in the share of women in contingents of your national armed forces deployed to United Nations peace operations – and, where possible, in command positions – in order to have more diversity through greater gender parity.



### **OPTION 2**

On the basis of your situation analysis, you decide to set up sports activities and mixed sports events to strengthen group cohesion.



### **OPTION 3**

On the basis of your situation analysis, you decide to strongly condemn all forms of harassment among troop personnel and clearly state that this type of behaviour will not be accepted in your Infantry Battalion. You announce that necessary measures will be taken to investigate and sanction sustained claims of harassment and discrimination.

## NOTES

# FACILITATOR INSTRUCTIONS

## *Moderated learning*

### **LEARNING ACTIVITY TOTAL TIME REQUIRED : 2 hours 30 minutes**

30 minutes	Presentation on integrating gender into the work of the military
15 minutes	Break
10 minutes	Introduction to exercise and division into groups
20 minutes	Read Carana country summary and case study setting
30 minutes	Deliberations in groups and preparation of responses
45 minutes	Presentation of findings and debrief

### **SUPPORT MATERIAL**

1. Carana country summary
2. Case study setting
3. Exercise overview
4. Checklist
5. United Nations core values and behaviours
6. Injects
7. PowerPoint presentations 2.1 (Integrating gender into the work of the military) and 2.2 (Creating an enabling work environment (focused on Infantry Battalion Commanders and Planners for all troop personnel) – Moderated). (*Print presentation with notes pages and use as facilitator guide*).



Support materials are available in the facilitator resource package under folder entitled “Case study 2: Creating an enabling work environment (focused on Infantry Battalion Commanders and Planners for all troop personnel)”.

# EXERCISE OVERVIEW

## TASK

As a newly appointed Infantry Battalion Commander, and in the light of the information you received during your initial interviews, you decide to conduct a situation analysis to better understand what is happening within your Infantry Battalion. What is the action that you would take to create an enabling environment for all troop personnel? Why? What consequences (positive and negative) could you expect? How could you mitigate the negative consequences?



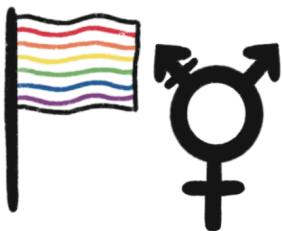
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### OPTION 2

On the basis of your situation analysis, you decide to set up sports activities and mixed sports events to strengthen group cohesion.



### OPTION 3

On the basis of your situation analysis, you decide to strongly condemn all forms of harassment among troop personnel and clearly state that this type of behaviour will not be accepted in your Infantry Battalion. You announce that necessary measures will be taken to investigate and sanction sustained claims of harassment and discrimination.



# FACILITATOR CHECKLIST

## MODERATED LEARNING

### TO PRINT

- Print exercise overview (*for all participants*)
- Print Carana country summary (*for all participants*)
- Print case study setting (*for all participants*)
- Print checklist (*for all participants*)
- Print United Nations core values and behaviours document (*for all participants*)
- Print and cut out injects (*two sets for each group, to be distributed **later** during exercise, simultaneously or sequentially*)
- If desired, print or have available the facilitator instructions of this case study (*for facilitator/s who will deliver the case study*)
- If desired, print PowerPoint presentations 2.1 (Integrating gender into the work of the military) and 2.2 (Creating an enabling work environment (focused on Infantry Battalion Commanders and Planners for all troop personnel – Moderated), including notes pages (*for facilitator/s who will deliver the case study*)

### TO PREPARE

- Familiarize yourself with relevant documents (Carana country summary and – where possible – the complete Carana scenario, as well as the facilitator instructions, case study setting, exercise instructions, checklist, United Nations core values and behaviours document, presentation, etc.)
- Have PowerPoint presentation ready on a USB stick/computer for delivery.

- Prepare props for injects. How will the injects be presented (as newspaper/television reports, by someone playing the role of broadcaster, in poster form, etc.)? At what moment of the exercise will the injects be presented (midway through the exercise, just before the end, if a specific incident takes place, etc.)?
- How many breakout groups will you have? (This will depend on the total number of participants.)
- Where will each breakout group work? In different areas of the classroom? Are breakout rooms available? If so, how many? Are they located close to the main classroom or do you need to plan for additional time for relocation? Can some breakout groups work outdoors? Does the weather permit outdoor work?
- Does each breakout group require specific materials (flip charts, markers, etc.)? Are these available?
- How will you divide participants into groups – randomly (for instance, according to tables/rows) or predetermined (according to participant profile, rank, etc.). The latter option will require prior knowledge of participant profiles. Do you have that information?
- How will you run the debrief of the exercise? Which questions will you focus on? Are there any participants with thematic expertise that you can draw from during the debrief?
- What other elements could you add to the conclusion? Do you have any personal experiences or anecdotes to share? Which key points should be emphasized from the learning objectives?

# DELIVERY

## INTRODUCTION: GENERAL GUIDANCE AND INFORMATION ON HOW TO CONDUCT THE EXERCISE

To begin the exercise, open PowerPoint presentation 2.1 (Integrating gender into the work of the military). You can explain to the participants that they will now conduct a practical exercise on how to create an enabling work environment for all troop personnel (focused on troop personnel), as an Infantry Battalion Commander. However, before beginning this exercise, you will run through a brief presentation – as a refresher – on how to mainstream gender into the work of the military.

To begin discussions, you could ask participants what they have done (or what they think should be done) to create an enabling work environment within their unit. What do they consider the essential elements that are required to create an enabling environment? Discipline? Professionalism? The well-being of troop personnel? Professional development? Training? Communication? Ask participants to briefly justify their answers. Explain that you will be coming back to this topic later on.

## PRESENTATION

Following this initial discussion, you can now go through the slides of the PowerPoint presentation to explain the concepts and policy framework related to gender, why gender is important to the work of the military and how gender could be integrated into that work. Explain that this brief presentation will serve as a refresher in order to reinforce what they have already learned. Talking points are included in the notes pages of each slide and can be used as a guide. Make sure to encourage participants to share their personal experiences on the topic and clarify any questions that they may have.

Once you have gone through the presentation, explain to the participants that they will now have a short break (15 minutes). After the break, they will work in groups on a practical exercise.



If you do not have sufficient time to respond to a question, or if you feel that it is better dealt with during or after the exercise, write down the question on a flip chart and explain to participants that you will revisit the question at a later stage.

## BREAK: 15 MINUTES

## BREAKOUT GROUPS

While participants are on their break, you are advised to display PowerPoint presentation 2.2 (Creating an enabling work environment (focused on Infantry Battalion Commanders and Planners for all troop personnel – Moderated) on screen.

When participants are back from the break, divide participants into groups of 4 or 5, depending on the total number of participants. Where possible, you should ensure that men and women participants are evenly distributed among the breakout groups. You may want to group participants of a similar grade together in order to facilitate discussions within the group. This, however, will require prior information on participant profiles/backgrounds.



If the physical classroom setting does not offer the possibility of splitting the participants into breakout groups, please moderate an open group discussion with the entire class.

## EXERCISE

### a) Introduction to exercise

When participants have been divided into groups, explain the learning objectives of the exercise. At this stage, you can also introduce the various documents that have been distributed:

- The **Carana country summary** provides a brief snapshot of the Carana scenario that is already familiar to the participants, with key information relevant to the case study that is being worked on;
- More information on the setting and context of the case study is included in the case study **setting**;
- Details of the task that needs to be carried out are explained in the **exercise overview**;
- The **checklist** serves as a guide for participants as they work on the case study;
- The **United Nations core values and behaviours document** offers an overview of the core values and behaviours that shape the organizational culture of the United Nations.

You can now go through PowerPoint presentation 2.2 (Creating an enabling work environment (focused on Infantry Battalion Commander and Planners for all troop personnel – Moderated). Briefly introduce the setting to the participants. Mention to them that more time will be given to read the setting.

Now explain the task that needs to be carried out. Explain that participants have three options to choose from, following which they also need to answer the other questions included in the task section. Invite participants to use the handouts provided during the session to assist them with the exercise.

### b) Group work

Remind participants that they have **50 minutes** to complete the exercise, including approximately 20 minutes to read the handouts. Encourage participants to designate a rapporteur who will present the findings of the group during the plenary discussions.

Invite participants to begin the exercise. Encourage participants to use the checklist and United Nations core values and behaviours document as guides.

During the exercise, make sure you rotate among the groups to answer any questions that participants may have and to gain some insights into the dynamics and discussions within each group. Make note of any interesting points or observations that you could raise during the debrief.

Remind participants of the time remaining 15 minutes, 10 minutes and 5 minutes before the end of the exercise.

### c) Injects

You have been provided with several injects. These injects are aimed at influencing the participants' understanding, reasoning and their choices. **Do not share the injects at the beginning of the exercise.** You can determine an appropriate time during the exercise (halfway into the exercise or later) to share this information. You are encouraged to use innovative means to present the injects (props such as newspapers, radios, etc.). You can also present the slide with injects for participants to see. If participants ask additional questions on the injects, try to answer them creatively, by making your own assumptions.



You can either reveal all injects simultaneously, or sequentially, allowing some time to pass between each one. The PowerPoint slides on injects are designed for this purpose.

### d) Presentation of group work

When the allotted exercise time has elapsed, invite each group to present its responses. You may let groups volunteer, or, if there are no volunteers, you could designate a group to present. Each group has **5 minutes** to present.

After each group presentation, you could facilitate a brief discussion. Did any of the other groups make a similar choice? Do the other groups agree with the arguments that were presented?



In case of time constraints, you could carry out these brief discussions after every second or third group presentation. You can also choose to skip these brief discussions and instead spend more time on the final discussion.

Once all groups have presented, open the floor for discussion. Key points that could be raised during the debrief are outlined in the next section.

## DEBRIEF

The options outlined below are all correct. Still, it is important to provide a gender-responsive analysis to justify a group's choice and to reflect on the possible consequences of a given decision for all members of the Infantry Battalion. Below are some points that could be raised during the debrief.

**OPTION 1 (advocate increased numbers of women, and in command positions, where possible):** It is important to take into consideration that it will take time for such a change made at the national level to be reflected in future deployments. The currently deployed Infantry Battalion may not directly benefit from your action at this point.

Nevertheless, this option could signal to women military personnel that you wish to offer equal opportunities for all men and women military personnel. It could also motivate women personnel in your Infantry Battalion and lead to a positive, enabling environment.

However, some men colleagues may feel offended or demotivated by your action of advocating that more women be deployed in command positions. They may not want to take orders from a woman colleague.

These negative reactions could be minimized through several actions, including the following: communicate that equal opportunities will be provided to **all** military personnel, irrespective of their gender identity; guarantee transparency in your decisions; and clearly state that there is no room for gender stereotypes or discrimination.

**OPTION 2 (set up sports activities):** Sports could be a much-appreciated form of recreation and could help personnel to deal with stress and serve as a socializing tool among personnel, with positive ramifications for the overall team atmosphere.

However, organizing mixed sports activities, in particular outdoors, may attract the attention of the local population, who may gather as spectators or may consider such activity disrespectful to the local culture.

These negative reactions could be minimized through several actions, including the following: consult with women and men personnel about their preferred options regarding dedicated time slots for the use of sports facilities by women only; erect walls around the sports area; increase security and lighting around the area; consider other indoor recreational facilities for men and women military personnel; and make clear that there is zero tolerance for harassment on the sports field.

**OPTION 3 (strongly condemn all forms of harassment):** This option has the merit of sending a clear message that unethical behaviour, such as sexual harassment, other forms of harassment and discrimination, will not be tolerated and are a violation of the standards of conduct of the United Nations. If backed up with appropriate actions (condemnation of perpetrators, protection of victims and informants, setting up reporting mechanisms, etc.), this preventative action could be a powerful tool to eliminate or significantly reduce such behaviour.

However, such stringent measures may push perpetrators to carry out acts of harassment and discrimination more discreetly, making it more difficult for colleagues to spot such acts and reach out to victims. Military personnel might be wary of reporting incidents for fear of retaliation. The atmosphere among personnel could become distrustful and tense.

These negative reactions could be minimized through several actions, including the following: provide training on key United Nations principles, including equality and respect for all military personnel; sensitize military personnel on what harassment is and what can be done if one is a victim or witness of harassment; and raise awareness on clear channels of reporting in cases of harassment.



- Some participants may put forward the option of recommending that women personnel wear “conservative” attire when playing sports, in order to avoid attracting undue attention and also as a sign of respect for local traditions. This answer is incorrect, as it reinforces stereotypes and sends the wrong message to the local population and to the peacekeepers by constraining women.
- When promoting LGBTQI+ rights, be well informed of the laws in your host country. In some localities, it might be illegal to be homosexual. Openly supporting an LGBTQI+-friendly environment might put some colleagues in danger.



- It is not the responsibility of the MGA or Military GFP to investigate misconduct. They would, however, be able to share information about reporting pathways, including directing complaints to the correct points of contact, which may rest within the contingent when such misconduct is taking place between contingent members. The Military GFP or MGA could also relay information to hierarchy if the victim gives consent.
- Be prepared to navigate a critical conversation about personal beliefs and biases. The United Nations is a place that unites people from many different countries, with different cultures and backgrounds. Please familiarize yourself with the United Nations values – inclusion, integrity, humility and humanity – and use these values as a foundation for your arguments. Serving the United Nations carries a responsibility to respect diversity and to facilitate continuous learning.

## CONCLUSION OF PRESENTATION

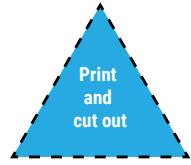
Once the debrief is complete, you can return to the PowerPoint presentation and use the “Remember!” slide to present key takeaways from this exercise.

- Creating an enabling environment requires a multipronged approach that aims to offer decent work and living conditions, as well as professional satisfaction, in an environment where all personnel feel safe and respected.
- Upholding the United Nations core values of inclusion, integrity, humility and humanity is vital in achieving this goal.
- Remember that misconduct occurring within the contingent falls under the authority of the contingent Commander and needs to be dealt with according to the laws and procedures of the TCC. Contingent Commanders must be aware of – and make military personnel aware of – available referral pathways in the event of harassment or discrimination.

Ask participants if they would like to add any other takeaways.

Lastly, thank participants for their active participation and, as Commanders. Encourage them to contribute to the creation of an enabling environment for all military personnel.

# INJECTS



Newspaper article with headline “United Nations disrespectful of local culture” (including a picture of women United Nations military personnel playing football in shorts within the Infantry Battalion compound, looking through fence)

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UN News headline: United Nations upholds core values of diversity and respect for upcoming International Day of Peace

# ENACTED LEARNING

*The aim of this simulation exercise is to encourage participants to make an informed decision that is beneficial to all troop personnel, cognizant of any potential negative consequences of the proposed action and possible measures of mitigation.*

## **LEARNING ACTIVITY TOTAL TIME REQUIRED: 2 hours 30 minutes**

10 minutes	Introduction to exercise and distribution of individual roles
20 minutes	Read Carana country summary, case study setting and individual roles
30 minutes	Simulation exercise
45 minutes	Debrief
15 minutes	Break
30 minutes	Presentation on integrating gender into the work of the military

## **SUPPORT MATERIAL**

1. Carana country summary
2. Case study setting
3. Exercise overview
4. Individual role instructions (to be handed out by facilitator)
5. Checklist
6. United Nations core values and behaviours document

# EXERCISE OVERVIEW

*Please refer to Setting on p. 68*

## TASK

As a newly appointed Infantry Battalion Commander, and in the light of the information you received during your initial conversations, you decide to conduct a situation analysis to better understand what is happening within your Infantry Battalion. For this, you consult with several colleagues to get a better understanding of the current work environment and the challenges faced by your personnel. Based on your initial assessment, you will make a decision on one priority area that you will first focus on.

## OVERVIEW OF ROLES



**Newly appointed United Nations Infantry Battalion Commander (woman)**



**2IC of United Nations Infantry Battalion**



**United Nations Military GFP**



**United Nations Civil-Military Coordination (UN-CIMIC) Officer**



**United Nations Logistics Officer**



**United Nations Mission Conduct and Discipline Officer**



**Officer of United Nations Infantry Battalion (woman)**



**Officer of United Nations Infantry Battalion (man)**



**Observer 1**



**Observer 2**

# FACILITATOR INSTRUCTIONS

## *Enacted learning*

# EXERCISE OVERVIEW

## TASK

As a newly appointed Infantry Battalion Commander, and in the light of the information you received during your initial conversations, you decide to conduct a situation analysis to better understand what is happening within your Infantry Battalion. For this, you consult with several colleagues to get a better understanding of the current work environment and the challenges faced by your personnel. Based on your initial assessment, you will make a decision on one priority area that you will first focus on.

### LEARNING ACTIVITY TOTAL TIME REQUIRED : 2 hours 30 minutes

10 minutes	Introduction to exercise and distribution of individual roles
20 minutes	Read Carana country summary, case study setting and individual roles
30 minutes	Simulation exercise
45 minutes	Debrief
15 minutes	Break
30 minutes	Presentation on integrating gender into the work of the military

### SUPPORT MATERIAL

1. Carana country summary
2. Case study setting
3. Exercise overview
4. Individual role instructions (*to be handed out by the facilitator*)
5. Checklist
6. United Nations core values and behaviours document
7. Injects
8. PowerPoint presentations 2.1 (Integrating gender into the work of the military) and 2.3 (Creating an enabling work environment (focused on Infantry Battalion Commanders and Planners for all troop personnel) – Enacted). (*Print presentation with notes pages and use as facilitator guide*).



Support materials are available in facilitator resource package under folder entitled “Case Study 2 – Creating an enabling environment as Infantry Battalion Commander for all troop personnel”.



# FACILITATOR CHECKLIST

## ENACTED LEARNING

### TO PRINT

- Print Carana country summary (*for all participants*)
- Print case study setting (*for all participants*)
- Print exercise overview (*for all participants*)
- Print checklist (*for all participants*)
- Print United Nations core values and behaviours document (*for all participants*)
- Print and cut out individual role instructions (*one role per participant*)
- Print and cut out injects (*two sets for each group, to be distributed **later** during exercise, simultaneously or sequentially*)
- If desired, print or have available the facilitator instructions of this case study (*for facilitator/s who will deliver the case study*)
- If desired, print PowerPoint presentations 2.1 (Integrating gender into the work of the military) and 2.3 (Creating an enabling work environment (focused on Infantry Battalion Commanders and Planners for all troop personnel – Enacted), including notes pages (*for facilitator/s who will deliver case study*)

### TO PREPARE

- Familiarize yourself with relevant documents (Carana country summary and – where possible – the complete Carana scenario, as well as the facilitator instructions, case study setting, exercise instructions, checklist, United Nations core values and behaviours document, presentation, etc.)
- Have PowerPoint presentation ready on a USB stick/computer for delivery
- Prepare props for simulation and injects. Where will the simulation take place (makeshift office, with the local population, etc.)? How will the injects be presented (as newspaper/television reports, by someone playing the role of broadcaster, in poster form, etc.)? At what moment of the exercise will the injects be presented (midway through the exercise, just before the end, if a specific incident takes place, etc.)?

- Consider where the simulation exercise could be run. Is the classroom large enough to conduct the exercise? Is it possible to run simulation exercises outdoors? Does the weather permit outdoor work?
- How many simulation exercises will you run in parallel (depending on size of group)?
- How will you allocate individual roles? Will you randomly hand out roles, invite participants to pick a role or allocate specific roles to specific participants? The latter option will require prior knowledge of participant profiles. Do you have that information?
- How will you run the debrief of the exercise? Which questions will you focus on? Are there any participants with thematic expertise that you can draw from during the debrief?
- What other elements could you add to the conclusion? Do you have any personal experiences to share? Which key points should be emphasized from the learning objectives?

# ROLE INSTRUCTIONS

Print  
and  
cut out



## Newly appointed United Nations Infantry Battalion Commander (woman)

You are keen to ensure that your personnel can operate optimally in a healthy and enabling work environment. You are concerned by the information you received about possible cases of harassment in your Infantry Battalion. You are making a conscious effort to consult with as many military personnel as possible, primarily to acquire insight into their experiences but also to convey the message that you are receptive to their needs and concerns. You have heard that your predecessor was very “conservative” in his views on women and men and that he believed that women had to be protected and should not be given combat roles. You are determined to change this situation.

## 2IC of United Nations Infantry Battalion

You are in possession of the exact statistics regarding your Infantry Battalion – 800 troops in total, 50 women, and no women in decision-making positions, other than the Infantry Battalion Commander. You mention that overall morale among military personnel is high and that the work environment is healthy. There have been some instances of low morale, in particular among women personnel, in the weeks immediately following their deployment. You point out that this is normal, given the challenging human and security conditions in Carana. You share stories of your own personal experiences.

**Special note:** *You are a gay man. You do not want any of your colleagues to learn about this, because you fear that you would lose your credibility as 2IC. You suspect that one of your subordinates knows that you are gay. He has been openly hostile towards you and makes derogatory remarks towards the LGBTQI+ community. You try your best to ignore his behaviour, but it is affecting your morale and performance. You confide in your Infantry Battalion Gender Focal Point but wish to remain anonymous. Tell colleagues that you are married to a man **only if you are made to feel comfortable and if you are convinced that the Infantry Battalion Commander will be supportive of you.***





## United Nations Military GFP

You have set up an informal women's network which meets every Thursday evening for the women serving in your Infantry Battalion. This was an immediate success, with many women joining to meet up with other women and to share their work and personal experiences. Work-related problems are occasionally raised in these discussions. Although you do not participate in the meetings, some of the women have confided in you to tell you that many women are unhappy and frustrated because they consistently get assigned to administrative positions, despite being qualified to take on other roles. Many colleagues confide in you, on and off duty. More recently, your 2IC revealed to you that he is gay and is being bullied by one of his subordinates. He wishes to remain anonymous but is seeking your advice and support.

If/when you see a colleague being hostile towards another colleague, you step in to support the victim.

**Special note:** *If/when a colleague approaches you with “interesting” gossip about another colleague, you clearly show that you are not interested and point out that this type of behaviour is unacceptable from a peacekeeper.*

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## UN-CIMIC Officer

You mention that there have been very few recreational/sports activities recently, primarily because of COVID-19 restrictions. With the restrictions gradually being eased, you hope to organize a sports event in the near future. You share ideas about why it is important to focus on sports.

**Special note:** *If/when a colleague approaches you with “interesting” gossip about another colleague, you become very interested and agree with the colleague’s observations. You are keen to share this information with other colleagues.*



## United Nations Logistics Officer

You are overwhelmed by the situation in your Infantry Battalion. The number of personnel continues to steadily increase but there is no additional support or infrastructure in place. You are a one-person team and feel unappreciated. You work long hours and are still unable to complete your work. You would like more support and appreciation. You also mention that there is an urgent need for more ablution facilities, for both men and women, and ideally all-gender facilities.

**Special note:** *If/when a colleague approaches you with “interesting” gossip information about another colleague, you become very interested and go along with the colleague’s requests.*

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## United Nations Mission Conduct and Discipline Officer

You mention that you have not heard of any disciplinary complaints within the Infantry Battalion. However, you raise a word of caution, mentioning that the absence of complaints should not be equated to an absence of incidents. You provide information on available reporting mechanisms to the Infantry Battalion Commander and all other personnel you meet. You explain that even when they occur within a contingent, any acts of misconduct or serious misconduct having an impact outside the contingent must be brought to the attention of the Mission CDT. The CDT will then determine whether there is an impact outside the contingent, in which case the acts in question must be handled under the provisions of the MOU, or if the alleged acts have no impact outside the contingent, the CDT should nonetheless formally bring them to the attention of the TCC for appropriate action.

**Special note:** *If/when a colleague approaches you with “interesting” gossip about another colleague, you immediately put a halt to the discussion and warn that this type of behaviour could result in disciplinary action.*



### Officer of United Nations Infantry Battalion (man)

You have had a conservative upbringing. You suspect that the 2IC is gay, as you found pictures of him with his husband on social media, and you find this unacceptable, especially for a senior member of the Infantry Battalion! You do not openly voice your disapproval but are hostile and arrogant in your actions with the 2IC. You make subtle discriminatory comments about him. You also find it difficult to speak to the Infantry Battalion Commander. You are not used to being told what to do by a woman.

**Special note:** *Your assignment is to discreetly talk to as many actors as possible – except the Infantry Battalion Commander – to inform them that the 2IC is gay. You speak in a disrespectful way. You try to convince them that this is unacceptable and encourage them to be hostile towards him as well. You also try to build up support among men colleagues against the Infantry Battalion Commander. You say that she cannot do the job and that she only got so high up because she is a woman.*



### Officer of United Nations Infantry Battalion (woman)

You are happy to be on your fifth mission. However, you were disappointed to find out that you have been assigned administrative functions, even though you are actually trained to carry out combat-related activities, specifically patrols, checkpoints, etc. You have engaged in “boots on the ground” activities in all your previous deployments, which were also in very volatile security situations. When you were deployed in Mali, you drove a tank and were on the front line, protecting civilians. You are hoping that your new Commander will offer women more opportunities.

**Special note:** *If/when a colleague approaches you with “interesting” gossip about another colleague, you are surprised at what you learn. You are an ally of and defend the LGBTQI+ community and the Infantry Battalion 2IC.*



### Observer 1

You do not directly participate in the simulation. You observe the interactions among the various roles and make note of any key observations. You will share your observations with the group during the debrief of the simulation exercise. You should pay attention specifically to the following:

- How did the simulation go? Did the simulation run smoothly? What were your overall impressions of the simulation? Were the interactions always related to the task outlined at the beginning of the simulation?
- What were the most active roles? Why, in your opinion?
- Were there any challenges in the interactions? With whom? Why, in your opinion?
- What impact did the injects have on the overall simulation?

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### Observer 2

You do not directly participate in the simulation. You observe the interactions among the various roles and make note of any key observations. You will share your observations with the group during the debrief of the simulation exercise. You should pay attention specifically to the following:

- How did the simulation go? Did the simulation run smoothly? What were your overall impressions of the simulation? Were the interactions always related to the task outlined at the beginning of the simulation?
- What were the most active roles? Why, in your opinion?
- Were there any challenges in the interactions? With whom? Why, in your opinion?
- What impact did the injects have on the overall simulation?

# DELIVERY

## INTRODUCTION: GENERAL GUIDANCE AND INFORMATION ON HOW TO CONDUCT THE EXERCISE

to begin the exercise, open PowerPoint presentation 2.3 (Creating an enabling work environment (focused on Infantry Battalion Commanders and Planners for all troop personnel – Enacted). You can explain to the participants that you will now conduct a simulation exercise on how to contribute to the creation of an enabling work environment for everyone.

Present the learning objectives of the case study at this point. In this case study, participants will learn the following:

### LEARNING OBJECTIVES

- As Commander, understand and create an inclusive and enabling work environment for all military personnel that promotes the full, equal and meaningful participation of all
- Actively seek the advice and expertise of the MGAs and Military GFPs working with/in your Infantry Battalion on specific gender-related matters
- Understand and be able to communicate that every member of the Infantry Battalion or unit has a responsibility to contribute to a healthy work environment
- Be able to evaluate how underlying gender stereotypes among personnel can negatively impact performance and the Mission's overall success

To start off the exercise, introduce participants to the various documents that have been distributed:

- The **Carana country summary** provides a brief snapshot of the Carana scenario that is already familiar to them, with key information relevant to the case study that is being worked on;
- More information on the setting and context of the case study is included in the case study **setting**;
- The **exercise overview** provides information on the task, duration, roles and support materials;
- **Overview of roles** provides insight to the various roles represented by other participants;

- The **individual roles and instructions** provide guidance on the specific role that each participant will play;
- The **checklist** serves as a guide for participants as they work on the case study;
- The United Nations **core values and behaviours document** offers an overview of the core values and behaviours that shape the organizational culture of the United Nations.

## ALLOCATION OF ROLES

Prior to the training, print and cut out all individual role instructions so that they are ready to be distributed in class. When you are ready to begin the simulation exercise, explain to participants that they will each play a specific role in the simulation.

Distribute one role to each participant, or place the role instructions face-down on a table and request each participant to pick a role from the pile.

Explain to the participants that the roles that they have received may not correspond to their own gender identity, but that it is fine if that is the case. Invite participants to play their role according to the gender identity indicated in their individual instructions.



If you wish, you can decide to assign specific roles to specific participants. However, this will require prior preparation and some knowledge of participant profiles.

Depending on the size of the group of participants, the simulation could be run in multiple formats:

1. It may be possible to run two or more simulations in parallel (around 7-10 participants in each group);
2. Depending on the size of the group, you may wish to assign several participants to share a role, in particular the more general roles. For instance, in this case study, you could include multiple roles for team members or observers. This technique could also help if you perceive that the group of participants is more reserved.



Ideally, you should plan to have at least one observer for each simulation (in case of simulations being run simultaneously). If this is not possible, owing to lack of participants, invite the observer or observers to rotate among the groups and make note of their observations.

## PREPARATION

Briefly introduce the case study setting to the participants. Mention that more time will be given to review the scenario. Describe the task that the participants are required to carry out using the relevant PowerPoint slide. Give participants 20 minutes to read the Carana country summary, the setting and their individual roles in preparation for the simulation. Encourage participants to go through and use the checklist and the United Nations core values and behaviours document during the simulation exercise.

## SIMULATION

### a) Getting started

When participants have completed their reading, to begin the simulation, invite the Infantry Battalion Commander to identify herself. Ask the other participants to introduce themselves to the Infantry Battalion Commander and to mention the title of their role (and only their title). This will enable everyone to identify who is playing each role.

Once the introductions are complete, show the Infantry Battalion Commander her (makeshift) office and invite her to engage with the military personnel. Invite other participants to engage in their regular activity, interact with colleagues and/or follow the instructions assigned to them.

Remind all participants that the main aim is to identify a priority area that will help to create an enabling work environment. Remind participants that they are required to play their roles as indicated in the instructions.

Let the simulation run.



If multiple simulations are being run simultaneously, invite those in key roles to identify themselves. Participants can then move to the locations where the simulation will be carried out. Ensure that these locations are sufficiently distanced from each other so that the different groups are not distracted. You could also use breakout rooms if available. If they are not available, use separate corners of the classroom or move one or several groups permitting.

### b) Observation

Facilitators are encouraged to observe and take notes during the simulation. Are specific questions related to gender being asked? Are the interactions smooth or conflictual? Do certain actions or behaviours lead to particular consequences? How do military personnel react to certain behaviour or actions?

You could later raise these observations during the debrief to highlight how certain behavioural dynamics can affect the work environment.



Some of the roles contain instructions on the attitude or behaviour to be adopted. In some instances, these are deliberately stereotypical and may include, for instance, implicit or explicit personal bias. Use such behaviour as a point of discussion during the debrief.

### c) Injects

You have been provided with several injects. These injects are aimed at influencing the participants' understanding, reasoning and their choices. **Do not share the injects at the beginning of the exercise.** You can determine an appropriate time to share the information with participants (half-way into the simulation exercise or later) and whether you share all injects simultaneously or sequentially (ideally sequentially, but be conscious of time constraints).

Distributing the injects to all participants while the simulation exercise is ongoing might be time-consuming and complicated. If you feel that this could be the case, use other means to share the information with participants. You could use innovative means, including props (newspapers with inject information that could be handed out, posters, cut-out image of a radio/television with inject information, etc.) or you and/or one of your co-facilitators could act to introduce the information (as a news broadcaster, journalist or third party). For instance, if the source of the inject is a report from Amnesty International, you could act as representative of the organization). If participants ask additional questions about the injects, try to answer them creatively, by making your own assumptions.



*Make sure to prepare well in advance the way in which you will deliver the information contained in the injects.*

### d) Wrap-up of simulation

Let the simulation run for approximately 30 minutes. End the simulation when you believe the time is right, for instance when an important discussion has ended or if there are little or no ongoing discussions.

Inform participants that the simulation is now over. Congratulate them on their participation and invite them to return to their seats. Begin the debrief.

## DEBRIEF

### a) General debrief

Start off with general questions about the simulation (15 minutes). Invite the observers to share their reactions first. Ask other participants what they think.

- How did the simulation go? Did the simulation run smoothly? What were your overall impressions of the simulation? Were the interactions always related to the task outlined at the beginning of the simulation?
- What were the most active roles? Why, in your opinion?
- Were there any challenges in the interactions? With whom? Why, in your opinion?
- What impact did the injects have on the overall simulation?

### b) Detailed debrief

Next, move on to more substantive questions. Encourage participants to consult the checklist and the United Nations core values and behaviours document as guides.

Below are possible questions that you could raise during the debrief. The discussions could take place in plenary. You are encouraged to select the most relevant questions, depending on how the simulation played out and according to available time.

#### 1. Which actions did the participants take in response to the task?

Participants could have taken a number of different actions in response to the situation. Below are some possible ideas.

Participants may have advocated for **an increase the share of women in contingents of the national armed forces deployed to United Nations peace operations – and, where possible, in command positions – in order to have more diversity through greater gender parity.** It is important to highlight that it will take time for such a change made at the national level to be reflected in future deployments. The currently deployed Infantry Battalion may not directly benefit from your action at this point.

Nevertheless, this option could signal to women military personnel that you wish to offer equal opportunities for all men and women military personnel. It could also motivate women personnel in your Infantry Battalion and lead to a positive, enabling environment.

However, some men colleagues may feel offended or demotivated by your action of advocating that more women be deployed in command positions. They may not want to take orders from a woman colleague.

Explain that negative reactions could be minimized through several actions, including the following: communicate that equal opportunities will be provided to **all** military personnel, irrespective of their gender identity; guarantee transparency in your decisions; and clearly state that there is no room for gender stereotypes or discrimination.

Participants may also propose **to set up sports activities for military personnel**. You could stress that sports could be a much-appreciated form of recreation and could help personnel to deal with stress and serve as a socializing tool among personnel, with positive ramifications for the overall team atmosphere.

However, organizing mixed sports activities, in particular outdoors, may attract the attention of the local population, who may gather as spectators or may consider such activity disrespectful to the local culture.

Explain that these negative reactions could be minimized through several actions, including the following: consult with women and men personnel about their preferred options regarding dedicated time slots for the use of sports facilities by women only; erect walls around the sports area; increase security and lighting around the area; consider other indoor recreational facilities for men and women military personnel; and make clear that there is zero tolerance for harassment on the sports field.

Lastly, participants may also recommend **to strongly condemn all forms of harassment**. Recognize that this option has the merit of sending a clear message that unethical behaviour, such as sexual harassment, other forms of harassment and discrimination, will not be tolerated and are a violation of the standards of conduct of the United Nations. If backed up with appropriate actions (condemnation of perpetrators, protection of victims and informants, setting up reporting mechanisms, etc.), this preventative action could be a powerful tool to eliminate or significantly reduce such behaviour.

However, it is important to highlight that such stringent measures may push perpetrators to carry out acts of harassment and discrimination more discreetly, making it more difficult for colleagues to spot such acts and reach out to victims. Military personnel might be wary of reporting incidents for fear of retaliation. The atmosphere among personnel could become distrustful and tense.

Explain that these negative reactions could be minimized through several actions, including the following: provide training on key United Nations principles, including equality and respect for all military personnel; sensitize military personnel on what harassment is and what can be done if one is a victim or witness of harassment; and raise awareness on clear channels of reporting in cases of harass-

ment.

*Ask participants if they can think of any other options.*

## **2. What gender-responsive information were you able to gather from this setting and simulation?**

Have four flip charts ready (or four columns drawn on a whiteboard), one for each of the following categories:

- Military personnel
- Health and well-being
- Infrastructure
- Other

Ask participants to come up with gender-responsive information that they were able to acquire on these categories, either from the setting or from the simulation exercise. Note participants' responses on the appropriate flip chart. You will make use of this list when addressing question 3 below.



If participants come up with responses that do not fit into the first three categories (primarily through extrapolation), add these to the “other” category.

### **Possible answers include:**

#### ***Military personnel***

- a. Infantry Battalion Commander, a woman, not accepted by some military personnel
- b. Former Infantry Battalion Commander's “conservative” and stereotypical approach to women troops
- c. Majority of men and women troops with prior experience
- d. First international deployment for some mixed-gender troops

#### ***Health and well-being***

- a. Healthy work environment overall
- b. Occasional low morale, in particular among women colleagues in administrative positions
- c. No reporting of sexual or other forms of harassment or discrimination
- d. Very few personnel solicit counselling services
- e. Creation of informal support networks
- f. Some colleagues with gender stereotypes and biases
- g. Incident of repeated bullying

- h. Anonymous victim of bullying
- i. Gay colleague (2IC)
- j. Hostility towards LGBTQI+ community among some colleagues
- k. Few cultural or sports activities
- l. Perceived tensions with host culture (women troops playing football in shorts)
- m. Overworked, unappreciated military personnel

### ***Infrastructure***

- a. Doubling of troops being deployed
- b. Increase in numbers of women troops being deployed
- c. Lack of infrastructure, insufficient ablution facilities

### **3. What gender-related challenges did you identify?**

Ask participants to identify gender-related challenges that are affecting or that could potentially affect all members of the Infantry Battalion. There is a strong likelihood that the challenges identified will be related to some elements on the list that you developed under question 2.

Highlight these challenges on your list with a coloured marker, clearly indicating that the highlighted point is a challenge (for instance, use the abbreviation **CHAL** next to the point). You will make use of this updated list during question 4 below.

- a. **Lack of equal opportunities:** Men and women need to be provided equal opportunities and be assigned to positions that they are trained and qualified for.
- b. **Disrespectful behaviour:** It is important not to engage in or support disrespectful behaviour. In this simulation, rumours regarding the 2IC were spread among colleagues. How did this happen? Who started the rumour? How did the others react? How did the 2IC feel about this? Taking a stand against disrespectful behaviour from the very onset is essential.
- c. **Poor infrastructure:** The overall number of troops has increased, but the infrastructure has remained the same. Ablution facilities for men and women, and also all-gender facilities, are lacking. The **Conceptual Design for Military Camps** recommended by the Elsie Initiative for Field Missions' Facilities and Infrastructure provides guidance on the type of gender-responsive facilities and infrastructures required within a camp, including living accommodations, shared ablutions facilities, indoor and outdoor recreational spaces, medical facilities and laundry facilities.
- d. **Tensions between local culture and United Nations values:** Women military personnel should not be forced to wear “conservative” attire when playing sports on mission grounds.

- e. **Gender stereotypes:** Some colleagues may not be used to working with women leaders or may expect men and women to behave in a particular way. Others, such as the former Infantry Battalion Commander, may consider it part of their duty to “protect” women troops.
- f. Other challenges? Ask participants if they have identified other challenges and note these on the flip chart.

4. **In the light of the information gathered above, what should the newly appointed Infantry Battalion Commander focus on first? Why?**

Invite participants to analyse the lists from questions 2 and 3 on the flip charts. On the basis of the information gathered, which action category should the Infantry Battalion Commander first focus on? What action can be taken? Invite participants to justify their choices.

**Possible answers include those given below.**

**Empowerment:** Provide equal opportunities to men and women according to their qualifications; assign trained and qualified men and women personnel in all levels of activity, including combat and decision-making roles; and consider assigning tasks based on objective and transparent criteria, etc.

- Will help to motivate personnel, will make them feel appreciated and valued, will improve performance etc.

**Infrastructure and logistics:** Provide all military personnel with decent, gender-responsive working and living conditions that meet minimum United Nations standards; call for augmentation of facilities in proportion to increases in troop numbers; and consider privacy and health-care needs of men and women personnel.

- Will satisfy basic needs, decrease levels of stress, reduce the likelihood of health complications related to low intake of water and/or infrequent use of ablution facilities, will lead to improved performance.

**Well-being of military personnel:** Encourage formal and informal support networks; develop/promote sports and recreational activities; break stigma around counselling; communicate zero tolerance policy against harassment; share information about available referral pathways for victims or witnesses of harassment; promote safe and inclusive work environment for all military personnel (during meetings or performance reviews, by highlighting specific dates such as International Women’s Day (8 March), Pride month (June), etc.).

- Will contribute towards the creation of a positive work environment, military personnel will feel appreciated and listened to, will encourage military personnel to stand up to inappropriate behaviour, will lead to improved performance.

*Do participants have other suggestions?*

Improved performance will probably be included as a reason in all or most categories. Indeed, improved work performance is the ultimate goal for peacekeepers. How best to achieve this goal will depend on the context.

- Some participants may put forward the option of recommending that women personnel wear “conservative” attire when playing sports, in order to avoid attracting undue attention and also as a sign of respect for local traditions. This answer is incorrect, as it reinforces stereotypes and sends the wrong message to the local population and to the peacekeepers by constraining women.
- When promoting LGBTQI+ rights, be well informed of the laws in your host country. In some localities, it might be illegal to be gay. Openly supporting an LGBTQI+-friendly environment might put some colleagues in danger.
- It is not the responsibility of the MGA or Military GFP to investigate misconduct. They would, however, be able to share information about reporting pathways, including directing complaints to the correct points of contact, which may rest within the contingent when such misconduct is taking place between contingent members. The Military GFP or MGA could also relay information to hierarchy if the victim gives consent.



