Lesson
2.6

Women, Peace and Security

Lesson at a Glance

Aim

To a) introduce the theme of women, peace and security and b) link a gender perspective to effective mandate implementation.

Relevance

As peacekeeping personnel, the UN expects you to:

- Protect and promote human rights, including women's human rights
- Protect women from sexual violence and help victims
- Be a role model in your conduct and in promoting gender equality

As UN peacekeeping personnel, you promote the UN standard of equality between men and women.

As UN peacekeeping personnel, you have a duty to protect human rights, including the rights of women affected by conflict.

Learning Outcomes

Learners will:

- Explain the different impact that conflict has on women and girls, men and boys
- Explain how women are both victims of conflict and key partners for peacekeeping and peacebuilding activities of UN peacekeeping operations
- Explain the concept of "gender mainstreaming" and its importance to effective mandate implementation
- Describe how peacekeeping personnel can help protect women and support gender equality in their daily work

Lesson Map

Duration: 45 minutes total
20 minutes: presentation
25 minutes: interactive exchange or activity

The Lesson	Pages 3-35
Starting the Lesson	Intro Slides
Definitions	Slides 1-3
The Impact of Conflict on Women and Girls, Men and Boys	Slides 4-6
The Importance of a Gender Perspective	Slide 7
The Importance of Gender Equality	Slide 8
Legal Framework for Gender Equality	Slides 9-10
UN Actors Leading in Women, Peace and Security	Slide 11
DPKO/DFS Policy on Gender Equality	Slide 12
Gender Equality in UN Peacekeeping	Slide 13
Roles and Responsibilities	Slides 14-21
What Individual Peacekeeping Personnel Can Do	Slide 22
Summary	Page 34
Learning Activity Options	Pages 36-51
2.6.1 Impact of Conflict	Page 37
2.6.2 Differences between Women and Men: Sex or Gender?	Page 39
2.6.3 Shaping Gender Roles	Page 43
2.6.4 Gender and Power Structures – Questions for Peacekeeping Personnel	Page 47
2.6.5 Equal Treatment – Unequal Results	Page 49
Learning Evaluation	Pages 52-72

The Lesson

Starting the Lesson

Introduce the following (using the Introductory Slides):

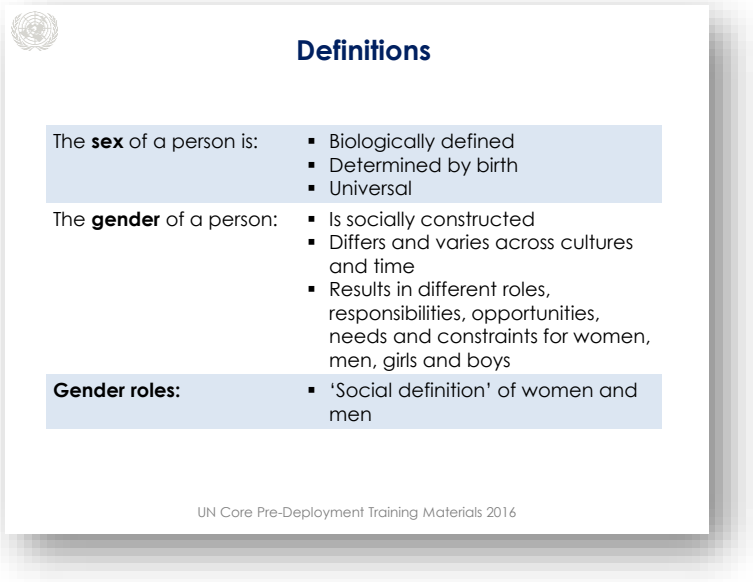
- Lesson Topic
- Aim
- Relevance
- Learning Outcomes
- Lesson Overview

Key words and ideas in this lesson may be challenging to explain and translate. These suggestions may help.

- Ask learners to think about their own and their grandparent's lives. What has changed?
- Note on a flipchart sheet the first points people make. Then ask prompt questions: How was your grandmother's life different from your mother's? Your grandfather's life from your father's?
- Some examples may seem unrelated to sex or gender – e.g., access to technology, a city life instead of a rural life. Note them anyway.
- Other examples of difference may be the type of work, paid work outside the home, levels of basic literacy and education, family expectations, different approaches to marriage.
- Encourage examples from people of different cultural groups.
- Select one or two examples that show how social norms differ between groups and change over time. What is "normal" to one person is not to someone else.
- "Sex" is biologically fixed and constant, the physical reality of being male or female. "Gender" is the name given to the social construct of being male or female, not the physical reality.
- Encourage learners to think about the idea of gender by completing prompt sentences. For example: "In my culture… in my community…"
    - Men always…
    - Women never …
    - Boys are encouraged to…
    - Girls are discouraged from…
- People from different cultures will give different responses. Answers relate to social norms and expectations for men and women. Stress that these illustrate the idea of "gender", a core part of this lesson.

Definitions

Slide 1



Key Message: "Gender" and "sex" have different meanings.

Sex refers to biological differences between women and men. Examples are chromosomes, anatomy and hormones. "Men's voices break at puberty, women's do not" is a statement about the sexual differences between women and men.

A person's sex is:

- Biologically defined
- Determined by birth
- Universal

Gender refers to what a society considers proper, or fitting for women and men – behavior, actions, expectations and roles. "In Ancient Egypt, men stayed at home and wove cloth. Women handled family business. Women inherited property and men did not." These are statements about gender differences.

Gender is:

- Social meaning and value given to being a woman or a man
- Social characteristics – not biological differences – used to define a woman or a man

What gender does is:

- Define boundaries of what society expects women and men to do and be in their culture

- Shape expectations, behaviour and roles for people, including entitlements of women and men
- Set rules, norms, customs and practices through which biological differences may become social differences

Sex describes the biological differences between men and women which are universal. Societies define and shape gender in different ways so it is:

- **Context specific** to a particular society, culture and point in history
- **Not fixed.** In other words, gender is fluid and changes even over a lifetime in response to wider social changes and challenges by individuals
- **Diverse**. In other words, gender roles and relations vary between and within societies, influenced by a person's class, race, ethnicity, caste, sexual orientation, age, social group and life experience

Gender:

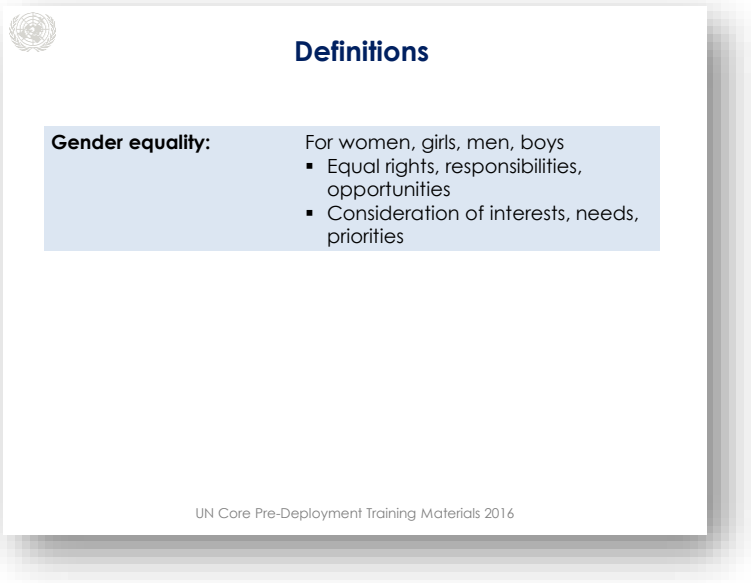
- **Is socially constructed, which means it is learned and can change**
- **Differs within cultures and between cultures, varies over time**
- **Results in different roles, responsibilities, opportunities, needs and constraints for women, men, girls and boys**

Instructors should emphasise difference between the words "gender" and "sex". Many languages lack a literal translation for the word "gender", so it is often impossible to translate the term. It is important to explain that there is a difference between the biological differences between men and women and what they learn from society as boys and girls about how each should behave. The word "gender" is used to describe such learned behaviour.