## CONCLUSION OF DEBRIEF

Once the debrief is completed, respond to any outstanding questions raised by the participants.

Inform the participants that the simulation exercise and debrief are now over. Invite participants to take a break (15 minutes), after which you will run through some of the key elements that were raised during the simulation exercise.

## BREAK: 15 MINUTES

## PRESENTATION

During the break, you are advised to display PowerPoint presentation 2.1 (Integrating gender into the work of the military) on the screen.

When participants are back from their break, go through the PowerPoint presentation with participants. Talking points are included in the notes pages of each slide and can be used as a guide. Make sure to draw from the simulation exercise that was just completed. Remember to also encourage participants to share their personal experiences on the topic.

Conclude the presentation with “Remember!” slide. Respond to any outstanding questions.



If you do not have sufficient time to respond to a question, or if you feel that it is better dealt with at another time, write down the question on a flip chart and explain to participants that you will revisit the question at a later stage.

# INJECTS

Print  
and  
cut out



**Newspaper article with headline “United Nations disrespectful of local culture” (including a picture of women United Nations military personnel playing football in shorts within the Infantry Battalion compound, looking through fence)**

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**UN News headline: United Nations upholds core values of diversity and respect for upcoming International Day of Peace**



# CASE STUDY 3

## DEVELOPING GENDER-RESPONSIVE CIVIL ASSISTANCE PROJECTS

### **LEARNING OBJECTIVES**

- *Determine how gender norms and roles are affected by conflict/violence and how they shape conflict*
- *Use gender-responsive analyses, language and data to develop project proposals*
- *Consult with relevant Mission and local actors to minimize risks and avoid unforeseen consequences for men, women, boys and girls*



## SETTING

**Background:** You are an Operations Officer within your Infantry Battalion and working for the United Nations Assistance Mission in Carana (UNAC). You have been in the Mission for 6 months.

**Recent developments:** Over the past month, Military Peacekeeping Intelligence (MPKI) reports have highlighted clashes between the two rival villages of Soppla and Sigel. A total of 24 people from both villages have been killed in 12 days of clashes (5 men from Soppla and 18 men and 1 woman from Sigel). Several others have been wounded. During these clashes, the single water point shared between the two villages was destroyed, leading to heightened tensions and a series of accusations and counteraccusations by inhabitants of both villages. The Carana Police has been unable to defuse tensions. Through their local radio station, Mouvement Patriotique du Carana (MPC) rebels have blamed the unrest on the El Hasar group operating in the area. They have severely beaten up several men that they claim are collaborators of El Hasar. Many of these are Katasi refugees living in the area.

**Consequences:** Women and school children now have to walk long distances to fetch water. Many abductions and incidents of rape have been reported by OHCHR. In recent days, local villagers have started gathering outside your Infantry Battalion compound to request water.

**Perceptions of the United Nations:** Overall, villagers from both Soppla and Sigel are supportive of the United Nations and hope that UNAC will be able to



put an end to years of hostilities between the two villages. Several small-scale companies that employ local villagers carry out work for the United Nations, including construction, cleaning and supplying food. The United Nations closely monitors the procurement processes when engaging with these companies.

**Economic context:** The economy of Carana has suffered extensively as a result of the protracted conflict and rampant corruption. The cost of living – including prices of basic goods and groceries – has increased dramatically, with many households living on less than \$1 a day. Difficulties in securing employment in the formal job market have resulted in the emergence of several small-scale agricultural and farming activities – mainly among women-headed households – in a bid to meet individual needs, but also as a means of income generation.



**Disarmament, Demobilization and Reintegration (DDR):** Soppla is host to a DDR programme led by the Government of Carana and supported by UNDP to reintegrate former combatants of the MPC into society. As of now, 5 men and 12 women are participating in the programme. United Nations military personnel are supporting the DDR process, primarily in its disarmament and demobilization aspects. They do this through the conduct of outreach activities to encourage women ex-combatants to participate in the DDR process and also by providing women military observers to screen women ex-combatants.

Your Infantry Battalion second-in-command (2IC) has noticed from MPKI reports that the destruction of the water point has led to a significant increase in tensions between the two rival villages of Soppla and Sigel. With the dry season approaching, the 2IC fears a further escalation of tensions. The village elders from both Soppla and Sigel have requested support from the United Nations. Following confirmation by your Infantry Battalion S9 United Nations Civil-Military Coordination (UN-CIMIC) Officer that there are no planned projects by Carana authorities, civilian contractors or humanitarian actors to rebuild the water point, your 2IC mentions that your Infantry Battalion has the means and capabilities to support the reconstruction of the project. The Commander has tasked you with developing a proposal for a civil assistance project to reconstruct the water point.



# CHECKLIST:

## DEVELOPING GENDER-RESPONSIVE CIVIL ASSISTANCE PROJECTS

*The checklist provided here will help you to answer various questions or carry out specific tasks included in this case study.*

### ASSESSMENT

- Identify key beneficiaries and assess how the establishment of a water point could benefit different groups of the population, in particular women and girls, who traditionally have the role of fetching water in Carana.
- Identify how water is used, by whom, at what moments of the day, how it is transported, using which routes, etc.
- Understand gender norms and roles related to water access and use. How have these roles been shaped or changed by conflict? Who takes decisions on the use of water? For what purposes is water used? By whom?
- Verify if the proposed civil assistance project meets the actual needs of the different groups present in the population, and how different groups could be affected by the project.

### CONSULTATIONS

- Ensure that all sections of the population have been consulted in the development of the project, including women and men.
- Consider the ability of women to participate in consultations (accessibility of different means of transport to reach the consultation, date/time, potential activities interfering with the possibility to attend consultations, such as domestic responsibilities, language, mixed/women-only groups, etc.).
- Consider intersectionalities. Be aware of sensitivities when bringing together different groups in the same place. Younger women from a particular ethnic or religious background may not feel comfortable with older women from another ethnic/religious background.
- Consult with the closest Women's Protection Adviser and/or Military Gender Adviser (MGA) of the Mission to obtain additional information about gender roles and norms, as well as Protection of Civilians Advisers to understand local trends and patterns on attacks against civilians, including early warning indicators.

## RISK IDENTIFICATION AND MITIGATION

- Verify the reasons/risk factors behind specific incidents/situations in order to determine how they impact men, women, boys and girls differently and assess one's own individual biases when doing so.
- Identify and mitigate possible negative unintended consequences for certain groups of the population if project is implemented. Follow the do-no-harm principle.

## IMPLEMENTATION

- Ensure access to water for all on the basis of a threat assessment, including threats from armed groups, improvised explosive devices, geographical terrain, etc.
- Prioritize local contractors employing a diverse workforce, including men, women and vulnerable/minority groups.
- Carefully follow United Nations procurement guidelines and procedures when selecting and engaging with local contractors.
- Promote local ownership to ensure maintenance and management of the water point.

*“During the 10 years of war in Sierra Leone, people thought that rebels were some kind of beast not even humans, and they were surprised to see that some of them were even women and children.”*



Source: United Nations Military Peacekeeper in expert interview conducted during the training needs assessment for this Handbook by the United Nations Office of Military Affairs, January 2022.

*“Vendors have the obligation to comply with the UN General Conditions of Contracts, which contain specific prohibitions on mines, child labour, sexual exploitation, and the fundamental rights of workers.”*



Source: United Nations, Procurement Division, *United Nations Procurement Manual*, 2020, p. 16.

## NOTES



*“The United Nations Global Compact is a “voluntary international corporate citizenship network initiated by the Secretary-General to support the participation of both the private sector and other social actors; the advance responsible corporate citizenship and universal social and environmental principles to meet the challenges of globalization. It is based on 10 principles related to human rights, labour, environment, and anti-corruption.”*

United Nations, Procurement Division, *United Nations Procurement Manual*, 2020, p. 173.

# RESOURCE MATERIAL

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United Nations, Department of Peacekeeping Operations and Department of Field Support, “Policy on gender-responsive United Nations peacekeeping operations”, February 2018. [https://peacekeeping.un.org/sites/default/files/english\\_gender\\_responsive\\_united\\_nations\\_peacekeeping\\_operations\\_policy\\_1.pdf](https://peacekeeping.un.org/sites/default/files/english_gender_responsive_united_nations_peacekeeping_operations_policy_1.pdf).

United Nations Department of Peacekeeping Operations, “Directive on sexual harassment in United Nations peacekeeping and other field missions, for military members of national contingents, military observers and civilian police officers” (DPKO/MD/03/00995), 2003. <https://police.un.org/en/directive-sexual-harassment-united-nations-peacekeeping-and-other-field-missions-military-members-of>.

United Nations, Procurement Division, *United Nations Procurement Manual*, 2020. <https://www.un.org/Depts/ptd/sites/www.un.org.Depts.ptd/files/files/attachment/page/pdf/pm.pdf>.

## SELF LEARNING

*This modality includes:*

- Self-reflection questions
- A quiz
- A notes space



## REFLECTION QUESTION

**What implicit or explicit bias might you or your colleagues have with regard to gender roles and norms among the villagers of Soppla and Sigel? How could these biases influence your work?**

(Please refer to p. 383 for answer.)



Please answer the following questions:

- 1. What gender-responsive information will you need to gather on the basis of the information provided in the setting above? (Select all relevant responses)**
  - a. Nature and history of conflict
  - b. Gender, ethnic, religious and national background of people killed or injured
  - c. Nature of contracts between small-scale companies and the United Nations
  - d. Who makes use of the water point, and for what purposes?
- 2. Where could the required information be gathered? (Select all relevant responses)**
  - a. United Nations databases (e.g. databases on peace and security, economy, etc.)
  - b. Past reports (patrols, checkpoints, Military Peacekeeping Intelligence (MPKI))
  - c. Local population (village elders and religious leaders, mayors, women's associations and networks, local police, etc.)
  - d. Civilian components of the Mission (Protection of Civilians, human rights, Mission support, etc.)
- 3. What negative consequences do you foresee from the construction of a water point? (Select all relevant responses)**
  - a. Area around water point may become a target for armed groups
  - b. Water point could deprive women of opportunities to interact with other women
  - c. Water point could lead to tensions if sufficient water is not made available for all those who need it
  - d. Increase in prices of agricultural products
- 4. What mitigation measures could you foresee in order to minimize these negative consequences? (Select all relevant responses)**
  - a. Consult local population during the design and implementation of the project, including women and men, and specifically those who use the water point most frequently
  - b. Record all events occurring around the water point
  - c. Increase patrols around water point, in particular at those times when it is most frequently in use
  - d. Light up areas leading to and surrounding the water point

(Please refer to p. 384 for answers.)

# MODERATED LEARNING

*The aim of this exercise is to highlight the utility of consulting with a broad range of actors in order to acquire a holistic understanding of a specific context, including the security grievances faced by diverse sections of the population. Participants are encouraged to use multiple techniques of information gathering in order to avoid gaps and to ensure accuracy of information.*

## **LEARNING ACTIVITY TIME REQUIRED: 2 hours 30 minutes**

30 minutes	Presentation on integrating gender into the work of the military
15 minutes	Break
10 minutes	Introduction to exercise and division into groups
20 minutes	Read Carana country summary and case study setting
30 minutes	Deliberations in groups and preparation of responses
45 minutes	Presentation of findings and debrief

## **SUPPORT MATERIAL**

1. Carana country summary
2. Case study setting
3. Exercise Overview
4. Checklist

# EXERCISE OVERVIEW

*Please refer to Setting on p. 122*

## TASK

Your Infantry Battalion 2IC has noticed from MPKI reports that the destruction of the water point has led to a significant increase in tensions between the two rival villages of Soppla and Sigel. With the dry season approaching, the 2IC fears a further escalation of tensions. The village elders from both Soppla and Sigel have requested support from the United Nations.

Following confirmation by your Infantry Battalion S9 UN-CIMIC Officer that there are no planned projects by Carana authorities, civilian contractors or humanitarian actors to rebuild the water point, your 2IC mentions that your Infantry Battalion has the means and capabilities to support the reconstruction of the project. The Commander has tasked you with developing a proposal for a civil assistance project to reconstruct the water point.

What optimal action would you propose for the *implementation* of the project? What are the possible risks to the various stakeholders? How do you intend to mitigate these risks?



### OPTION 1

Together with the Gender Focal Point in your Infantry Battalion, you solicit the support of the MGA at Force Headquarters, who – after consulting with the United Nations Entity for Gender Equality and the Empowerment of Women (UN-Women) and reviewing several organizations – identified a local, newly established civil society organization. The organization employs women former combatants who are now receiving vocational training as part of a national DDR process. The organization has volunteered to build and manage the water point at no cost. The raw materials will, however, need to be provided by the United Nations.



### OPTION 2

You propose hiring a local contractor, selected in a competitive process, with whom the United Nations has previously worked on several occasions. The work delivered by the contractor has always been satisfactory. In addition, the company has a policy of employing at least 50 per cent women.



## OPTION 3

You propose organizing a joint community support project in collaboration with local authorities – in particular the local police – to install the proposed water point.

## NOTES

# FACILITATOR INSTRUCTIONS

## *Moderated learning*

### **LEARNING ACTIVITY TOTAL TIME REQUIRED: 2 hours 30 minutes**

30 minutes	Presentation on integrating gender into the work of the military
15 minutes	Break
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20 minutes	Read Carana country summary and case study setting
30 minutes	Deliberations in groups and preparation of responses
45 minutes	Presentation of findings and debrief

### **SUPPORT MATERIAL**

1. Carana country summary
2. Case study setting
3. Exercise Overview
4. Checklist
5. Injects
6. PowerPoint presentations 3.1 (Integrating gender into the work of the military) and 3.2 (Developing gender-responsive civil assistance projects - Moderated). (*Print presentations with notes pages and use as facilitator guide*).



Support materials are available in facilitator resource package under folder entitled “Case study 3 – developing gender-responsive civil assistance projects”.

# EXERCISE OVERVIEW

## TASK

Your Infantry Battalion 2IC has noticed from MPKI reports that the destruction of the water point has led to a significant increase in tensions between the two rival villages of Soppla and Sigel. With the dry season approaching, the 2IC fears a further escalation of tensions. The village elders from both Soppla and Sigel have requested support from the United Nations.

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## OPTION 3

You propose organizing a joint community support project in collaboration with local authorities – in particular the local police – to install the proposed water point.

## NOTES



# FACILITATOR CHECKLIST

## MODERATED LEARNING

### TO PRINT

- Print Carana country summary (*for all participants*)
- Print case study setting (*for all participants*)
- Print exercise overview (*for all participants*)
- Print checklist (*for all participants*)
- Print and cut out injects (*two sets for each group, to be distributed later during exercise, simultaneously or sequentially*)
- If desired, print or have available the facilitator instructions of this case study (*for facilitator/s who will deliver the case study*)
- If desired, print PowerPoint presentations 3.1 (Integrating gender into the work of the military) and 3.2 (Developing gender-responsive civil assistance projects – Moderated), including notes pages (*for facilitator/s who will deliver the case study*)

### TO PREPARE

- Familiarize yourself with relevant documents (Carana country summary and – if possible – the complete Carana scenario, as well as facilitator instructions, case study setting, exercise instructions, checklist, presentation, etc.)
- Have PowerPoint presentation ready on a USB stick/computer for delivery
- Prepare props for injects. How will the injects be presented (as newspaper/television reports, by someone playing the role of broadcaster, in poster form, etc.)? At what moment of the exercise will the injects be presented (midway through the exercise, just before the end, if a specific incident takes place, etc.)?
- How many breakout groups will you have? (This will depend on the total number of participants.)

- Where will each breakout group work? In different areas of the classroom? Are breakout rooms available? If so, how many? Are they located close to the main classroom or do you need to plan for additional time for relocation? Can some breakout groups work outdoors? Does the weather permit outdoor work?
- Does each breakout group require specific materials (flip charts, markers, etc.)? Are these available?
- How will you divide participants into groups – randomly (for instance, according to tables/rows) or predetermined (according to participant profile, rank, etc.). The latter option will require prior knowledge of participant profiles. Do you have that information?
- How will you run the debrief of the exercise? Which questions will you focus on? Are there any participants with thematic expertise that you can draw from during the debrief?
- What other elements could you add to the conclusion? Do you have any personal experiences or anecdotes to share? Which key points should be emphasized from the learning objectives?

# DELIVERY

## INTRODUCTION: GENERAL GUIDANCE AND INFORMATION ON HOW TO CONDUCT THE EXERCISE

To begin the exercise, open PowerPoint presentation 3.1 (Integrating gender into the work of the military). You can explain to the participants that you will now conduct a practical exercise on how to carry out gender-responsive civil assistance projects. However, before beginning this exercise, you will run through a brief presentation – as a refresher – on how to mainstream gender into the work of the military.

To begin discussions, you could ask participants if they have ever carried out civil assistance projects. On what topics? With whom? For whom? Determine whether there are any participants who have worked on gender-related civil assistance projects. If there are, draw from their experiences during the discussions.

## PRESENTATION

Following this initial discussion, you can now go through the slides that are included in the PowerPoint presentation to explain the concepts and policy framework related to gender, why gender is important to the work of the military and how gender could be integrated into that work. Explain that this brief presentation will serve as a refresher in order to reinforce what they have already learned. Talking points are included in the notes pages of each slide and can be used as a guide. Make sure to encourage participants to share their personal experiences on the topic and clarify any questions that they may have.

Once you have gone through the presentation, explain to the participants that they will now have a short break (15 minutes). After the break, they will work in groups on a practical exercise.

## BREAK: 15 MINUTES



If you do not have sufficient time to respond to a question, or if you feel that it is better dealt with during or after the exercise, write down the question on a flip chart and explain to participants that you will revisit the question at a later stage.

## BREAKOUT GROUPS

While participants are on their break, you are advised to display PowerPoint presentation 3.2 (Developing gender-responsive civil assistance projects – Moderated) on screen.

When participants are back from the break, divide participants into groups of 4 or 5, depending on the total number of participants. Where possible, you should ensure that men and women participants are evenly distributed among the breakout groups. You may want to group participants of a similar grade together in order to facilitate discussions within the group. This, however, will require prior information on participant profiles/backgrounds.



If the physical classroom setting does not offer the possibility of splitting the participants into breakout groups, please moderate an open group discussion with the entire class.

## EXERCISE

### a) Introduction to exercise

When participants have been divided into groups, explain the learning objectives of the exercise. At this stage, you can also introduce the various documents that have been distributed:

When participants have been divided into groups, explain the learning objectives of the exercise. At this stage, you can also introduce the various documents that have been distributed:

- The **Carana country summary** provides a brief snapshot of the Carana scenario that is already familiar to the participants, with key information relevant to the case study that is being worked on;
- More information on the setting and context of the case study is included in the case study **setting**;
- Details of the task that needs to be carried out are explained in the **exercise overview**;
- The **checklist** serves as a guide for participants as they work on the case study.

You can now go through PowerPoint presentation 3.2 (Developing gender-responsive civil assistance projects – Moderated). Briefly introduce the setting to the participants. Mention to them that more time will be given to read the setting.

Now explain the task that needs to be carried out. Explain that participants have three options to choose from, following which they also need to answer the other questions included in the task section. Invite participants to use handouts provided during the session to assist them with the exercise.

### b) Group work

Remind participants that they have **50 minutes** to complete the exercise, including approximately 20 minutes to read the handouts. Encourage participants to designate a *rapporateur* who will present the findings of the group to the other groups during the plenary discussions.

Invite participants to begin the exercise. Encourage participants to use the check-list as a guide.

During the exercise, make sure you rotate among the groups to answer any questions that participants may have and to gain some insights into the dynamics and discussions within each group. Make note of any interesting points or observations that you could raise during the debrief.

Remind participants of the time remaining 15 minutes, 10 minutes and 5 minutes before the end of the exercise.

### c) Injects

You have been provided with several injects. These injects are aimed at influencing participants' understanding, reasoning and their choices. **Do not share the injects at the beginning of the exercise.** You can determine an appropriate time during the exercise (halfway into the exercise or later) to share this information. You are encouraged to use innovative means to present the injects (props such as newspapers, radios, etc.). You can also present the slide with injects for participants to see. If participants ask additional questions on the injects, try to answer them creatively, by making your own assumptions.



You can either reveal all injects simultaneously, or sequentially, allowing some time to pass between each one. The PowerPoint slides on injects are designed for this purpose.

### d) Presentation of group work

When the allotted exercise time has elapsed, invite each group to present its responses. You may let groups volunteer, or, if there are no volunteers, you could designate a group to present. Each group has **5 minutes** to present.

After each group presentation, you could facilitate a brief discussion. Did any of the other groups make a similar choice? Do the other groups agree with the arguments that were presented?



In case of time constraints, you could carry out these brief discussions after every second or third group presentation. You can also choose to skip these brief discussions and instead spend more time on the final discussion.

Once all groups have presented, open the floor for discussion. Key points that could be raised during the debrief are outlined in the next section.

## DEBRIEF

Below are some points that could be raised during the debrief.

Each of the proposed options below could have its advantages and drawbacks that need to be carefully considered prior to making a choice.

**OPTION 1 (construct the water point in collaboration with the local civil society organization and the women participants of the DDR process):** While this option could support the reintegration of DDR participants into local society and has the advantage of building on an ongoing project with another United Nations entity, due consideration must be given, prior to making a decision, to how this could be perceived by the men and women of the local community and how to deal with these perceptions (e.g. hostile and stereotypical thoughts, such as “they are stealing our jobs”, “they killed my family” or “women do not do construction, the water point will be broken in a month”, etc.) and whether a decision to engage DDR participants could put these participants in danger (reprisals from Mouvement Patriotique du Carana (MPC) and local villagers, social exclusion, etc.).

**OPTION 2 (use local contractor with whom the United Nations has previously worked):** This could generate work for the local population. Prior to choosing the company, you should screen it for any human rights violations, including labour rights. Previous work with the United Nations is not a guarantee of eligibility. Indeed, it may cause considerable reputational damage to the United Nations if it continues to use the services of a contractor, unaware of the latter’s unethical behaviour. Consult the *United Nations Procurement Manual* for information and guidelines before proceeding. Where possible, give priority to companies that employ a diverse workforce, including women workers and/or workers from ethnic/religious minorities.

**OPTION 3 (organize joint community activity with local police and population):** While this option could strengthen the relationship between the local police and the population and could be carried out at minimal cost, there is a possibility that the local population would not participate in such an activity. Consider factors such as the composition of the team from the police that would support the project (how many women, how many men), public perception of police, level of police violence against men, women, boys and girls, etc., prior to making a decision.



- In all instances, recurrent costs, including maintenance and repair, need to be taken into consideration.
- Participants may come up with other options or have a mix of the above scenarios. Invite them to explain their choices and reasoning. Ask other participants what they think. Explore the strengths and weaknesses of the choices, and ask participants to assess the gender-related aspects of the option they have chosen. What assumptions do they make? What gender stereotypes might underlie the decision?

## CONCLUSION OF PRESENTATION

Once the debrief is complete, you can return to the PowerPoint presentation and use the “Remember!” slide to present key takeaways from this exercise.

- Prioritize options that empower women.
- In doing so, be wary of causing unintended consequences for different groups of the population.
- Carefully consider the benefits and risks of the project in the light of the needs and grievances of men, women, boys and girls.
- Understand that gender roles and norms are affected by conflict and, in turn, affect conflict dynamics.

Ask participants if they would like to add any other takeaways.

Lastly, thank participants for their active participation and say that you hope that they will integrate gender considerations when they next carry out a civil assistance project.

# INJECTS

Print  
and  
cut out



**A 12-year-old girl has been injured by a landmine on her way to fetch water from the river.**

---



**Several women workers of the company you propose to work with recently staged a protest against deplorable working conditions and low pay. The media have accused the United Nations, which has employed the contractor on several occasions, of fuelling civil unrest and jeopardizing State authority.**

# ENACTED LEARNING

*The aim of this simulation exercise is to encourage participants to make an informed decision that is beneficial to all troop personnel, cognizant of any potential negative consequences of the proposed action and possible measures of mitigation.*

## LEARNING ACTIVITY TIME REQUIRED: 2 hours 30 minutes

10 minutes	Introduction to exercise and distribution of individual roles
20 minutes	Read Carana country summary, case study setting and individual roles
30 minutes	Simulation exercise
45 minutes	Debrief
15 minutes	Break
30 minutes	Presentation on integrating gender into the work of the military

## SUPPORT MATERIAL

1. Carana country summary
2. Case study setting
3. Exercise overview
4. Individual role instructions (to be handed out by facilitator)
5. Checklist

# EXERCISE OVERVIEW

*Please refer to Setting on p. 122*

## TASK

Your Infantry Battalion 2IC has noticed from MPKI reports that the destruction of the water point has led to a significant increase in tensions between the two rival villages of Soppla and Sigel. With the dry season approaching, the 2IC fears a further escalation of tensions. The village elders from both Soppla and Sigel have requested support from the United Nations.

Following confirmation by your Infantry Battalion S9 UN-CIMIC Officer that there are no planned projects by Carana authorities, civilian contractors or humanitarian actors to rebuild the water point, your 2IC mentions that your Infantry Battalion has the means and capabilities to support the reconstruction of the project. Your project has now been approved by the Head of Mission/competent authority.

What optimal action would you propose for the *implementation* of the project? What are the possible risks to the various stakeholders? How do you intend to mitigate these risks?

## OVERVIEW OF ROLES



**United Nations Military Planning Officer**



**Sector Headquarters S9 (UN-CIMIC) Officer**



**United Nations Engineering Officer**



**United Nations MPKI Officer**



**United Nations Military GFP**



**United Nations Civilian  
Gender Adviser**



**UNPOL representative**



**UNDP representative**



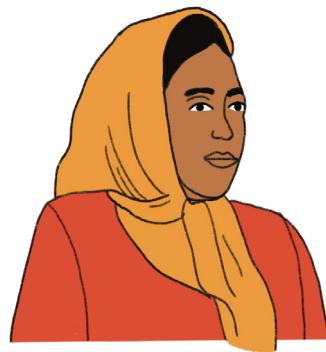
**Representative of local  
company**



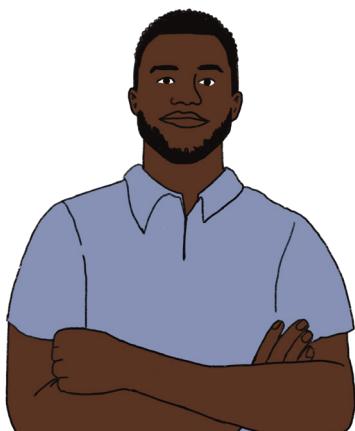
**Local police representative**



**Village elder from Soppla or  
Sigel**



**Representative of newly  
established civil society  
organization**



**Local school teacher**



**United Nations Civilian  
Child Protection Adviser**



**Observer 1**



**Observer 2**

# **FACILITATOR INSTRUCTIONS**

*Enacted learning*

# EXERCISE OVERVIEW

## TASK

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20 minutes	Read Carana country summary, case study setting and individual roles
30 minutes	Simulation exercise
45 minutes	Debrief
15 minutes	Break
30 minutes	Presentation on integrating gender into the work of the military

### SUPPORT MATERIAL

1. Carana country summary
2. Case study setting
3. Exercise overview
4. Individual role instructions
5. Checklist
6. Injects
7. PowerPoint presentations 3.1 (Integrating gender into the work of the military) and 3.3 (Developing gender-responsive civil assistance projects- Enacted). (*Print presentation with notes pages and use as facilitator guide*).



Support materials are available in facilitator resource package under folder entitled “Case Study 3: developing gender-responsive civil assistance projects”.



# FACILITATOR CHECKLIST

## ENACTED LEARNING

### TO PRINT

- Print exercise overview (*for all participants*)
- Print Carana country summary (*for all participants*)
- Print case study setting (*for all participants*)
- Print checklist (*for all participants*)
- Print and cut out individual role instructions (*one role per participant*)
- Print and cut out injects (*one set for all participants, to be distributed later during exercise, simultaneously or sequentially*)
- If desired, print or have available the facilitator instructions of this case study (*for facilitator/s who will deliver the case study*)
- If desired, print PowerPoint presentations 3.1 (Integrating gender into the work of the military) and 3.3 (Developing gender-responsive civil assistance projects – Enacted), including notes pages (*for facilitator/s who will deliver case study*)

### TO PREPARE

- Familiarize yourself with relevant documents (Carana country summary and – if possible – the complete Carana scenario, as well as facilitator instructions, case study setting, exercise instructions, checklist, presentation, etc.)
- Have PowerPoint presentation ready on a USB stick/computer for delivery
- Prepare props for simulation and injects. Where will the simulation take place (makeshift office, with the local population, etc.)? How will the injects be presented (as newspaper/television reports, by someone playing the role of broadcaster, in poster form, etc.)? At what moment of the exercise will the injects be presented (midway through the exercise, just before the end, if a specific incident takes place, etc.)?

- Consider where the simulation exercise can be run. Consider where the simulation exercise could be run. Is the classroom large enough to conduct the exercise? Is it possible to run simulation exercises outdoors? Does the weather permit outdoor work?
- How many simulation exercises will you run in parallel (depending on size of group)?
- How will you allocate individual roles? Will you randomly hand out roles, invite participants to pick a role or allocate specific roles to specific participants? The latter option will require prior knowledge of participant profiles. Do you have that information?
- How will you run the debrief of the exercise? Which questions will you focus on? Are there any participants with thematic expertise that you can draw from during the debrief?
- What other elements could you add to the conclusion? Do you have any personal experiences to share? Which key points should be emphasized from the learning objectives?

# ROLE INSTRUCTIONS

Print  
and  
cut out



## United Nations Military Planning Officer

You need to consult with as many people as possible and gain insight into the current unrest before being able to decide on the best action to take to reconstruct the water point. You are aware of the strong Mouvement Patriote du Carana (MPC) presence in the area. However, you are biased against women combatants. You believe that women combatants only occupy supporting roles in local armed groups.



## Sector Headquarters S9 (UN-CIMIC) Officer

You are in favour of United Nations civil-military cooperation. You propose to the Planning Officer to organize a joint community activity with Infantry Battalion personnel and civilian representatives from both villages. You warn against involving local security actors because they are not well perceived by the population.



## United Nations Civilian Gender Adviser

You mention a proposal currently being developed by the Office of the Force Commander to provide financial support to civil-military activities that have a specific focus on the empowerment of women and that fall within the Mission's mandate. You also point out that women traditionally have the role of fetching water and tending to the needs of their families. As a result of the destruction of the original water point, these women now have to walk longer distances and in dangerous areas to fetch water. You highlight that this shows how traditional gender roles can be affected by conflict but also that such roles could affect the conflict. You point out that in the current situation, militant groups might deliberately use the increased vulnerability of local women on the new routes they take to fetch water, to destabilize local communities. As a result, local men might now take on the role of fetching water, in order to protect the women.

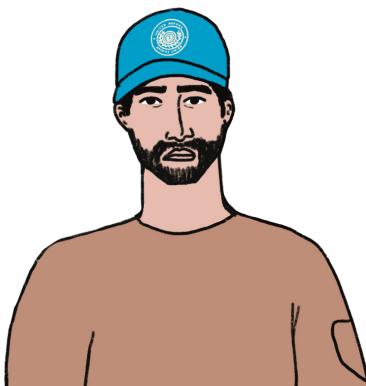


## United Nations United Nations Military Gender Focal Point

You explain that women in Carana are traditionally seen as caregivers and protectors and are expected to meet the needs of their family. Years of fighting between the two villages have resulted in an increase in the number of women-headed households. Many of these women are dependent on agricultural activities as a source of income.

Now with the destruction of the water point, women have to walk long distances to fetch water for their homes and their agricultural activities. They have started to use their daughters to help, and sometimes send these girls alone to do so while the women tend to the fields.

**Special note:** *Only if explicitly asked about other activities carried out by women, you mention that some women work for local companies in the area. They are mostly refugees from Katasi who provide cheap labour.*



## United Nations Civilian Child Protection Adviser

You explain that very few girls go to school. Economic difficulties – as well as local traditions – mean that families send only their sons to school. They keep their daughters at home to help with the house or farm work and choose to marry off their daughters as early as possible. Some girls have run away to avoid forced marriage and joined the Mouvement Patriotique du Carana (MPC) ranks.



## United Nations Military Peacekeeping Intelligence Officer

You are not surprised that the water point has been destroyed – again. You explain that the water point has been a source of contention for several years. Many refugees from Katasi use the water point. Unhappy about sharing the water and complaining that the refugees are stealing their land and crops, the inhabitants of both villages destroy the water point every time it is rebuilt. You advise against rebuilding the water point until a more permanent solution to the refugee problem has been found. If the water point has to be rebuilt, you suggest changing its location.



### **United Nations Engineering Officer**

You explain that much of the area is scattered with mines. There is no documentation on the specific location of the mines, although the United Nations has identified some locations on the basis of information received through patrols and directly from the local population. You believe that there are two possible mine-free options for relocating the water point. The first is the area around the United Nations base. The second is the area next to the marketplace where individuals of both villages gather.



### **UNDP representative**

You explain that you have been supporting the Carana Government to carry out a national DDR programme. As part of this programme, you are supporting the disarmament, demobilization and reintegration of several combatants from the Mouvement Patriotique du Carana (MPC). You explain that with hopes of gaining political power and recognition in the near future, many MPC members have been reluctant to lay down arms and join the DDR process. Few MPC combatants have entered the DDR process. Many of them are women.



### **Representative of local company**

You are keen to carry out the proposed water point project. You list all the advantages of your selection: you have already worked with the United Nations on several occasions, the United Nations has been very satisfied with your work, your staff is made up of 50 per cent women and you even empower refugee women by offering them stable employment.



### **Village elder from Soppla or Sigel**

You have made repeated requests for United Nations support to rebuild the water point. You mention that several women and girls have been wounded by landmines. You propose to speak with the other village elder in order to ease tensions.



### Local police representative

You are the head of the Sigel police station. You are eager to support the project and propose putting together a community activity to rebuild the water point. You explain that this would bring together villagers from Soppla and Sigel who could work with the police to rebuild the water point. This would not only strengthen your relationship with the community but also give greater visibility to the police.

**Special note:** You are aware of an upcoming investigation into the rape of a 14-year-old girl by one of your police officers and are keen to be seen in a positive light before this information is publicized. If/when this rape investigation is brought up, you brush it aside, explaining that there has been no formal conviction to date.

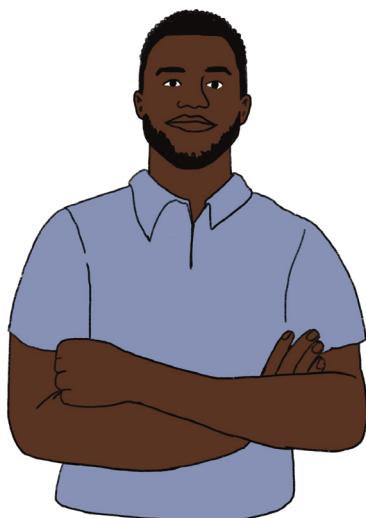
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### Religious leader

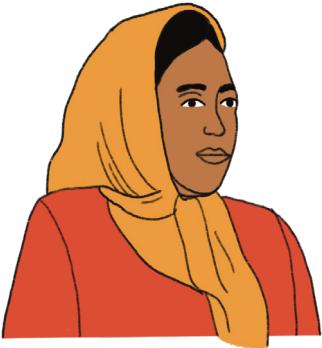
You are keen to see an end to the violence between the two villages. Your repeated calls for calm have been to no avail. You have conservative views about gender roles in society. You believe that women should not be working. If they are widows, they should remarry and have a man tend to their needs. You try to engage with the village elder. You have a good relationship with the police.

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### Local school teacher

You are concerned that the children have not been to school in months. You explain that many children – in particular girls – stay back to help their parents in the fields or to sell their produce at the village market. You mention that many girls are afraid of fetching water from the river because of Mouvement Patriotique du Carana (MPC) rebels hiding in the jungle. You explain that UNICEF recently carried out a mine awareness campaign at your school. However, many girls did not attend school that day and were unable to participate.



## Newly established civil society organization representative

Eager to support the project, you highlight the uniqueness of your organization. Your civil society organization is the only one located in Sigel, but its members also include men and women from Soppla. Its members are keen to contribute to ending hostilities between both villages. You are a partner organization of the United Nations Entity for Gender Equality and the Empowerment of Women (UN-Women). For you, this partnership is a recognition of the

importance of the work of your organization. Your organization decided to participate in the reintegration of women former combatants because you want to break taboos about women combatants and because you genuinely believe that everyone deserves a second chance. You try to put forward as many arguments as possible to explain why women former combatants should not be marginalized.

**Special note:** *Only if asked about how well the women former combatants are integrating into society, you mention that a few of them are finding it difficult to settle down into the “traditional role” expected of women in the community. The water point project would serve as an ideal example of women being able to do unconventional jobs. You believe that the women former combatants would also be glad to work on such a project, as opposed to learning conventional tasks, such as how to sew or cook.*

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## UNPOL representative

You have been closely working with the Soppla and Sigel police, in particular on the delivery of human rights training. Your experiences with the police have been very positive. The majority of the police officers are below the age of 25 and have had no prior training. The relationship between the police and the local population is strained owing to alleged acts of harassment and rampant corruption. There are very few women in the police service.

**Special note:** *Only if specifically asked about how the police is perceived by women, you provide information on an ongoing investigation into the rape of a 14-year-old girl by a police officer from Sigel. You explain that this has led to a complete loss of confidence in the police among local women and girls.*



### Observer 1

You do not directly participate in the simulation. You observe the interactions among the various roles and make note of any key observations. You will share your observations with the group during the debrief of the simulation exercise. You should pay attention specifically to the following:

- How did the simulation go? Did the simulation run smoothly? What were your overall impressions of the simulation? Were the interactions always related to the task outlined at the beginning of the simulation?
- What were the most active roles? Why, in your opinion?
- Were there any challenges in the interactions? With whom? Why, in your opinion?
- What impact did the injects have on the overall simulation?

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### Observer 2

You do not directly participate in the simulation. You observe the interactions among the various roles and make note of any key observations. You will share your observations with the group during the debrief of the simulation exercise. You should pay attention specifically to the following:

- How did the simulation go? Did the simulation run smoothly? What were your overall impressions of the simulation? Were the interactions always related to the task outlined at the beginning of the simulation?
- What were the most active roles? Why, in your opinion?
- Were there any challenges in the interactions? With whom? Why, in your opinion?
- What impact did the injects have on the overall simulation?

# DELIVERY

## INTRODUCTION: GENERAL GUIDANCE AND INFORMATION ON HOW TO CONDUCT THE EXERCISE

To begin the exercise, open PowerPoint presentation 3.3 (Developing gender-responsive civil assistance projects – Enacted). You can explain to the participants that you will now conduct a simulation exercise on how to implement a gender-responsive civil assistance projects

Present the learning objectives of the case study at this point. In this case study, participants will learn how to:

### LEARNING OBJECTIVES

- *Determine how gender norms and roles are affected by conflict/violence and how they shape conflict*
- *Use gender-responsive analyses, language and data to develop project proposals*
- *Consult with relevant Mission and local actors to minimize risks and avoid unforeseen consequences for men, women, boys and girls*

To start off the exercise, introduce participants to the various documents that have been distributed:

- The **Carana country summary** provides a brief snapshot of the Carana scenario that is already familiar to them, with key information relevant to the case study that is being worked on;
- More information on the setting and context of the case study is included in the case study **setting**;
- The **exercise overview** provides information on the task, duration, roles and support materials;
- The **Overview of roles** provides insight to the various roles represented by other participants;
- The **individual roles and instructions** provide guidance on the specific role that each participant will play;
- The **checklist** serves as a guide for participants as they work on the case study.

## ALLOCATION OF ROLES

Prior to the training, print and cut out all individual role instructions so that they are ready to be distributed in class. When you are ready to begin the simulation exercise, explain to participants that they will each play a specific role in the simulation.

Distribute one role to each participant, or place the role instructions face-down on a table and request each participant to pick a role from the pile.

Explain to the participants that the roles that they have received may not correspond to their own gender identity, but that it is fine if that is the case. Invite participants to play their role according to the gender identity indicated in their individual instructions.



If you wish, you can decide to assign specific roles to specific participants. However, this will require prior preparation and some knowledge of participant profiles.

Depending on the size of the group of participants, the simulation could be run in multiple formats:

1. It may be possible to run two or more simulations in parallel (around 7-10 participants in each group);
2. Depending on the size of the group, you may wish to assign several participants to share a role, in particular the more general roles. For instance, in this case study, you could include multiple roles for members from the local police, UNPOL, the newly established civil society organization or observers. This technique could also help if you perceive that the group of participants is more reserved.



Ideally, you should plan to have at least one observer for each simulation (in case of simulations being run simultaneously). If this is not possible, owing to lack of participants, invite the observer or observers to rotate among the groups and make note of their observations.

## PREPARATION

Briefly introduce the case study setting to the participants. Mention that more time will be given to review the scenario. Describe the task that the participants are required to carry out using the relevant PowerPoint slide. Give participants 20 minutes to read the Carana country summary, the setting and their individual roles in preparation for the simulation. Encourage participants to go through and use the checklist during the simulation exercise.

# SIMULATION

## a) Getting started

When participants have completed their reading, to begin the simulation, explain that there are various representatives from the Infantry Battalion, other mission components and United Nations entities, as well as representatives from the local population.

Encourage other stakeholders to talk with each other in order to get to know each other and their positions.

Remind all participants that the main aim is to find an optimal solution for the implementation of the water point project. Remind participants that they are required to play their roles as indicated in the instructions.

Let the simulation run.



If multiple simulations are being run simultaneously, invite those in key roles to identify themselves. Participants can then move to the locations where the simulation will be carried out. Ensure that these locations are sufficiently distanced from each other so that the different groups are not distracted. You could also use breakout rooms if available. If they are not available, use separate corners of the classroom or move one or several groups outdoors, weather permitting.

## b) Observation

Facilitators are encouraged to observe and take notes during the simulation. Are specific questions related to gender being asked? Are the interactions smooth or conflictual? Do certain actions or behaviours lead to particular consequences?

You could later raise these observations during the debrief to highlight how relevant information could be gathered.



Some of the roles contain instructions on the attitude or behaviour to be adopted. In some instances, these are deliberately stereotypical and may include, for instance, implicit or explicit personal bias. Use such behaviour as a point of discussion during the debrief.

## c) Injects

Several injects are provided to the facilitator. You have been provided with several injects. These injects are aimed at influencing the participants' understanding, reasoning and their choices. **Do not share the injects at the beginning of**

**the exercise.** You can determine an appropriate time to share the information with participants (half-way into the simulation exercise or later) and whether you share all injects simultaneously or sequentially (ideally sequentially, but be conscious of time constraints).

Distributing the injects to all participants while the simulation exercise is ongoing might be time-consuming and complicated. If you feel that this could be the case, use other means to share the information with participants. You could use innovative means, including props (newspapers with inject information that could be handed out, posters, cut-out image of a radio/television with inject information, etc.) or you and/or one of your co-facilitators could act to introduce the information (as a news broadcaster, journalist or third party). For instance, if the source of the inject is a report from Amnesty International, you could act as representative of the organization). If participants ask additional questions about the injects, try to answer them creatively, by making your own assumptions.



Make sure to prepare well in advance the way in which you will deliver the information contained in the injects.

#### d) Wrap-up of simulation

Let the simulation run for approximately 30 minutes. End the simulation when you believe the time is right, for instance when an important discussion has ended or if there are little or no ongoing discussions.

Inform participants that the simulation is now over. Congratulate them on their participation and invite them to return to their seats. Begin the debrief.

### DEBRIEF

#### a) General debrief

Start off with general questions about the simulation (15 minutes). Invite the observers to share their reactions first. Ask other participants what they think.

- How did the simulation go? Did the simulation run smoothly? What were your overall impressions of the simulation? Were the interactions always related to the task outlined at the beginning of the simulation?
- What were the most active roles? Why, in your opinion?
- Were there any challenges in the interactions? With whom? Why, in your opinion?
- What impact did the injects have on the overall simulation?

## b) Detailed debrief

Next, move on to more substantive questions. Encourage participants to consult the checklist as a guide.

Below are possible questions that you could raise during the debrief. The discussions could take place in plenary. You are encouraged to select the most relevant questions, depending on how the simulation played out and according to available time.

### 1. What needs and grievances did you identify for men, women, boys and girls through the setting and the simulation exercise?

#### **Men**

- a. Men from Soppla and Sigel killed during unrest;
- b. Violence against men suspected of being MPC sympathizers;
- c. Conservative views among some local leaders (religious leader) about gender norms and roles;
- d. Local police are primarily men, young and untrained. Few women in police. Strained relationship with population (alleged rape incident);
- e. UNDP supported DDR programme under way; 5 men and 12 women participating;
- f. Katasi refugees accused of stealing land and crops;
- g. Water point mainly used by Katasi refugees;

#### **Women**

- h. One civil society organization active in Sigel, but it brings together women and men from both Sigel and Soppla. Members keen to end hostilities among the two villages;
- i. UN-Women supporting work of the local civil society organization;
- j. The civil society organization in Sigel participating in the reintegration of former combatants, including women combatants;
- k. Many participants in the DDR process are women who were formerly with the MPC;
- l. Some women former combatants are facing difficulties in settling into the “traditional role” of women expected by society;
- m. Katasi refugee women working for local companies and providing cheap labour;
- n. Proposal being developed by the Office of the Force Commander to provide financial assistance to activities with a specific focus on the empowerment of women;
- o. OHCHR reports many abductions and incidents of rape of women and children while they were fetching water;

- p. Women-headed households running small-scale agricultural and farming activities;
- q. UNDP supported DDR programme under way; 5 men and 12 women participating;
- r. Katasi refugees accused of stealing land and crops;
- s. Water point mainly used by Katasi refugees;

### Boys

- t. Economic difficulties and cultural traditions prioritize boys over girls;
- u. MPC rebels seen contributing to unrest;

### Girls

- v. Few girls attend school (because of economic difficulties and gender inequality that gives priority to boys);
- w. Children – in particular girls – have not been to school in months;
- x. Girl fetched water in this scenario, what could indicate that girls have the gender role of fetching water;
- y. Many girls afraid of fetching water from the river because of MPC rebels hiding in the jungle;
- z. Mine awareness campaign carried out by UNICEF recently in a school but many girls absent from school that day;
  - aa. Allegations of rape of a 14-year-old girl by local police. No formal conviction to date;
  - ab. Forced marriage of girls, girls joining MPC ranks to escape forced marriage.

## 2. What potential obstacles/challenges could you face when implementing the project?

- a. **Threat of mines** (location of mines are mostly unknown, women and girls going to fetch water potential victims, mine awareness campaigns have not reached everyone);
- b. **Hostility towards Katasi refugees** (refugees are accused of being El Hasar supporters, refugees using water point, refugee women working in local companies for low pay);
- c. **Lack of public confidence in police** (police accused of rape of young girl, police unable to protect population from the MPC);
- d. **Gender norms and roles in local society** (women and girls expected to look after their families and tend to the needs of family members, including fetching water for the household, girls not allowed to attend school, girls not able to benefit from mine awareness campaigns, forced marriage of girls, girls joining MPC ranks to escape forced mar-

riage, women not permitted to work, bias/hostility against former combatants, especially women combatants, etc.). Gender norms and roles in local society could prevent women and girls from reaching their full potential and could put them in a more vulnerable position and jeopardize their security, for instance through incidents of rape, abductions or threats from mines. The water point project could help to empower women, girls and other vulnerable groups, for instance the Katasi refugees. In the scenario, women and girls traditionally have the role of fetching water, and because of the destruction of the original water point, they now have to walk longer distances and in dangerous areas to fetch water. Highlight that this shows how traditional gender roles can be affected by conflict, but also that such roles could affect the conflict. In the current situation, militant groups might deliberately use the increased vulnerability of local women on the new routes that they take to fetch water, to destabilize local communities. As a result, local men might now take on the role of fetching water, in order to protect the women;

- e. **Security** (men and women victims of clashes, many abductions and incidents of rape, MPC rebels operating in the area, etc.);
- f. **Consequences of harmful gender norms and practices** (girls not allowed to attend school and therefore not sensitised of mine-awareness, etc.);
- g. **Relationship between local security actors and the general population** (accusations of rape against the police, police unable to protect population against MPC rebels, strained relations between police and population, lack of public trust in police).

3. **Based on the information and analysis gathered from questions 1 and 2, what optimal action would you propose with regard to the implementation of the water point?**

Participants could have taken a number of different actions in response to the situation. Below are some possible ideas.

If participants choose to construct the water point in collaboration with the civil society organization and the women participants of the DDR process, you could highlight that this option can support the reintegration of DDR participants into local society and has the advantage of building on an ongoing project with another United Nations entity. However, due consideration must be given, prior to making a decision, to how this could be perceived by the men and women of the local community and how to deal with any hostile perceptions towards participants of the DDR programme (e.g. hostile and stereotypical thoughts, such as “they are stealing our jobs”, “they killed my family” or “women do not do construction, the water point will be broken in a month”, etc.) and

whether a decision to engage DDR participants could put these participants in danger (reprisals from MPC and/or local villagers, social exclusion, etc.).

**Participants may also have chosen to use local contractor with whom the United Nations has previously worked.** This could generate work for the local population. You should stress the importance of screening the company for any human rights violations, including labour rights, prior to contacting it. Stress that previous work with the United Nations is not a guarantee of eligibility. Indeed, it may cause considerable reputational damage to the United Nations if it continues to use the services of a contractor, unaware of the latter's unethical behaviour. The *United Nations Procurement Manual* for information and guidelines before proceeding. Mention that where possible, priority should be given to companies that employ a diverse workforce, including women workers and/or workers from ethnic/religious minorities.

**Lastly, if participants chose to organize joint community activity with local police and population,** you could highlight that this option could strengthen the relationship between the local police and the population and could be carried out at minimal cost. However, remind participants that there is a possibility that the local population would not participate in such an activity, given the strained relations between the police and the local community, for diverse reasons (harassment, corruption, etc.). Invite participants to consider factors such as the composition of the team from the police that would support the project (how many women, how many men), public perception of police, level of police violence against men, women, boys and girls, etc., prior to making a decision.



In all instances, recurrent costs, including maintenance and repair, need to be taken into consideration.

**Other possible questions to consider with regard to the construction of the water point:**

***Construction of water point***

- Is there a need for a water point?
- Who needs the water, for what purposes, in what quantities, at what times?
- Will enough water be provided for all who need to use it? (Or will this potentially be a cause of further unrest/conflict)?
- How is water collected/transported (by whom, in what quantities, in what containers, what method of transport)? Does the construction cater to different users (children can reach/operate, water carts can be filled, etc.)?
- Are there any cultural concerns which need to be considered (can men and women use the same water point)?

### **Proposed site(s)**

- Will the proposed site(s) have an impact on other activities (do other activities usually take place there, is it a thoroughfare for people/animal movement)?
- Will the proposed site(s) be impacted by other activities (close to sanitation/other sources of potential pollution)?
- Will the proposed site(s) cause further unrest/conflict (is it closer to one community, can this be seen as favouring one community over another)?
- What are the security issues with the proposed site(s)? Is there need for lighting, community security (can the community provide?), additional security?

## **CONCLUSION OF DEBRIEF**

Once the debrief is completed, respond to any outstanding questions raised by the participants.

Inform the participants that the simulation exercise and debrief are now over. Invite participants to take a break (15 minutes), after which you will run through some of the key elements that were raised during the simulation exercise.

## **BREAK: 15 MINUTES**

## **PRESENTATION**

During the break, you are advised to display PowerPoint presentation 3.1 (Integrating gender into the work of the military) on the screen.

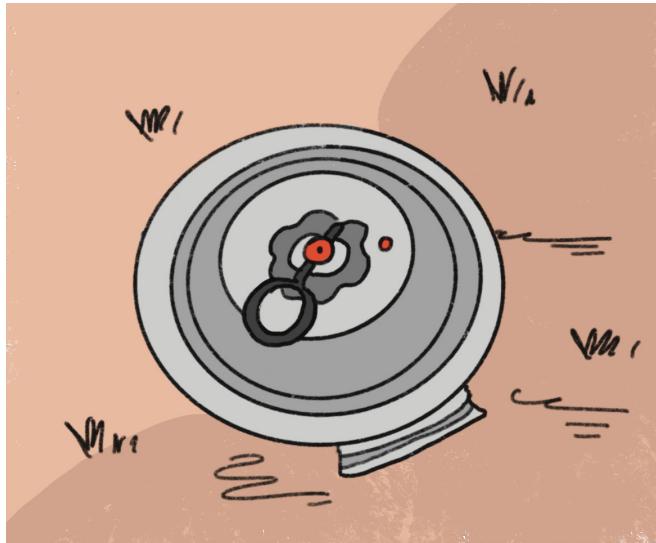
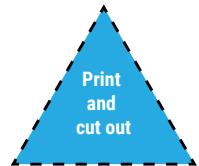
When participants are back from their break, go through the PowerPoint presentation with participants. Talking points are included in the notes pages of each slide and can be used as a guide. Make sure to draw from the simulation exercise that was just completed. Remember to also encourage participants to share their personal experiences on the topic.

Conclude the presentation with “Remember!” slide. Respond to any outstanding questions.



If you do not have sufficient time to respond to a question, or if you feel that it is better dealt with at another time, write down the question on a flipchart and explain to participants that you will revisit the question at a later stage.

# INJECTS



**A 12-year-old girl has been injured by a landmine on her way to fetch water from the river.**

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**Several women workers of the company you propose to work with recently staged a protest against deplorable working conditions and low pay. The media have accused the United Nations, which has employed the contractor on several occasions, of fuelling civil unrest and jeopardizing State authority.**



## SECTION 2: CONDUCTING OPERATIONS

*This section includes the following case studies:*

- **Case study 4:** *Acquiring gender-responsive information through patrolling*
- **Case study 5:** *Facilitating an effective response to victims and survivors of conflict*
- **Case study 6:** *Creating an enabling work environment for all troop personnel (focused on troop personnel)*
- **Case study 7:** *Operating gender-responsive checkpoints*



# CASE STUDY 4

## ACQUIRING GENDER-RESPONSIVE INFORMATION THROUGH PATROLLING

### LEARNING OBJECTIVES

- *Identify optimal strategies to acquire information about and from all segments of the local population*
- *Observe and report early warning indicators, including behaviour, events or situations that deviate from the regular activities carried out by men, women, boys and girls in the host society*
- *Recognize the contribution of Engagement Team (ET) personnel in facilitating exchanges with the local population*
- *Ensure that all reports include gender- and age-disaggregated data and gender-responsive language*



## SETTING

**Background:** You have been designated as Patrol Team Lead and tasked with leading a patrol to assess the security situation in the village of Sureen, in support of the protection of civilians. Your patrol team is supported by ET personnel and a Community Liaison Assistant (CLA).

**Geography and politics:** As the Provincial Capital of Koloni, Sureen is located not far from the diamond mining areas of Western Carana. With roads extending to neighbouring Sumora, Sureen – along with a large section of Western Carana – has been under the control of the Mouvement Patriotique du Carana (MPC) for several years. Many of the State functions are carried out by MPC. The inhabitants of Sureen accept MPC rule, some owing to fear and some owing to conviction, but the majority owing to overall dissatisfaction with the Carana Government. Sureen, and more generally, Carana, is highly dependent on trade with Sumora. Relations between the two countries are strong, and Sumora is largely supportive of President Ogavo's government.

**Population:** Sureen is a largely agrarian society where intersectionalities largely influence the daily lives of the population. Sureen is populated by the majority-Catholic Falin ethnic group, which is engaged mostly in farming activities. Some members of the minority Kori ethnic group also live in Sureen. Primarily part of the Sunni Muslim community, the Koris earn their livelihood through farming and diamond mining. Cultural traditions mean that Kori women are unable to own land. A significant proportion of young people from both communities are very active on social media.

**Intelligence:** In preparation for the patrol, you have been given the latest reports from previous patrols in the area, as well as the Military Peacekeeping Intelligence Report (MPKI) report from two days ago. No incidents were mentioned in the reports, but it was noted that there was a lower number of people outdoors. The Patrol Order issued from the Operations Section of your Infantry Battalion requests you to make note of any unusual or suspicious behaviour among the population, to indicate which segments of the population you come across and which you do not come across and, where possible, to acquire information from the local population about any security concerns that they may have.

**Patrol:** While on patrol, you walk past fields being toiled by men and women. Children are also in the fields, playing. It is school vacation time. A few kilometres away, you come across more fields. These are almost empty, with only a few women working in some small fields. You observe that the fields are unkept and partially dry.

*A sudden change, particularly a sudden decrease, in women appearing in common areas they usually frequent could signal a fear of imminent violence, conflict or insecurity.”*



Source: International Foundation for Electoral Systems. “Gender-sensitive indicators for early warning of violence.” May, 2021. P. 11Source: United Nations Office of Military Affairs



**Community Liaison Assistants (CLA)** are national staff provided by the Mission Civil Affairs Section who act as interlocutors and provide interface between the deployed UN military units/sub-units and the local communities, local authorities and other relevant actors.

Source: United Nations Office of Military Affairs





# CHECKLIST: ACQUIRING GENDER-RESPONSIVE INFORMATION THROUGH PATROLLING

*The checklist will help you to answer various questions or carry out specific tasks included in this case study.*

## PLANNING

- Identify local village leaders and religious chiefs and establish a rapport through regular meetings and communication to build support for the work of the United Nations among the villagers.
- Identify informal power brokers in the population who could be important for the operation to be successful through their influence, advocacy or ability to rally support in favour of certain policies or actions. While frequently disregarded, women are often very important power brokers, formal or informal. Make sure to engage diverse groups of local women.
- Where possible, include a woman CLA while on patrols.
- Deploy ET personnel to consult with local women and men with a view to identifying patrol routes and schedules.
- Keep in mind previous incidents and hotspots that have been reported by the Mission – for instance, is there a specific location where women and girls have been attacked previously? Such areas should be prioritized.
- Through the use of ET personnel embedded in patrols, or through Joint Patrols (United Nations Military Observers, UNPOL, Civil Affairs, etc.), acquire information from different groups in the local community – including women and men – on real/perceived security threats. If possible, seek to consult health or medical centres, in close coordination with other mission entities.

## ANALYSIS

- Be aware of other intersectional characteristics of the population that may influence their security (such as gender, age, religion, ethnicity, income, language spoken, level of education, sexual orientation, etc.).
- Where/when possible, verify the reasons/risk factors behind specific incidents/situations to determine how they impact men, women, boys, girls and non-binary members of the community differently, and assess your own individual biases.

## DURING PATROL

- Monitor movement patterns of the local population and, when reporting, recommend any needed adjustments to future patrols to provide maximum protection to civilians.
- Undertake patrols, including foot patrols, in areas where the local population, including women and girls, is most active in their daily activities, during the day and at night.
- Gather gender-responsive information and gender- and age-disaggregated data.

## REPORTING

- Include specific information on security threats to diverse groups of the population, including men, women, boys and girls, when submitting patrol reports.
- Provide gender- and age-disaggregated data in all patrol reports.
- Systematically report the use of ET personnel and/or Joint Patrols in order to facilitate the assessment of their effectiveness and influence future operations.



Often, increases in violence are preceded by **multiple** warning signs. It is unlikely that a single sign alone could predict widespread violence or conflict. A combination of several situational factors, including knowledge of the actors, conditions on the ground and frequency of incident(s) etc. need to be taken into consideration.

# **GENDER-RESPONSIVE EARLY WARNING INDICATORS OF FUTURE UNREST AND/OR VIOLENCE**

Below is a non-exhaustive list of gender-responsive early warning indicators that you should look out for during patrols.

## **Acts of violence/incitement to violence/threats to individual security**

- Rising aggression in society often manifests in rising levels of domestic and sexual violence and heightened expressions of homophobia
- Increase of hate speech or fundamentalism in the media
- Glorification of hypermasculinity or aggressive behaviour. Armed groups reward or otherwise indoctrinate aggressive, hypermasculine behaviour and/or espouse a military code or ideology that supports violence against women from opposing communities to alter ethnic identity, humiliate, undermine enemy morale, fragment or eliminate future generations of the target group.
- Forced recruitment or abduction of boys
- Women/girls/boys recruited and retained within armed group by coercion
- Individuals subjected to security inspections by members of the opposite sex at military checkpoints

## **Changes or restrictions to movement**

- Unusual movement of specific groups (or subgroups) of the population
- Sudden absence of women at marketplaces, water points and/or firewood collection sites
- Self-imposed curfews and diminished social activity
- Increase in absence of children, in particular girls, from school
- Migration and/or relocation of women and men refugees and/or internally displaced persons
- Sudden arrival/presence of unknown groups of people in a village

## **Sexual violence or restrictions**

- Incidents of rape and other forms of sexual violence
- Changes in use of contraception
- Changes in fertility rate
- Changes in incidents of domestic and gender-based violence
- Adoption of restrictive laws, especially those imposing restrictions on women
- Forced use of birth control methods
- Changes to the percentage of men and women with (or carrying out tests to detect) HIV/AIDS and other sexually transmitted infections
- Prevalence of female genital mutilation
- Public perceptions of impunity for perpetrators of violence against women (number of cases reported, investigated, prosecuted and resulting in convictions)

## Economic indicators

- Barren or unattended land or buildings
- Land disputes
- Fear that land will be taken away by government or armed groups
- Fear of security threats while working the land, or experiencing actual security threats while working the land
- Gender-specific unemployment, e.g. only women unemployed
- Changes in income-generating activities
- Shutdown of workplaces or other locations of economic activity, such as market
- Disruption of trade or economic activity among women
- Sale of jewellery or other precious metals
- Increase in remittances
- Increased reports of women's involvement in the informal (wartime) economy (e.g. trafficking, prostitution)

## Political indicators

- Absence of women in civil society organizations
- Targeting of women political candidates or participants in an electoral process with intimidation and sexual/physical violence
- Manifest intent to discourage or punish the political participation of women including by arresting women who are active in protests or combat
- Lack of women's organizations and lack of women in civil society organizations
- Imposition of restrictive laws that lead to abrupt changes in gender roles

## Social indicators

- Demographic shifts, such as an increase in women-headed households, due to the absence of men from communities or to an increase in the number of women rejected by husbands and communities
- Lack of participation of women in social gatherings (weddings, religious/cultural festivals, etc.) due to increased insecurity
- Incidence and frequency of intergroup and inter-ethnic marriages

## Educational indicators

- Changes in school enrolment/attendance among girls and boys
- Threats to women or men teachers
- Closure of schools

Adapted from: Saferworld. "Gender and conflict early warning." 2014. Pp. 8-11. United Nations Entity for Gender Equality and the Empowerment of Women. "Gender responsive early warning: Overview and how-to Guide." October, 2012. Pp. 6-1. and United Nations Action. "Matrix. Early Warning Indicators of Conflict-Related Sexual Violence." 2011. Pp. 1-17.

## NOTES



# RESOURCE MATERIAL

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United Nations, Department of Peacekeeping Operations and Department of Field Support, “Policy on gender-responsive United Nations peacekeeping operations”, February 2018. [https://peacekeeping.un.org/sites/default/files/english\\_gender\\_responsive\\_united\\_nations\\_peacekeeping\\_operations\\_policy\\_1.pdf](https://peacekeeping.un.org/sites/default/files/english_gender_responsive_united_nations_peacekeeping_operations_policy_1.pdf).

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Women), “Gender responsive early warning: overview and how-to guide”, October 2012. <https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2012/10/WPSsourcebook-04E-GenderResponsiveEarlyWarning-en.pdf>.

World Economic Forum, *Global Gender Gap Report 2021*. [https://www3.weforum.org/docs/WEF\\_GGGR\\_2021.pdf](https://www3.weforum.org/docs/WEF_GGGR_2021.pdf).

# SELF LEARNING

*This modality includes:*

- Self-reflection questions
- A quiz
- A notes space



# REFLECTION QUESTIONS

1. What implicit or explicit bias could you or your colleagues have in relation to the gender roles and norms of men and women in Sureen? How could these biases influence your work?

2. Are there any harmful/discriminatory practices in your own country that would put certain people in more vulnerable situations if there was a conflict? What are these practices? Whom do they affect?

(Please refer to p. 385 for answers.)



Please answer the following questions:

- 1. Early warning indicators contribute to:** (Select all applicable responses)  
a. Prevention  
b. Consultation  
c. Deterrence  
d. Mobilisation
  
- 2. What early warning indicators did you identify from the setting above?** (Cite 3)  
a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_
  
- 3. What can military peacekeeping intelligence acquired through the conduct of patrols contribute to?** (Cite 3)  
a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_
  
- 4. In addition to patrols, what other methods could you use to gather information?** (Cite 3)  
a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_

(Please refer to p. 386 for answers.)

# MODERATED LEARNING

*The aim of this exercise is to highlight the utility of consulting with a broad range of actors in order to acquire a holistic understanding of a specific context, including the security grievances faced by diverse sections of the population. Participants are encouraged to use multiple techniques of information gathering in order to avoid gaps and to ensure accuracy of information.*

**LEARNING ACTIVITY TOTAL TIME REQUIRED: 2 hours 30 minutes**

30 minutes	Presentation on integrating gender into the work of the military
15 minutes	Break
10 minutes	Introduction to exercise and division into groups
20 minutes	Read Carana country summary and case study setting
30 minutes	Deliberations in groups and preparation of responses
45 minutes	Presentation of findings and debrief

**SUPPORT MATERIAL**

1. Carana country summary
2. Case study setting
3. Exercise overview
4. Checklist
5. Gender-responsive Early Warning Indicators of future violence

# EXERCISE OVERVIEW

*Please refer to Setting on p. 174*

## TASK

While on patrol, you walk past fields being toiled by men and women. Children are also in the fields, playing. It is school vacation time. A few kilometres away, you come across more fields. These are almost empty, with only a few women working in some small fields. You observe that the fields are unkept and partially dry.

When your patrol approaches the quasi-barren/abandoned fields, you observe that the women are uncomfortable with your presence.

What, in your opinion, are the reasons behind the decrease in the number of men, women, boys and girls present in the fields? What early warning indicators of violence did you identify in the setting above? What actions would you take in this context to acquire information about the situation? *Choose from the options proposed below.*



### OPTION 1

You send a woman from the Engagement Team, together with a woman CLA, to talk to the women in the quasi-barren/abandoned fields.



### OPTION 2

You decide to go back to the first set of fields, where men and women were working, and attempt to acquire information from them.



### OPTION 3

You solicit information from the village elder/religious leader to understand the reasons behind the quasi-barren/abandoned fields.

## NOTES

# FACILITATOR INSTRUCTIONS

## *Moderated learning*

### **LEARNING ACTIVITY TOTAL TIME REQUIRED: 2 hours 30 minutes**

30 minutes	Presentation on integrating gender into the work of the military
15 minutes	Break
10 minutes	Introduction to exercise and division into groups
20 minutes	Read Carana country summary and case study setting
30 minutes	Deliberations in groups and preparation of responses
45 minutes	Presentation of findings and debrief

### **SUPPORT MATERIAL**

1. Carana country summary
2. Case study setting
3. Exercise overview
4. Checklist
5. Gender-responsive early warning indicators of future violence
6. Injects
7. PowerPoint presentations 4.1 (Integrating gender into the work of the military) and 4.2 (Acquiring gender-responsive information through patrolling – Moderated). (Print presentation with notes pages and use as facilitator guide.)



Support materials are available in facilitator resource package under folder entitled “Case study 4: Acquiring gender-responsive information through patrolling”.

# EXERCISE OVERVIEW

## TASK

While on patrol, you walk past fields being toiled by men and women. Children are also in the fields, playing. It is school vacation time. A few kilometres away, you come across more fields. These are almost empty, with only a few women working in some small fields. You observe that the fields are unkept and partially dry.

When your patrol approaches the quasi-barren/abandoned fields, you observe that the women are uncomfortable with your presence.

What, in your opinion, are the reasons behind the decrease in the number of men, women, boys and girls present in the fields? What early warning indicators of violence did you identify in the setting above? What actions would you take in this context to acquire information about the situation?



### OPTION 1

You send a woman ET officer, together with a woman CLA, to talk to the women in the quasi-barren/abandoned fields.



### OPTION 2

You decide to go back to the first set of fields, where men and women were working, and attempt to acquire information from them.



### OPTION 3

You solicit information from the village elder/religious leader to understand the reasons behind the quasi-barren/abandoned fields.



# FACILITATOR CHECKLIST

## MODERATED LEARNING

### TO PRINT

- Print Carana country summary (*for all participants*)
- Print case study setting (*for all participants*)
- Print exercise overview (*for all participants*)
- Print checklist (*for all participants*)
- Print list of gender-responsive early warning indicators of future violence (*for all participants*)
- Print and cut out injects (*two sets for each group, to be distributed later during exercise, simultaneously or sequentially*)
- If desired, print or have available the facilitator instructions of this case study (*for facilitator/s who will deliver the case study*)
- If desired, print PowerPoint presentations 4.1 (Integrating gender into the work of the military) and 4.2 (Acquiring gender-responsive information through patrolling – Moderated), including notes pages (*for facilitator/s who will deliver the case study*)

### TO PREPARE

- Familiarize yourself with relevant documents (Carana country summary and – where possible – the complete Carana scenario, as well as the facilitator instructions, case study setting, exercise instructions, checklist, list of gender-responsive early warning indicators of future violence, presentation, etc.).
- Have PowerPoint presentation ready on a USB stick/computer for delivery.
- Prepare props for injects. How will the injects be presented (as newspaper/television reports, by someone playing the role of broadcaster, in poster form, etc.)? At what moment of the exercise will the injects be presented (midway through the exercise, just before the end, if a specific incident takes place, etc.)?

- How many breakout groups will you have? (This will depend on the total number of participants.)
- Where will each breakout group work? In different areas of the classroom? Are breakout rooms available? If so, how many? Are they located close to the main classroom or do you need to plan for additional time for relocation? Can some breakout groups work outdoors? Does the weather permit outdoor work?
- Does each breakout group require specific materials (flip charts, markers, etc.)? Are these available?
- How will you divide participants into groups – randomly (for instance, according to tables/rows) or predetermined (according to participant profile, rank, etc.). The latter option will require prior knowledge of participant profiles. Do you have that information?
- How will you run the debrief of the exercise? Which questions will you focus on? Are there any participants with thematic expertise that you can draw from during the debrief?
- What other elements could you add to the conclusion? Do you have any personal experiences or anecdotes to share? Which key points should be emphasized from the learning objectives?

# DELIVERY

## INTRODUCTION: GENERAL GUIDANCE AND INFORMATION ON HOW TO CONDUCT THE EXERCISE

To begin the exercise, open PowerPoint presentation 4.1 (Integrating gender into the work of the military). You can explain to the participants that you will now conduct a practical exercise on how to acquire gender-responsive information during patrols. However, before beginning this exercise, you will run through a brief presentation – as a refresher – on how to mainstream gender into the work of the military.

To begin discussions, you could ask participants what type of information they usually acquire while on patrol. Then move on to ask about any specific gender-related information that they acquire on patrol. Invite participants to share any of their patrol experiences related to gender.

## PRESENTATION

Following this initial discussion, you can now go through the slides of the PowerPoint presentation to explain the concepts and policy framework related to gender, why gender is important to the work of the military and how gender could be integrated into that work. Explain that this brief presentation will serve as a refresher in order to reinforce what they have already learned. Talking points are included in the notes pages of each slide and can be used as a guide. Make sure to encourage participants to share their personal experiences on the topic and clarify any questions that they may have.

Once you have gone through the presentation, explain to the participants that they will now have a short break (15 minutes). After the break, they will work in groups on a practical exercise.

## BREAK: 15 MINUTES

## BREAKOUT GROUPS

While participants are on their break, you are advised to display PowerPoint presentation 4.2 (Acquiring gender-responsive information through patrolling – Moderated) on the screen.

When participants are back from their break, divide participants into groups of 4 or 5, depending on the total number of participants. Where possible, you should ensure that men and women participants are evenly distributed among the breakout groups. You may want to group participants of a similar rank together

in order to facilitate discussions within the group. This, however, will require prior information on participant profiles/backgrounds.



If the physical classroom setting does not offer the possibility of splitting the participants into breakout groups, please moderate an open group discussion with the entire class.

## EXERCISE

### a) Introduction to exercise

When participants have been divided into groups, explain the learning objectives of the exercise. At this stage, you can also introduce the various documents that have been distributed:

- The **Carana country summary** provides a brief snapshot of the Carana scenario that is already familiar to the participants, with key information relevant to the case study that is being worked on;
- More information on the setting and context of the case study is included in the case study **setting**;
- More information on the task that needs to be carried out is explained in the **exercise overview**;
- The **checklist** serves as a guide for participants as they work on the case study;
- The **list of gender-responsive early warning indicators** can serve as a guide to identify drivers/triggers of conflict or violence.

You can now go through PowerPoint presentation 4.2 (Acquiring gender-responsive information through patrolling – Moderated). Briefly introduce the setting to the participants. Mention to them that more time will be given to read the setting.

Now explain the task that needs to be carried out. Explain that participants have three options to choose from, following which they also need to answer the other questions included in the task section. Invite participants to use the handouts provided during the session to assist them with the exercise.

### b) Group work

Remind participants that they have **50 minutes** to complete the exercise, including approximately 20 minutes to read the handouts. Encourage participants to designate a rapporteur who will present the findings of the group during the plenary discussions.

Invite participants to begin the exercise. Encourage participants to use the checklist and list of gender-responsive early warning indicators of future violence as guides.

During the exercise, make sure you rotate among the groups to answer any questions that participants may have and to gain some insights into the dynamics and discussions within each group. Make note of any interesting points or observations that you could raise during the debrief.

Remind participants of the time remaining 15 minutes, 10 minutes and 5 minutes before the end of the exercise.

### c) Injects

You have been provided with several injects. These injects are aimed at influencing the participants' understanding, reasoning and their choices. **Do not share the injects at the beginning of the exercise.** You can determine an appropriate time during the exercise (halfway into the exercise or later) to share this information. You are encouraged to use innovative means to present the injects (props such as newspapers, radios, etc.). You can also present the slide with injects for participants to see. If participants ask additional questions on the injects, try to answer them creatively, by making your own assumptions.



You can either reveal all injects simultaneously, or sequentially, allowing some time to pass between each one. The PowerPoint slides on injects are designed for this purpose.

### d) Presentation of group work

When the allotted exercise time has elapsed, invite each group to present its responses. You may let groups volunteer, or, if there are no volunteers, you could designate a group to present. Each group has **5 minutes** to present.

After each group presentation, you could facilitate a brief discussion. Did any of the other groups make a similar choice? Do the other groups agree with the arguments that were presented?



In case of time constraints, you could carry out these brief discussions after every second or third group presentation. You can also choose to skip these brief discussions and instead spend more time on the final discussion.

Once all groups have presented, open the floor for discussions. Key points that could be raised during the debrief are outlined in the next section.

## DEBRIEF

Below are some of the points that could be raised during the debrief.

**OPTION 1:** If participants chose to send ET personnel to talk to women in the second set of fields (the quasi-barren/abandoned fields), did they consider why the women were afraid to talk to them? Might the women fear retaliations? Why? From whom? Are the women in danger because of their ethnic/religious identity? Mouvement Patriotique du Carana (MPC) rebels or other armed groups may be operating in the area. Members of the Falin majority ethnic group might be preparing an attack. Being aware of intersectionalities will provide for an enhanced contextual understanding.

**OPTION 2:** If participants decided to speak to people in the first set of fields, in which men and women were working, did they reflect on the possible reasons for the differences between the first and second sets of fields? Could the people belong to different ethnic or religious groups or have different social or political backgrounds? Did one group receive information that the other did not? Again, being aware of intersectionalities will facilitate comparison and enhanced contextual understanding.

**OPTION 3:** If participants decided to solicit information from a village elder or religious leader, what type of information did they obtain? How useful was this information? They could provide a more sociocultural analysis of the information. The village elder or religious leader may refer to social norms and traditions within the society, explaining why men and women behave – or are expected to behave – in a certain way. The village elder or religious leader may also be more aware of the reasons behind any grievances or concerns among the community. However, there is a possibility that the village elder or religious leader might not provide nuanced information with regard to women and men, precisely because of cultural norms and traditions. Where possible, strive to speak to women village elders/leaders and representatives of local women's organizations.

## CONCLUSION OF PRESENTATION

The following are some of the key takeaways from the exercise that should be highlighted. Use the “Remember!” slide to present the takeaways.

- Being conscious of intersectionalities is key to ensuring effective information acquisition. Men and women could – and do – belong to several sub-groups, such as ethnic, religious, linguistic or professional sub-groups. Associating intersectionalities (e.g. women who belong to the Kori ethnic group) with a given situation (quasi-barren/abandoned fields) will provide you with essential information about potential threats to specific groups of the population.

- The nature of these intersectionalities will determine how to optimally interact with and acquire information from the local population. For instance, it might be more efficient to send a Community Liaison Assistant who is a Kori man to Kori women, rather than sending a woman Community Liaison Assistant from a different ethnic group (in this instance, ethnic considerations might take precedence over gender considerations).
- Similarly, being sensitive to gender-responsive early warning indicators could alert you to possible threats or acts of violence against certain groups. A sudden absence of men or women in areas where they would usually be present, or the killing of human rights advocates could be signs of underlying tensions that could lead to widespread violence.

Ask participants if they would like to add any other takeaways.

Lastly, thank participants for their active participation and encourage them to integrate gender considerations into their next military patrol.

## INJECTS

Print  
and  
cut out

**Newspaper headline: Kori human rights activist killed by unknown persons.**



**Television news: Diamond mines closed owing to absence of workers.**

# ENACTED LEARNING

*The aim of this simulation exercise is to encourage participants to make an informed decision that is beneficial to all troop personnel, cognizant of any potential negative consequences of the proposed action and possible measures of mitigation.*

## **LEARNING ACTIVITY TOTAL TIME REQUIRED: 2 hours 30 minutes**

10 minutes	Introduction to exercise and distribution of individual roles
20 minutes	Read Carana country summary, case study setting and individual roles
30 minutes	Simulation exercise
45 minutes	Debrief
15 minutes	Break
30 minutes	Presentation on integrating gender into the work of the military

## **SUPPORT MATERIAL**

1. Carana country summary
2. Case study setting
3. Exercise overview
4. Individual role instructions (*to be handed out by facilitator*)
5. Checklist
6. List of gender-responsive early warning indicators of future violence

# EXERCISE OVERVIEW

*Please refer to Setting on p. 174*

## TASK

While on patrol, you walk past fields being toiled by men and women. Children are also in the fields, playing. It is school vacation time. A few kilometres away, you come across more fields. These are almost empty, with only a few women working in some small fields. You observe that the fields are unkept and partially dry.

When your patrol approaches the quasi-barren/abandoned fields, you observe that the women are uncomfortable with your presence. How will you acquire information about the women's situation and identify reasons behind their reaction to your presence? What early warning indicators of future violence can you identify?

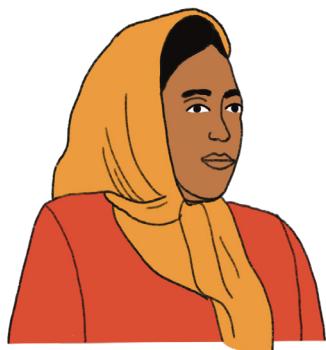
## OVERVIEW OF ROLES



**Patrol Team Leader of United Nations Infantry Battalion**



**Patrol member of United Nations Infantry Battalion**



**United Nations Community Liaison Assistant**



**United Nations Engagement Team member**



**United Nations MPKI Officer**



**Military Gender Focal Point of  
United Nations Infantry Battalion**



**UNDP representative**



**Village elder/  
religious leader**



**Local woman 1**



**Local woman 2**



Observer 1 (man)



Observer 2 (woman)

# **FACILITATOR INSTRUCTIONS**

*Enacted learning*

# EXERCISE OVERVIEW

## TASK

While on patrol, you walk past fields being toiled by men and women. Children are also in the fields, playing. It is school vacation time. A few kilometres away, you come across more fields. These are almost empty, with only a few women working in some small fields. You observe that the fields are unkept and partially dry.

When your patrol approaches the quasi-barren/abandoned fields, you observe that the women are uncomfortable with your presence. How will you acquire information about the women's situation and identify reasons behind their reaction to your presence? What early warning indicators of future violence can you identify?

### LEARNING ACTIVITY TOTAL TIME REQUIRED: 2 hours 30 minutes

10 minutes	Introduction to exercise and distribution of individual roles
20 minutes	Read Carana country summary, case study setting and individual roles
30 minutes	Simulation exercise
45 minutes	Debrief
15 minutes	Break
30 minutes	Presentation on integrating gender into the work of the military

### SUPPORT MATERIAL

1. Carana country summary
2. Case study setting
3. Exercise overview
4. Individual role instructions (*to be handed out by facilitator*)
5. Checklist
6. List of gender-responsive early warning indicators of future violence

7. Injects
8. PowerPoint presentation 4.1 (Integrating gender into the work of the military) and 4.3 (Acquiring gender-responsive information through patrolling – Enacted). (*Print presentation with notes pages and use as facilitator guide.*)



Support materials are available in facilitator resource package under folder entitled “Case Study 4 – Acquiring gender-responsive information through patrolling”.