If you bridged into the lesson by asking participants to reflect on differences between lives of their grandparents and themselves, refer to the flip-chart sheet with notes. Ask participants if any of the noted points suggest stereotypes. Be ready with some examples to prompt thought. "Women are not good at math and don't make good engineers." "Men don't show feelings and never cry."

In this and other lessons, draw attention to gender stereotypes that surface. Consistently use the ideas of gender and gender equality to reinforce understanding.

Slide 2



Key Message: Inequalities exist between men and women in every society to varying degrees. In many societies, women are subordinate to men. Stereotypes about gender roles of women and men are at the root of discrimination against women and gender inequality.

Pause the lesson for a moment. Ask participants if they have any questions, if the basic ideas are clear. Does "gender" as a social construct make sense, distinct from biological sex? If not, take more time to build foundation understanding. If yes, ask: "So what do you think "gender equality" means?" Encourage open discussion. Note key words from points people raise, grouping related ones together. Refer to points on the flip-chart sheet as you move through the rest of the lesson, building on participants' knowledge. If people do not give useful responses, ask them to work in table groups for five minutes and together come up with a definition of gender equality. The purpose is to get them to do some thoughtful work before giving them a definition.

Gender equality means that women and men, boys and girls have equal rights, equal responsibilities and equal opportunities. It means no discrimination because of sex or gender. Women and men, boys and girls can equally fulfil their potential in all private and public areas of society – social, economic, political, religious. Equal treatment means the interests, needs and priorities of women and men get the same consideration and weight.

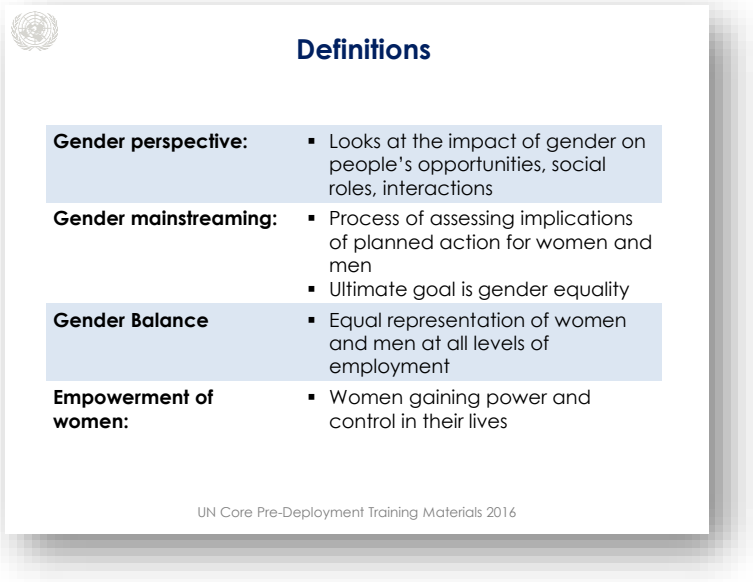
Gender equality is:

- A human rights issue
- A precondition for sustainable development
- An indicator of sustainable, people-centred development

Equality does not mean women and men become the same. Women's and men's rights, responsibilities and opportunities do not depend on whether they are born male or female.

Gender equality is not a women's issue. It is a social issue that concerns and engages men as well as women.

Slide 3



Key Message: Discriminatory laws, policies and practices prevent women and girls from enjoying their full and equal rights. **Gender balance** and **gender mainstreaming** support gender equality. The two terms are related, but different.

A **gender perspective** is a way of looking at things. It always considers the impact of gender on people's opportunities, social roles and relationships. A "gender lens" is another name for a gender perspective.

One goal of the UN is equality, including gender equality. **Gender mainstreaming** is the UN's strategy. The approach is also called **mainstreaming a gender perspective.**

Gender mainstreaming consistently considers gender and integrates gender considerations into decisions and actions. It assesses implications for women and men of any planned action: legislation, policies, programmes and decisions.