# FACILITATOR CHECKLIST

## ENACTED LEARNING

### TO PRINT

- Print Carana country summary (*for all participants*)
- Print case study setting (*for all participants*)
- Print exercise overview (*for all participants*)
- Print checklist (*for all participants*)
- Print list of gender-responsive early warning indicators of future violence (*for all participants*)
- Print and cut out individual role instructions (*one role per participant*)
- Print and cut out injects (*one set for all participants, to be distributed later during exercise, simultaneously or sequentially*)
- If desired, print or have available the facilitator instructions of this case study (*for facilitator/s who will deliver the case study*)
- If desired, print PowerPoint presentations 4.1 (Integrating gender into the work of the military) and 4.3 (Acquiring gender-responsive information through patrolling – Enacted), including notes pages (*for facilitator/s who will deliver the case study*)

### TO PREPARE

- Familiarize yourself with relevant documents (Carana country summary and – where possible – the complete Carana scenario, as well as the facilitator instructions, instructions for all roles, case study setting, exercise instructions, checklist, list of gender-responsive early warning indicators of future violence, presentation, etc.).
- Have PowerPoint presentation ready on a USB stick/computer for delivery.

- Prepare props for simulation and injects. Where will the simulation take place (makeshift office, with the local population, etc.)? How will the injects be presented (as newspaper/television reports, by someone playing the role of broadcaster, in poster form, etc.)? At what moment of the exercise will the injects be presented (midway through the exercise, just before the end, if a specific incident takes place, etc.)?
- Consider where the simulation exercises could be run. Is the classroom large enough to conduct the exercise? Is it possible to run simulation exercises outdoors? Does the weather permit outdoor work?
- How many simulation exercises will you run in parallel (depending on size of group)?
- How will you allocate individual roles? Will you randomly hand out roles, invite participants to pick a role or allocate specific roles to specific participants? The latter option will require prior knowledge of participant profiles. Do you have that information?
- How will you run the debrief of the exercise? Which questions will you focus on? Are there any participants with thematic expertise that you can draw from during the debrief?
- What other elements could you add to the conclusion? Do you have any personal experiences to share? Which key points should be emphasized from the learning objectives?

# ROLE INSTRUCTIONS

Print  
and  
cut out



## **Patrol Team Leader of United Nations Infantry Battalion**

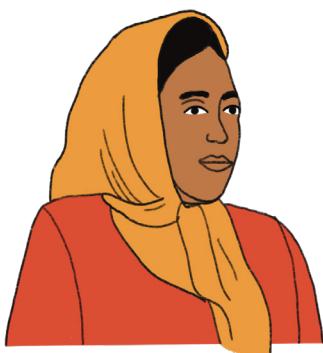
Before leaving on patrol, you brief your team on the latest intelligence acquired through reports. There have been no special incidents of violence in recent days. However, there has been a noticeable decrease in the number of people outdoors. You also make sure to check in with the MPKI Officer and your Infantry Battalion's Gender Focal Point before leaving on patrol for the latest information and any advice they may have. You will share this information with your patrol team.

Based on your discussions with the MPKI Officer and Gender Focal Point, you come up with three specific questions that the patrol team should keep in mind during the patrol, in order to report back on the orders received from the Operations Section.



## **Patrol member of United Nations Infantry Battalion**

You follow the instructions given to you by the Patrol Team Leader. You also have ideas on how best to acquire information. You share these ideas with your Patrol Team Leader and agree on the most suitable course of action.



## **United Nations Community Liaison Assistant**

You identify the women in the second set of fields as being members of the Kori minority ethnic group. You are from the Falin majority ethnic group. When the Kori women hesitate to speak to you, you reassure them and mention that the United Nations is here to ensure their protection. You provide your analysis of the situation to the Patrol Team Leader. If/when you speak to the women in the first set of fields, you try to ask them as many questions as possible, hoping that they will feel more at ease speaking to a fellow Falin.



### United Nations Engagement Team member

You reach out to the women in the second set of fields. Together with the Community Liaison Assistant, you ask the women questions to better understand the absence of workers in the field. If/when the women seem hesitant to speak, you invite the CLA to continue to engage with the women. If/when you speak to the women in the first set of fields, you ask them questions about themselves, engaging in small talk, before raising the topic of the women in the second field.

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### United Nations MPKI Officer

If and when contacted by the Patrol Team Leader, you share information that you have just received. Information has been circulating among Falin youth on social media about a planned gathering in proximity to the diamond mines at 2100 (9.00 p.m.) today. You share your own analysis of the situation with the Patrol Team Leader and mention a few points that you would like her team to pay special attention to while on patrol.

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### Military Gender Focal Point of United Nations Infantry Battalion

You are aware that UNDP recently stepped up its support for income-generating activities for women since many women abandoned their work in the fields. You share this information with anyone who seeks your advice.

**Special note:** *Only if explicitly asked about specific norms or traditions that discriminate against women, you explain that Kori women cannot own land. Any land that they may inherit is immediately transferred to their husbands. If the women are not married, the land is given to the next closest male relative.*



### UNDP representative

You lead the women's economic empowerment team at UNDP. You explain that UNDP recently launched a project to support income-generating activities for 400 Kori women, many of whom had stopped working in the fields. The key focus of the project is to teach women non-land-related activities, such as sewing, pottery and welding.

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### Village elder/religious leader

You explain that the men and women have together agreed that the men in the village should stay at home, for the safety of both men and women. If anything happens to the men, the women will be placed in a vulnerable position, because they depend on the men as main breadwinners. Women cannot own land, and their farm work does not generate enough income to provide for their families. Should their husbands die, it is not guaranteed that women will be able to continue to work on their husbands' land. Men usually have access to diamond mining as a main income-generating activity, which is very profitable. However, for months now, the Kori men have not been to the mines, following threats received from unknown people, probably supporters of MPC.

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### Local woman 1

You are from the Falin ethnic group. You are working in the fields when the United Nations patrol passes by. You are happy to answer any questions they may have.

**Special note:** Only if specifically asked whether you are aware of any movements or gatherings, you say that your son and many other neighbours will be going down to the diamond mines this evening to celebrate the local team's victory in last night's football game.



### Local woman 2

You are from the Tatsi ethnic minority group. You are very uncomfortable when you see the United Nations patrol approaching. When the CLA and/or the ET members attempt to talk to you, you hesitate. You have noticed that the CLA is from the Falin majority ethnic group.

**Special note:** You start talking only if/when you feel reassured by the CLA and/or ET members. You mention that many women's husbands who work in the diamond mines have received threats (specify type of threats if asked to). You also fear that your entire community is in danger from what you believe is an impending attack by an armed group.

### Observer 1

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You do not directly participate in the simulation. You observe the interactions among the various roles and make note of any key observations. You will share your observations with the group during the debrief of the simulation exercise. You should pay attention specifically to the following:

- How did the simulation go? Did the simulation run smoothly? What were your overall impressions of the simulation? Were the interactions always related to the task outlined at the beginning of the simulation?
- What were the most active roles? Why, in your opinion?
- Were there any challenges in the interactions? With whom? Why, in your opinion?
- What impact did the injects have on the overall simulation?



## Observer 2

You do not directly participate in the simulation. You observe the interactions among the various roles and make note of any key observations. You will share your observations with the group during the debrief of the simulation exercise. You should pay attention specifically to the following:

- How did the simulation go? Did the simulation run smoothly? What were your overall impressions of the simulation? Were the interactions always related to the task outlined at the beginning of the simulation?
- What were the most active roles? Why, in your opinion?
- Were there any challenges in the interactions? With whom? Why, in your opinion?
- What impact did the injects have on the overall simulation?

# DELIVERY

## INTRODUCTION: GENERAL GUIDANCE AND INFORMATION ON HOW TO CONDUCT THE EXERCISE

To begin the exercise, open PowerPoint presentation 4.3 (Acquiring gender-responsive information through patrolling – Enacted). You can explain to the participants that you will now conduct a practical exercise on how to acquire gender-responsive information during patrols.

Present the learning objectives of the case study at this point. In this case study, participants will learn how to:

### LEARNING OBJECTIVES

- *Identify optimal strategies to acquire information about and from all segments of the local population*
- *Observe and report early warning indicators including behaviour, events or situations that deviate from the regular activities carried out by men, women, boys and girls in the host society*
- *Recognize the contribution of ET personnel in facilitating exchanges with local population*
- *Ensure that all reports include gender- and age-disaggregated data and gender-responsive language*

To start off the exercise, introduce participants to the various documents that have been distributed:

- The **Carana country summary** provides a brief snapshot of the Carana scenario that is already familiar to the participants, with key information relevant to the case study that is being worked on;
- More information on the setting and context of the case study is included in the case study **setting**;
- The **exercise overview** provides information on the task, duration, roles and support materials;
- The **overview of roles** provides insight into the various roles that other participants will play;
- The **individual roles and instructions** provide guidance on the specific role that each participant will play;

- The **checklist** serves as a guide for participants as they work on the case study;
- The **list of gender-responsive early warning indicators of future violence** provides a selection of indicators that require attention during a patrol.

## ALLOCATION OF ROLES

Prior to the training, print and cut out all individual role instructions so that they are ready to be distributed in class. When you are ready to begin the simulation exercise, explain to participants that they will each play a specific role in the simulation.

Distribute one role to each participant, or place the role instructions face-down on a table and request each participant to pick a role from the pile.

Explain to the participants that the roles that they have received may not correspond to their own gender identity, but that it is fine if that is the case. Invite participants to play their role according to the gender identity indicated in their individual instructions.



If you wish, you can decide to assign specific roles to specific participants. However, this will require prior preparation and some knowledge of participant profiles.

Depending on the size of the group of participants, the simulation could be run in multiple formats:

1. It may be possible to run two or more simulations in parallel (around 7-10 participants in each group);
2. Depending on the size of the group, you may wish to assign several participants to share a role, in particular the more general roles. For instance, in this case study, you could include multiple roles for ET members, local women, UNDP representatives or observers. This technique could also help if you perceive that the group of participants is more reserved.



Ideally, you should plan to have at least one observer for each simulation (in case of simulations being run simultaneously). If this is not possible, owing to lack of participants, invite the observer or observers to rotate among the groups and make note of their observations.

## PREPARATION

Briefly introduce the case study setting to the participants. Mention that more time will be given to review the scenario. Describe the task that the participants are required to carry out using the relevant PowerPoint slide. Give participants

20 minutes to read the Carana country summary, the setting and their individual roles in preparation for the simulation. Encourage participants to go through and use the checklist and list of gender-responsive early warning indicators during the simulation exercise.

## SIMULATION

### a) Getting started

When participants have completed their reading, to begin the simulation, invite members of the patrol team (Patrol Team Leader, patrol member, Community Liaison Assistant and ET members) to identify themselves. Ask the Kori and Falin women to take their places at separate ends of the room. Explain that the patrol has now begun and invite patrol members to work together to carry out the actions outlined in the task.

Encourage other actors to follow instructions in their roles and to interact with one another, if their roles permit.

Remind all participants that the main aim is to acquire gender-responsive information on the situation of the women in the second field. Also remind participants that they are required to play their roles as indicated in the instructions.

Let the simulation run.



If multiple simulations are being run simultaneously invite those in key roles to identify themselves. Participants can then move to the locations where the simulation will be carried out. Ensure that these locations are sufficiently distanced from each other so that the different groups are not distracted. You could also use breakout rooms if available. If they are not available, use separate corners of the classroom or move one or several groups outdoors, weather permitting.

### b) Observation

Facilitators are encouraged to observe and take notes during the simulation. Are specific questions related to gender being asked? Are the interactions smooth or conflictual? Do certain actions or behaviours lead to particular consequences?

You could later raise these observations during the debrief to highlight how relevant information could be acquired.



Some of the roles contain instructions on the attitude or behaviour to be adopted. In some instances, these are deliberately stereotypical and may include, for instance, implicit or explicit personal bias. Use such behaviour as a point of discussion during the debrief.

### c) Injects

You have been provided with several injects. These injects are aimed at influencing the participants' understanding, reasoning and their choices.. **Do not share the injects at the beginning of the exercise.** You can determine an appropriate time to share the information with participants (half-way into the simulation exercise or later) and whether you share all injects simultaneously or sequentially (ideally sequentially, but be conscious of time constraints).

Distributing the injects to all participants while the simulation exercise is ongoing might be time-consuming and complicated. If you feel that this could be the case, use other means to share the information with participants. You could use innovative means, including props (newspapers with inject information that could be handed out, posters, cut-out image of a radio/television with inject information, etc.) or you and/or one of your co-facilitators could act to introduce the information (as a news broadcaster, journalist or third party). For instance, if the source of the inject is a report from Amnesty International, you could act as representative of the organization). If participants ask additional questions about the injects, try to answer them creatively, by making your own assumptions.



*Make sure to prepare well in advance the way in which you will deliver the information contained in the injects.*

### d) Wrap-up of simulation

Let the simulation run for approximately 30 minutes. End the simulation when you believe the time is right, for instance when an important discussion has ended or if there are little or no ongoing discussions.

Inform participants that the simulation is now over. Congratulate them on their participation and invite them to return to their seats. Begin the debrief.

## DEBRIEF

### a) General debrief

Start off with general questions about the simulation (15 minutes). Invite the observers to share their reactions first. Ask other participants what they think.

- How did the simulation go? Did the simulation run smoothly? What were your overall impressions of the simulation? Were the interactions always related to the task outlined at the beginning of the simulation?
- What were the most active roles? Why, in your opinion?

- Were there any challenges in the interactions? With whom? Why, in your opinion?
- What impact did the injects have on the overall simulation? Did you change your approach towards the women in the second field? Did you talk to the crowd members to explain the situation? Did you attempt to acquire information from others? From whom?

### b) Detailed debrief

Next, move on to more substantive questions. Encourage participants to consult the checklist and list of gender-responsive early warning indicators of future violence as guides.

Below are possible questions that you could raise during the debrief. The discussions could take place in plenary. You are encouraged to select the most relevant questions, depending on how the simulation played out and according to available time.

#### 1. What actions did the participants take to gather information and early warning indicators of future violence?

Participants could have taken a number of different actions in response to the situation. Below are some possible ideas.

Participants may have chosen **to send ET personnel to talk to women in the second, quasi-barren/abandoned, set of fields**. Ask participants if they had reflected on why the women were afraid to talk to them? Could it be because the women feared retaliations? Why? From whom? Could the women be in danger because of their ethnic/religious identity? Remind participants that MPC rebels or other armed groups may be operating in the area, or that members of the Falin majority ethnic group might be preparing an attack against the Kori minority ethnic group. Highlight that being aware of intersectionalities will provide for an enhanced contextual understanding.

On the other hand, if participants decided to **speak to people in the first set of fields, where men and women were working**, did they reflect on the possible reasons for the differences between the first and second set of fields? Could the people in the first set of fields belong to different ethnic or religious groups or have different social or political backgrounds? Could one group have received information that the other did not? Again, stress that being aware of intersectionalities will facilitate comparison and enhanced contextual understanding.

**Lastly**, if participants decided to **solicit information from a village elder/religious leader**, ask what type of information they obtained. How useful was this information? Explain that this type of information could provide a more socio-cultural analysis of the information. The village elder/religious leader may refer to social norms and traditions within the society, explaining why men and women

behave – or are expected to behave – in a certain way. The village elder/religious leader may also be more aware of the reasons behind any grievances or concerns among the community. However, there is a possibility that the village elder/religious leader might not provide nuanced information with regard to women and men, precisely because of cultural norms and traditions. Where possible, strive to speak to women village elders/leaders and representatives of women's organizations.

**2. In order to gain a better understanding of the situation, what specific gender-responsive questions will you ask? From whom?**

***Farmers in the field/local population***

- How are you/your family/your harvest? Is your family here helping you? (General small talk to help to create a relationship and to come across as non-threatening)
- Who usually helps you in the fields? Do your husbands/wives or children help you?
- Who owns the land? Are women allowed to own land?
- Do you or any of your family members have any security concerns? Can you/your family members carry out routine activities in safety?
- Do you feel safe outdoors/in your home?
- Are the police/local authorities able to protect you?
- Have you noticed any recent changes in movements or activity in your area? Have any people or group of people stopped moving or started moving to/away from a specific location?
- What type of interaction do you have with other famers and their workers in the area?
- What routes to the field do you most often take? Have you noticed any unusual people, activities or objects along these routes?
- Do you know of any gatherings or events (religious, cultural, political, sports, etc.) that are scheduled to take place or that have taken place recently?

***United Nations mission personnel/entities***

- What are the gender roles and norms of/in the local community?
- Are there any gender norms and traditions that discriminate against women?
- What income-generating activities do men and women primarily engage in? Are local women able to fully participate in economic and political activities?
- Are there women's associations that are active?
- Are there women public figures (political leaders, human rights activists, etc.)?

- Do women and men enjoy equal rights?
- Through what channels do men, women, boys and girls access information?
- How have women been affected by the conflict?

### **Village elders/religious leaders**

- What roles do men and women play in society?
- Are there informal power brokers in the community?
- Are there women's collectives/associations in the community? Do you work with them?
- What are the main grievances of men, women, boys and girls in your society? Are they weary of insecurity or their inability to engage in economic activity? Have they received any threats? From whom?
- Are men and women able to carry out their daily activities normally?
- Have you noticed any recent changes in behaviour or activity among the population?

*This is a non-exhaustive list of questions that you could ask. There are many more! The main takeaway is that it is always important to think about how life is for women versus For men, and how certain events might have had a different impact on women and men in their individual realities.*

### **3. What gender roles and intersectionalities did you identify in the setting and through the simulation?**

- Men and women farmers from the Kori ethnic minority are also Sunni Muslim
- Men and women farmers from the Falin majority are Catholic
- The woman Community Liaison Assistant is from the Falin majority
- Women's economic empowerment projects cover nontraditional professions for women, such as welding
- Kori men work in diamond mines

Being aware of these intersectionalities will assist patrol members in deciding how to interact with members of the local population and to identify grievances of specific groups of the population. For instance, what ethnic or religious group do the women in both sets of fields belong to? What language do they speak? Do they live in/come from a specific area/country? In this simulation, the notable absence of Koris in the fields could be a sign of an imminent threat to this group. Comparison with the continuation of activities as normal in the first set of fields, where Falin farmers were, could alert you to possible threats related to ethnic/religious identity.

**4. What gender-responsive early warning indicators of violence did you identify in the setting/simulation? What might these imply? Why are they important?**

- Barren and dry fields
- Fearful Kori women
- Planned gathering of youth
- Threats against Kori men working in diamond mines
- Killing of Kori human rights activist
- Closure of diamond mines

These early warning signs could help to identify drivers and triggers of violence/conflict, indicate who is being threatened and design adequate responses to eliminate or minimize these threats and protect civilians. Failure to take gender-responsive early warning indicators into account could lead to increased threats to women and an overall exacerbation of the security situation.

## **CONCLUSION OF DEBRIEF**

Once the debrief is completed, respond to any outstanding questions raised by the participants.

Inform the participants that the simulation exercise and debrief are now over. Invite participants to take a break (15 minutes), after which you will run through some of the key elements that were raised during the simulation exercise.

## **BREAK: 15 MINUTES**

### **PRESENTATION**

During the break, you are advised to display PowerPoint presentation 4.1 (Integrating gender into the work of the military) on the screen.

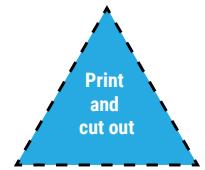
When participants are back from their break, go through the PowerPoint presentation with participants. Talking points are included in the notes pages of each slide and can be used as a guide. Make sure to encourage participants to share their personal experiences on the topic and to draw from experiences from the simulation exercise.

Conclude presentation with “Remember!” slide. Respond to any outstanding questions.



If you do not have sufficient time to respond to a question, or if you feel that it is better dealt with at another time, write down the question on a flip chart and explain to participants that you will revisit the question at a later stage.

## INJECTS



Newspaper headline: Kori human rights activist killed by unknown persons.



Television news: Diamond mines closed owing to absence of workers.



# CASE STUDY 5

## **FACILITATING AN EFFECTIVE RESPONSE TO VICTIMS AND SURVIVORS OF CONFLICT**

### **LEARNING OBJECTIVES**

- *Identify and respond to the specific needs of different victims of violence, including men, women, girls and boys*
- *Ensure the safety and dignity of victims and survivors of conflict-related sexual violence*
- *Liaise with relevant Mission and local actors to ensure provision of multisectoral assistance, including medical and psychosocial support to victims and survivors of conflict-related sexual violence*
- *Report and document incidents using gender- and age-disaggregated data*



## SETTING



the attack. An estimated 57 women and girls were raped. The attackers looted homes for food and money, before setting fire to several houses. They fled into the nearby jungle at daybreak, taking with them 20 men and boys and 12 women to carry their loot.

Since the attack, the village has regained calm with the arrival of United Nations peacekeepers and the local police. Amid the destruction, very few inhabitants remain, with many having fled the town immediately after the attack. Most of those left behind are older people and the wounded.

**Preparations:** Noting that the patrol will take place in an area following a known violent attack that included sexual violence, the ET has contacted the Military Gender Focal Point (GFP) to acquire information on referral pathways available in the area. You have learned that the closest local hospital/medical station to the patrol area is 10 km away and that a local civil society organization provides psychosocial support to victims of sexual violence.

**Onsite:** When your patrol arrives in Melleri, everything is quiet. Only a few people are outside, cleaning up after the attack. When they see you and your team, they hurry indoors, probably afraid to talk. While continuing your patrol towards the outskirts of the village, you hear crying. Moving in the direction of the crying, you come across a man crouched under a tree with a child. Both man and child are visibly hurt.

**Male survivor:** When you approach the man, he is afraid. He does not respond to any of your questions, but just makes noises. The little boy keeps calling “Maman, Maman!” You persist in your efforts and the man calms down. He still

**Background:** You are a member of an Engagement Team (ET) that is part of a larger Engagement Platoon (EP). You are part of a patrol in the town of Melleri. The patrol was ordered by your Infantry Battalion Commander, following a violent attack carried out on the village by unidentified armed men two days ago at nightfall. It is reported that 73 people, including 29 women and 11 children, were killed in

does not respond to any of your questions, but keeps repeating “CISC” (Combattants indépendants du sud Carana).

**Details of violence:** When the man finally begins to talk, he explains that the village was attacked by rebels. He says that they were CISC rebels. They raped his wife in front of him and his son. When he tried to rescue her, he was brutally attacked and tortured. They set fire to his house. He was able to save his child and get out of the house just in time. He does not know what happened to his wife. He has been trying to leave the area out of fear that the rebels would come back, but he can no longer walk. He and his child have not eaten in two days. The man is clearly traumatized and disoriented.

Suddenly, a few villagers, together with a local policeman, surround the man and try to attack him. They say that he is a member of CISC. He replies that he cannot be, as he was attacked by CISC.



*“That was hard for me to take [...] There are certain things you just don’t believe can happen to a man, you get me?”*

Source: Will Storr, “The rape of men, the darkest secret of war”, The Guardian, 16 July 2011.





# CHECKLIST

## FACILITATING AN EFFECTIVE RESPONSE TO VICTIMS AND SURVIVORS OF CONFLICT

*The checklist will help you to answer various questions or carry out specific tasks included in this case study. The checklist should be used in addition to or in combination with the United Nations policies, standard operating procedures and guidelines.*

### SECURITY

- Be aware of language. The survivor might not directly share that he/she was raped or sexually abused. Out of fear of stigmatization, the survivor might use different words to describe what happened. Some survivors may show little emotional reaction owing to trauma, and you should refrain from making assumptions about what a “true victim” looks and acts like.
- When interacting directly with victims/survivors/witnesses of sexual violence, ensure their immediate security, including their physical safety and confidentiality.
- Take survivors to a safe area if they consent.

### PREPARATIONS

- Consult with the Military GFP of your battalion to acquire information on referral pathways and possible medical and psychosocial support available in the area.

### VICTIM SUPPORT

- Always obtain consent from survivors prior to taking any action concerning them.
- Provide immediate assistance (first aid and/or medical evacuation (MEDEVAC)) in cases of emergency.
- Share information with survivors on locally available medical, psychosocial, socioeconomic and legal assistance services.
- If you obtain informed consent, refer survivors/victims to appropriate service providers, including medical, psychosocial, socioeconomic and legal assistance services.
- Take into account the specific protection needs of child victims and witnesses.

- Establish and maintain a liaison with humanitarian organizations providing support to victims of sexual and gender-based violence to strengthen referral services and support for victims.

## INFORMATION ACQUISITION

- Do not take photos of victims/survivors.
- Do not interview/interrogate survivors; only take note of any information that they share.
- Interviews with children should be completely avoided, unless for exceptional reasons. Where possible, consult with and follow the advice of a child protection expert.
- Be mindful of the “Do no harm” principle and avoid retraumatization and revictimization. You might have noticed that the word “survivor” is used frequently. Using the word “survivor” can empower the person who experienced violence and avoid victimization.
- Remember that victims may be in fear because of what took place and are also very likely to be in fear of being attacked again.

## REPORTING

- Report details of the incident, such as context, nature of the acts or violence, people involved, etc., **only** with the victims’ consent.
- Do not incorporate victims’ personal information in reports.
- Carry out reporting activities that include gender- and age-disaggregated data and gender analysis.
- Maintain statistical record – with dates of occurrence and location – of the total number of sexual violence cases reported or received.

# **GENDER-RESPONSIVE EARLY WARNING INDICATORS OF CONFLICT-RELATED SEXUAL VIOLENCE (CRSV)**

Owing to underreporting, CRSV is often invisible, even when it is widespread. The lack of CRSV reports does not mean that incidents do not occur. Early warning indicators of conflict-related sexual violence are signals of potential, impending or ongoing sexual violence and can be used to detect and anticipate spikes in conflict-related sexual violence.

Below is a non-exhaustive list of gender-responsive early warning indicators of CRSV:

## **Acts of violence/incitement to violence/threats to individual security**

- Rising aggression in society often manifests in rising levels of domestic and sexual violence and heightened expressions of homophobia
- Increase of hate speech or fundamentalism in the media
- Glorification of hypermasculinity or aggressive behaviour. Armed groups reward or otherwise indoctrinate aggressive, hypermasculine behaviour and/ or espouse a code or ideology that supports violence against women from opposing communities to alter ethnic identity, humiliate, undermine enemy morale, fragment or eliminate future generations of the target group
- Forced recruitment or abduction of boys
- Women/girls/boys recruited and retained within armed group by coercion
- Individuals subjected to security inspections by members of the opposite sex at checkpoints
- Detention of women under the immediate supervision of men guards rather than women guards and mixed with men inmates

## **Changes/restrictions to movement**

- Unusual movement of specific groups (or subgroups) of the population
- Changes to mobility patterns, such as self-imposed curfews and diminished social activity
- Increase in absence of children, in particular girls, from school
- Refugee migration or relocation of internally displaced persons by women and men
- Sudden arrival/presence of unknown groups of people in a village

## Sexual violence and/or restrictions

- Incidents of rape and other forms of sexual violence
- Changes in use of contraception
- Changes in fertility rate
- Forced use of birth control methods
- Changes to the percentage of men and women with (or carrying out tests to detect) HIV/AIDS and other sexually transmitted infections
- Public perceptions of impunity for perpetrators of violence against women (number of cases reported, investigated, prosecuted and resulting in convictions)

## Sociopolitical indicators

- Demographic shifts, such as an increase in women-headed households, due to the absence of men from communities or to an increase in the number of women rejected by husbands and communities
- Lack of participation of women in social gatherings (weddings, religious/cultural festivals, etc.) due to increased insecurity
- Incidence and frequency of intergroup and inter-ethnic marriages
- Changes in school enrolment/attendance of girls and boys
- Targeting of women political candidates or participants in an electoral process with intimidation and sexual/physical violence
- Manifest intent to discourage or punish the political participation of women, including by arresting women who are active in protests or combat
- Expulsions of civilian and humanitarian workers

Adapted from: Saferworld. “Gender and conflict early warning.” 2014. Pp. 8-11, United Nations Entity for Gender Equality and the Empowerment of Women. “Gender responsive early warning: Overview and how-to Guide.” October, 2012. Pp. 6-12 and United Nations Action. “Matrix. Early Warning Indicators of Conflict-Related Sexual Violence.” 2011. Pp. 1-17.



*“The cornerstone and crosscutting principles that should guide CRSV work are ‘do no harm’ and the ‘survivor-centred approach’. The overall objective is to uphold the dignity and human rights of victims/survivors while protecting them from further harm, stigma, and marginalization without discrimination. This approach requires United Nations Field Mission personnel to put victims/survivors at the centre of any intervention and to strive to minimize possibilities of harming victims/survivors inadvertently through their intervention or by not intervening.”*

Source: United Nations, “Handbook for United Nations field missions on preventing and responding to conflict-related sexual violence”, 2020, p. 13.



*Only if informed consent has been granted, gather information on the following:*

**WHEN:** Date of incident.

**WHO:** Profile of victims/survivors (sex, age, number, etc.).

**WHO:** Profile of perpetrators (civilians, armed groups, State forces, etc.).

**WHERE:** Area of incident (territory and village, if possible).

**WHAT:** Description of what has happened.

**HOW:** Place (house, bush, market, etc.) and time (day, night, etc.) of the incident, or any specific circumstance (attack on civilian, as part of other violations, etc.).

**RESPONSE:** Assistance already provided to the victims/survivors, presence of multisectoral assistance services (health structures, non-governmental organizations, police, etc.) and specific needs victims/survivors may have.

**SOURCE** of information: contact details for further follow-up.

Source: United Nations, “Handbook for United Nations field missions on preventing and responding to conflict-related sexual violence”, 2020, p. 75.

## NOTES

# RESOURCE MATERIAL

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Nations peace operations”, 2017. [https://peacekeeping.un.org/sites/default/files/1.\\_protection\\_-\\_3\\_child\\_protection\\_policy\\_0.pdf](https://peacekeeping.un.org/sites/default/files/1._protection_-_3_child_protection_policy_0.pdf).

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United Nations, “Conflict-related sexual violence. Report of the United Nations Secretary-General.”, 2021. <https://www.un.org/sexualviolenceinconflict/wp-content/uploads/2021/04/report/conflict-related-sexual-violence-report-of-the-united-nations-secretary-general/SG-Report-2020editedsmall.pdf>.

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# SELF LEARNING

*This modality includes:*

- Self-reflection questions
- A quiz
- A notes space



## REFLECTION QUESTION

1. What implicit or explicit bias could you or your colleagues have in relation to men who are victims of CRSV? How could these biases influence your work?

(Please refer to p. 387 for answer.)



**Please answer the following questions:**

- 1. As a first responder, what should you do first in this scenario, when you come across the man and child? (Choose the correct answer)**
  - a. Take photos and document evidence
  - b. Secure area and reassure the survivors of violence
  - c. Contact UNPOL
  - d. Contact local police
  
- 2. What should you not do when faced with a potential or confirmed survivor of CRSV? (Select all relevant answers)**
  - a. Take photos of the victim
  - b. Provide emergency medical assistance
  - c. Retraumatize the victim
  - d. Interrogate the victim
  
- 3. What are the reasons behind low levels of reporting on conflict-related sexual violence? (Cite three)**
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

#### **True or false?**

- 4. The United Nations expects peacekeepers to protect civilians, including from sexual violence in conflict.**
  
- 5. The United Nations definition of CRSV covers women and girls only.**
  
- 6. Use of CRSV is a serious violation of international law.**

*(Please refer to p. 388 for answers.)*

## MODERATED LEARNING

*The aim of this simulation exercise is to encourage participants to make an informed decision that is beneficial to all troop personnel, cognizant of any potential negative consequences of the proposed action and possible measures of mitigation.*

### LEARNING ACTIVITY TOTAL TIME REQUIRED: 2 hours 30 minutes

30 minutes	Presentation on integrating gender into the work of the military
15 minutes	Break
10 minutes	Introduction to exercise and division into groups
20 minutes	Read Carana country summary and case study setting
30 minutes	Deliberations in groups and preparation of responses
45 minutes	Presentation of findings and debrief

### SUPPORT MATERIAL

1. Carana country summary
2. Case study setting
3. Exercise overview
4. Checklist
5. List of gender-responsive early warning indicators of conflict-related sexual violence

# EXERCISE OVERVIEW

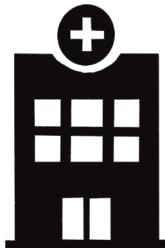
*Please refer to Setting on p. 224*

## TASK

You are a member of an (ET) that is part of a larger EP. You are on a patrol in the town of Melleri. The patrol was ordered by your Infantry Battalion Commander following a violent attack on the village by unidentified armed men two days ago at nightfall.

When your patrol arrives in Melleri, everything is quiet. While continuing your patrol towards the outskirts of the village, you hear crying. Moving in the direction of the crying, you come across a man crouched under a tree with a child. Both man and child are visibly hurt.

What actions would you take to provide support to the man and the child? What consequences (positive and negative) could you expect? How could you mitigate the negative consequences?



### **OPTION 1**

You provide information to the victim on how to reach the local hospital/medical station, and you report the incident through your proper chain of command. This may include your Engagement Platoon Commander and/or the Senior Women's Protection Adviser.



### **OPTION 2**

You search surroundings for rebels. You secure the area and provide urgent first aid if needed. You make the victim feel safe. You listen, observe and pay attention to what is said and what is unsaid.



### **OPTION 3**

You decide to hand over the man and child to the local police so that they can ensure their safety and resettlement.

## NOTES

# FACILITATOR INSTRUCTIONS

## *Moderated learning*

### **LEARNING ACTIVITY TOTAL TIME REQUIRED: 2 hours 30 minutes**

30 minutes	Presentation on integrating gender into the work of the military
15 minutes	Break
10 minutes	Introduction to exercise and division into groups
20 minutes	Read Carana country summary and case study setting
30 minutes	Deliberations in groups and preparation of responses
45 minutes	Presentation of findings and debrief

### **SUPPORT MATERIAL**

1. Carana country summary
2. Case study setting
3. Exercise overview
4. Checklist
5. List of gender-responsive early warning indicators of CRSV
6. Injects
7. PowerPoint presentations 5.1 (Integrating gender into the work of the military) and 5.2 (Responding effectively to victims and survivors of conflict – Moderated). (*Print presentation with notes pages and use as facilitator guide*).



Support materials are available in facilitator resource package under folder entitled “Case Study 5 – Responding effectively to victims and survivors of conflict”.

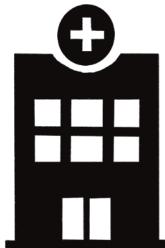
# EXERCISE OVERVIEW

## TASK

You are a member of an ET that is part of a larger EP. You are on a patrol in the town of Melleri. The patrol was ordered by your Infantry Battalion Commander following a violent attack on the village by unidentified armed men two days ago at nightfall.

When your patrol arrives in Melleri, everything is quiet. While continuing your patrol towards the outskirts of the village, you hear crying. Moving in the direction of the crying, you come across a man crouched under a tree with a child. Both man and child are visibly hurt.

What actions would you take to provide support to the man and the child? What consequences (positive and negative) could you expect? How could you mitigate the negative consequences?



### OPTION 1

You provide information to the victim on how to reach the local hospital/medical station, and you report the incident through your proper chain of command. This may include your Engagement Platoon Commander and/or the Senior Women's Protection Adviser.



### OPTION 2

You search surroundings for rebels. You secure the area and provide urgent first aid if needed. You make the victim feel safe. You listen, observe and pay attention to what is said and what is unsaid.



### OPTION 3

You decide to hand over the man and child to the local police so that they can ensure their safety and resettlement.



# FACILITATOR CHECKLIST

## MODERATED LEARNING

### TO PRINT

- Print Carana country summary (*for all participants*)
- Print case study setting (*for all participants*)
- Print exercise overview (*for all participants*)
- Print checklist (*for all participants*)
- Print list of gender-responsive early warning indicators of conflict-related sexual violence (*for all participants*)
- Print and cut out injects (*two sets for each group, to be distributed later during exercise, simultaneously or sequentially*)
- If desired, print or have available the facilitator instructions of this case study (*for facilitator/s who will deliver the case study*)
- If desired, print PowerPoint presentations 5.1 (Integrating gender into the work of the military) and 5.2 (Responding effectively to victims and survivors of conflict – Moderated), including notes pages (*for facilitator/s who will deliver the case study*)

### TO PREPARE

- Familiarize yourself with relevant documents (Carana country summary and – where possible – the complete Carana scenario, as well as the facilitator instructions, case study setting, exercise instructions, checklist, list of gender-responsive early warning indicators of future violence, presentation, etc.).
- Have PowerPoint presentation ready on a USB stick/computer for delivery.
- Prepare props for injects. How will the injects be presented (as newspaper/television reports, by someone playing the role of broadcaster, in poster form, etc.)? At what moment of the exercise will the injects be presented (midway through the exercise, just before the end, if a specific incident takes place, etc.)?

- How many breakout groups will you have? (This will depend on the total number of participants.)
- Where will each breakout group work? In different areas of the classroom? Are breakout rooms available? If so, how many? Are they located close to the main classroom or do you need to plan for additional time for relocation? Can some breakout groups work outdoors? Does the weather permit outdoor work?
- Does each breakout group require specific materials (flip charts, markers, etc.)? Are these available?
- How will you divide participants into groups – randomly (for instance, according to tables/rows) or predetermined (according to participant profile, rank, etc.). The latter option will require prior knowledge of participant profiles. Do you have that information?
- How will you run the debrief of the exercise? Which questions will you focus on? Are there any participants with thematic expertise that you can draw from during the debrief?
- What other elements could you add to the conclusion? Do you have any personal experiences or anecdotes to share? Which key points should be emphasized from the learning objectives?

# DELIVERY

## INTRODUCTION: GENERAL GUIDANCE AND INFORMATION ON HOW TO CONDUCT THE EXERCISE

To begin the exercise, open PowerPoint Presentation 5.1 (Integrating gender into the work of the military). You can explain to the participants that you will now conduct a practical exercise on how to effectively provide support to victims and survivors of CRSV. However, before beginning this exercise, you will run through a brief presentation – as a refresher – on how to mainstream gender into the work of the military.

To begin discussions, you could ask participants to propose a few key words that come to mind when referring to CRSV. Write these words on a flip chart. Possible responses include: crime, tactic of war, linked to conflict, for military, political or economic reasons, rape, sexual slavery, forced prostitution, etc. Then invite participants to build a definition of CRSV. Once they have finished, you can show the PowerPoint slide with the following definition drawn from the United Nations.

CRSV “refers to rape, sexual slavery, forced prostitution, forced pregnancy, forced abortion, enforced sterilization, forced marriage and any other form of sexual violence of comparable gravity perpetrated against women, men, girls or boys that is directly or indirectly linked to a conflict” (Source: <https://peacekeeping.un.org/en/conflict-related-sexual-violence>).

## PRESENTATION

Following this initial discussion, you can now go through the slides of the PowerPoint presentation to explain the concepts and policy framework related to gender, why gender is important to the work of the military and how gender could be integrated into that work. Explain that this brief presentation will serve as a refresher in order to reinforce what they have already learned. Talking points are included in the notes pages of each slide and can be used as a guide. Make sure to encourage participants to share their personal experiences on the topic and clarify any questions that they may have.

Once you have gone through the presentation, explain to the participants that they will now have a short break (15 minutes). After the break, they will work in groups on a practical exercise.



If you do not have sufficient time to respond to a question, or if you feel that it is better dealt with during or after the exercise, write down the question on a flip chart and explain to participants that you will revisit the question at a later stage.

## BREAK: 15 MINUTES

### BREAKOUT GROUPS

While participants are on their break, you are advised to display PowerPoint presentation 5.2 (Responding effectively to victims and survivors of conflict – Moderated) on the screen.

When participants are back from their break, divide participants into groups of 4 or 5, depending on the total number of participants. Where possible, you should ensure that men and women participants are evenly distributed among the breakout groups. You may want to group participants of a similar rank together in order to facilitate discussions within the group. This, however, will require prior information on participant profiles/backgrounds.



If the physical classroom setting does not offer the possibility of splitting the participants into breakout groups, please moderate an open group discussion with the entire class.

## EXERCISE

### a) Introduction to exercise

When participants have been divided into groups, explain the learning objectives of the exercise. At this stage, you can also introduce the various documents that have been distributed:

- The **Carana country summary** provides a brief snapshot of the Carana scenario that is already familiar to the participants, with key information relevant to the case study that is being worked on;
- More information on the setting and context of the case study is included in the case study **setting**;
- Details of the task that needs to be carried out are explained in the **exercise overview**;
- The **checklist** serves as a guide for participants as they work on the case study;
- The **list of gender-responsive early warning indicators** can serve as a guide to identify drivers/triggers of conflict or violence.

You can now go through PowerPoint presentation 5.2. (Responding effectively to victims and survivors of conflict – Moderated). Briefly introduce the setting to the participants. Mention to them that more time will be given to read the setting.

Now explain the task that needs to be carried out. Explain that participants have three options to choose from, following which they also need to answer the other questions included in the task section. Invite participants to use the handouts provided during the session to assist them with the exercise.

### b) Group work

Remind participants that they have **50 minutes** to complete the exercise, including approximately 20 minutes to read the handouts. Encourage participants to designate a rapporteur who will present the findings of the group during the plenary discussions.

Invite participants to begin the exercise. Encourage participants to use the checklist and list of gender-responsive early warning indicators of future violence as guides.

During the exercise, make sure you rotate among the groups to answer any questions that participants may have and to gain some insights into the dynamics and discussions within each group. Make note of any interesting points or observations that you could raise during the debrief.

Remind participants of the time remaining 15 minutes, 10 minutes and 5 minutes before the end of the exercise.

### c) Injects

You have been provided with several injects. These injects are aimed at influencing the participants' understanding, reasoning and their choices. **Do not share the injects at the beginning of the exercise.** You can determine an appropriate time during the exercise (halfway into the exercise or later) to share this information. You are encouraged to use innovative means to present the injects (props such as newspapers, radios, etc.). You can also present the slide with injects for participants to see. If participants ask additional questions on the injects, try to answer them creatively, by making your own assumptions.



You can either reveal all injects simultaneously, or sequentially, allowing some time to pass between each one. The PowerPoint slides on injects are designed for this purpose.

### d) Presentation of group work

When the allotted exercise time has elapsed, invite each group to present its responses. You may let groups volunteer, or, if there are no volunteers, you could designate a group to present. Each group has **5 minutes** to present.

After each group presentation, you could facilitate a brief discussion. Did any of the other groups make a similar choice? Do the other groups agree with the arguments that were presented?



In case of time constraints, you could carry out these brief discussions after every second or third group presentation. You can also choose to skip these brief discussions and instead spend more time on the final discussion prior to or during the patrol.

Once all groups have presented, open the floor for discussion. Key points that could be raised during the debrief are outlined in the next section.

## DEBRIEF

Below are some points that could be raised during the debrief.

Of the options presented above, **OPTION 2 (search surroundings for possible rebels, secure area, provide urgent first aid if needed, etc.)** is the most appropriate answer. As facilitator, you need to stress the importance of securing the area, preventing re-attack and providing first aid to the victims before other taking any other action. The specific protection needs of child victims and witnesses should be taken into account.

**OPTION 1 (provide information to the victim on how to reach the local hospital/medical station, etc.)** could be considered as an option if the patrol team determines that the situation could pose a risk to them or their team and does not enable them to spend time onsite. The decision will also be dependent on any information and warnings that may have been received prior to or during the patrol. Where possible, victims should also be provided with information on where to seek psychosocial support.

**OPTION 3 (hand over the man and child to local police, etc.)** should be considered with extreme caution. Has the victim consented to being taken to the police station? Is there a possibility of putting the victim in further danger by handing him over to the police? Are participants aware of any recent reports or information about police violence? A viable alternative in this situation would be to contact a UNPOL representative.

## CONCLUSION OF PRESENTATION

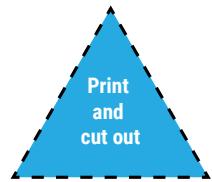
The following are some of the key takeaways from the exercise that should be highlighted. Use the “Remember!” slide to present the takeaways.

- Anyone can be a victim of CRSV. While women and girls represent a large proportion of the victims, men and boys are also victims.
- Stigma related to CRSV mean that the survivors – in particular male survivors – do not report incidents of CRSV, or use vague language other than rape or CRSV to refer to those acts.
- Providing effective and trauma-informed support to survivors of CRSV means ensuring their immediate safety and providing information on how to access medical and psychosocial support, but it also means treating all survivors with respect, preserving confidentiality, ensuring their dignity and avoiding retraumatization.
- Always obtain consent from the survivor prior to taking any action concerning him/her.

Ask participants if they would like to add any other takeaways.

Lastly, thank participants for their active participation and say that you hope that they will now be able to provide effective support to victims and survivors of CRSV.

## INJECTS



Newspaper headline: United Nations provides support to CISC rebels

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Human rights report from an independent human rights organization: Carana Police accused of intimidating and torturing opponents of current government

# ENACTED LEARNING

*The aim of this simulation exercise is to encourage participants to make an informed decision that is beneficial to all troop personnel, cognizant of any potential negative consequences of the proposed action and possible measures of mitigation.*

## **LEARNING ACTIVITY TOTAL TIME REQUIRED: 2 hours 30 minutes**

10 minutes	Introduction to exercise and distribution of individual roles
20 minutes	Read Carana country summary, case study setting and individual roles
30 minutes	Simulation exercise
45 minutes	Debrief
15 minutes	Break
30 minutes	Presentation on integrating gender into the work of the military

## **SUPPORT MATERIAL**

1. Carana country summary
2. Case study setting
3. Exercise overview
4. Individual role instructions (*to be handed out by facilitator*)
5. Checklist
6. List of gender-responsive early warning indicators of CRSV

# EXERCISE OVERVIEW

*Please refer to Setting on p. 224*

## TASK

You are a member of an ET that is part of a larger EP. You are on a patrol in the town of Melleri. The patrol was ordered by your Infantry Battalion Commander following a violent attack on the village by unidentified armed men two days ago at nightfall.

When your patrol arrives in Melleri, everything is quiet. While continuing your patrol towards the outskirts of the village, you hear crying. Moving in the direction of the crying, you come across a man crouched under a tree with a child. Both man and child are visibly hurt.

As first responders, how would you provide effective support to the victims? How do you acquire information about this situation? What would you do with the male victim and his child?

## OVERVIEW OF ROLES



**Patrol Team Leader of United Nations Infantry Battalion**



**United Nations ET member 1**



United Nations ET member 2



United Nations Language Assistant



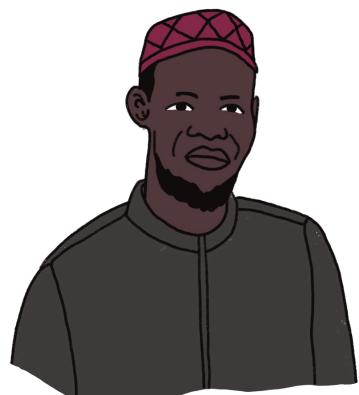
Wounded man



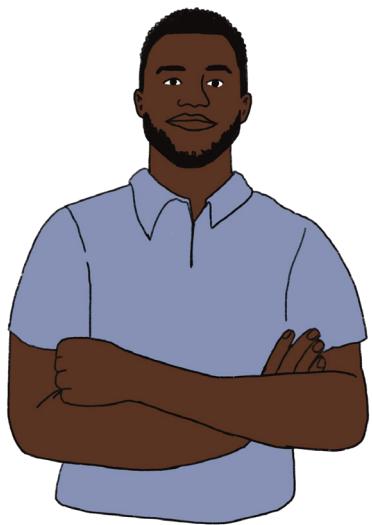
Crying child



Local woman



Crowd member 1



**Crowd member 2**



**Observer 1**



**Observer 2**

# **FACILITATOR INSTRUCTIONS**

*Enacted learning*

# EXERCISE OVERVIEW

## TASK

You are a member of an ET that is part of a larger EP. You are on a patrol in the town of Melleri. The patrol was ordered by your Infantry Battalion Commander following a violent attack on the village by unidentified armed men two days ago at nightfall.

When your patrol arrives in Melleri, everything is quiet. While continuing your patrol towards the outskirts of the village, you hear crying. Moving in the direction of the crying, you come across a man crouched under a tree with a child. Both man and child are visibly hurt.

As first responders, how would you provide effective support to the victims? How do you acquire information about this situation? What would you do with the male victim and his child?

### LEARNING ACTIVITY TOTAL TIME REQUIRED: 2 hours 30 minutes

10 minutes	Introduction to exercise and distribution of individual roles
20 minutes	Read Carana country summary, case study setting and individual roles
30 minutes	Simulation Exercise
45 minutes	Debrief
15 minutes	Break
30 minutes	Presentation on integrating gender into the work of the military

### SUPPORT MATERIAL

1. Carana country summary
2. Case study setting
3. Exercise overview
4. Individual role instructions
5. Checklist
6. List of gender-responsive early warning indicators of CRSV
7. Injects
8. Powerpoint presentations 5.1 (Integrating gender into the work of the military) and 5.3 (Responding effectively to victims and survivors of conflict – Enacted). *(Print presentation with notes pages and use as facilitator guide.)*



Support materials are available in facilitator resource package under folder entitled “Case Study 5 – Responding effectively to victims and survivors of conflict”.



# FACILITATOR CHECKLIST

## ENACTED LEARNING

### TO PRINT

- Print Carana country summary (*for all participants*)
- Print case study setting (*for all participants*)
- Print exercise overview (*for all participants*)
- Print checklist (*for all participants*)
- Print list of gender-responsive early warning indicators of CRSV (*for all participants*)
- Print and cut out individual role instructions (*one role per participant*)
- Print and cut out injects (*one set for all participants, to be distributed later during exercise, simultaneously or sequentially*)
- If desired, print or have available the facilitator instructions of this case study (*for facilitator/s who will deliver the case study*)
- If desired, print PowerPoint presentations 5.1 (Integrating gender into the work of the military) and 5.3 (Responding effectively to victims and survivors of conflict – Enacted), including notes pages (*for facilitator/s who will deliver the case study*)

### TO PREPARE

- Familiarize yourself with relevant documents (Carana country summary and – where possible – the complete Carana scenario, as well as the facilitator instructions, instructions for all roles, case study setting, exercise instructions, checklist, list of gender-responsive early warning indicators of future violence, presentation, etc.).
- Have PowerPoint presentation ready on a USB stick/computer for delivery.

- Prepare props for simulation and injects. Where will the simulation take place (makeshift office, with the local population, etc.)? How will the injects be presented (as newspaper/television reports, by someone playing the role of broadcaster, in poster form, etc.)? At what moment of the exercise will the injects be presented (midway through the exercise, just before the end, if a specific incident takes place, etc.)?
- Consider where the simulation exercises could be run. Is the classroom large enough to conduct the exercise? Is it possible to run simulation exercises outdoors? Does the weather permit outdoor work?
- How many simulation exercises will you run in parallel (depending on size of group)?
- How will you allocate individual roles? Will you randomly hand out roles, invite participants to pick a role or allocate specific roles to specific participants? The latter option will require prior knowledge of participant profiles. Do you have that information?
- How will you run the debrief of the exercise? Which questions will you focus on? Are there any participants with thematic expertise that you can draw from during the debrief?
- What other elements could you add to the conclusion? Do you have any personal experiences to share? Which key points should be emphasized from the learning objectives?

# ROLE INSTRUCTIONS

Print  
and  
cut out



## **Patrol Team Leader of United Nations Infantry Battalion**

You notice that your personnel are destabilized by the man's condition. You also see that the man is uncomfortable speaking to women about the traumatic events that he experienced. From your training, you recall strategies to make the man feel comfortable and calm. Your main aim is to ensure the safety and security of the victims.



## **United Nations Engagement Team member 1**

You support your colleague in her efforts to calm the man and the boy. When you see that they are uncomfortable talking to her, you come up with strategies that help the man and boy to calm down. You want the man to talk to enable you to help him. You remain calm at all times. You propose possible victim support options (local hospital/medical station or local non-governmental organization) and respect the man's wishes in that regard.



## **United Nations Engagement Team member 2**

When you approach the man and boy, they are both afraid of you. You stay calm and use techniques to reassure them. You try to progressively build a rapport with the victims in order to understand what has happened. However, it is not easy to build trust when communicating through a Language Assistant. You directly address the man but suspect that the Language Assistant is not interpreting everything you say. You rephrase and ask the same questions, if needed.

**Special note:** You brief the Language Assistant on what you want her to do and provide any useful advice on how to handle the situation.



### United Nations Language Assistant

The Patrol Team Leader has requested your help in interpreting what the man says. You are destabilized by seeing the man so distraught. You find that you are unable to interpret his words when he mentions being sexually tortured and raped. Instead, you use other words to say he was beaten up.



### Wounded man

You are in pain and in fear. When you see the peacekeepers approaching, you are afraid. You try to stand up to run away but you cannot. You do not speak, you just make noises. You calm down only if you feel that the peacekeepers reassure you. If not, you become hysterical. You are not comfortable talking to a woman peacekeeper about the traumatic experiences you have had to go through. You do not want to be seen as weak. You are even less comfortable having a young woman from Carana interpret what you say.

**Special note:** *If/when you feel safe, you start to talk. You first say a few disjointed words, hesitate and change the subject. If you feel that you are being listened to, you start to tell your story. You explain that your wife was raped in front of you and your son. You were sexually tortured and raped when trying to rescue her. The attackers set your house on fire with all your family inside. You were able to escape with your son but you do not know what happened to your wife. You keep repeating that you are afraid. You do not want to be left alone. Fearing reprisals, you absolutely do not want any details of this incident to be reported.*



### Crying child

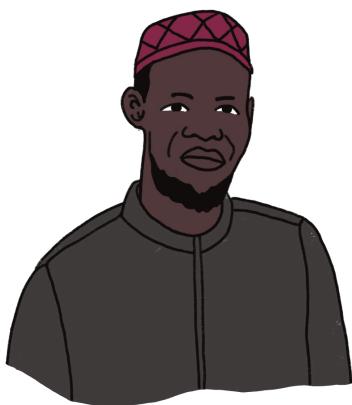
You are unable to talk. You stay close to your father and do not let anyone approach you or him. You keep calling “Maman, Maman” and crying.

**Special note:** *You let the peacekeepers attend to you and your father only if you feel reassured and safe.*



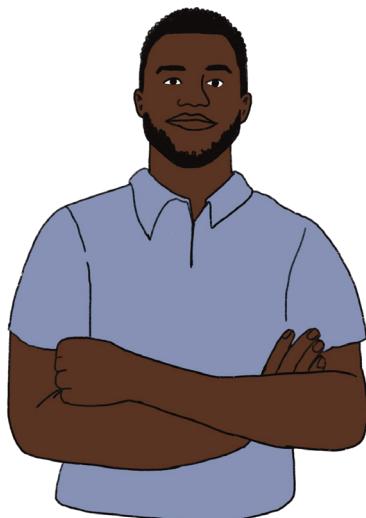
### **Local woman**

You observe the scenario from afar. When you notice the crowd attempting to attack the victim, you discreetly go up to one of the peacekeepers and say that you would like to tell them something. Once you feel that you are safe, you explain that the victim is your neighbour. He was never a member of CISC.



### **Crowd member 1**

You observe the entire scenario from afar. When you see the man finally begin to talk, you step in, shouting, and try to attack him. You create a commotion. You say that he is a CISC rebel. You want to hand the man and child over to the local police station.



### **Crowd member 2**

You observe the entire scenario from afar. When you see the man finally begin to talk, you step in, shouting, and try to attack him. You create a commotion. You say that he is a CISC rebel. You want to hand the man and child over to the local police station.



### Observer 1

You do not directly participate in the simulation. You observe the interactions among the various roles and make note of any key observations. You will share your observations with the group during the debrief of the simulation exercise. You should pay attention specifically to the following:

- How did the simulation go? Did the simulation run smoothly? What were your overall impressions of the simulation? Were the interactions always related to the task outlined at the beginning of the simulation?
- What were the most active roles? Why, in your opinion?
- Were there any challenges in the interactions? With whom? Why, in your opinion?
- What impact did the injects have on the overall simulation?

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### Observer 2

You do not directly participate in the simulation. You observe the interactions among the various roles and make note of any key observations. You will share your observations with the group during the debrief of the simulation exercise. You should pay attention specifically to the following:

- How did the simulation go? Did the simulation run smoothly? What were your overall impressions of the simulation? Were the interactions always related to the task outlined at the beginning of the simulation?
- What were the most active roles? Why, in your opinion?
- Were there any challenges in the interactions? With whom? Why, in your opinion?
- What impact did the injects have on the overall simulation?

# DELIVERY

## INTRODUCTION: GENERAL GUIDANCE AND INFORMATION ON HOW TO CONDUCT THE EXERCISE

To begin the exercise, open PowerPoint presentation 5.3 (Responding effectively to victims and survivors of conflict – Enacted). You can explain to the participants that you will now conduct a practical exercise on how to effectively provide support to victims and survivors of CRSV.

Present the learning objectives of the case study at this point. In this case study, participants will learn how to:

### LEARNING OBJECTIVES

- *Identify and respond to the specific needs of different victims, including men, women, girls and boys*
- *Ensure the safety and dignity of victims and survivors of CRSV*
- *Liaise with relevant mission and local actors to ensure the provision of required medical and psychosocial support to victims and survivors of CRSV*
- *Report and document incidents, with gender- and age-disaggregated data*

To start off the exercise, introduce participants to the various documents that have been distributed:

- The **Carana country summary** provides a brief snapshot of the Carana scenario that is already familiar to the participants, with key information relevant to the case study that is being worked on;
- More information on the setting and context of the case study is included in the case study **setting**;
- The **exercise overview** provides information on the task, duration, roles and support materials;
- The **overview of roles** provides insight into the various roles that other participants will play;
- The **individual roles and instructions** provide guidance on the specific role that each participant will play;
- The **checklist** serves as a guide for participants as they work on the case study;
- The **list of gender-responsive early warning indicators of CRSV** provides a selection of indicators that require attention during a patrol.

## ALLOCATION OF ROLES

Prior to the training, print and cut out all individual role instructions so that they are ready to be distributed in class. When you are ready to begin the simulation exercise, explain to participants that they will each play a specific role in the simulation.

Distribute one role to each participant, or place the role instructions face-down on a table and request each participant to pick a role from the pile.

Explain to the participants that the roles that they have received may not correspond to their own gender identity, but that it is fine if that is the case. Invite participants to play their role according to the gender identity indicated in their individual instructions.



If you wish, you can decide to assign specific roles to specific participants. However, this will require prior preparation and some knowledge of participant profiles.

Depending on the size of the group of participants, the simulation could be run in multiple formats:

1. It may be possible to run two or more simulations in parallel (around 7-10 participants in each group).
2. Depending on the size of the group, you may wish to assign several participants to share a role, in particular the more general roles. For instance, in this case study, you could include multiple roles for ET members, members of the crowd or observers. This technique could also help if you perceive that the group of participants is more reserved.



Ideally, you should plan to have at least one observer for each simulation (in case of simulations being run simultaneously). If this is not possible, owing to lack of participants, invite the observer or observers to rotate among the groups and make note of their observations.

## PREPARATION

Briefly introduce the case study setting to the participants. Mention that more time will be given to review the scenario. Describe the task that the participants are required to carry out using the relevant PowerPoint slide. Give participants 20 minutes to read the Carana country summary, the setting and their individual roles in preparation for the simulation. Encourage participants to go through and use the checklist and list of gender-responsive early warning indicators during the simulation exercise.

# SIMULATION

## a) Getting started

When participants have completed their reading, to begin the simulation, invite members of the ET (Patrol Team Leader, ET members 1 and 2 and Language Assistant) to identify themselves. Request the male victim and child to take their places in one corner of the room. Invite the ET to discuss their planned actions and interact with the other stakeholders.

Encourage other stakeholders to talk among themselves in order to get to know one another and their positions.

Remind all participants that the main aim is to provide effective support to the man and boy. Also remind participants that they are required to play their roles as indicated in the instructions.

Let the simulation run.



If multiple simulations are being run simultaneously, invite those in key roles to identify themselves. Participants can then move to the locations where the simulation will be carried out. Ensure that these locations are sufficiently distanced from each other so that the different groups are not distracted. You could also use breakout rooms if available. If they are not available, use separate corners of the classroom or move one or several groups outdoors, weather permitting.

## b) Observation

Facilitators are encouraged to observe and take notes during the simulation. Are specific questions related to gender being asked? Are the interactions smooth or conflictual? Do certain actions or behaviours lead to particular consequences?

You could later raise these observations during the debrief to highlight how relevant information could be acquired.



Some of the roles contain instructions on the attitude or behaviour to be adopted. In some instances, these are deliberately stereotypical and may include, for instance, implicit or explicit personal bias. Use such behaviour as a point of discussion during the debrief.

### c) Injects

You have been provided with several injects. These injects are aimed at influencing the participants' understanding, reasoning and their choices. **Do not share the injects at the beginning of the exercise.** You can determine an appropriate time to share the information with participants (half-way into the simulation exercise or later) and whether you share all injects simultaneously or sequentially (ideally sequentially, but be conscious of time constraints).

Distributing the injects to all participants while the simulation exercise is ongoing might be time-consuming and complicated. If you feel that this could be the case, use other means to share the information with participants. You could use innovative means, including props (newspapers with inject information that could be handed out, posters, cut-out image of a radio/television with inject information, etc.) or you and/or one of your co-facilitators could act to introduce the information (as a news broadcaster, journalist or third party). For instance, if the source of the inject is a report from Amnesty International, you could act as representative of the organization). If participants ask additional questions about the injects, try to answer them creatively, by making your own assumptions.



***Make sure to prepare well in advance the way in which you will deliver the information contained in the injects.***

### d) Wrap-up of simulation

Let the simulation run for approximately 30 minutes. End the simulation when you believe the time is right, for instance when an important discussion has ended or if there are little or no ongoing discussions.

Inform participants that the simulation is now over. Congratulate them on their participation and invite them to return to their seats. Begin the debrief.

## DEBRIEF

### a) General debrief

Start off with general questions about the simulation (15 minutes). Invite the observers to share their reactions first. Ask other participants what they think.

- How did the simulation go? Did the simulation run smoothly? What were your overall impressions of the simulation? Were the interactions always related to the task outlined at the beginning of the simulation?

- What were the most active roles? Why, in your opinion? Were the characters that were most in danger the most active? What does this mean to you?
- Were there any challenges in the interactions? With whom? Why, in your opinion? How did the man victim react to the ET? Did his posture change during the simulation? Why? How did the Language Assistant react to the situation? How did she feel about the situation (ask her)? How did the male victim feel about talking to her (*him*)?
- What impact did the injects have on the overall simulation?

### **b) Detailed debrief**

Next, move on to more substantive questions. Encourage participants to consult the checklist and list of gender-responsive early warning indicators of CRSV as guides.

Below are possible questions that you could raise during the debrief. The discussions could take place in plenary. You are encouraged to select the most relevant questions, depending on how the simulation played out and according to available time.

#### **1. What actions did the participants choose in this setting?**

Participants could have taken a number of different actions in response to the situation. Below are some possible ideas.

If participants chose to **search surroundings for possible rebels, secure the area and provide urgent first aid if needed**, highlight that this is the most appropriate option. You could further stress the importance of securing the area, preventing re-attack and providing first aid to the victims before taking any other action. Remind participants that the specific protection needs of child victims and witnesses should be taken into account.

If participants chose to **provide information to the victim on how to reach the local hospital/medical station**, highlight that this could be considered as an option if the patrol team determines that the situation could pose a risk to them and does not enable the patrol team to spend time onsite. The decision will also be dependent on any information and warnings that may have been received prior to the patrol. Stress that, where possible, the patrol team should provide the victim with information on where to seek psychosocial support.

Lastly, if participants chose **to hand over the man and child to local police**, highlight that this option should be considered with extreme caution. Has the victim consented to being taken to the police station? Is there a possibility of

putting the victim in further danger by handing him over to the police? Is there any information on recent reports or allegations of police violence? Explain that a viable alternative in this situation would be to contact a UNPOL representative.

## **2. How do you effectively respond to CRSV?**

When faced with a case of possible CRSV, always assume that CRSV has in fact occurred. It is important to treat victims with dignity and respect and to provide a safe and secure environment. Do not interrogate the survivor. Do not take photos. Avoid retraumatization and revictimization. In all instances, it is important to respect the principle of “Do no harm” and the “survivor-centred approach” aimed at upholding the dignity and human rights of victims/survivors while protecting them from further harm, stigma, marginalization and discrimination.

## **3. What gender stereotypes were present (or absent) in this case study? What impact did this have on the individual roles?**

The contradiction of gender stereotypes could take you out of your comfort zone and potentially destabilize you. In this particular simulation, being confronted with a male victim of CRSV may prevent you from confidently providing the required assistance. In this simulation, the Language Assistant was destabilized by seeing the man distraught. The male victim was also uncomfortable explaining the details of his experiences to her.

## **4. What impact does one's own gender identity have on the situation?**

Despite our best intentions, our own gender identity can – and does – have an impact on the situation. Although you, as a man or a woman, may not have any difficulty dealing with a male victim, the male victim may feel uncomfortable talking to you. In such situations, it is important to employ techniques to reassure the victim. These techniques could include securing the support of a colleague of the opposite sex, reassuring the victim by explaining your role and how you could assist or by asking non-threatening questions to initiate a dialogue with the victim.

## **5. Which gender-based assumptions did you observe in the simulation? What impact did they have on the overall situation?**

Participants need to be cautious when it comes to stereotypical assumptions about whether men or women are best placed to speak to a victim of CRSV. Both men and women peacekeepers are trained to speak to victims of CRSV because it is not always a woman officer who is best placed to speak to a victim. In this simulation, the male victim may not be comfortable speaking to a woman. The same applies for the use of women Language Assistants.

## 6. What unintended consequences did you observe in the simulation exercise?

What could happen if the victim is handed over to the local police? Has the victim consented to being taken to the police station? Is there a possibility of putting the victim in further danger by handing him over to the police? Are you aware of any recent reports or information on police violence? A viable alternative would be to contact a UNPOL representative. What would happen if the victim was a member of CISC? What security and/or reputational risk could you/the United Nations face? It is equally important to bear in mind that cases of CRSV, if wrongly or inadequately handled, could risk publicly exposing the survivors' situation, thereby potentially subjecting them to stigmatization, retaliation or rejection by the community.

## CONCLUSION OF DEBRIEF

Once the debrief is completed, respond to any outstanding questions raised by the participants.

Inform the participants that the simulation exercise and debrief are now over. Invite participants to take a break (15 minutes), after which you will run through some of the key elements that were raised during the simulation exercise.

## BREAK: 15 MINUTES

## PRESENTATION

During the break, you are advised to display PowerPoint presentation 5.1 (Integrating gender into the work of the military) on the screen.

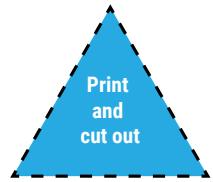
When participants are back from their break, go through the PowerPoint presentation with participants. Talking points are included in the notes pages of each slide and can be used as a guide. Make sure to encourage participants to share their personal experiences on the topic, and clarify any questions that they may have.

Conclude presentation with “Remember!” slide. Respond to any outstanding questions.



If you do not have sufficient time to respond to a question, or if you feel that it is better dealt with at another time, write down the question on a flip chart and explain to participants that you will revisit the question at a later stage.

## INJECTS



Newspaper headline: United Nations provides support to CISC rebels

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Human rights report from an independent human rights organization: Carana Police accused of intimidating and torturing opponents of current government



# CASE STUDY 6

## CREATING AN ENABLING WORK ENVIRONMENT FOR ALL TROOP PERSONNEL (FOCUSED ON TROOP PERSONNEL)

### LEARNING OBJECTIVES

- React in an efficient and timely manner if you are a witness or target of workplace harassment (by being aware of available mechanisms and resources to deal with the situation)
- Provide moral support to colleagues who are experiencing professional or personal difficulties (through active listening, empathy, respect, etc.)
- Contribute to defusing tensions among colleagues (by supporting the development/implementation of information campaigns, social events, etc.)

*An inclusive and enabling work environment is indispensable for the good functioning of military operations and infantry battalions. Toxic work environments in which discrimination, harassment and other forms of misconduct exist can lead to low morale and high levels of stress, significantly affecting the quality of the work carried out by infantry battalions. This case study sets out practical suggestions that could be implemented at the tactical level in order to create an enabling work environment for all infantry battalion personnel.*



## SETTING

**Background:** You are a corporal in your Infantry Battalion. You have been at the Mission for 5 months. This is your third deployment to a peacekeeping mission. A male sergeant in your Infantry Battalion has been making sexist comments about the work of women peacekeepers. He frequently claims that women are a danger to the male peacekeepers of your Infantry Battalion and to the entire mission, because they are incapable, vulnerable and weak. He complains about having to go out on patrols with women.

**Incident:** One of your women colleagues, a private, is clearly uncomfortable with these comments. This is her first mission experience. You notice that she has been trying to avoid interactions with the male sergeant, but at times she is required to consult or work with him. One day, you see her at her desk, very upset. When

asked what is the matter, she confides in you, saying that the sergeant had strongly criticized the patrol report that she had prepared with another woman colleague. He had shouted at her, saying that the report was unsatisfactory and that she was incompetent, just

like all other women in the Infantry Battalion.

When she explained this to her woman colleague with whom she had drafted the report, the colleague had replied that she should not take the Sergeant's comments personally, that this was mission life and that they should have prepared a better report.



**Team:** The Sergeant is known for his poor communication skills and insensitivity. Several other personnel – both men and women – have had similar experiences with him. They feel unappreciated and demotivated. The team atmosphere is tense.



*If you are a victim of harassment, remember that you are not alone. Speak to colleagues and/or seek advice, for instance from the Gender Focal Point of your Infantry Battalion, the Mission Military Gender Adviser (MGA) or the Mission Conduct and Discipline Team (CDT). If you are a witness or a bystander to an incident of harassment, do not ignore it – do something!*



*“Everyone working for the UN has a responsibility to create and protect the right work culture. One of civility and respect. One in which we address workplace issues constructively. One free from discrimination, harassment (including sexual harassment) and abuse of authority.”*

Source: United Nations, Office of Human Resources, “United to respect: promoting dignity and respect in the workplace – toolkit”, 2020, p. 2.



# CHECKLIST: CREATING AN ENABLING WORK ENVIRONMENT FOR ALL TROOP PERSONNEL

*The checklist will help you to answer various questions or carry out specific tasks included in this case study.*

## UPHOLD UNITED NATIONS VALUES

- Actively speak up against derogatory comments and underline that every peacekeeper has the responsibility to create an inclusive and enabling work environment for all.
- Remind colleagues that we are all serving under the United Nations and its standards of conduct and that there is zero tolerance for sexual or other forms of harassment or discrimination.
- Encourage witnesses of harassment to speak up against harassment and discrimination, and encourage victims to report misconduct.

## VICTIM SUPPORT

- Provide moral support to colleagues who have experienced harassment and discrimination (through active listening, highlighting the possible reporting pathways, empathy, etc.). Do not dismiss the experience by minimizing or normalizing what happened. Validate the person's feelings and show compassion. Misconduct is never acceptable!
- Ask the victim what he/she would like to do or would like you to do.
- Provide information to the victim about formal and informal reporting mechanisms. If you are not sure what these mechanisms are, ask the Gender Focal Point of your Battalion, the Mission Military Gender Adviser (MGA) or the Mission CDT.
- Ask if the victim would like additional information and volunteer to inquire about the additional information for him/her.
- To the extent possible, and at least until some investigation has been conducted, ensure that the victim is not assigned to shifts/patrols with the offender/alleged offender. If this is not in your control, try to ensure that the offender/alleged offender and victim are not left alone in a room together.
- Report the incident **only** with the victim's consent.

## INFORMAL

- Defuse tensions among colleagues through humour, sports/social activities, etc.
- When/where possible, establish informal support mechanisms among colleagues, in particular among those who are on their first mission. If you have been on mission previously, offer your support.

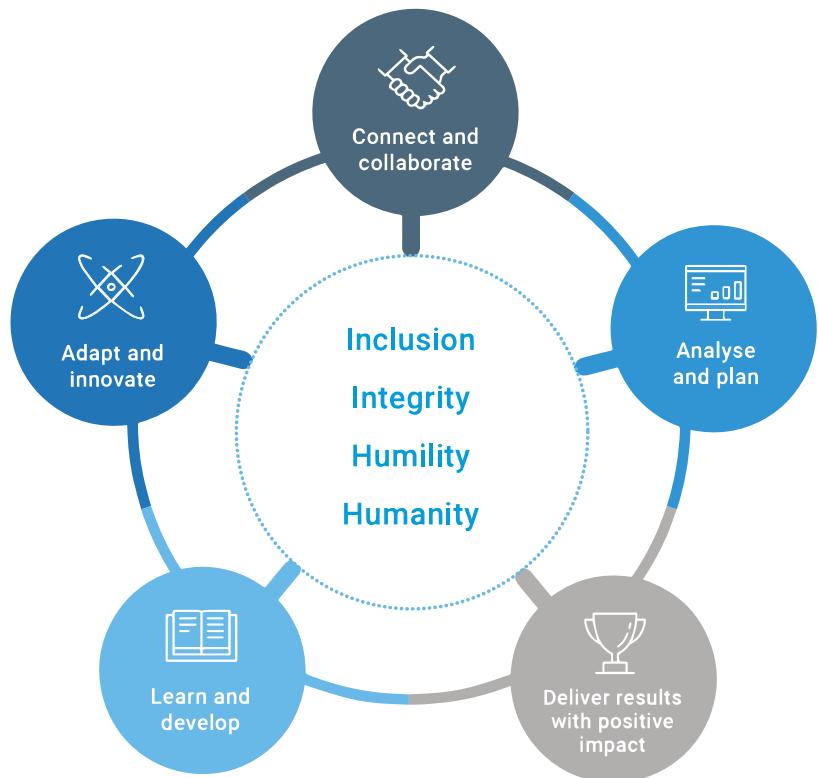
## FORMAL

- Raise the incident/complaint with the hierarchy, Gender Focal Point or any other competent authority.

## COMMUNICATION

- Flag the incident with the Infantry Battalion Gender Focal Point without giving any details of the specific case if you have not obtained consent from the victim of harassment. Consider designing a campaign against sexual harassment in the Infantry Battalion, in collaboration with the CDT.

# UNITED NATIONS CORE VALUES AND BEHAVIOURS



Source: United Nations, Office of Human Resources, "Values and behaviours framework", 2021.



*"When the UN receives information about possible serious misconduct, as defined by the [Memorandum Of Understanding], involving one or more members of a military contingent, in the vast majority of cases the UN will refer the matter to the Permanent Mission of the country in question, requesting the Government to appoint a national investigation officer to investigate the allegation(s). Since July 2016, troop-contributing countries are required to include national investigation officers within their contingents [...]. In matters involving misconduct (not amounting to serious misconduct), the matter would normally be referred to the Contingent Commander for investigation."*

Source: <https://conduct.unmissions.org/enforcement-investigations>.

# DEFINITIONS

## a) Discrimination

“Any unfair treatment or arbitrary distinction based on a person’s race, sex, gender, sexual orientation, gender identity, gender expression, religion, nationality, ethnic origin, disability, age, language, social origin or other similar shared characteristic or trait. Discrimination may be an isolated event affecting one person or a group of persons similarly situated, or may manifest itself through harassment or abuse of authority.”

Secretary-General’s bulletin on addressing discrimination, harassment, including sexual harassment, and abuse of authority (ST/SGB/2019/8), p. 1.

## b) Harassment

“Harassment is any unwelcome conduct that might reasonably be expected or be perceived to cause offence or humiliation to another person, when such conduct interferes with work or creates an intimidating, hostile or offensive work environment. Harassment may take the form of words, gestures or actions which tend to annoy, alarm, abuse, demean, intimidate, belittle, humiliate or embarrass another.”

Secretary-General’s bulletin on addressing discrimination, harassment, including sexual harassment, and abuse of authority (ST/SGB/2019/8), p. 1.

## c) Sexual harassment

“Sexual harassment is any unwelcome conduct of a sexual nature that might reasonably be expected or be perceived to cause offence or humiliation, when such conduct interferes with work, is made a condition of employment or creates an intimidating, hostile or offensive work environment. Sexual harassment may occur in the workplace or in connection with work. While typically involving a pattern of conduct, sexual harassment may take the form of a single incident. In assessing the reasonableness of expectations or perceptions, the perspective of the person who is the target of the conduct shall be considered.”

Secretary-General’s bulletin on addressing discrimination, harassment, including sexual harassment, and abuse of authority (ST/SGB/2019/8), p. 2.



- It is not the responsibility of the Military Gender Focal Point (GFP) or MGA to investigate misconduct. They would, however, be able to share information about reporting pathways and/or direct complaints to competent authorities.
- CDTs do not conduct investigations. The responsibility for investigating an allegation of misconduct and taking subsequent disciplinary action rests with the troop-contributing country (TCC). TCCs must designate a National Investigations Officer to investigate allegations of serious misconduct, including sexual exploitation and abuse, failing which the United Nations will conduct the investigation.

## NOTES

# RESOURCE MATERIAL

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United Nations, Department of Peacekeeping Operations and Department of Field Support, “Policy on gender-responsive United Nations peacekeeping operations”, February 2018. [https://peacekeeping.un.org/sites/default/files/english\\_gender\\_responsive\\_united\\_nations\\_peacekeeping\\_operations\\_policy\\_1.pdf](https://peacekeeping.un.org/sites/default/files/english_gender_responsive_united_nations_peacekeeping_operations_policy_1.pdf).

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United Nations, Office of Human Resources, “Values and behaviours framework”, 2021. [https://i.unu.edu/media/unu.edu/page/24952/Values-and-Behaviours-Framework\\_Final.pdf](https://i.unu.edu/media/unu.edu/page/24952/Values-and-Behaviours-Framework_Final.pdf).

Secretary-General's bulletin on addressing discrimination, harassment, including sexual harassment, and abuse of authority (ST/SGB/2019/8). <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N19/274/41/PDF/N1927441.pdf?OpenElement>

United Nations, Chief Executives Board for Coordination, "Advancing a common understanding on a victim-centred approach to sexual harassment", May 2021. <https://unsceb.org/sites/default/files/2021-09/A%20Victim-centred%20Approach%20to%20Sexual%20Harassment%20%20.pdf>

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Lotte Vermeij, "Woman first, soldier second: taboos and stigmas facing military women in UN peace operations" (International Peace Institute, October 2020). [https://www.ipinst.org/wp-content/uploads/2020/10/2010\\_Taboos-and-Stigmas-Facing-Military-Women-in-UN-Peace-Operations.pdf](https://www.ipinst.org/wp-content/uploads/2020/10/2010_Taboos-and-Stigmas-Facing-Military-Women-in-UN-Peace-Operations.pdf).

## SELF LEARNING

*This modality includes:*

- Self-reflection questions
- A quiz
- A notes space



## REFLECTION QUESTIONS

1. What are your assumptions about the role of men and women in the military? How could these assumptions influence your reaction in the situation described in this case study?

**2. What would you like to see happen if you were in the same situation as the Private described in this case study?**

(Please refer to p. 389 for answers.)



Please answer the following questions:

**1. What must you NOT do in a situation of harassment?**

*(Choose the correct answer)*

- a. Report immediately to hierarchy
- b. Create a distraction when you see harassment occurring
- c. Ask the victim of harassment what she/he would like to see happen
- d. To the extent possible, *and at least until some investigation has been conducted*, ensure that the victim is not assigned to shifts/patrols with the offender/alleged offender

**2. What information should you, as a victim or witness of harassment, seek to acquire? (Choose all applicable answers)**

- a. Most recent performance appraisal of victim
- b. Nature and frequency of incidents, ideally in written protocol
- c. Gender and rank of people involved
- d. Marital status of people involved

**3. Which of the following could be considered disrespectful behaviour and/or harassment? (Choose all applicable answers)**

- a. Hostile notes or emails
- b. Poor communication
- c. Providing negative feedback on a patrol report
- d. Shaming or humiliation, often in the form of jokes

**4. Discrimination can occur on the basis of: (Choose all applicable answers)**

- a. Your religion
- b. Your gender identity
- c. Whether you are pregnant
- d. Whether you have a disability

**6. What could you do if you are a bystander/witness of harassment? (Cite 3 actions)**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**5. What repercussions could there be from a potential intervention by you, as a victim or witness of harassment? (Choose all applicable answers)**

- a. Harassment may intensify for victim, with a potential risk of threats and/or violence
- b. You may be reprimanded by your superiors for creating tensions within the team
- c. Other team members may also speak up against offender/alleged offender
- d. Offender/alleged offender may not have realised the impact of his/her actions and may stop immediately when made aware of it

*(Please refer to p. 390 for answers.)*

# MODERATED LEARNING

*The aim of this simulation exercise is to encourage participants to make an informed decision that is beneficial to all troop personnel, cognizant of any potential negative consequences of the proposed action and possible measures of mitigation.*

## **LEARNING ACTIVITY TOTAL TIME REQUIRED: 2 hours 30 minutes**

30 minutes	Presentation on integrating gender into the work of the military
15 minutes	Break
10 minutes	Introduction to exercise and division into groups
20 minutes	Read Carana country summary and case study setting
30 minutes	Deliberations in groups and preparation of responses
45 minutes	Presentation of findings and debrief

## **SUPPORT MATERIAL**

1. Carana country summary
2. Case study setting
3. Exercise overview
4. Checklist
5. United Nations core values and behaviours document

# EXERCISE OVERVIEW

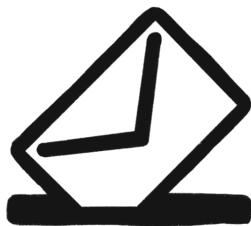
*Please refer to Setting on p. 272*

## TASK

A male sergeant in your Infantry Battalion has been making sexist comments about the work of women peacekeepers. He frequently claims that women are a danger to the men peacekeepers of your Infantry Battalion and to the entire peacekeeping mission, because they are incapable, vulnerable and weak. He complains about having to go out on patrols with women.