"Mainstreaming a gender perspective" integrates concerns and experiences of women and men into all work, so:

- Women and men benefit equally
- Inequality is not perpetuated

Gender mainstreaming is the responsibility of both men and women.

This definition of gender mainstreaming comes from the 1997 agreed conclusions of the Economic and Social Council (ECOSOC).

Gender balance refers to the equal representation of women and men at all levels of employment. The General Assembly has set the goal of achieving a 50-50 representation of women and men in all professional posts, especially decision-making and senior positions.

Gender balance, having equal numbers of men and women, is one avenue to equality. Gender balance is one part of gender equality. To achieve full equality, people must also mainstream a gender perspective through all policies, programmes and activities.

Empowerment of women describes women gaining power and control over their own lives. Some societies raise girls to be confident and aware of their rights. In other societies, empowerment is a life journey. It may involve awareness-raising, building self-confidence, expansion of choices and increased access to and control over resources.

Empowerment of women is not only about individual lives. It needs collective action to transform parts of society that reinforce gender discrimination and maintain inequality. Only women can empower themselves, but both men and women have to address institutionalized inequality and discrimination.

The Impact of Conflict on Women and Girls, Men and Boys

Bridge into the next part by noting that conflict affects people in both the same way and in different ways. Ask: How are men and women affected in the same ways? What effects are specific to each group? Use the lesson text to fill in gaps and deepen understanding.

Slide 4

Key Message: Women and girls, men and boys experience conflict in the same way and in different ways. Women and girls are highly disadvantaged and at heightened risk of violence in times of conflict.

During armed conflict civilians may die, be forcibly displaced, injured by landmines or other weapons and lose their livelihoods women and girls, men and boys **share these experiences.**

However, there are important differences in experiences of women and girls, men and boys**.**

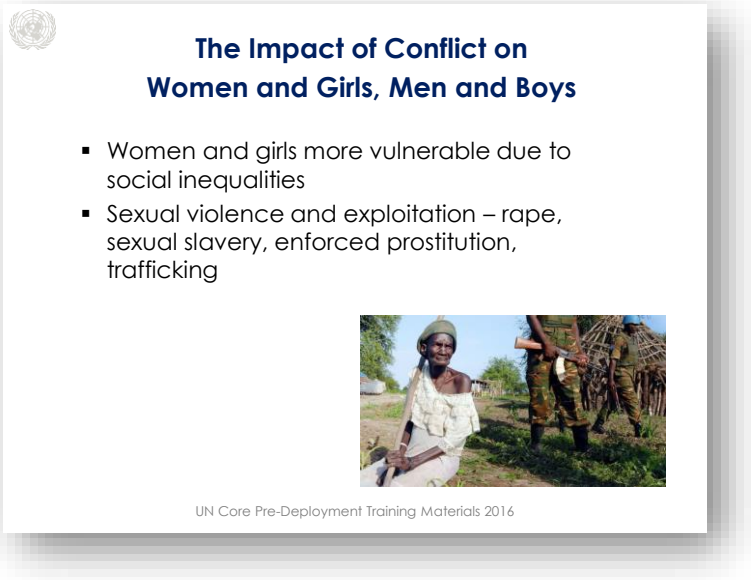
During the Conflict

- Women must work harder to get food, fuel and water; they may be at risk doing these daily tasks
- Men find it harder to support their families
- Men may take up arms
- Women may have more people to take care of, including injured people
- Combatants may abduct and rape women and girls, use them as sexual slaves and bush wives
- Combatants may forcefully conscript boys into combat and use them as sexual slaves

After the Conflict

- Men may be unable to work or provide for others
- Women struggle with breaks in food and water supplies
- Men may become disillusioned, frustrated and resort to violence; women may too
- Family and community may reject abducted women and girls; finding partners may be difficult, especially if children resulted from rape
- Women may resort to prostitution to survive
- Post-conflict programs for re-entry to society may target only male combatants, ignoring women and girls

Slide 5



Key Message: During conflict, pre-existing social inequalities magnify, making women and girls **more vulnerable to certain forms of violence**. These range from sexual violence and exploitation, including rape and sexual slavery, to enforced prostitution and trafficking.