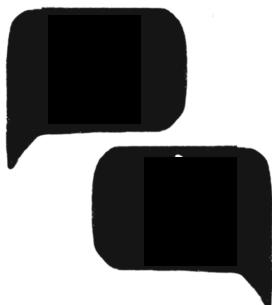
One day, one of your women colleagues, a private, confides in you, saying that the Sergeant had strongly criticized the patrol report that she had prepared with another woman colleague. He had shouted at her, saying that the report was unsatisfactory and that she was incompetent, just like all other women in the Infantry Battalion.

How would you support your colleague in response to the incident described above? You did not personally witness the incident, nor have you personally experienced any harassment from the Sergeant. What consequences (positive and negative) could result from your action? How can you mitigate the negative consequences?



### OPTION 1

You immediately report the incident to the hierarchy. This type of behaviour is unacceptable and should be promptly put to an end.



### OPTION 2

You talk with the victim. You ask if she is alright, whether there is anything you could do to help and whether she needs any information. You ask the victim what she would like to see happen and whether she would like you to report the incident. You remember that there are both informal and formal reporting mechanisms. You suggest to the victim that she should approach the Battalion Gender Focal Point and inquire about the reporting mechanisms for harassment. If she does not feel comfortable, you offer to inquire about the reporting mechanisms yourself without providing personal details.



## OPTION 3

You speak directly to the offender/alleged offender. You explain that his experience is valued by everyone, but that colleagues have noted that his communication style leaves people feeling unmotivated, dejected, etc. You ask whether it would be possible for you and him to work together to find ways of improving the situation.

## NOTES

## NOTES

# **FACILITATOR INSTRUCTIONS**

## *Moderated learning*

### **LEARNING ACTIVITY TOTAL TIME REQUIRED: 2 hours 30 minutes**

30 minutes	Presentation on integrating gender into the work of the military
15 minutes	Break
10 minutes	Introduction to exercise and division into groups
20 minutes	Read Carana country summary and case study setting
30 minutes	Deliberations in groups and preparation of responses
45 minutes	Presentation of findings and debrief

### **SUPPORT MATERIAL**

1. Carana country summary
2. Case study setting
3. Exercise overview
4. Checklist
5. United Nations core values and behaviours document
6. Injects
7. PowerPoint presentations 6.1 (Integrating gender into the work of the military) and 6.2 (Creating an enabling work environment for all troop personnel (focused on troop personnel) – Moderated). (*Print presentation with notes pages and use as facilitator guide*).



Support materials are available in facilitator resource package under folder entitled “Case Study 6- Creating an enabling work environment for all troop personnel (focused on troop personnel”).

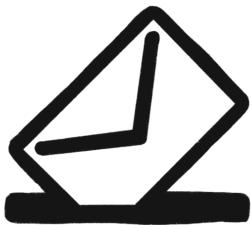
# EXERCISE OVERVIEW

## TASK

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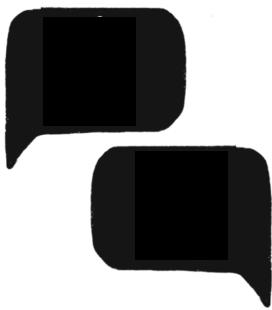
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How would you support your colleague in response to the incident described above? You did not personally witness the incident, nor have you personally experienced any harassment from the Sergeant. What consequences (positive and negative) could result from your action? How could you mitigate the negative consequences?



### OPTION 1

You immediately report the incident to the hierarchy. This type of behaviour is unacceptable and should be promptly put to an end.



### OPTION 2

You talk with the victim. You ask if she is alright, whether there is anything you could do to help and whether she needs any information. You ask the victim what she would like to see happen and whether she would like you to report the incident. You remember that there are both informal and formal reporting mechanisms. You suggest to the victim that she should approach the Battalion Gender Focal Point and inquire about the reporting mechanisms for harassment. If she does not feel comfortable, you offer to inquire about the reporting mechanisms yourself without providing personal details.



## OPTION 3

You speak directly to the offender/alleged offender. You explain that his experience is valued by everyone, but that colleagues have noted that his communication style leaves people feeling unmotivated, dejected, etc. You ask whether it would be possible for you and him to work together to find ways of improving the situation.

## NOTES



# FACILITATOR CHECKLIST

## MODERATED LEARNING

### TO PRINT

- Print Carana country summary (*for all participants*)
- Print case study setting (*for all participants*)
- Print exercise overview (*for all participants*)
- Print checklist (*for all participants*)
- Print United Nations core values and behaviours document (*for all participants*)
- Print and cut out injects (*two sets for each group, to be distributed later during exercise, simultaneously or sequentially*)
- If desired, print or have available the facilitator instructions of this case study (*for facilitator/s who will deliver the case study*)
- If desired, print PowerPoint presentations 6.1 (Integrating gender into the work of the military) and 6.2 (Creating an enabling work environment for all troop personnel (focused on troop personnel) – Moderated), including notes pages (*for facilitator/s who will deliver the case study*)

### TO PREPARE

- Familiarize yourself with relevant documents (Carana country summary and – where possible – the complete Carana scenario, as well as the facilitator instructions, case study setting, exercise instructions, checklist, United Nations core values and behaviours document, presentation, etc.).
- Have PowerPoint presentation ready on a USB stick/computer for delivery.
- Prepare props for injects. How will the injects be presented (as newspaper/television reports, by someone playing the role of broadcaster, in poster form, etc.)? At what moment of the exercise will the injects be presented (midway through the exercise, just before the end, if a specific incident takes place, etc.)?
- How many breakout groups will you have? (This will depend on the total number of participants.)

- Where will each breakout group work? In different areas of the classroom? Are breakout rooms available? If so, how many? Are they located close to the main classroom or do you need to plan for additional time for relocation? Can some breakout groups work outdoors? Does the weather permit outdoor work?
- Does each breakout group require specific materials (flip charts, markers, etc.)? Are these available?
- How will you divide participants into groups – randomly (for instance, according to tables/rows) or predetermined (according to participant profile, rank, etc.). The latter option will require prior knowledge of participant profiles. Do you have that information?
- How will you run the debrief of the exercise? Which questions will you focus on? Are there any participants with thematic expertise that you can draw from during the debrief?
- What other elements could you add to the conclusion? Do you have any personal experiences or anecdotes to share? Which key points should be emphasized from the learning objectives?

# DELIVERY

## INTRODUCTION: GENERAL GUIDANCE AND INFORMATION ON HOW TO CONDUCT THE EXERCISE

To begin the exercise, open PowerPoint Presentation 6.1 (Integrating gender into the work of the military). You can explain to the participants that they will now conduct a practical exercise on how to effectively support colleagues in the workplace. However, before beginning this exercise, you will run through a brief presentation – as a refresher – on how to mainstream gender into the work of the military.

To begin discussions, you could ask participants what their mission experience has been and if they have previously deployed to a United Nations peace operation. Have they faced any challenges while on mission? How were they able to overcome those challenges? What type of support would they have liked to receive in those situations?

## PRESENTATION

Following this initial discussion, you can now go through the slides of the PowerPoint presentation to explain the concepts and policy framework related to gender, why gender is important to the work of the military and how gender could be integrated into that work. Explain that this brief presentation will serve as a refresher in order to reinforce what they have already learned. Talking points are included in the notes pages of each slide and can be used as a guide. Make sure to encourage participants to share their personal experiences on the topic and clarify any questions that they may have.

Once you have gone through the presentation, explain to the participants that they will now have a short break (15 minutes). After the break, they will work in groups on a practical exercise.



If you do not have sufficient time to respond to a question, or if you feel that it is better dealt with during or after the exercise, write down the question on a flip chart and explain to participants that you will revisit the question at a later stage.

## BREAK: 15 MINUTES

## BREAKOUT GROUPS

While participants are on their break, you are advised to display PowerPoint presentation 6.2 (Creating an enabling environment for all troop personnel (focused on troop personnel) – Moderated) on screen.

When participants are back from the break, divide participants into groups of 4 or 5, depending on the total number of participants. Where possible, you should ensure that men and women participants are evenly distributed among the breakout groups. You may want to group participants of a similar grade together in order to facilitate discussions within the group. This, however, will require prior information on participant profiles/backgrounds.



If the physical classroom setting does not offer the possibility of splitting the participants into breakout groups, please moderate an open group discussion with the entire class.

## EXERCISE

### a) Introduction to exercise

When participants have been divided into groups, explain the learning objectives of the exercise. At this stage, you can also introduce the various documents that have been distributed:

- The **Carana country summary** provides a brief snapshot of the Carana scenario that is already familiar to the participants, with key information relevant to the case study that is being worked on;
- More information on the setting and context of the case study is included in the case study **setting**;
- Details of the task that needs to be carried out are explained in the **exercise overview**;
- The **checklist** serves as a guide for participants as they work on the case study;
- The **United Nations core values and behaviours document** offers an overview of the core values and behaviours that shape the organizational culture of the United Nations.

You can now go through PowerPoint presentation 6.2 (Creating an enabling environment for all troop personnel (focused on troop personnel)– Moderated). Briefly introduce the setting to the participants. Mention to them that more time will be given to read the setting.

Now explain the task that needs to be carried out. Explain that participants have three options to choose from, following which they also need to answer the other questions included in the task section. Invite participants to use the handouts provided during the session to assist them with the exercise.

## b) Group work

Remind participants that they have **50 minutes** to complete the exercise, including approximately 20 minutes to read the handouts. Encourage participants to designate a rapporteur who will present the findings of the group during the plenary discussions.

Invite participants to begin the exercise. Encourage participants to use the checklist and United Nations core values and behaviours document as guides.

During the exercise, make sure you rotate among the groups to answer any questions that participants may have and to gain some insights into the dynamics and discussions within each group. Make note of any interesting points or observations that you could raise during the debrief.

Remind participants of the time remaining 15 minutes, 10 minutes and 5 minutes before the end of the exercise.

## c) Injects

You have been provided with several injects. These injects are aimed at influencing the participants' understanding, reasoning and their choices. **Do not share the injects at the beginning of the exercise.** You can determine an appropriate time during the exercise (halfway into the exercise or later) to share this information. You are encouraged to use innovative means to present the injects (props such as newspapers, radios, etc.). You can also present the slide with injects for participants to see. If participants ask additional questions on the injects, try to answer them creatively, by making your own assumptions.



You can either reveal all injects simultaneously, or sequentially, allowing some time to pass between each one. The PowerPoint slides on injects are designed for this purpose.

## d) Presentation of group work

When the allotted exercise time has elapsed, invite each group to present its responses. You may let groups volunteer, or, if there are no volunteers, you could designate a group to present. Each group has **5 minutes** to present.

After each group presentation, you could facilitate a brief discussion. Did any of the other groups make a similar choice? Do the other groups agree with the arguments that were presented?



In case of time constraints, you could carry out these brief discussions after every second or third group presentation. You can also choose to skip these brief discussions and instead spend more time on the final discussion.

Once all groups have presented, open the floor for discussion. Key points that could be raised during the debrief are outlined in the next section.

## DEBRIEF

Below are some points that could be raised during the debrief.

If participants chose **OPTION 1 (report incident immediately to the hierarchy)**, they should understand that the witness will need to make sure that the prior consent of the survivor has been granted. There are many reasons why a victim may not wish to report the incident, ranging from fear of reprisals or stigmatization to fear of impact on one's career. The witness must not report the incident if the survivor does not want it done. If the witness does have the survivor's consent to report the incident, it is possible that once the witness has reported the incident and the hierarchy has intervened, the harassment might stop.

However, both the survivor and the witness need to be aware of what to expect after the incident is reported. In some cases, the situation is dealt with promptly and effectively by the hierarchy. In other instances, the reporting of the incident could lead to formal investigations and/or questioning. Ensure that the witness and victim have the support they need to go through such processes, or that they are aware of where to seek assistance if/when they need it.

If, on the other hand, the victim does not want the witness to report the incident, the witness must respect the victim's choice. There are other ways of supporting the victim, for instance by regularly checking up on him/her, informing him/her about the various reporting and support mechanisms that are available, and ensuring, to the extent possible, that the victim is not alone with the offender/alleged offender, etc. **Most importantly, the witness must respect the victim's wish not to report.**

If participants chose **OPTION 2 (talk with the victim)**, they will be able to provide moral support to the victim, for instance by showing empathy, engaging in active listening or providing information on possible reporting pathways. The witness's actions could make the survivor feel supported and help him/her to overcome the situation. It is very important that the witness listen and not judge. The witness must not excuse the behaviour of the Sergeant by normalizing it. Other colleagues who have had similar experiences with the Sergeant might also speak up in the future, or colleagues might support the witness in standing up against the him, if the witness observed the harassment first-hand. Depending on the situation, the Sergeant may not have realized the impact of her/his actions and might stop immediately.



The witness could organize informal activities (coffee mornings, social/sports events, etc.) to defuse tensions and create opportunities to get to know one another.

There is a possibility, however, that the survivor could be doubly victimized, first by the offender/alleged offender and then by other colleagues who could consider the survivor “weak” or “a troublemaker.” Discretion is key to avoid such situations. The witness must always consult with the survivor before taking any action.

If participants chose **OPTION 3 (speak directly to the offender/alleged offender)**, the Sergeant may not have been aware of the impact of his. There is a possibility that he could correct his behaviour when he is made aware of it. Using tact, remaining calm and avoiding accusatory or reprimanding remarks are key to a productive discussion. In some countries, however, it may not be possible for an officer of a lower rank to approach a superior.

On the other hand, the Sergeant may deny all allegations or even become more hostile towards the victim. He may also find it unacceptable that an officer of a lower rank has confronted him. The witness and/or other colleagues could become the target of harassment. In the event that this happens, they should document all instances of harassment that they have experienced, witnessed or been informed about with regard to the colleague in question, and should be informed about possible referral pathways and/or formal or informal support mechanisms.

 In all of the above options, the best way to mitigate negative consequences is by using tact, remaining calm and not seeking confrontation. It is important to remain professional at all times. Acknowledge the victim's account and feelings, but strive to always remain neutral. Listen without judgment or blame towards the victim/survivor. Never excuse, normalize or minimize the conduct of the offender/alleged offender. **Never question the experiences of the survivor.**

 ➤ When promoting or upholding LGBTQI+ rights, be well informed of the laws in your host country. In some localities, there is legislation in place that makes it illegal to be homosexual. Openly supporting an LGBTQI+-friendly environment might put some colleagues in danger.

➤ It is important to note that it is not the role of the MGA/Military GFP to deal with cases of sexual or other forms of harassment or discrimination. They could, however, listen or provide advice on reporting pathways. They could also relay information to the hierarchy if authorized by the survivor to do so.



What could you do if a colleague who is experiencing harassment does not want to report it?

- *Inform colleague about the various reporting and support mechanisms that are available;*
- *Offer to ask about reporting procedures on the colleague's behalf;*
- *Ensure that the colleague is alright and check up on her/him regularly;*
- *Ensure, to the extent possible, that the colleague is not left alone with the offender/alleged offender;*
- *Encourage the colleague to come forward, but do not pressure her/him to report the incident;*
- *If you are witnessing harassment or discrimination, intervene in the situation by causing a distraction, confronting the offender/alleged offender, etc.;*
- *Most importantly, respect your colleague's wish should they elect not to report.*

## CONCLUSION OF PRESENTATION

The following are some of the key takeaways from the exercise that should be highlighted. Use the “Remember!” slide to present the takeaways.

- Witnesses should never question the experiences of the victim.
- Always consult with the victim before undertaking any form of action.
- If you are a victim of harassment, remember that you are not alone. Speak to colleagues and/or seek advice, for instance from the Gender Focal Point of your Infantry Battalion, the Mission MGA or the Conduct and Discipline Team in the Mission.
- Witnesses should strive to stay neutral. It is important to remain professional at all times;
- If you are a witness or a bystander to an incident of harassment, do not ignore. Do something!

Ask participants if they would like to add any other takeaways.

Lastly, thank participants for their active participation and say that you hope that they will now be able to effectively support victims of harassment and contribute to the creation of an enabling work environment for all.

# INJECTS



You learn that several other women colleagues have experienced similar situations with the Sergeant in question.

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The Sergeant in question is a close friend of the Infantry Battalion second-in-command (2IC). They often get together in the evening.

# ENACTED LEARNING

*The aim of this simulation exercise is to encourage participants to make an informed decision that is beneficial to all troop personnel, cognizant of any potential negative consequences of the proposed action and possible measures of mitigation.*

## **LEARNING ACTIVITY TOTAL TIME REQUIRED: 2 hours 30 minutes**

10 minutes	Introduction to exercise and distribution of individual roles
20 minutes	Read Carana country summary, case study setting and individual roles
30 minutes	Simulation exercise
45 minutes	Debrief
15 minutes	Break
30 minutes	Presentation on integrating gender into the work of the military

## **SUPPORT MATERIAL**

1. Carana country summary
2. Case study setting
3. Exercise overview
4. Individual role instructions (*to be handed out by facilitator*)
5. Checklist
6. United Nations core values and behaviours document

# EXERCISE OVERVIEW

*Please refer to Setting on p. 272*

## TASK

A male sergeant in your Infantry Battalion has been making sexist comments about the work of women peacekeepers. He frequently claims that women are a danger to the men peacekeepers of your Infantry Battalion and to the entire peacekeeping mission, because they are incapable, vulnerable and weak. He complains about having to go out on patrols with women.

One day, one of your women colleagues, a private, confides in you, saying that the Sergeant had strongly criticized the patrol report that she had prepared with another woman colleague. He had shouted at her, saying that the report was unsatisfactory and that she was incompetent, just like all other women in the Infantry Battalion.

How would you support your colleague in response to the incident described above? You did not personally witness the incident, nor have you personally experienced any harassment from the Sergeant. What consequences (positive and negative) could result from your action? How can you mitigate the negative consequences? What actions will you take?

## OVERVIEW OF ROLES



**Sergeant of United Nations Infantry Battalion**



**Second-in-command (2IC) of United Nations Infantry Battalion**



**Corporal of United Nations Infantry Battalion**



**Private of United Nations Infantry Battalion**



**Military GFP of United Nations Infantry Battalion**



**Team member 1 of United Nations Infantry Battalion**



**Team member 2 of United Nations Infantry Battalion**



**Observer 1**



**Observer 2**

# FACILITATOR INSTRUCTIONS

## *Enacted learning*

# EXERCISE OVERVIEW

## TASK

A male sergeant in your Infantry Battalion has been making sexist comments about the work of women peacekeepers. He frequently claims that women are a danger to the men peacekeepers of your Infantry Battalion and to the entire peacekeeping mission, because they are incapable, vulnerable and weak. He complains about having to go out on patrols with women.

One day, one of your women colleagues, a private, confides in you, saying that the Sergeant had strongly criticized the patrol report that she had prepared with another woman colleague. He had shouted at her, saying that the report was unsatisfactory and that she was incompetent, just like all other women in the Infantry Battalion.

How would you support your colleague in response to the incident described above? You did not personally witness the incident, nor have you personally experienced any harassment from the Sergeant. What consequences (positive and negative) could result from your action? How could you mitigate the negative consequences? What actions will you take?

### LEARNING ACTIVITY TOTAL TIME REQUIRED: 2 hours 30 minutes

10 minutes	Introduction to exercise and distribution of individual roles
20 minutes	Read Carana country summary, case study setting and individual roles
30 minutes	Simulation exercise
45 minutes	Debrief
15 minutes	Break
30 minutes	Presentation on integrating gender into the work of the military

### SUPPORT MATERIAL

1. Carana country summary
2. Case study setting
3. Exercise overview
4. Individual role instructions (to be handed out by facilitator)
5. Checklist
6. United Nations core values and behaviours document
7. Injects
8. PowerPoint presentations 6.1 (Integrating gender into the work of the military) and 6.3 (Creating an enabling work environment for all troop personnel (focused on troop personnel) – Enacted). (Print presentation with notes pages and use as faci-



Support materials are available in facilitator resource package under the folder entitled “Case study 6: creating an enabling work environment for all troop personnel (focused on troop personnel)”.



# FACILITATOR CHECKLIST

## ENACTED LEARNING

### TO PRINT

- Print Carana country summary (*for all participants*)
- Print case study setting (*for all participants*)
- Print exercise overview (*for all participants*)
- Print checklist (*for all participants*)
- Print United Nations core values and behaviours document (*for all participants*)
- Print and cut out individual role instructions (*one role per participant*)
- Print and cut out injects (*one set for all participants, to be distributed later during exercise, simultaneously or sequentially*)
- If desired, print or have available the facilitator instructions of this case study (*for facilitator/s who will deliver the case study*)
- If desired, print PowerPoint presentations 6.1 (Integrating gender into the work of the military) and 6.3 (Creating an enabling work environment for all troop personnel (focused on troop personnel) – Enacted), including notes pages (*for facilitator/s who will deliver the case study*)

### TO PREPARE

- Familiarize yourself with relevant documents (Carana country summary and – where possible – the complete Carana scenario, as well as the facilitator instructions, case study setting, exercise instructions, checklist, United Nations core values and behaviours document, presentation, etc.).
- Have PowerPoint presentation ready on a USB stick/computer for delivery.

- Prepare props for simulation and injects. Where will the simulation take place (makeshift office, with the local population, etc.)? How will the injects be presented (as newspaper/television reports, by someone playing the role of broadcaster, in poster form, etc.)? At what moment of the exercise will the injects be presented (midway through the exercise, just before the end, if a specific incident takes place, etc.)?
- Consider where the simulation exercise could be run. Is the classroom large enough to conduct the exercise? Is it possible to run simulation exercises outdoors? Does the weather permit outdoor work?
- How many simulation exercises will you run in parallel (depending on size of group)?
- How will you allocate individual roles? Will you randomly hand out roles, invite participants to pick a role or allocate specific roles to specific participants? The latter option will require prior knowledge of participant profiles. Do you have that information?
- Just before running the simulation exercise, identify which participants have received the roles of Private and Sergeant. Approach them and explain to them that you will invite them to enact the situation (Private handing over report to Sergeant, Sergeant and Private then reacting to each other's behaviour) to start off the simulation exercise.
- How will you run the debrief of the exercise? Which questions will you focus on? Are there any participants with thematic expertise that you can draw from during the debrief?
- What other elements could you add to the conclusion? Do you have any personal experiences to share? Which key points should be emphasized from the learning objectives?

# ROLE INSTRUCTIONS

Print  
and  
cut out



## Sergeant of United Nations Infantry Battalion

You are very demanding and impatient. You are known for your poor communication skills. You say that you have nothing against women – it's just that mission life is not for them. You have been on several missions and are proud of it. You do not hesitate to mention this to all your colleagues.

You do not understand why women colleagues keep asking for special treatment. You claim that they slow you down in your work and that they complain about being a soldier. You keep making sexist comments – sometimes jokingly, sometimes angrily – insisting that the Mission is not a place for women.

**Special note:** For the purposes of this simulation, you will be invited by the facilitator to act out the scene where the woman Private brings you the patrol report. You are very disappointed with the patrol report and you get very angry. You say that such poor-quality work is unacceptable, but you still hand in the report to the 2IC. You make derogatory remarks about women. If/when you see that the Private is upset, you come up with more sexist comments. You first refute any attempt by your colleagues to point out your bad behaviour. You become more aggressive if/when your colleagues continue to criticize you. If your hierarchy criticizes the patrol report, you mention that it was drafted by your inexperienced colleague. If your hierarchy compliments the patrol report, you say that it was drafted by you.



## 2IC of United Nations Infantry Battalion

You notice the tense atmosphere in your team. You suspect that your Sergeant's behaviour has something to do with it. You are friends. You regularly meet up in the evenings. You mention to the Sergeant that the patrol report that you received was very well drafted.

**Special note:** If/when you are informed about the hostile behaviour of the Sergeant by others, you give him a strong warning.



### Corporal of United Nations Infantry Battalion

You try to provide moral support to your woman colleague (Private) who is upset because of the Sergeant's hostile behaviour. You propose talking about it to your Infantry Battalion Military GFP if your colleague consents. You step in to defend your colleagues if you witness any hostile behaviour from the Sergeant.

**Special note:** *You suggest to the Private that you could speak to the Sergeant about the situation. You provide arguments as to why this could be beneficial. If the Private agrees, you calmly explain your concerns to the Sergeant about his hostile behaviour. You occasionally use humour. If/when the Sergeant is uncooperative, you seek alternative solutions.*

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### Private of United Nations Infantry Battalion

This is the first time that you have experienced aggressive behaviour from a colleague. You are very upset and do not know what to do. You confide in your colleague (Corporal). You are scheduled to go on a patrol with the Sergeant tomorrow and you really do not want to. You do not wish to make a formal complaint. You think that you will be told that that you are overreacting. You spend most of your time with team member 1, with whom you drafted the patrol report.

**Special note:** *For purposes of this simulation, you will be invited by the facilitator to act out the scene where you take your patrol report to the Sergeant. You are very upset by the Sergeant's reaction and are unable to respond. Later on in the simulation, if your colleague (Corporal) proposes to speak to the Sergeant about the situation, you initially hesitate. You do not want to make things worse. You agree only if the Corporal convinces/reassures you that this could put an end to the harassment.*



## Military GFP of United Nations Infantry Battalion

If/when colleagues share information about possible cases of harassment in the team, you listen intently. You ask questions about the incident(s). You explain that any form of harassment is unacceptable in the Mission. You propose informal ways of dealing with harassment. You also mention that, even when they occur within a contingent, any acts of misconduct or serious misconduct having an impact outside the contingent must be brought to the attention of the Mission CDT. The CDT will then determine whether there is an impact outside the contingent, in which case the acts in question must be handled under the provisions of the MOU, or if the alleged acts have no impact outside the contingent, the CDT should nonetheless formally bring them to the attention of the TCC for appropriate action.



### Team member 1 of United Nations Infantry Battalion

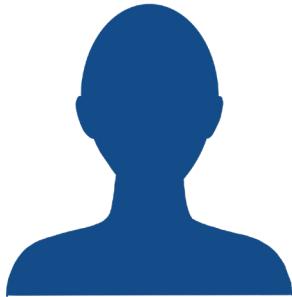
You drafted the patrol report with your woman colleague (Private). You have experienced the exact same situation with the Sergeant on several occasions. You kept thinking that it was because of the poor quality of your work, but now you are unsure. You had not mentioned any of this to anyone before because you did not want colleagues to think that you were inefficient, but now you want to share your experience and you want the harassment to end.



### Team member 2 of United Nations Infantry Battalion

You have come to know about the incident involving the Private and the Sergeant. You believe that the Private is overreacting. She does not have any mission experience. You, on the other hand, have worked in several missions before and are very proud about it. You do not hesitate to mention this in your interactions with colleagues.

You start ignoring the Private. You speak to her colleagues around her but rarely speak to her. When you do speak to her, you are condescending and patronizing.



### **Observer 1**

You do not directly participate in the simulation. You observe the interactions among the various roles and make note of any key observations. You will share your observations with the group during the debrief of the simulation exercise. You should pay attention specifically to the following:

- How did the simulation go? Did the simulation run smoothly? What were your overall impressions of the simulation? Were the interactions always related to the task outlined at the beginning of the simulation?
- What were the most active roles? Why, in your opinion?
- Were there any challenges in the interactions? With whom? Why, in your opinion?
- What impact did the injects have on the overall simulation?

---



### **Observer 2**

You do not directly participate in the simulation. You observe the interactions among the various roles and make note of any key observations. You will share your observations with the group during the debrief of the simulation exercise. You should pay attention specifically to the following:

- How did the simulation go? Did the simulation run smoothly? What were your overall impressions of the simulation? Were the interactions always related to the task outlined at the beginning of the simulation?
- What were the most active roles? Why, in your opinion?
- Were there any challenges in the interactions? With whom? Why, in your opinion?
- What impact did the injects have on the overall simulation?

# DELIVERY

## INTRODUCTION: GENERAL GUIDANCE AND INFORMATION ON HOW TO CONDUCT THE EXERCISE

To begin the exercise, open PowerPoint presentation 6.3 (Creating an enabling work environment for all troop personnel (focused on troop personnel) – Enacted). You can explain to the participants that you will now conduct a simulation exercise on how to contribute to the creation of an enabling work environment and how to deal with workplace harassment.

Present the learning objectives of the case study at this point. In this case study, participants will learn how to:

### LEARNING OBJECTIVES

- *React in an efficient and timely manner if you are a witness or target of workplace harassment (by being aware of available mechanisms and resources to deal with the situation)*
- *Provide moral support to colleagues who are experiencing professional or personal difficulties (through active listening, empathy, respect, etc.)*
- *Contribute to defusing tensions among colleagues (by supporting the development/implementation of information campaigns, social events, etc.)*

To start off the exercise, introduce participants to the various documents that have been distributed:

- The **Carana country summary** provides a brief snapshot of the Carana scenario that is already familiar to them, with key information relevant to the case study that is being worked on;
- More information on the setting and context of the case study is included in the case study **setting**;
- The **exercise overview** provides information on the task, duration, roles and support materials;
- The **overview of roles** provides insight into the various roles that other participants will play;
- The **individual roles and instructions** provide guidance on the specific role that each participant will play;
- The **checklist** serves as a guide for participants as they work on the case study;
- The United Nations **core values and behaviours document** offers an overview of the core values and behaviours that shape the organizational culture of the United Nations.

## ALLOCATION OF ROLES

Prior to the training, print and cut out all individual role instructions so that they are ready to be distributed in class. When you are ready to begin the simulation exercise, explain to participants that they will each play a specific role in the simulation.

Distribute one role to each participant, or place the role instructions face-down on a table and request each participant to pick a role from the pile.

Explain to the participants that the roles that they have received may not correspond to their own gender identity, but that it is fine if that is the case. Invite participants to play their role according to the gender identity indicated in their individual instructions.



If you wish, you can decide to assign specific roles to specific participants. However, this will require prior preparation and some knowledge of participant profiles.

Depending on the size of the group of participants, the simulation could be run in multiple formats:

1. It may be possible to run two or more simulations in parallel (around 7-10 participants in each group);
2. Depending on the size of the group, you may wish to assign several participants to share a role, in particular the more general roles. For instance, in this case study, you could include multiple roles for team members or observers. This technique could also help if you perceive that the group of participants is more reserved.



Ideally, you should plan to have at least one observer for each simulation (in case of simulations being run simultaneously). If this is not possible, owing to lack of participants, invite the observer or observers to rotate among the groups and make note of their observations.

## PREPARATION

Briefly introduce the case study setting to the participants. Mention that more time will be given to review the scenario. Describe the task that the participants are required to carry out using the relevant PowerPoint slide. Give participants 20 minutes to read the Carana country summary, the setting and their individual roles in preparation for the simulation. Encourage participants to go through and use the checklist and the United Nations core values and behaviours document during the simulation exercise.

## SIMULATION

### a) Getting started

When participants have completed their reading, to begin the simulation, invite the Sergeant to identify himself. Show him to his (makeshift) office or desk. Invite the participant playing the role of Private to take her report to the Sergeant. Ask other participants to play their roles and to carry on with their routine work within the Infantry Battalion.

Encourage participants to talk among themselves in order to get to know one another and their positions.

Remind all participants that the main aim is to contribute to the creation of an enabling environment for everyone and to support colleagues who may be facing harassment. Also remind participants that they are required to play their roles as indicated in the instructions.

Let the simulation run.



If multiple simulations are being run simultaneously, invite those in key roles to identify themselves. Participants can then move to the locations where the simulation will be carried out. Ensure that these locations are sufficiently distanced from each other so that the different groups are not distracted. You could also use breakout rooms if available. If they are not available, use separate corners of the classroom or move one or several groups outdoors, weather permitting.

### b) Observation

Facilitators are encouraged to observe and take notes during the simulation. Are gender considerations being taken into account? Are the interactions smooth or conflictual? Do certain actions or behaviours lead to particular consequences?

You could later raise these observations during the debrief to highlight how relevant information could be acquired.



Some of the roles contain instructions on the attitude or behaviour to be adopted. In some instances, these are deliberately stereotypical and may include, for instance, implicit or explicit personal bias. Use such behaviour as a point of discussion later during the debrief.

### c) Injects

You have been provided with several injects. These injects are aimed at influencing the participants' understanding, reasoning and their choices. **Do not share the injects at the beginning of the exercise.** You can determine an appropriate time to share the information with participants (half-way into the simulation exercise or later) and whether you share all injects simultaneously or sequentially (ideally sequentially, but be conscious of time constraints).

Distributing the injects to all participants while the simulation exercise is ongoing might be time-consuming and complicated. If you feel that this could be the case, use other means to share the information with participants. You could use innovative means, including props (newspapers with inject information that could be handed out, posters, cut-out image of a radio/television with inject information, etc.) or you and/or one of your co-facilitators could act to introduce the information (as a news broadcaster, journalist or third party). For instance, if the source of the inject is a report from Amnesty International, you could act as representative of the organization). If participants ask additional questions about the injects, try to answer them creatively, by making your own assumptions.



*Make sure to prepare well in advance the way in which you will deliver the information contained in the injects.*

### d) Wrap-up of simulation

Let the simulation run for approximately 30 minutes. End the simulation when you believe the time is right, for instance when an important discussion has ended or if there are little or no ongoing discussions.

Inform participants that the simulation is now over. Congratulate them on their participation and invite them to return to their seats. Begin the debrief.

## DEBRIEF

### a) General debrief

Start off with general questions about the simulation (15 minutes). Invite the observers to share their reactions first. Ask other participants what they think.

- How did the simulation go? Did the simulation run smoothly? What were your overall impressions of the simulation? Were the interactions always related to the task outlined at the beginning of the simulation?
- What were the most active roles? Why, in your opinion?
- Were there any challenges in the interactions? With whom? Why, in your opinion?
- What impact did the injects have on the overall simulation?

### b) Detailed debrief

Next, move on to more substantive questions. Encourage participants to consult the checklist and the United Nations core values and behaviours document as guides.

Below are possible questions that you could raise during the debrief. The discussions could take place in plenary. You are encouraged to select the most relevant questions, depending on how the simulation played out and according to available time.

#### 1. What actions did the participants take to acquire information? What were the consequences? Why?

Participants could have taken a number of different actions in response to the situation. Below are some possible ideas.

If participants chose to **report incident immediately to hierarchy**, ask participants whether they obtained the prior consent of the victim beforehand. Ask the victim how she felt if/when a colleague asked her if she wished to report the incident. Remind participants that there are many reasons why a victim may not wish to report the incident, ranging from fear of reprisals or stigmatization to fear of impact on one's career. Ask the victim if she relates to these reasons. Explain to participants that they should not report an incident on behalf of a victim if she/he does not want them to. If the participants do have the victim's consent to report the incident, it is possible that once they have reported the incident and the hierarchy has intervened, the harassment might stop.

However, highlight that both the victim and other colleagues need to be aware of what to expect after the incident is reported. Explain that in some cases, the situ-

ation is dealt with promptly and effectively by the hierarchy. In other instances, the reporting of the incident could lead to formal investigations and/or questioning. Remind participants that they need to ensure that both the victim and the reporting colleague have the support they need to go through such processes, or that they are aware of where to seek assistance if/when required.

In addition, remind participants that in most instances, the victim may not want them to report the incident. In this case, it is important to respect the victim's choice. There are other ways of supporting the victim, for instance by regularly checking up on him/her, informing him/her about the various reporting and support mechanisms that are available and ensuring, to the extent possible, that the victim is not alone with the Sergeant, etc. **Most importantly, remind participants that they need to respect the victim's wish not to report.**

If participants chose to **talk with the victim**, explain that by choosing this option, participants will be able to provide moral support to the victim, for instance by showing empathy, engaging in active listening or informing the victim of possible reporting pathways. Highlight that these actions could make the victim feel supported and could help him/her to overcome the situation. Remind participants that it is very important to listen and not judge. Do not excuse the behaviour of the Sergeant by normalizing it. Explain that other colleagues who may have had similar experiences with the Sergeant might also speak up in the future, and that colleagues might provide support in standing up against him. Highlight to participants that there are also other possibilities, such as organizing informal activities (coffee mornings, social/sports events, etc.) that could help to defuse tensions and create opportunities to get to know one another.

Remind participants that there is a possibility, however, that the victim could be doubly victimized, first by the Sergeant and then by other colleagues who could consider the victim "weak" or "a troublemaker". Highlight that discretion is key to avoid such situations. Participants must always consult with the victim before taking any form of action.

Lastly, if participants chose to **speak directly to the offender/alleged offender**, you could highlight that the Sergeant may not be aware of the impact of his actions. There is a possibility that he could correct his behaviour when he is made aware of it. Remind participants that using tact, remaining calm and avoiding accusatory or reprimanding remarks are key to a productive discussion.

On the other hand, you could point out that the Sergeant might deny all allegations and could even become more hostile towards your colleague. In this case, the victim, the colleague who approached the Sergeant directly and other colleagues could become the target of harassment. In the event that this happens, highlight the importance of documenting all instances of harassment experienced, witnessed or mentioned, and of being informed about possible referral

pathways and/or formal or informal support mechanisms. Conclude by saying that colleagues should always be conscious of not letting the situation escalate. If for some reasons it does escalate, recommend that they turn to formal channels of reporting and/or support.

**!** *In all of the above options, the best way to mitigate negative consequences is by using tact, remaining calm and not seeking confrontation. It is important to remain professional at all times. Acknowledge the victim's account and feelings, but strive to always remain neutral. Listen without judgment or blame towards the victim/survivor. Never excuse, normalize or minimize the conduct of the offender/alleged offender.*

**Never question the experiences of the survivor.**



- When promoting or upholding LGBTQI+ rights, be well informed of the laws in your host country. In some localities, there is legislation in place that makes it illegal to be homosexual. Openly supporting an LGBTQI+-friendly environment might put some colleagues in danger.
- It is important to note that it is not the role of the MGA/Military GFP to deal with cases of sexual or other forms of harassment or discrimination. She/he could, however, listen or provide advice on reporting pathways. She/he could also relay information to the hierarchy if authorized by the survivor to do so.

## 2. What could you do if a colleague who is experiencing harassment does not want to report it?

- Inform colleague about the various reporting and support mechanisms that are available;
- Offer to ask about reporting procedures on the colleague's behalf;
- Ensure that the colleague is alright and check up on her/him regularly;
- Ensure, to the extent possible, that the colleague is not left alone with the offender/alleged offender;
- Encourage the colleague to come forward, but do not pressure her/him to report the incident;
- If you are witnessing harassment or discrimination, intervene in the situation by causing a distraction, confronting the offender/alleged offender, etc.;
- **Most importantly, respect your colleague's wish should they elect not to report.**

- 3. What are the core values of the United Nations? What behaviours in the simulation went against each of these values?**
  - a. **Inclusion:** Sergeant makes discriminatory remarks against the abilities of women peacekeepers. Team member 2 believes that the Private is overreacting because of her lack of mission experience. He begins to ignore her and exclude her from discussions;
  - b. **Integrity:** The Sergeant takes credit for the patrol report that he did not draft and that he in fact severely criticized;
  - c. **Humility:** Both the Sergeant and team member 2 boast of their mission experience and look down on colleagues who do not have as much experience;
  - d. **Humanity:** Verbal aggression, humiliation, disrespect and exclusion are all behaviours that go against the value of “humanity”.

- 4. Other than directly intervening in the situation, what other actions could have been taken to defuse tensions within the Infantry Battalion?**

- Organizing informal events, such as coffee mornings or teambuilding/sports events, or commemorating specific dates, such as the International Day of United Nations Peacekeepers (29 May), International Women’s Day (8 March) or Pride Month (June), could help to defuse tensions and create opportunities for Infantry Battalion members to get to know one another;
- Humour can be a powerful tool to defuse tensions, but beware of cultural and/or personal sensitivities so as not to offend others;
- The creation of formal or informal support networks can help victims of harassment, but it is equally possible to contribute to the prevention of such behaviour by creating a supportive work environment.

## **CONCLUSION OF DEBRIEF**

Once the debrief is completed, respond to any outstanding questions raised by the participants.

Inform the participants that the simulation exercise and debrief are now over. Invite participants to take a break (15 minutes), after which you will run through some of the key elements that were raised during the simulation exercise.

## **BREAK: 15 MINUTES**

## PRESENTATION

During the break, you are advised to display PowerPoint presentation 6.1 (Integrating gender into the work of the military) on the screen.

When participants are back from their break, go through the PowerPoint presentation with participants. Talking points are included in the notes pages of each slide and can be used as a guide. Make sure to draw from the simulation exercise that was just completed. Remember to also encourage participants to share their personal experiences on the topic.

Conclude the presentation with “Remember!” slide. Respond to any outstanding questions.



If you do not have sufficient time to respond to a question, or if you feel that it is better dealt with at another time, write down the question on a flip chart and explain to participants that you will revisit the question at a later stage.

# INJECTS

Print  
and  
cut out



You learn that several other women colleagues have experienced similar situations with the Sergeant in question.

---



The Sergeant in question is a close friend of the Infantry Battalion 2IC. They often get together in the evening.