Young men and boys typically have the role of "protectors" of their communities. Their high risks are: a) militia groups and armies recruiting them and b) injury and death through combat.

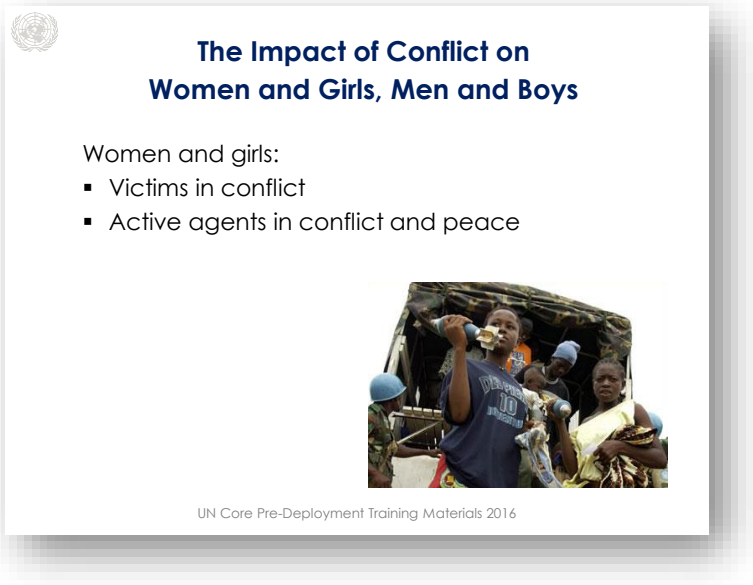
Women and girls typically have the role of providers of everyday household needs, which can take them to remote locations in search of water and firewood. As a result, the main threat to the security of women and girls in conflict zones may be rape and sexual assault when carrying out household tasks rather than injury and death through combat.

Women and girls may also join armed groups out of poverty, by force or willingly. Usually, they provide support services to combatants such as domestic services, but sometimes combatants use them as sexual slaves.

During conflict, women and girls must typically take on more responsibilities to meet daily household subsistence needs. Necessary resources and social support may not be available. Women and children are more vulnerable economically. This places them at greater risk of exploitation by organized criminal groups active in prostitution rackets or drugs and human trafficking.

The UN has documented use of sexual violence against women and girls as a strategy and tactic of war. Sexual violence is also directed against men and boys. These violent acts are symbolic as well as actual. They have political significance and may be endorsed by militia or army leadership.

Slide 6



Key Message: Women and girls are **victims** in armed conflict. However, they can be instrumental for conflict resolution and promoting peace.

Women may have more informal decision-making powers in a community than one expects. When men go to war, women take on the responsibilities of the absent men. As heads of the family or households, they provide for their families and make all family decisions.

Women also have access to valuable information about:

- How the community works
- Fighting or tensions in the community
- Arms caches and planned violence
- Potential threats

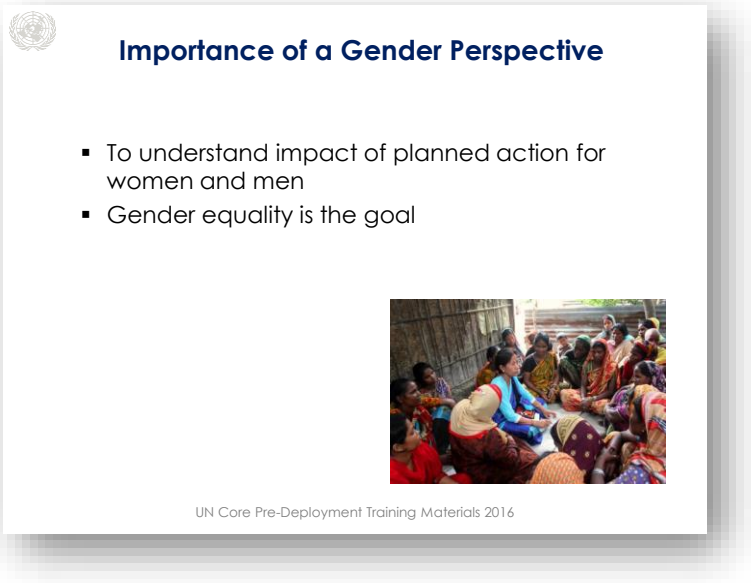
Female combatants may have valuable information about fighting forces.