# CASE STUDY 7

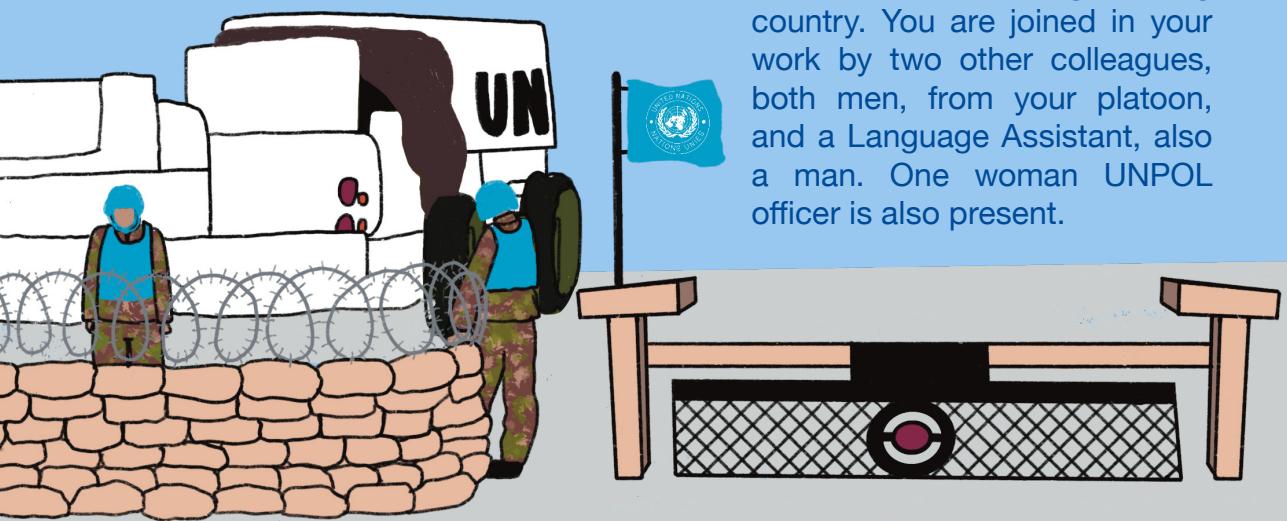
## OPERATING GENDER-RESPONSIVE CHECKPOINTS

### **LEARNING OBJECTIVES**

- *Recognize gender norms and roles in the area of operations*
- *Respect local culture and traditions in all interactions with the host population*
- *Apply search and control procedures that take into consideration the specific needs of men, women, girls, boys and/or older people*



## SETTING



**Team:** You are a male Infantry Battalion Officer currently serving at the United Nations checkpoint in the village of Lora, situated approximately 50 km from Rimosa, a neighbouring country. You are joined in your work by two other colleagues, both men, from your platoon, and a Language Assistant, also a man. One woman UNPOL officer is also present.

**Background:** The checkpoint was established as a static checkpoint a year ago by the United Nations Assistance Mission in Carana (UNAC), upon the request of the Carana Government and with the approval of the Rimosa Government. Its main purpose is to ensure that the Kalari Peace Treaty, signed in 2021, is respected. More specifically, the checkpoint is intended to ensure a safe and secure environment for the population by preventing armed groups on either side of the border from smuggling weapons and crossing the border.

**Cross-border relations:** Relations between Rimosa and Carana have been strained. The majoritarian Tatsi Government of Rimosa has been on the brink of civil war against the Elassi, the country's Muslim minority, resulting in the arrival of an estimated 30,000 Elassi refugees in Southern Carana. Many of these refugees are sheltered in Camp Lora, near the village of the same name. Cross-border smuggling is a frequent occurrence.

**Elassi Liberation Front (ELF):** ELF continues to wage guerrilla warfare against the Rimosa Government and its supporters. ELF activities have spread into Carana, with the regular movement of ELF members across the border in search of arms, cash or sympathizers. It is believed that several members of ELF have infiltrated Camp Lora and are recruiting personnel to their ranks.

**Onsite:** Military Peacekeeping Intelligence (MPKI) reports note that for the past three days, the number of people crossing the border into Rimosa has increased significantly. Today, a particularly large crowd is standing at the checkpoint in the sweltering heat. A middle-aged woman in traditional dress wheels an older man, also in traditional dress, up to the checkpoint. She explains in the local language that he is her father and that they are going to visit relatives on the other side of the border.



*“As checkpoints provide much of the direct contact that military forces have with the population, it is vital [to] ensure soldiers conduct themselves professionally and do not abuse or extort civilians.”*

Source: United Nations, Department of Peace Operations, United Nations Infantry Battalion Manual, January 2020, p. 30.





# CHECKLIST

## OPERATING GENDER-RESPONSIVE CHECKPOINTS

*The checklist will help you to answer various questions or carry out specific tasks included in this case study.*

### INFORMATION ACQUISITION

- Be aware of latest political and security developments in your area of responsibility (AOR).
- Make note of any upcoming or recent events or activities in your AOR, including type of activity/event, who is concerned, recurrent or spontaneous, etc.
- Be aware of your surroundings. Are there any sites or locations that could impact your work at the checkpoint (refugee camps, jungles, borders, etc.)?
- Observe the actions of the locals at/around the checkpoint and of the local armed forces representatives within the checkpoint.
- Be aware of local customs and gender norms. Understand how these norms could deliberately be exploited by militant groups to deceive their adversaries. Understand that women can have diverse roles in a society. Do not make stereotypical assumptions.

### PLANNING AND PREPARATION

- Ensure the inclusion of men and women in your team to facilitate interaction with all groups of the population.
- In the absence of women military officers, ensure the presence of other women officers, such as women UNPOL officers, to interact with local women at checkpoints.
- Provide separate booths to conduct searches of women and men.
- Maintain separate holding areas for women and men at checkpoints.
- Brief the Language Assistant on how you expect him to interact with specific groups of the local population (women, older people, children, etc.).

## OPERATING CHECKPOINTS

- Be aware and respectful of local culture, traditions and gender norms within the host society. Build rapport through simple gestures of kindness.
- Learn a few words/phrases in the local language(s) and use them to greet/ interact with the population arriving at the checkpoint.
- Adhere to the established United Nations code of conduct during interactions with all groups of the population, paying special attention to the specific needs of men, women, boys and girls, as well as older people, people with disabilities, etc.
- Display all signs and information boards in local language(s).

## REPORTING

- Report and document all incidents using gender- and age-disaggregated data and gender-inclusive language.

## NOTES

# RESOURCE MATERIAL

United Nations, Department of Peace Operations, *Gender Equality and Women, Peace and Security*, resource package, January 2020. [https://peacekeeping.un.org/sites/default/files/gewps19\\_respack\\_v7\\_eng\\_digital.pdf](https://peacekeeping.un.org/sites/default/files/gewps19_respack_v7_eng_digital.pdf)

United Nations, Department of Peace Operations, “Uniformed Gender Parity Strategy 2018–2028”, 2018. <https://peacekeeping.un.org/sites/default/files/uniformed-gender-parity-2018-2028.pdf>

United Nations, Department of Peace Operations, *United Nations Infantry Battalion Manual*, January 2020. [https://peacekeeping.un.org/sites/default/files/3\\_military\\_-1\\_united\\_nations\\_infantry\\_battalion\\_manual\\_unibam.pdf](https://peacekeeping.un.org/sites/default/files/3_military_-1_united_nations_infantry_battalion_manual_unibam.pdf)

United Nations, Department of Peacekeeping Operations and Department of Field Support, “DPKO/DFS Guidelines: Integrating a gender perspective into the work of the United Nations military in peacekeeping operations”, March 2010. [https://peacekeeping.un.org/sites/default/files/dpko\\_dfs\\_gender\\_military\\_perspective.pdf](https://peacekeeping.un.org/sites/default/files/dpko_dfs_gender_military_perspective.pdf)

United Nations, Department of Peacekeeping Operations and Department of Field Support, “Policy on gender-responsive United Nations peacekeeping operations”, February 2018. [https://peacekeeping.un.org/sites/default/files/english\\_gender\\_responsive\\_united\\_nations\\_peacekeeping\\_operations\\_policy\\_1.pdf](https://peacekeeping.un.org/sites/default/files/english_gender_responsive_united_nations_peacekeeping_operations_policy_1.pdf)

United Nations Department of Peacekeeping Operations, “Directive on sexual harassment in United Nations peacekeeping and other field missions, for military members of national contingents, military observers and civilian police officers” (DPKO/MD/03/00995), 2003. <https://police.un.org/en/directive-sexual-harassment-united-nations-peacekeeping-and-other-field-missions-military-members-of>

Lotte Vermeij, “Woman first, soldier second: taboos and stigmas facing military women in UN peace operations” (International Peace Institute, October 2020). [https://www.ipinst.org/wp-content/uploads/2020/10/2010\\_Taboos-and-Stigmas-Facing-Military-Women-in-UN-Peace-Operations.pdf](https://www.ipinst.org/wp-content/uploads/2020/10/2010_Taboos-and-Stigmas-Facing-Military-Women-in-UN-Peace-Operations.pdf).

# SELF-LEARNING

*This modality includes:*

- Self-reflection questions
- A quiz
- A notes space



# REFLECTION QUESTIONS

1. What are your assumptions about the host community's culture and traditions? How could these assumptions influence your reaction in the given setting?

2. Have you ever been searched by a person of the opposite gender at an airport or at the entrance of a public building? How did you feel? Did you feel uncomfortable? Did you have any concerns regarding the situation? Why? How would you have felt in this situation if you had been searched by a person of the same gender?

(Please refer to p. 391 for answers).



Please answer the following questions:

- 1. How would you search the woman approaching the checkpoint if there is no woman checkpoint officer present? (Choose the correct answer)**
  - a. Let local male police officer search the woman
  - b. Request a woman UNPOL officer who is present to search the woman
  - c. Use a metal detector
  - d. Question the woman, search her belongings and let her go through the checkpoint
  
- 2. What vulnerabilities would the Elassi Liberation Front (ELF) likely have exploited to recruit the woman in this setting? The fact that she was: (Cite 3)**
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  
- 3. What strategic reasons could ELF have for recruiting women? (Cite 3)**
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  
- 4. In which ways could you show respect for the local culture? (Cite 3)**
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

*(Please refer to p. 392 for answers).*

# MODERATED LEARNING

*The aim of this exercise is to encourage participants to reflect on how to react in a gender-responsive and culturally appropriate manner to a situation, while not losing sight of their tasks and responsibilities. The exercise will also serve to highlight how gender norms could be strategically exploited by different parties to the conflict.*

#### **LEARNING ACTIVITY TOTAL TIME REQUIRED: 2 hours 30 minutes**

30 minutes	Presentation on integrating gender into the work of the military
15 minutes	Break
10 minutes	Introduction to exercise and division into groups
20 minutes	Read Carana country summary and case study setting
30 minutes	Deliberations in groups and preparation of responses
45 minutes	Presentation of findings and debrief

#### **SUPPORT MATERIAL**

1. Carana country summary	3. Exercise overview
2. Case study setting	4. Checklist

# EXERCISE OVERVIEW

*Please refer to Setting on p. 324*

## TASK

You are a male Infantry Battalion officer currently serving at the United Nations checkpoint in the village of Lora, situated approximately 50 km from the neighbouring country of Rimosa. You are joined in your work by two other colleagues from your platoon, both men, and a Language Assistant, also a man. One woman UNPOL officer is also present.

A middle-aged woman in traditional dress wheels an older man, also in traditional dress, up to the checkpoint. She explains in the local language that he is her father and that they are going to visit relatives on the other side of the border.

How would you proceed to search the woman and the man at the checkpoint? What could potentially go wrong? What actions would you take? *Choose from the options proposed below and be ready to explain your choice.*



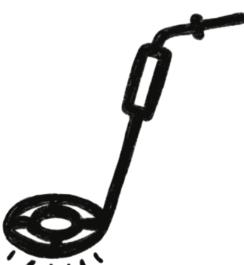
### OPTION 1

Let a male officer from your Infantry Battalion take the woman aside to carry out a body search in the presence of the older man.



### OPTION 2

Request the woman UNPOL Officer to carry out a body search of the woman.



### OPTION 3

Use a metal detector to search both the older man and the woman.

## NOTES



# FACILITATOR INSTRUCTIONS

## *Moderated learning*

*The aim of this exercise is to encourage participants to reflect on how to react to a situation in a gender-responsive and culturally appropriate manner while not losing sight of their tasks and responsibilities. The exercise will also serve to highlight how gender norms can be strategically exploited by parties to conflict.*

### **LEARNING ACTIVITY TOTAL TIME REQUIRED : 2 hours 30 minutes**

30 minutes	Presentation on integrating gender into the work of the military
15 minutes	Break
10 minutes	Introduction to exercise and division into groups
20 minutes	Read Carana country summary and case study setting
30 minutes	Deliberations in groups and preparation of responses
45 minutes	Presentation of findings and debrief

### **SUPPORT MATERIAL**

1. Carana country summary
2. Case study setting
3. Exercise overview
4. Checklist
5. Injects
6. PowerPoint presentations 7.1 (Integrating gender into the work of the military) and 7.2 (Operating gender-responsive checkpoints – Moderated). *(Print presentation with notes page and use as facilitator guide).*



Support materials are available in the facilitator resource package under folder entitled “Case study 7 – operating gender-responsive checkpoints”.

# EXERCISE OVERVIEW

## TASK

You are a male Infantry Battalion officer currently serving at the United Nations checkpoint in the village of Lora, situated approximately 50 km from the neighbouring country of Rimosa. You are joined in your work by two other colleagues from your platoon, both men, and a Language Assistant, also a man. One woman UNPOL Officer is also present.

A middle-aged woman in traditional dress wheels an older man, also in traditional dress, up to the checkpoint. She explains in the local language that he is her father and that they are going to visit relatives on the other side of the border.

How would you proceed to search the woman and the man at the checkpoint? What could potentially go wrong? What actions would you take? *Choose from the options proposed below.*



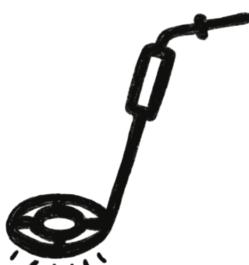
### OPTION 1

Let a male officer from your Infantry Battalion take the woman aside to carry out a body search in the presence of the older man.



### OPTION 2

Request the woman UNPOL Officer to carry out a body search of the woman.



### OPTION 3

Use a metal detector to search both the older man and the woman.



# FACILITATOR CHECKLIST

## MODERATED LEARNING

### TO PRINT

- Print Carana country summary (*for all participants*)
- Print case study setting (*for all participants*)
- Print exercise overview (*for all participants*)
- Print checklist (*for all participants*)
- Print and cut out injects (*two sets for each group, to be distributed later during exercise, simultaneously or sequentially*)
- If desired, print or have available the facilitator instructions of this case study (*for facilitator/s who will deliver the case study*)
- If desired, print PowerPoint presentations 7.1 (Integrating gender into the work of the military) and 7.2 (Operating gender-responsive checkpoints – Moderated), including notes pages (*for facilitator/s who will deliver the case study*).

### TO PREPARE

- Familiarize yourself with relevant documents (Carana country summary and – where possible – the complete Carana scenario, as well as the facilitator instructions, case study setting, exercise instructions, checklist, presentation etc.).
- Have PowerPoint presentation ready on a USB stick/computer for delivery.
- Prepare props for injects. How will the injects be presented (as newspaper/television reports, by someone playing the role of broadcaster, in poster form, etc.)? At what moment of the exercise will the injects be presented (midway through the exercise, just before the end, if a specific incident takes place, etc.)?
- How many breakout groups will you have? (This will depend on the total number of participants.)

- Where will each breakout group work? In different areas of the classroom? Are breakout rooms available? If so, how many? Are they located close to the main classroom or do you need to plan for additional time for relocation? Can some breakout groups work outdoors? Does the weather permit outdoor work?
- Does each breakout group require specific materials (flip charts, markers, etc.)? Are these available?
- How will you divide participants into groups – randomly (for instance, according to tables/rows) or predetermined (according to participant profile, rank, etc.). The latter option will require prior knowledge of participant profiles. Do you have that information?
- How will you run the debrief of the exercise? Which questions will you focus on? Are there any participants with thematic expertise that you can draw from during the debrief?
- What other elements could you add to the conclusion? Do you have any personal experiences or anecdotes to share? Which key points should be emphasized from the learning objectives?

# DELIVERY

## INTRODUCTION: GENERAL GUIDANCE AND INFORMATION ON HOW TO CONDUCT THE EXERCISE

To begin the exercise, open PowerPoint Presentation 7.1 (Integrating gender into the work of the military). You can explain to the participants that they will now conduct a practical exercise on how to effectively support colleagues in the workplace. However, before beginning this exercise, you will run through a brief presentation – as a refresher – on how to mainstream gender into the work of the military.

To begin discussions, you could ask participants whether they have already worked at a checkpoint and, if so, how searches were carried out there. Did they face any challenging situations? Why?

If time allows, you can ask participants to now look at their own experience. How do they feel going through airport security checks or being searched at the entrance of a public building? How would they feel if someone from the opposite gender carried out a body search on them or their wives or daughters?

Use their responses to highlight that it is important to ensure that searches of both men and women are conducted by officers of the same sex.

## PRESENTATION

Following this initial discussion, you can now go through the slides of the PowerPoint presentation to explain the concepts and policy framework related to gender, why gender is important to the work of the military and how gender could be integrated into that work. Explain that this brief presentation will serve as a refresher in order to reinforce what they have already learned. Talking points are included in the notes pages of each slide and can be used as a guide. Make sure to encourage participants to share their personal experiences on the topic and clarify any questions that they may have.

Once you have gone through the presentation, explain to the participants that they will now have a short break (15 minutes). After the break, they will work in groups on a practical exercise.



If you do not have sufficient time to respond to a question, or if you feel that it is better dealt with during or after the exercise, write down the question on a flip chart and explain to participants that you will revisit the question at a later stage.

## BREAK: 15 MINUTES

### BREAKOUT GROUPS

While participants are on their break, you are advised to display PowerPoint presentation 7.2 (Operating gender-responsive checkpoints – Moderated) on screen.

When participants are back from the break, divide participants into groups of 4 or 5, depending on the total number of participants. Where possible, you should ensure that men and women participants are evenly distributed among the breakout groups. You may want to group participants of a similar grade together in order to facilitate discussions within the group. This, however, will require prior information on participant profiles/backgrounds.



If the physical classroom setting does not offer the possibility of splitting the participants into breakout groups, please moderate an open group discussion with the entire class.

### EXERCISE

#### a) Introduction to exercise

When participants have been divided into groups, explain the learning objectives of the exercise. At this stage, you can also introduce the various documents that have been distributed:

- The **Carana country summary** provides a brief snapshot of the Carana scenario that is already familiar to the participants, with key information relevant to the case study that is being worked on;
- More information on the setting and context of the case study is included in the case study **setting**;
- Details of the task that needs to be carried out are explained in the **exercise overview**;
- The **checklist** serves as a guide for participants as they work on the case study.

You can now go through PowerPoint presentation 7.2. (Operating gender-responsive checkpoints – Moderated). Briefly introduce the setting to the participants. Mention to them that more time will be given to read the setting.

Now explain the task that needs to be carried out. Explain that participants have three options to choose from, following which they also need to answer the other questions included in the task section. Invite participants to use the handouts provided during the session to assist them with the exercise.

### b) Group work

Remind participants that they have **50 minutes** to complete the exercise, including approximately 20 minutes to read the handouts. Encourage participants to designate a *rapporleur* who will present the findings of the group during the plenary discussions.

Invite participants to begin exercise. Encourage participants to use the checklist.

During the exercise, make sure you rotate among the groups to answer any questions that participants may have and to gain some insights into the dynamics and discussions within each group. Make note of any interesting points or observations that you could raise during the debrief.

Remind participants of the time remaining 15 minutes, 10 minutes and 5 minutes before the end of the exercise.

### c) Injects

You have been provided with several injects. These injects are aimed at influencing the participants' understanding, reasoning and their choices. **Do not share the injects at the beginning of the exercise.** You can determine an appropriate time during the exercise (halfway into the exercise or later) to share this information. You are encouraged to use innovative means to present the injects (props such as newspapers, radios, etc.). You can also present the slide with injects for participants to see. If participants ask additional questions on the injects, try to answer them creatively, by making your own assumptions.



You can either reveal all injects simultaneously, or sequentially, allowing some time to pass between each one. The PowerPoint slides on injects are designed for this purpose.

### d) Presentation of group work

When the allotted exercise time has elapsed, invite each group to present its responses. You may let groups volunteer, or, if there are no volunteers, you could designate a group to present. Each group has **5 minutes** to present.

After each group presentation, you could facilitate a brief discussion. Did any of the other groups make a similar choice? Do the other groups agree with the arguments that were presented?



In case of time constraints, you could carry out these brief discussions after every second or third group presentation. You can also choose to skip these brief discussions and instead spend more time on the final discussion.

Once all groups have presented, open the floor for discussion. Key points that could be raised during the debrief are outlined in the next section.

## DEBRIEF

Below are some points that could be raised during the debrief.

Of the three scenarios presented here, **OPTION 2 (request a woman UNPOL Officer to carry out a body search)** is the most viable option. It is crucial to plan for and allocate women personnel to carry out body searches on women. However, there may be times when the presence of women troops is not possible. In such situations, do not hesitate to reach out to other mission components, such as UNPOL, to request support. Plan for such support as early as possible.

The two other options presented in this exercise highlight potential challenges that may arise in the event that there are no women personnel at the checkpoint.

**OPTION 1 (let a male officer from your Infantry Battalion take the woman aside to carry out a body search)** is problematic for several reasons.

First, the traditional attire worn by the woman is an indicator of her culture and beliefs. Given her traditional culture and beliefs, she would clearly be uncomfortable letting an unknown man touch her. Even if the woman was not wearing traditional clothing, it is highly likely that she would be uncomfortable in such a situation.

Second, participants should also be conscious that militant groups might strategically exploit certain stereotypes of gender norms in the local population for their operations. For instance, it is possible that this traditional attire might represent a strategic calculation rather than cultural affinity. The woman may be concealing something beneath her attire. The militant group might exploit the stereotype that women are vulnerable, innocent and dutiful members of society to smuggle goods. The presence of both women and men at your checkpoint is very important.

Third, as a male military officer, you are exposing yourself to possible accusations of harassment, including sexual harassment, by carrying out a body check on a woman. While this may not be your intention, cultural differences between you and the host community may mean that certain gestures could be interpreted wrongly. In other instances, false accusations may be directed at you for personal gain and/or with malevolent intentions.

**OPTION 3 (use a metal detector)** could seem like a viable option, especially in the absence of women personnel able to conduct body searches. However, this option remains problematic, as the woman could be hiding non-metal goods, such as drugs, cash, diamonds, etc., that would go undetected.

The injects presented in this case study are of particular importance. **Inject 1** serves as a warning for peacekeepers to pay particular attention to the smuggling of weapons. However, armed groups could also use such headlines for their own advantage. For instance, they could intentionally conceal fake/toy weapons to misdirect your attention away from other concealed items that they intend to smuggle, such as drugs, cash or diamonds, etc. This misdirection tactic is also visible in **inject 2**, where a crowd intentionally causes a commotion to distract peacekeepers.

## CONCLUSION OF PRESENTATION

The following are some of the key takeaways from the exercise that should be highlighted. Use the “Remember!” slide to present the takeaways.

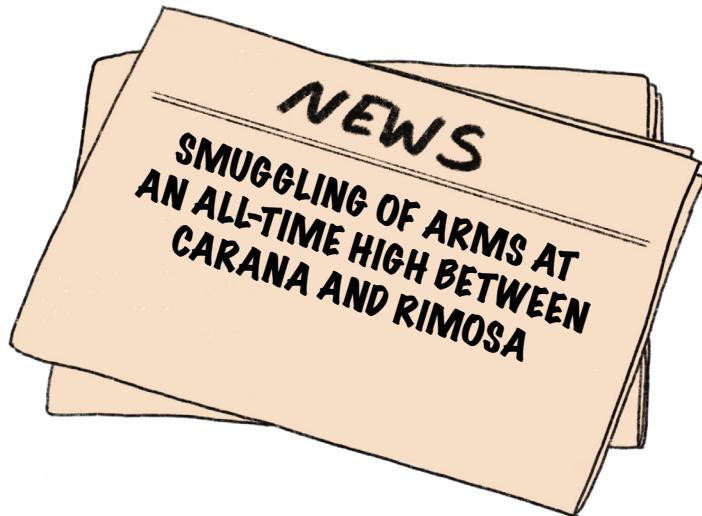
- Ensure that there are women and men personnel at checkpoints.
- If there are no personnel of the sought gender available in your Infantry Battalion, solicit the support of UNPOL personnel of that gender.
- Carrying out searches by personnel of the same gender helps to avoid any cultural faux pas.
- Ensuring that people are searched by same-gender personnel results in greater operational effectiveness and, ultimately, enhanced security for all.

Ask participants if they would like to add any other takeaways.

Lastly, thank participants for their active participation and say that you hope that they will now be able to operate gender-responsive checkpoints.

# INJECTS

Print  
and  
cut out



Newspaper headline: Smuggling of arms between Carana and Rimosa at all-time high.

---



A crowd creates a commotion to distract personnel and disrupt security at the checkpoint.

# ENACTED LEARNING

*The aim of this simulation exercise is to encourage participants to make an informed decision that is beneficial to all troop personnel, cognizant of any potential negative consequences of the proposed action and possible measures of mitigation.*

## **LEARNING ACTIVITY TOTAL TIME REQUIRED: 2 hours 30 minutes**

10 minutes	Introduction to exercise and distribution of individual roles
20 minutes	Read Carana country summary, case study setting and individual roles
30 minutes	Simulation exercise
45 minutes	Debrief
15 minutes	Break
30 minutes	Presentation on integrating gender into the work of the military

## **SUPPORT MATERIAL**

1. Carana country summary
2. Case study setting
3. Exercise overview
4. Individual role instructions (to be handed out by facilitator)
5. Checklist

# EXERCISE OVERVIEW

*Please refer to Setting on p. 324*

## TASK

You are a male Infantry Battalion officer currently serving at the United Nations checkpoint in the village of Lora, situated approximately 50 km from the neighbouring country of Rimosa. You are joined in your work by two other colleagues from your platoon, both men, and a Language Assistant, also a man. One woman UNPOL Officer is also present.

A middle-aged woman in traditional dress wheels an older man, also in traditional dress, up to the checkpoint. She explains in the local language that he is her father and that they are going to visit relatives on the other side of the border.

How would you proceed to search the woman and the man at the checkpoint? What could potentially go wrong? What actions would you take

## OVERVIEW OF ROLES



**Checkpoint Officer 1 of  
United Nations Infantry Battalion**



**Checkpoint Officer 2 of  
United Nations Infantry Battalion**



Checkpoint Officer 3 of United Nations Infantry Battalion



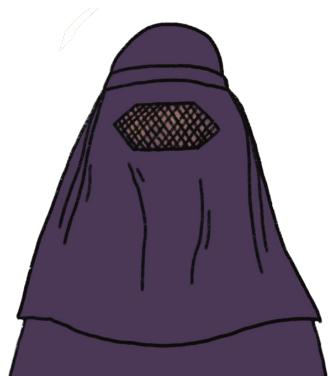
United Nations Language Assistant



UNPOL Officer



Old man



Middle-aged woman



Crowd member 1



**Crowd member 2**



**Observer 1**



**Observer 2**

# FACILITATOR INSTRUCTIONS

## *Enacted learning*

# EXERCISE OVERVIEW

## TASK

You are a male Infantry Battalion officer currently serving at the United Nations checkpoint in the village of Lora, situated approximately 50 km from the neighbouring country of Rimosa. You are joined in your work by two other colleagues from your platoon, both men, and a Language Assistant, also a man. One woman UNPOL Officer is also present.

A middle-aged woman in traditional dress wheels an older man, also in traditional dress, up to the checkpoint. She explains in the local language that he is her father and that they are going to visit relatives on the other side of the border.

How would you proceed to search the woman and the man at the checkpoint? What could potentially go wrong? What actions would you take?

### LEARNING ACTIVITY TOTAL TIME REQUIRED: 2 hours 30 minutes

10 minutes	Introduction to exercise and distribution of individual roles
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### SUPPORT MATERIAL

1. Carana country summary
2. Case study setting
3. Exercise overview
4. Individual role instructions (*to be handed out by facilitator*)
5. Checklist
6. PowerPoint presentations 7.1 (Integrating gender into the work of the military) and 7.3 (Operating gender-responsive checkpoints – Enacted). (*Print presentation with notes pages and use as facilitator guide*).



Support materials are available in facilitator resource package under the folder entitled “Case study 7: operating gender-responsive checkpoints”.



# FACILITATOR CHECKLIST

## ENACTED LEARNING

### TO PRINT

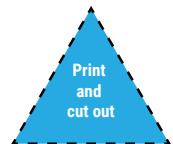
- Print Carana country summary (*for all participants*)
- Print case study setting (*for all participants*)
- Print exercise overview (*for all participants*)
- Print checklist (*for all participants*)
- Print and cut out individual role instructions (*one role per participant*)
- Print and cut out injects (*one set for all participants, to be distributed later during exercise, simultaneously or sequentially*)
- If desired, print or have available the facilitator instructions of this case study (*for facilitator/s who will deliver the case study*)
- If desired, print PowerPoint presentations 7.1 (Integrating gender into the work of the military) and 7.3 (Operating gender-responsive checkpoints – Enacted), including notes pages (*for facilitator/s who will deliver the case study*)

### TO PREPARE

- Familiarize yourself with relevant documents (Carana country summary and – where possible – the complete Carana scenario, as well as the facilitator instructions, case study setting, exercise instructions, checklist, presentations, etc.).
- Have PowerPoint presentation ready on a USB stick/computer for delivery.
- Prepare props for simulation and injects. Where will the simulation take place (makeshift office, with the local population, etc.)? How will the injects be presented (as newspaper/television reports, by someone playing the role of broadcaster, in poster form, etc.)? At what moment of the exercise will the injects be presented (midway through the exercise, just before the end, if a specific incident takes place, etc.)?

- How many breakout groups will you have? (This will depend on the total number of participants.)
- How many simulation exercises will you run in parallel (depending on size of group)?
- How will you allocate individual roles? Will you randomly hand out roles, invite participants to pick a role or allocate specific roles to specific participants? The latter option will require prior knowledge of participant profiles. Do you have that information?
- How will you run the debrief of the exercise? Which questions will you focus on? Are there any participants with thematic expertise that you can draw from during the debrief?
- What other elements could you add to the conclusion? Do you have any personal experiences to share? Which key points should be emphasized from the learning objectives?

# ROLE INSTRUCTIONS



## Checkpoint Officer 1 of United Nations Infantry Battalion

You are courteous and respectful. You request for identification from the older man and middle-aged woman arriving at the checkpoint. You learn that they are from Rimosa and greet them in their language. You ask them standard questions and try to identify any suspicious behaviour. You use the services of a Language Assistant to communicate with the woman. You take into consideration any comments/suggestions put forward by the UNPOL Officer. You ask the older man and middle-aged woman to proceed to a designated area and submit to a body search.

**Special note:** *You have two options in this situation: You can either choose to stay within your Infantry Battalion and ask your male colleague to search the woman in the presence of the older man, or you reach out to the woman UNPOL Officer and request her to search the woman.*



## Checkpoint Officer 2 of United Nations Infantry Battalion

If requested, you carry out a regular body search on the woman. You ask her standard questions and try to identify any suspicious behaviour. You use the services of a Language Assistant to communicate with the woman. You disregard any comments/suggestions put forward by the UNPOL Officer.

**Special note:** *You are not very aware of local culture or traditions.*



## Checkpoint Officer 3 of United Nations Infantry Battalion

You are courteous and respectful. You provide instructions to the people queuing up at the checkpoint and answer any queries they may have. You try to manage the crowd as best as you can. As/when needed, you seek the assistance of your colleagues.



### UNPOL Officer

You regularly work at checkpoints and are used to carrying out body searches on women. You are also familiar with potential challenges that could arise. You advise members of the Infantry Battalion if/when you believe there could be a problem.



### United Nations Language Assistant

You serve as an interpreter between the older man, middle-aged woman and United Nations peacekeepers.



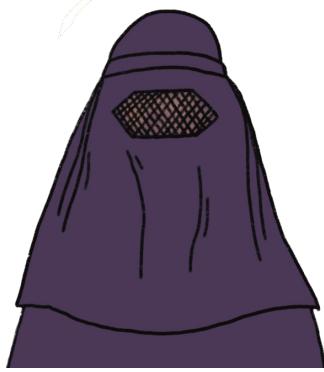
### Old man

You are an Elassi refugee living in Camp Lora. When you were approached to assist an Elassi woman to smuggle diamonds into Rimosa, you agreed. You have had enough of camp life and wish to return to Rimosa.

**Special note:** *The operation has been meticulously planned. You will attempt to pass through the checkpoint in a wheelchair with a middle-aged woman in traditional dress. If questioned at the checkpoint, you explain that*

*the woman is your daughter and that you are going over to Rimosa for a family gathering. You communicate through a Language Assistant.*

*You have hidden toy weapons that look very much like real weapons in a bag underneath your wheelchair (if questioned, you mention that they are gifts for your grandchildren). The diamonds are wrapped around the woman's waist. You try to attract attention to the toy weapons so that the troops pay less attention to the woman. When there is a (planned) commotion staged by others standing in line, you and the woman try to hurry past the checkpoint. If/when you are stopped, you come up with an excuse.*



### Middle-aged woman

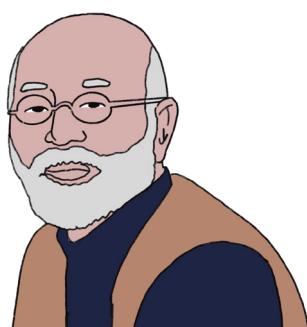
You are an Elassi refugee living in Camp Lora. You fled the fighting in Rimosa with hopes of giving your three children a better future in Carana. Faced with deplorable conditions in the camp and no income, you did not hesitate to accept an offer from ELF sympathizers living in the camp. You agreed to smuggle 100 diamonds into Rimosa in exchange of 10,000 Carana francs – enough to feed you and your children for several months. You do not have any form of identification on you.

**Special note:** You have meticulously planned the operation. You will attempt to pass through the checkpoint with an older man and fellow refugee. The man is in a wheelchair. You are dressed in traditional attire from your region. If questioned at the checkpoint, you explain that the man is your father and that you are going over to Rimosa for a family gathering. You have hidden toy weapons in a bag underneath the wheelchair (if questioned, you mention that they are gifts for your nephews). The diamonds are wrapped around your waist. The man will try to attract attention to the toy weapons so that the troops pay less attention to you. When there is a (planned) commotion staged by others standing in line, you try to hurry past the checkpoint with the older man. If/when you are stopped, you come up with an excuse. You refuse to be searched by a man.



### Crowd member 1

You are in line waiting your turn at the checkpoint. You are an Elassi refugee woman from Camp Lora. Together with another man, you have agreed to help the older man and middle-aged woman smuggle diamonds into Rimosa in exchange for a small sum of money. When you see the woman about to be searched, you create a commotion in order to divert attention.



### Crowd member 2

You are in line waiting your turn at the checkpoint. You are an Elassi refugee man from Camp Lora. Together with another woman, you have agreed to help the older man and middle-aged woman smuggle diamonds into Rimosa in exchange for a small sum of money. When you see the woman about to be searched, you create a commotion in order to divert attention.



### **Observer 1**

You do not directly participate in the simulation. You observe the interactions among the various roles and make note of any key observations. You will share your observations with the group during the debrief of the simulation exercise. You will pay attention specifically to the following:

- How did the simulation go? Did the simulation run smoothly? What were your overall impressions of the simulation? Were the interactions always related to the task outlined at the beginning of the simulation?
- What were the most active roles? Why, in your opinion?
- Were there any challenges in the interactions? With whom? Why, in your opinion?
- What impact did the injects have on the overall simulation?

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### **Observer 2**

You do not directly participate in the simulation. You observe the interactions among the various roles and make note of any key observations. You will share your observations with the group during the debrief of the simulation exercise. You will pay attention specifically to the following:

- How did the simulation go? Did the simulation run smoothly? What were your overall impressions of the simulation? Were the interactions always related to the task outlined at the beginning of the simulation?
- What were the most active roles? Why, in your opinion?
- Were there any challenges in the interactions? With whom? Why, in your opinion?
- What impact did the injects have on the overall simulation?

# DELIVERY

## INTRODUCTION: GENERAL GUIDANCE AND INFORMATION ON HOW TO CONDUCT THE EXERCISE

To begin the exercise, open PowerPoint presentation 7.3 (Operating gender-responsive checkpoints – Enacted). You can explain to the participants that you will now conduct a simulation exercise where they will have to deal with different challenges at a checkpoint.

Present the learning objectives of the case study at this point. In this case study, participants will learn how to:

### LEARNING OBJECTIVES

- *Recognize gender norms and roles in the area of operations*
- *Respect local culture and traditions in all interactions with the host population*
- *Apply search and control procedures that take into consideration the specific needs of men, women, girls, boys and/or older people*

To start off the exercise, introduce participants to the various documents that have been distributed:

- The **Carana country summary** provides a brief snapshot of the Carana scenario that is already familiar to them, with key information relevant to the case study that is being worked on;
- More information on the setting and context of the case study is included in the case study **setting**;
- The **exercise overview** provides information on the task, duration, roles and support materials;
- The **overview of roles** provides insight into the various roles that other participants will play;
- The **individual roles and instructions** provide guidance on the specific role that each participant will play;
- The **checklist** serves as a guide for participants as they work on the case study.

## ALLOCATION OF ROLES

Prior to the training, print and cut out all individual role instructions so that they are ready to be distributed in class. When you are ready to begin the simulation exercise, explain to participants that they will each play a specific role in the simulation.

Distribute one role to each participant, or place the role instructions face-down on a table and request each participant to pick a role from the pile.

Explain to the participants that the roles that they have received may not correspond to their own gender identity, but that it is fine if that is the case. Invite participants to play their role according to the gender identity indicated in their individual instructions.



If you wish, you can decide to assign specific roles to specific participants. However, this will require prior preparation and some knowledge of participant profiles.

Depending on the size of the group of participants, the simulation could be run in multiple formats:

1. It may be possible to run two or more simulations in parallel (around 7-10 participants in each group);
2. Depending on the size of the group, you may wish to assign several participants to share a role, in particular the more general roles. For instance, in this case study, you could include multiple roles for team members or observers. This technique could also help if you perceive that the group of participants is more reserved.



Ideally, you should plan to have at least one observer for each simulation (in case of simulations being run simultaneously). If this is not possible, owing to lack of participants, invite the observer or observers to rotate among the groups and make note of their observations.

## PREPARATION

Briefly introduce the case study setting to the participants. Mention that more time will be given to review the scenario. Describe the task that the participants are required to carry out using the relevant PowerPoint slide. Give participants 20 minutes to read the Carana country summary, the setting and their individual roles in preparation for the simulation. Encourage participants to go through and use the checklist during the simulation exercise.

## SIMULATION

### a) Getting started

When participants have completed their reading, to begin the simulation, invite officers on duty at the checkpoint (Checkpoint Officers 1, 2 and 3, UNPOL Officer and Language Assistant) to move towards their (makeshift) checkpoint. Ask the people going through the checkpoint (older man, middle-aged woman and crowd members 1 and 2) to line up in front of the checkpoint. Explain that the checkpoint is now open, and invite the Checkpoint Officers to commence their work.

Encourage other stakeholders to talk among themselves in order to get to know one another and their positions.

Remind all participants that the main aim is to ensure the security of everyone while respecting local culture and traditions. Also remind participants that they are required to play their roles as indicated in the instructions.

Let the simulation run.



If multiple simulations are being run simultaneously, invite those in key roles to identify themselves. Participants can then move to the locations where the simulation will be carried out. Ensure that these locations are sufficiently distanced from each other so that the different groups are not distracted. You could also use breakout rooms if available. If they are not available, use separate corners of the classroom or move one or several groups outdoors, weather permitting.

### b) Observation

Facilitators are encouraged to observe and take notes during the simulation. Are gender considerations being taken into account? Are the interactions smooth or conflictual? Do certain actions or behaviours lead to particular consequences?

You could later raise these observations during the debrief to highlight how relevant information could be acquired.



Some of the roles contain instructions on the attitude or behaviour to be adopted. In some instances, these are deliberately stereotypical and may include, for instance, implicit or explicit personal bias. Use such behaviour as a point of discussion later during the debrief.

### c) Injects

You have been provided with several injects. These injects are aimed at influencing the participants' understanding, reasoning and their choices. **Do not share the injects at the beginning of the exercise.** You can determine an appropriate time to share the information with participants (half-way into the simulation exercise or later) and whether you share all injects simultaneously or sequentially (ideally sequentially, but be conscious of time constraints).