In a number of countries, the moral authority of women as mothers, wives and daughters has been drawn upon to put an end to conflict.

However, formal peace processes continue to ignore women. Men dominate. Women are more prominent in informal peace activities, for example, peace marches and advocacy campaigns.

The Importance of a Gender Perspective

Slide 7



Key Message: A good understanding of different needs, priorities and potentials of women and men, girls and boys in a country leads to:

- Better-informed decisions
- More effective implementation of mission mandate

A **gender perspective,** introduced above, is a way of looking at things. It requires that people always consider the impact of gender on people's opportunities, social roles and relationships. A gender perspective or gender lens has special significance in peacekeeping.

An understanding of how conflict has affected the lives of women compared to men, and girls compared to boys, helps peacekeeping personnel know the context better. This helps the mission to:

- Ensure it does not make matters worse for the local population or reinforce past discrimination.
- Redress social inequalities in a host country. The mandate focuses this work. Examples are girls' limited access to education and lack of representation of women in decision-making processes.

A gender perspective helps peacekeeping personnel understand possible actions to take.

The goal of mainstreaming a gender perspective is gender equality.

The Importance of Gender Equality

Slide 8

Key Message: Gender equality is an important goal, an issue of human rights and social justice. Promoting greater gender equality can also benefit peace and security.

Peace and security can only be achieved and sustained if a all members of a society have equal access to:

- Opportunities
- Protection
- Access to resources and services
- Decision-making
- All basic rights
- Gender mainstreaming is the responsibility of both men and women.

The theme of human rights is carried throughout the CPTM. Use this point to link human rights and the goal of lasting peace and security. Links between violent conflict and denial or violation/abuse of a group's human rights are not always clear, but they are strong. Helping learners see and understand this link will assist them in connecting new learning about human rights to their peacekeeping role.

Peace and security efforts that neglect women do not achieve goals and can have negative impacts.

Wrongs done to women in conflict often are not considered as serious as violations and abuses against men. Ignoring human rights violations and abuses committed against women may a) slow national reconciliation and healing and b) negatively affect a peace process.

Women and girls have a critical role in peace and security, not always recognized or tapped. Women and girls are key partners as:

- Sources of authority
- Sources of information
- Agents of positive change

Gender equality benefits society as a whole.

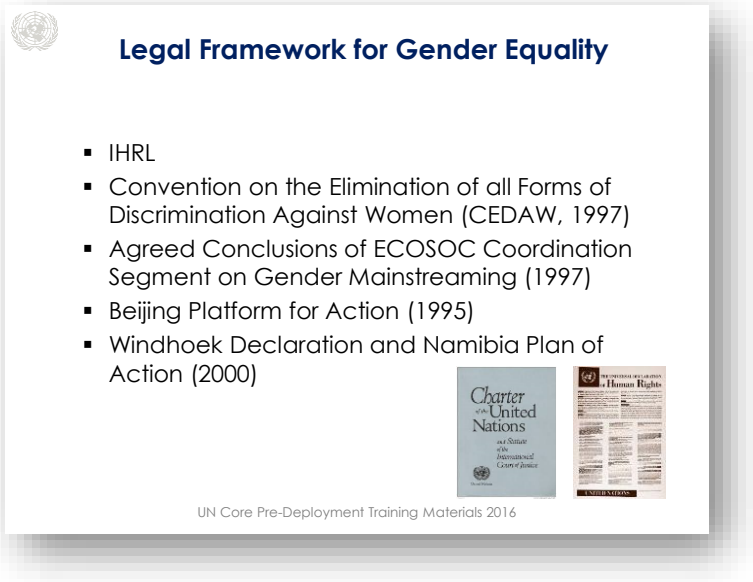
Both men and women contribute to ending discrimination: challenging attitudes, changing behaviours and transforming social roles.