Distributing the injects to all participants while the simulation exercise is ongoing might be time-consuming and complicated. If you feel that this could be the case, use other means to share the information with participants. You could use innovative means, including props (newspapers with inject information that could be handed out, posters, cut-out image of a radio/television with inject information, etc.) or you and/or one of your co-facilitators could act to introduce the information (as a news broadcaster, journalist or third party). For instance, if the source of the inject is a report from Amnesty International, you could act as representative of the organization). If participants ask additional questions about the injects, try to answer them creatively, by making your own assumptions.



*Make sure to prepare well in advance the way in which you will deliver the information contained in the injects.*

### d) Wrap-up of simulation

Let the simulation run for approximately 30 minutes. End the simulation when you believe the time is right, for instance when an important discussion has ended or if there are little or no ongoing discussions.

Inform participants that the simulation is now over. Congratulate them on their participation and invite them to return to their seats. Begin the debrief.

## DEBRIEF

### a) General debrief

Start off with general questions about the simulation (15 minutes). Invite the observers to share their reactions first. Ask other participants what they think.

- How did the simulation go? Did the simulation run smoothly? What were your overall impressions of the simulation? Were the interactions always related to the task outlined at the beginning of the simulation?

- What were the most active roles? Why, in your opinion?
- Were there any challenges in the interactions? With whom? Why, in your opinion?
- What impact did the injects have on the overall simulation?

### b) Detailed debrief

Next, move on to more substantive questions. Encourage participants to consult the checklist as guides.

Below are possible questions that you could raise during the debrief. The discussions could take place in plenary. You are encouraged to select the most relevant questions, depending on how the simulation played out and according to available time.

#### 1. **What actions did the participants take in this simulation exercise? What consequences did they have to face?**

Participants could have taken a number of different actions in response to the situation. Below are some possible ideas.

If participants chose to **request a woman UNPOL Officer to carry out a body search**, you could explain that this is the most viable option. Highlight that it is crucial to plan for and allocate women personnel to carry out body searches on women. However, there may be times where the presence of women troops is not possible. Let participants know that, in such situations, they should not hesitate to reach out to other mission components, such as UNPOL, to request support. Remind them to plan for such support as early as possible.

On the other hand, if participants chose to **let a male officer from your Infantry Battalion take the woman aside to carry out a body search**, explain that this option is problematic for several reasons.

First, the traditional attire worn by the woman is a first indicator of her culture and beliefs. In such circumstances, she would clearly be uncomfortable letting an unknown man touch her. Even if the woman was not wearing traditional clothing, it is highly likely that she would be uncomfortable in such a situation.

Second, participants should also be conscious that militant groups might strategically exploit certain stereotypes of gender norms in the local population for their operations. For instance, it is possible that this traditional attire might represent a strategic calculation rather than cultural affinity. The woman may be concealing something beneath her attire. The militant group might exploit the stereotype that women are vulnerable, innocent and dutiful members of society to smuggle

goods. The presence of both women and men personnel at the checkpoint is very important.

Third, point out that, a male military officer would be exposing himself to possible accusations of harassment, including sexual harassment, by carrying out a body search on a woman. While this may not be his intention, cultural differences may mean that certain gestures could be interpreted wrongly. In other instances, false accusations may be directed at him for personal gain and/or with malevolent intentions.

Lastly, if participants chose to **use a metal detector**, explain that this could seem like a viable option, especially in the absence of women personnel able to conduct body searches. However, highlight that this option remains problematic, as the woman could be hiding non-metal goods, such as drugs, cash, diamonds, etc., that would go undetected.

Ask participants if they took/could potentially take any other actions? If so, what actions? What consequences to those actions could participants foresee?

**2. Why is it essential to have one or more women and men officers at a checkpoint?**

- Having women officers at a checkpoint will facilitate the search of women and men going through the checkpoint;
- It sends out a clear message that you are sensitive to the needs of the local population and that you are respectful of local culture;
- It can facilitate improved interactions with the local population, as having women and men personnel present will more adequately reflect the local population;
- It has the potential to defuse tensions that may arise at the checkpoint;
- It helps to avoid situations of blackmail or harassment, including sexual harassment, of women and men;
- It protects men officers at the checkpoint from false accusations by the local population;
- It prevents/reduces the risk of exploitation of gender norms and roles for malicious acts, such as smuggling or trafficking.

**3. What could you have done if there was no woman/man officer at the checkpoint?**

- Use a metal detector (would not detect non-metal goods, such as diamonds, drugs or money);

- Seek assistance from a woman/man UNPOL officer (will need to be planned for well in advance);
- Other?

Having women and men officers at a checkpoint is imperative. **There is no effective alternative.** It is important to adequately plan for the regular rotation of women and men personnel so that they do not work long shifts because there is no personnel of their same gender to relieve them. Plan in advance to request support from other mission components, such as UNPOL, if your Infantry Battalion is unable to include a woman and man officer at a checkpoint at any given moment.

#### 4. If you are an officer at a checkpoint, what should you do/be conscious of?

- You are required to adhere to established the United Nations code of conduct during interactions with all groups of the population, paying special attention to the specific needs of men, women, boys and girls, including older people, people with disabilities, etc.;
- Be conscious that the local population is observing you. Local women and men may look up to women and men officers as role models. They may turn to officers for assistance and/or divulge important information regarding the security situation or their own personal situation;
- Local men and women may project their own gender norms and perceptions onto United Nations peacekeepers in their interactions. For instance, local men may be intimidating or even aggressive to women officers on the basis of power imbalances present between women and men in the local population. Remain professional and respectful at all times;
- Adopt and encourage a collaborative spirit with your men and women colleagues. This will help to reduce any bias that colleagues may have towards men or women military officers. It could also help to respond effectively to challenging situations with the local population and, more generally, contribute to a positive work environment for you and your colleagues;
- Other?



The injects in this simulation are of particular importance: **inject 1** serves as a warning for peacekeepers to pay particular attention to the smuggling of weapons. However, armed groups could also use such headlines for their own advantage. For instance, they could intentionally conceal fake/toy weapons to misdirect your attention away from other concealed items that they intend to smuggle, such as drugs, cash or diamonds, etc. This misdirection tactic is also visible in **inject 2**, where a crowd intentionally causes a commotion to distract peacekeepers.

## CONCLUSION OF DEBRIEF

Once the debrief is completed, respond to any outstanding questions raised by the participants.

Inform the participants that the simulation exercise and debrief are now over. Invite participants to take a break (15 minutes), after which you will run through some of the key elements that were raised during the simulation exercise.

## BREAK: 15 MINUTES

## PRESENTATION

During the break, you are advised to display PowerPoint presentation 7.1 (Integrating gender into the work of the military) on the screen.

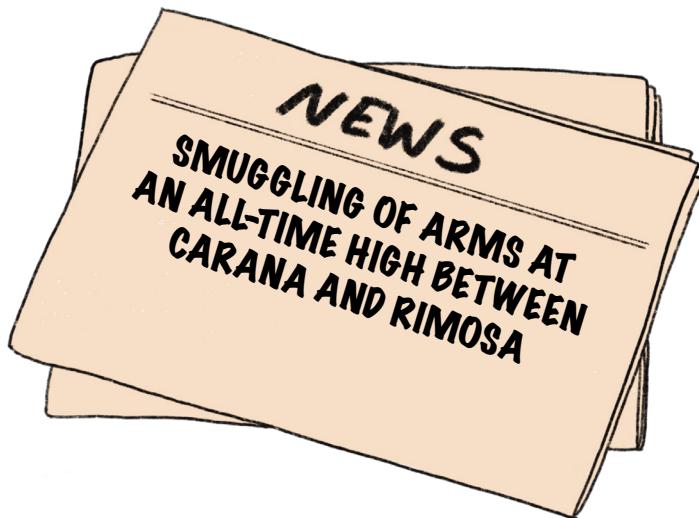
When participants are back from their break, go through the PowerPoint presentation with participants. Talking points are included in the notes pages of each slide and can be used as a guide. Make sure to draw from the simulation exercise that was just completed. Remember to also encourage participants to share their personal experiences on the topic.

Conclude the presentation with “Remember!” slide. Respond to any outstanding questions.



If you do not have sufficient time to respond to a question, or if you feel that it is better dealt with at another time, write down the question on a flip chart and explain to participants that you will revisit the question at a later stage.

## INJECTS

Print  
and  
cut out

Newspaper headline: Smuggling of arms between Carana and Rimosa at all-time high.

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A crowd creates a commotion to distract personnel and disrupt security at the checkpoint.

**END OF CASE STUDIES**

# ANNEX 1: Terms and definitions

**Civilian Gender Unit (Mission Gender Adviser):** The aims of the Unit are: (1) to promote gender equality by integrating a gender perspective into the entire United Nations mission operation; (2) to protect women and girls from violence; and (3) to support and actively engage the economic, social and political empowerment of women in the host nation. The Civilian Gender Unit/Civilian Mission Gender Adviser works closely with the Military Gender Adviser (MGA).

**Conflict-related sexual violence (CRSV):** CRSV refers to rape, sexual slavery, forced prostitution, forced pregnancy, forced abortion, enforced sterilization, forced marriage and trafficking in persons, when committed in situations of conflict for the purpose of sexual violence/exploitation, and any other form of sexual violence of comparable gravity perpetrated against women, men, girls or boys that is directly or indirectly linked to a conflict.

**Disaggregated data/gender-disaggregated data:** Disaggregated data are information that is broken down by age and sex/gender (identity) at a minimum but can also be broken down by ethnicity, income, education and other identity factors relevant to the location of the operation. When data are not disaggregated by gender, it is more difficult to identify real and potential inequalities. Gender-disaggregated data are necessary for effective gender analysis.

**Discrimination:** Any unfair treatment or arbitrary distinction based on a person's race, sex, gender, sexual orientation, gender identity, gender expression, religion, nationality, ethnic origin, disability, age, language, social origin or other similar shared characteristic or trait. Discrimination may be an isolated event affecting one person or a group of persons similarly situated, or may manifest itself through harassment or abuse of authority.

**Gender analysis:** Gender analysis refers to the variety of methods used to understand the relationships between men and women, their access to resources, their activities and the constraints that they face relative to each other. Conducting a gender analysis of the context and situation on the ground is part of any gender-responsive action or programme. Moreover, a gender-responsive conflict analysis integrates a gender perspective into conflict analysis. In addition to exploring the actors, causes and dynamics of a conflict, a gender-responsive conflict analysis also considers how gender shapes, and is shaped by, conflict.

**Gender bias:** Gender bias is the inclination to favour/support or prefer one gender over another in a variety of situations, for instance when assigning certain tasks to people of certain genders. Gender bias can be unconscious and unintentional and still result in discrimination if not acknowledged and addressed

proactively. Gender bias can take the form of a preference for recruiting men or women for specific types of jobs.

**Gender equality (equality between women and men):** Gender equality refers to the equal rights, responsibilities and opportunities of women and men. Equality does not mean that women and men will become the same but that their rights, responsibilities, contributions and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a “women’s issue”; it pertains to and should fully engage men as well as women.

**Gender gap:** The gender gap refers to any disparity between women and men in terms of their condition or position in society. It is often used to refer to a difference in average earnings between women and men, as in the term “gender pay gap”. However, gender gaps can be found in many areas. The World Economic Forum uses four pillars to calculate its Global Gender Gap Index, namely economic participation and opportunity, educational attainment, health and survival, and political empowerment.

**Gender impact assessment:** A gender impact assessment evaluates the differential impact of military operations and activities on all genders. It enables policymakers and practitioners to picture the effects (positive, negative or neutral) of a given policy or action on different groups more accurately and to compare and assess a current situation and trends with the expected results of the proposed policy or action.

**Gender mainstreaming:** Gender mainstreaming is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels, and considering diverse gender perspectives in the design and implementation thereof. It is a strategy for making the concerns and experiences of women and men an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

**Gender norms:** **Gender norms** are ideas about how men and women should be and act. We internalize and learn these “rules” early in life, which sets up a lifelong cycle of gender socialization and stereotyping. Put another way, gender norms are the standards and expectations to which gender identity generally conforms, within a range that defines a particular society, culture and community at a specific point in time.

**Gender parity:** Gender parity is an indicator to measure the equal representation of women and men at all levels of the organization and its peace operations.

**Gender perspective:** A gender perspective is one that exposes gender-based differences in status and power and considers how such differences shape the immediate needs and long-term interests of women and men. In peacekeeping, a gender perspective must be included in all plans, policies, activities, analyses and reports. Without integrating a gender perspective, it is impossible to determine if a peace operation is fulfilling its obligations to local women, as well as to local men.

**Gender roles:** Gender roles refer to social and behavioural norms which, within a specific culture, are widely considered to be socially appropriate for individuals. These often determine the traditional responsibilities and tasks assigned to all genders. Like gender itself, gender roles evolve over time. It is possible for gender roles to evolve towards the empowerment of women and the transformation of masculinities, leading to a re-examination of the traditional responsibilities and tasks of all genders and providing all genders with access to non-traditional livelihoods.

**Gender stereotypes:** Are simplistic generalisations about the gender attributes, differences and roles of women and men. Stereotypical characteristics about men are that they are competitive, acquisitive, autonomous, independent, confrontational, concerned about private goods. Parallel stereotypes of women hold that they are cooperative, nurturing, caring, connecting, group-oriented, concerned about public goods. Stereotypes are often used to justify gender discrimination more broadly and can be reflected and reinforced by traditional and modern theories, laws, and institutional practices. In the peacekeeping context, there often is a stereotypical depiction of women as weak victims and men as aggressive perpetrators. This is a generalization that does not do justice to the diverse roles that women and men play in conflict.

**Gender:** Gender refers to the social attributes, roles and opportunities associated with being male and female in a society. These attributes, roles, opportunities and relationships are socially constructed and are learned through socialisation. They conform to a society's value system and vary by context and time. Gender defines power relations in society and determines what is socially expected, allowed and valued in a woman or a man within a given context.

**Gender-differentiated analysis:** Also called Gender-Based Analysis Plus (GBA+), is an analytical process created to analyse how the different gender roles and gender norms and power dynamics (experiences of women, men, and non-binary people including race, ethnicity, religion, age, education, sexual orientation, culture, income, language, and mental or physical disability) impact and will be impacted by conflict and/or the military operations or activities.

**Gendered Pronouns:** “Gendered pronouns specifically reference someone’s gender: he/him/his or she/her/hers. Non-gendered or nonbinary pronouns are not gender specific and are most often used by people who identify outside of a gender binary. The most common set of nonbinary pronouns is they/them/their used in the singular.”

**Harassment:** Harassment is any unwelcome conduct that might reasonably be expected or be perceived to cause offence or humiliation to another person, when such conduct interferes with work or creates an intimidating, hostile or offensive work environment. Harassment may take the form of words, gestures or actions which tend to annoy, alarm, abuse, demean, intimidate, belittle, humiliate or embarrass another.

**Intersectionality:** A term coined by American law professor Kimberlé Crenshaw, an intersectional approach shows the way that people’s social identities can overlap, creating compounding experiences of discrimination.

**LGBTQI+:** An acronym for lesbian, gay, bisexual, transgender, and queer or questioning.

**Lesbian:** Usually refers to a woman who has a romantic and/or sexual orientation toward women.

**Gay:** Used in some cultural settings to represent men who are attracted to men in a romantic, erotic and/or emotional sense.

**Bisexual:** A person who experiences sexual, romantic, physical, and/or spiritual attraction to more than one gender, not necessarily at the same time, in the same way, or to the same degree.

**Transgender:** A person whose sense of personal identity or gender does not correspond to the sex they were assigned at birth, or does not conform to gender stereotypes.

**Queer:** A multi-faceted word that is used in different ways and means different things to different people. 1) Attraction to people of many genders. 2) Do not conform to cultural norms around gender and/or sexuality. 3) A general term referring to all non-heterosexual people.

**Intersex:** An umbrella term that describes people born with any of 30 different variations in sex characteristics including chromosomes, gonads, sex hormones, or genitals.

**+**: Covers a large range of sexual and gender identities which are still affected by the issues faced by the LGBTQI community.

**Masculinity/hypermasculinity:** Masculinity refers to the social meaning of manhood, which is constructed and defined socially, historically and politically, rather than being biologically driven. **Hypermasculinity** refers to an increase in aggressive and misogynistic male traits. It is a psychological term for the exaggeration of stereotypical male behaviours, such as the emphasis on physical strength, aggressivity and sexuality.

**Military Gender Adviser (MGA):** MGAs have the main responsibility to advise the Force Commander and military personnel on gender issues. They must support the military component in planning and implementing gender-responsive and gender mainstreaming operations. MGAs have five main responsibilities: advising on gender issues; conducting gender-specific analysis; monitoring and reporting on gender aspects of the mission; collaborating with various stakeholders; and ensuring the preparation of basic gender-related operational documents. MGAs work closely with Military Gender Focal Points (GFPs).

**Military Gender Focal Point (GFP):** Military GFPs are military personnel appointed by the chain of command to be the main point of contact for the MGA in all units, at all military observer team sites and across all U-branches at the Force Headquarters level and G-branches at the Sector Headquarters level. In every infantry battalion, there should be at least one Military GFP. Military GFPs support MGAs in mainstreaming gender throughout the military component. They are responsible for integrating a gender perspective into their function or unit and supporting the implementation of women and peace and security mandates in all operational and tactical activities of the military component.

**Sex:** Sex refers to the physical and biological characteristics that distinguish males and females.

**Sexual and gender-based violence:** Sexual and gender-based violence is an umbrella term for any harmful act that is committed against a person's will and based on socially defined gender differences between women and men. The nature and extent of specific types of sexual and gender-based violence vary across cultures, countries and regions. Examples include sexual violence, such as sexual exploitation and abuse, forced prostitution, domestic violence, trafficking, forced/early marriage and harmful traditional practices, such as female genital mutilation, honour killings and depriving widows of their inheritance.

**Sexual harassment:** Sexual harassment is any unwelcome conduct of a sexual nature that might reasonably be expected or perceived to cause offence or humiliation, when such conduct interferes with work, is made a condition of employment or creates an intimidating, hostile or offensive work environment. Sexual harassment may occur in the workplace or in connection with work. While typically involving a pattern of conduct, sexual harassment may take the form of a single incident. In assessing the reasonableness of expectations or percep-

tions, the perspective of the person who is the target of the conduct must be considered.

**Women's Protection Adviser:** Women's Protection Advisers are professional experts who are part of United Nations peacekeeping operations and usually identified among Civilian Gender Advisers and within Human Rights Protection Units. Women's Protection Advisers work to address CRSV in the context of United Nations peacekeeping operations. They are in charge of promoting strategies to protect the local population, in particular women and girls, from sexual violence in conflict, and they report incidents so that the Security Council can take action against perpetrators. A Women's Protection Adviser is a Gender Adviser with the specific task of addressing CRSV; however, United Nations missions have other Gender Advisers. The role of the other Gender Advisers is to promote gender perspectives in all spheres of peacekeeping work, including the protection of civilians, electoral participation and gender promotion within the peacekeeping operations themselves. All multidimensional peacekeeping operations include a Gender Unit, usually led by a Senior Gender Adviser supported by a team of Gender Advisers.

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## NOTES

## ANNEX 2: United Nations Security Council resolutions related to women, peace and security

The Security Council has adopted 10 resolutions that comprise the Women and peace and security agenda: resolutions 1325 (2000), 1820 (2008), 1888 (2009), 1889 (2009), 1960 (2010), 2106 (2013), 2122 (2013), 2242 (2015), 2467 (2019) and 2493 (2019). The phrase “women and peace and security” is used to highlight the linkage between the roles and experiences of women in conflict settings, and peace and security. Obligations in these resolutions extend from the international to the local level and include organizations ranging from intergovernmental organizations, such as the United Nations, to national Governments. The women and peace and security mandates are the blueprint for all work conducted on gender in peace operations.

(United Nations, Department of Peace Operations, *Gender Equality and Women, Peace and Security*, resource package, January 2020, p. 11.)

**Below is a summary of the Security Council resolutions that make up the women and peace and security agenda:**

**Resolution 1325 (2000):** Addresses the impact of conflict on women and recognizes the contribution of women to preventing and resolving conflict, and their role in maintaining international peace and security.

**Resolution 1820 (2008):** Recognizes conflict-related sexual violence as a tactic of war used by warring parties to achieve military or political ends and resulting in impunity, which require strengthened efforts to end sexual violence in conflict.

**Resolution 1888 (2009):** Provides for more effective implementation of resolution 1820 (2008), including by establishing a Special Representative of the Secretary-General on Sexual Violence in Conflict to provide high-level leadership, and establishing Women Protection Advisers within peacekeeping missions.

**Resolution 1889 (2009):** Focuses on post-conflict peacebuilding, includes a strategy for increasing the number of women participating in peace talks, and calls for the development of global indicators to measure the implementation of resolution 1325 (2000) by the United Nations and Member States. A set of 26 indicators have now been developed to track and account for implementation, organized into four pillars: prevention, participation, protection, and relief and recovery. The indicators are listed in the report of the Secretary-General contained in document S/2010/498.

**Resolution 1960 (2010):** Reaffirms the earlier commitments to address sexual violence in conflict and mandates the creation of tools to combat impunity by listing perpetrators and establishing monitoring, analysis and reporting mechanisms.

**Resolution 2106 (2013):** Requests all actors, including the Security Council, to do more to implement earlier resolutions and to combat impunity for perpetrators of sexual violence in conflict. Acknowledges the importance of civil society in preventing and responding to sexual violence in conflict.

**Resolution 2122 (2013):** Puts in place stronger measures to improve the participation and representation of women in conflict resolution, especially through leadership positions. Reaffirms that gender equality is central to achieving international peace and security. Sets out the need for humanitarian aid to ensure access to the full range of sexual and reproductive health services.

**Resolution 2242 (2015):** On the Committee on the Elimination of Discrimination against Women general recommendation No. 30 (2013) on women in conflict prevention, conflict and post-conflict situations. Links the women and peace and security agenda to the work of the Committee, providing detailed guidance on the implementation of the agenda.

**Resolution 2467 (2019):** Calls upon parties in conflict around the world to put an end to sexual violence immediately, to prevent such acts in the future and to introduce accountability measures for perpetrators of sexual violence, and calls for effective support measures for victims of sexual violence to be implemented.

**Resolution 2493 (2019):** Calls for the full implementation of all previous resolutions on women and peace and security; requests the United Nations to develop context-specific approaches for the participation of women in all peace processes supported by the United Nations and urges Member States to ensure and provide timely support for the full, equal and meaningful participation of women in all stages of peace processes, including in the mechanisms set up to implement and monitor peace agreements.

Source: UNDP, “Parliaments as partners supporting the women and peace and security agenda”, 2019, p. 6 (<https://www.undp.org/library/parliament-partners-supporting-women-peace-and-security-agenda>) and UN-Women, “Global norms and standards: peace and security”, accessed 13 April 2022. <https://www.unwomen.org/en/what-we-do/peace-and-security/global-norms-and-standards>)

# CASE STUDY 1: CARRYING OUT GENDER-RESPONSIVE PLANNING FOR MILITARY OPERATIONS

## SELF-LEARNING REFLECTION ANSWER

Do you often consider women to be the sole victims of conflict? That women are mostly homemakers or that they carry out low-profile jobs? Do you assume that the armed groups mobilized by local warlords and mainly consisting of youth and adolescents are mainly/exclusively boys? That men combatants would not negotiate with women?

In reality, victims of conflict include men, women, boys and girls. In addition, intersectionalities within various groups mean that certain subgroups will face different threats and grievances compared with other subgroups. For instance, in this setting, men from the Tatsi minority could face different threats in comparison to men from the Falin majority. Women should not be considered solely victims of conflict. They could be active combatants or, in other instances, agents of positive change.

Being aware of your implicit or explicit gender-related assumptions is the first step in avoiding bias that, if left unattended, could lead you to overlook certain groups of people or to propose inadequate solutions or solutions that could be harmful to specific groups. In order to avoid such situations, consult directly with the people concerned. If this is not possible, reach out to others who are knowledgeable of the situation (Military Gender Advisers (MGAs), Gender Focal Points (GFPs), Military Peacekeeping Intelligence (MPKI) Officers and/or other thematic experts within the Mission such as Child Protection Officers, Protection of Civilian Officers, Human Rights Officers, etc.). Make sure to consult the MGA, the GFPs in the Battalion or the civilian Mission Gender Adviser to learn more about the gender roles, norms and dynamics in the local community. These gender experts know how to conduct gender-responsive conflict analysis and could assist you in your task. Gender relations are shaped by and can shape conflict. It is important to be aware of these dynamics to make truly informed decisions that are gender-responsive. Keep an open mind and be observant. Remember that there could be – and often are – several sides to a story.

## QUIZ ANSWERS

1. Possible responses include:
  - a. Security threats for men, women, boys and girls;
  - b. Male/female breakdown of population;
  - c. Ethnic and religious affiliations of the population;
  - d. Percentage of youth;
  - e. Key sources of income for men and women;
  - f. Language(s) spoken;
  - g. Where the local population gets its information from and if these sources differ for men, women, girls and boys;
  - h. Gender norms and roles present in the local community and Carana society overall;
  - i. Position in society.
2. Roles.
3. Analysis.
4. Sources of authority and information, agents of positive change.
5. DPKO/DFS Policy on Gender Equality in Peacekeeping Operations, 2018.
6. True.
7. False. Inequalities exist between men and women in every society. The degree of inequality, however, varies. Some societies have greater equality, while others are less equal.
8. True.
9. False. Gender equality benefits society as a whole. It can benefit families, children and men. It strengthens economic recovery and development.
10. The following acronyms stand for:
  - **ASCOPE**: areas, structures, capabilities, organizations, people, events.
  - **PMERSCHII: PT**: Political, Military, Economic, Religious, Social, Cultural, History, Infrastructure, Information, Physical Infrastructure, Time.
  - **PMESII: PT**: Political, Military, Economic, Social, Information, Infrastructure, Physical Infrastructure, Time.

# CASE STUDY 2: CREATING AN ENABLING WORK ENVIRONMENT (FOCUSED ON INFANTRY BATTALION COMMANDERS AND PLANNERS FOR ALL TROOP PERSONNEL)

## SELF-LEARNING REFLECTION ANSWER

Being aware of your implicit or explicit assumptions is the first step in avoiding bias that, if left unattended, could lead you to overlook certain groups of people or to propose inadequate solutions or solutions that could be harmful to certain groups. In order to avoid such situations, consult directly with the people concerned before coming to any conclusions. If this is not possible reach out to others who are knowledgeable of the situation. Keep an open mind and be observant. Remember that there could be – and often are – several sides to a story. Some of the biases that people usually have are, for instance, related to the roles that men and women can and should play in the military.

Together, women and men can increase the operational effectiveness of peace operations through the diverse perspectives, skills and experiences that they contribute. Recognizing the different impact of conflict on men, women, boys and girls, the Security Council, in its resolution 1325 (2000) called for increased numbers of women peacekeepers in order to increase parity and have more diverse teams who can better address and respond to the realities on the ground. Subsequent policy documents, such as the United Nations Uniformed Gender Parity Strategy (2018) and the Action for Peacekeeping (A4P) and A4P Plus (A4P+) Initiative highlight the need to include more women in all components and all tasks of peacekeeping, according to their training and qualifications.

Another perception that you might have is that harassment and sexual harassment are only experienced by certain groups. Harassment, including sexual harassment, and discrimination can happen to anyone, irrespective of sex, rank or nationality. While power imbalances might play an important role in these forms of misconduct, leaving some groups more vulnerable than others, anyone can become a victim of harassment and discrimination. Stigmatization often means that the victim is hesitant to raise the issue with peers or hierarchy. Many may not be aware of available reporting or support mechanisms.

Remember, a lack or low number of **reported** incidents of sexual harassment, other forms of harassment and discrimination does not necessarily imply a lack or low number of **actual** incidents. If reported numbers are low, be sure to inquire why they are low. Are personnel aware of reporting mechanisms? Do they feel comfortable using these mechanisms? Are these mechanisms accessible? Do

they guarantee anonymity? Do personnel have confidence in these mechanisms? Are personnel wary of retaliations or professional consequences?

Lastly, a common bias and misperception relates to the word “gender” and the work of Gender Advisers and Gender Focal Points. Men and women both play the role of MGA or Military GFP. Indeed, gender is not a topic reserved for women, nor does gender only deal with “women’s issues”. It is much more than that – a topic with many nuances with strategic importance for military operations and importance for all areas of life.

## QUIZ ANSWERS

1. Inclusion, integrity, humility, humanity.
2. Connect and collaborate, analyse and plan, deliver results with positive impact, learn and develop, adapt and innovate.
3. Possible responses include:
  - a. Treat all people with dignity and respect;
  - b. Take action to mitigate own biases, stereotypes and assumptions about other individuals, groups, cultures, languages, organizations and approaches;
  - c. Take responsibility for understanding factors contributing to exclusion and creating a work environment in which everyone can thrive;
  - d. Work effectively with people regardless of age, culture, disability, ethnicity, gender, gender identity, gender expression, religion sexual orientation, social background, etc.
4. Prevention, enforcement of United Nations standards of conduct, remedial action
5. Equality
6. Women peacekeepers, women police officers
7. True
8. False. It is indeed the responsibility of the troop-contributing country (TCC) to address acts of misconduct and serious misconduct occurring within a contingent, as defined under the MOU between Troop Contributing Countries and the United Nations. However, even when these acts occur within a contingent, the Contingent Commander should bring all such acts to the attention on the Mission Force Commander. The Force Commander should be informed of the nature of the acts and actions taken in response.

Furthermore, even when occurring within a contingent, any acts of misconduct or serious misconduct having an impact outside the contingent must be brought to the attention of the Mission Conduct and Discipline Team (CDT). The CDT will then determine whether there is an impact outside the contingent, in which case the acts in question must be handled under the provisions of the MOU, or if the alleged acts have no impact outside the contingent, the CDT should nonetheless formally bring them to the attention of the TCC for appropriate action.

# CASE STUDY 3: DEVELOPING GENDER-RESPONSIVE CIVIL ASSISTANCE PROJECTS

## SELF-LEARNING REFLECTION ANSWER

1. Do you assume that “women” and “men” are homogeneous groups? That consultation equals participation? That rebel fighters are men? That women former combatants are only employed as cooks and do not take on combat roles?

In reality, victims of conflict include men, women, boys and girls. Intersectionalities within various groups mean that certain subgroups will face different threats and grievances, in comparison to other subgroups. For instance, in this setting, a Katasi refugee woman could face different threats compared with women from the Falin majority.

Women should not be considered solely victims of conflict, nor are they only employed in supportive roles in armed groups. Women could be active combatants or, in other instances, agents of positive change.

Lastly, it is important to ensure the meaningful participation of women in building peace. Engaging with women is not a check-the-box exercise. Are we bringing women into the room to discuss our agenda, or are we supporting their agenda?

Ensuring peace implies the recognition and reparation of the various grievances of the population and/or subgroups. Actively engaging with all stakeholders – men, women, girls and boys – and also considering intersectionalities (age, ethnic/religious affiliation, etc.) is the first step in identifying these grievances and will also contribute to defining solutions that are adapted to the context and sustainable.

Being aware of your implicit or explicit gender-related assumptions is the first step in avoiding bias that, if left unattended, could lead you to overlook certain groups of people or to propose inadequate solutions or solutions that could be harmful to specific groups. In order to avoid such situations, consult directly with the people concerned. If this is not possible, reach out to others who are knowledgeable of the situation MGAs, GFPs, MPKI Officers and/or other thematic experts within the Mission such as Child Protection Officers, Protection of Civilian Officers, Human Rights Officers, etc.). Make sure to consult the MGA, the GFPs in the Battalion or the civilian Mission Gender Adviser

to learn more about the gender roles, norms and dynamics in the local community. These gender experts know how to conduct gender-responsive conflict analysis and could assist you in your task. Gender relations are shaped by and can shape conflict. It is important to be aware of these dynamics to make truly informed decisions that are gender-responsive. Keep an open mind and be observant. Remember that there could be – and often are – several sides to a story.

## **QUIZ ANSWERS**

1. a, b, d.
2. b, c, d.
3. a, c.
4. a, b, c, d.

# CASE STUDY 4: ACQUIRING GENDER-RESPONSIVE INFORMATION THROUGH PATROLLING

## SELF-LEARNING REFLECTION ANSWERS

1. Do you assume that women are able to own the land they work on? That women will be willing to speak to another woman? That men do not face threats? That violence is embedded in the host society?

In reality, traditional laws and practices in some countries do not let women own or inherit land. In other instances, traditions and/or social pressure may mean that property is registered under the man's name. What is the situation in your country? If you own land/property, whose name are they registered under?

Assuming that all women (or all men) have the same concerns or face the same threats is misleading. Intersectionalities, such as age, ethnic group, religion, class, urban/rural, upper class/middle class, etc., have an important role to play in defining grievances and/or threats facing the population. For instance, a woman from one ethnic group may have more affinity with a man from her same ethnic group than with a woman from another ethnic group.

Lastly, violence can – and does – affect everyone: men, women, boys and girls. Indeed, at times, social taboos may prevent men and boy victims from seeking assistance. Men are not always perpetrators, and women are not always victims.

Violence is not engrained in society. It is a reaction to specific sociopolitical and economic factors. This means that changing these triggers for the better could lead to reduced violence.

Being aware of your implicit or explicit gender-related assumptions is the first step in avoiding bias that, if left unattended, could lead you to overlook certain groups of people or to propose inadequate solutions or solutions that could be harmful to specific groups. In order to avoid such situations, consult directly with the people concerned. If this is not possible, reach out to others who are knowledgeable of the situation MGAs, GFPs, MPKI Officers and/or other thematic experts within the Mission such as Child Protection Officers, Protection of Civilian Officers, Human Rights Officers, etc.). Make sure to consult the MGA, the GFPs in the Battalion or the civilian Mission Gender Adviser to learn more about the gender roles, norms and dynamics in the local community. These gender experts know how to conduct gender-responsive conflict analysis and could assist you in your task. Gender relations are shaped by and can shape conflict. It is important to be aware of these dynamics

to make truly informed decisions that are gender-responsive. Keep an open mind and be observant. Remember that there could be – and often are – several sides to a story.

2. Harmful/discriminatory practices exist in every society. The degree of inequality, however, varies. Some societies have greater equality, while others are less equal. For instance:

- In nearly all countries, women earn less than men (refer Global Gender Gap report 2021). Is this the case for your country?
- Are women registered as owners of the houses they live in and/or their family businesses?
- Are there ways that men try and pressure (or even force) women into going out with them?

What does this mean in families where men breadwinners are killed, injured or go to fight? Are there State or social structures in place that could provide support in these situations? Being conscious of the impact of such situations on immediate dependents and the overall social fabric will help you to know who to talk to in order to better identify the key needs and grievances of the population.

## QUIZ ANSWERS

1. a, c.

2. Possible responses include:

- Limitation or loss of right to property for women;
- Restriction of freedom of movement for men and women;
- Loss of access to income-generating activities for men and women;
- Absence of men and women in areas where they would normally be present.

3. Possible responses include:

- Enhance situational awareness related to gender roles and norms;
- Facilitate the deployment of diverse teams consisting of women and men military personnel where/when required;
- Inform operations and activities in a gender-responsive way related to the protection of civilians;
- Determine security threats to different groups of the population.

4. Possible responses include:

- Gather information from local authorities (police, municipal headquarters, other local security forces, etc.);
- Gather information from local media (radio and television stations, newspapers, etc.);
- Liaise with any United Nations checkpoints that are along the route.

# CASE STUDY 5: FACILITATING AN EFFECTIVE RESPONSE TO VICTIMS AND SURVIVORS OF CONFLICT

## SELF-LEARNING REFLECTION ANSWER

1. Do you assume that the victims of conflict-related sexual violence (CRSV) are all women? Do your assumptions about masculinity preclude you from considering men and boys as vulnerable? Do you assume that all men are strong and capable of defending themselves?

Men and boys can also be victims of violence, including CRSV. There is a large stigma around CRSV. Men and boys might not directly refer to CRSV; instead of saying that they have been raped, they might say that they have been tortured or beaten. Understanding these nuances in language is important.

Being aware of your implicit or explicit assumptions is the first step in avoiding bias that, if left unattended, could lead you to overlook certain groups of people or to propose inadequate solutions or solutions that could be harmful to certain groups. In order to avoid such situations, consult directly with the people concerned before coming to any conclusions. If this is not possible, reach out to others who are knowledgeable about the situation. Keep an open mind and be observant. Remember that there could be – and often are – several sides to a story.

## QUIZ ANSWERS

1. b.
2. a, c, d.
3. Possible responses include:
  - a. Stigmatization;
  - b. Fear of reprisals;
  - c. Climate of insecurity;
  - d. Limited access to support mechanisms;
  - e. Lack of awareness of available mechanisms;
  - f. Real or perceived ineffectiveness of available mechanisms.
4. True.
5. False. CRSV is perpetrated against men, women, boys and girls.
6. True.

# CASE STUDY 6: CREATING AN ENABLING WORK ENVIRONMENT FOR ALL TROOP PERSONNEL (FOCUSED ON TROOP PERSONNEL)

## SELF-LEARNING REFLECTION ANSWERS

1. Do you assume that women military personnel are weak and sensitive? That they are unable to perform combat roles and that men military personnel should protect their women colleagues? Do you assume that a survivor of harassment would prefer to be left alone rather than talking with another colleague?

Military women are just as trained as their male counterparts. Often, given the taboos and stigmas associated with being a woman, military women must work harder than their male colleagues in order to be recognized and promoted. Women sometimes get assigned to stereotypical roles, something that puts operational effectiveness at risk. Women as well as men must be assigned to the tasks for which they are trained and qualified. The security situation should not prevent trained women or men from doing the work for which they are trained and qualified, even if it requires increased exposure to danger in the area of responsibility (AOR).

Being aware of your implicit or explicit assumptions is the first step in avoiding bias that, if left unattended, could lead you to overlook certain groups of people or to propose inadequate solutions or solutions that could be harmful to certain groups. In order to avoid such situations, consult directly with the people concerned before coming to any conclusions. If this is not possible, reach out to others who are knowledgeable about the situation. Keep an open mind and be observant. Remember that there could be – and often are – several sides to a story.

2. Would you like to have support from your peers? From your superiors? Would you like to know that support mechanisms – both formal and informal – are available for you? Would you feel better if one of your colleagues checked in on you regularly? Would you feel reassured if you were not left alone with the Sergeant?

If, at the beginning, you are unsure of what you could do to assist the Private, put yourself in the same shoes of the person. Ask yourself what you would like others to do if you were in the same situation. You will probably have a lot of ideas. Now transfer these ideas back to the Private. Remember: support your colleague in ways that you would wish to be supported if you were in a similar situation.

## QUIZ ANSWERS

1. a.
2. b, c.
3. a, d.
4. a, b, c, d.
5. a, c, d.
6. Possible actions include:
  - Distract or disrupt situation through your action;
  - Ask colleague if he/she is alright, needs any help;
  - Approach everyone as a friend, avoid accusations;
  - Use humour to defuse tensions;
  - Where possible, stay around until incident is over, without leaving harassed colleague alone with offender/alleged offender. Intervene more directly if situation gets out of hand. Ask the victim after the incident is over if he/she is alright.

# CASE STUDY 7: OPERATING GENDER-RESPONSIVE CHECKPOINTS

## SELF-LEARNING REFLECTION ANSWERS

1. Do you assume that women wearing traditional attire are docile and submissive? That older men are often sick, weak and helpless?

Be conscious that dress does not define an individual or his/her capabilities. Following cultural traditions does not necessarily translate to submissiveness. How close are you to your own cultural traditions and practices?

Being aware of your implicit or explicit assumptions is the first step in avoiding bias that, if left unattended, could lead you to overlook certain groups of people or to propose inadequate solutions or solutions that could be harmful to certain groups. In order to avoid such situations, consult directly with the people concerned before coming to any conclusions. If this is not possible, reach out to others who are knowledgeable about the situation. Keep an open mind and be observant. Remember that there could be – and often are – several sides to a story.

2. Being searched/touched by a stranger could be uncomfortable in any context, in any country. If you are a woman, you may be concerned about inappropriate advances, sexual harassment or blackmailing. Would you feel the same if you are/were a man? Or if your wife/daughter was being searched by a man (military) officer?

## QUIZ ANSWERS

1. b.
2. Possible responses include:
  - a. A woman;
  - b. A refugee;
  - c. From the same ethnic group (Elassi);
  - d. Living in poverty.
3. Possible answers include:
  - a. Exploit gender stereotypes that allow women to pass as innocent;
  - b. Exploit vulnerabilities among women to carry out activities that are unlawful or risky;
  - c. Improve intelligence and operations through diverse troops.
4. Possible answers include:
  - a. Be able to use simple phrases in the local language to greet locals;
  - b. Take necessary measures to accommodate local traditions and customs;
  - c. Display all signs and information boards in local language(s);
  - d. Pay special attention to the specific needs of men, women, boys and girls including older people, people with disabilities, etc.