Peacekeeping operations also contribute by:

- Providing women with equal opportunities to express their needs and priorities
- Increasing women's full participation in peace processes and their implementation

Legal Framework for Gender Equality

Slide 9



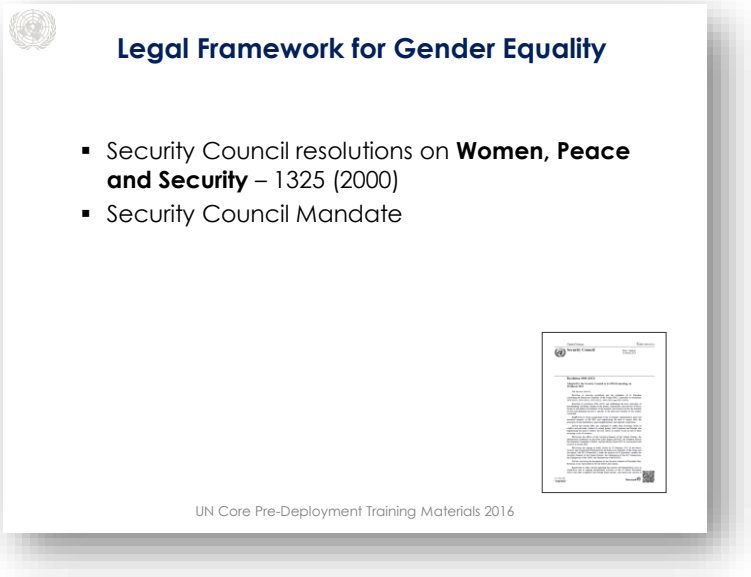
Key Message: The legal framework obligates UN peacekeeping operations to promote gender equality.

Gender equality is a goal to which governments and international organizations have committed themselves. The Charter of the UN and other international instruments enshrine this goal.

International human rights norms and standards on gender equality are in:

- Universal Declaration of Human Rights, (UDHR, 1948)
- International Covenant for Civil and Political Rights (ICCPR, 1966)
- International Covenant on Economic, Social and Cultural Rights (ICESCR, 1966)
- Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW, 1979)
- Agreed Conclusions of ECOSOC Coordination Segment on Gender Mainstreaming (1997)
- Beijing Platform for Action (1995)
- Windhoek Declaration and Namibia Plan of Action (2000)

Slide 10



Key Message: In 2000, Security Council resolution 1325 was the ground-breaking resolution on Women Peace and Security (WPS). The Security Council has adopted additional resolutions to guide the international community's commitments to women's rights in conflicts. These resolutions reflect the disproportionate and unique impact of armed conflict on women and girls.

Consider making a wall graphic or visual of the timeline for the WPS agenda, showing key dates and Security Council resolutions. Use it to show how the Security Council has increased and expanded attention to these themes. The UN's work on CRSV is part of protection of civilians (POC).

The Security Council resolutions on WPS include:

- **SCR 1325 (2000):** Stresses the importance of women's equal and full participation as active agents in preventing and resolving conflicts, peacebuilding and peacekeeping
- **SCR 1820 (2008):** Reinforces resolution 1325 by directly linking sexual violence as a tactic of war with women peace and security issues
- **SCR 1888 (2009):** Calls for the UN to deploy Women Protection Advisers; sets up the Special Representative of the Secretary-General on Sexual Violence in Conflict (SRSG-SVC). A follow up to Resolution 1820
- **SRC 1889 (2009):** Calls for development of indicators to monitor and measure progress on Resolution 1325
- **SCR 1960 (2010):** Focuses on Monitoring, Analysis and Reporting Arrangements (MARA) on Conflict-Related Sexual Violence
- **SCR 2106 (2013):** Focuses on protection; builds on and deepens the WPS agenda on conflict-related sexual violence (CRSV)
- **SCR 2122 (2013):** Focuses on participation; calls for further strengthening of women's engagement at all levels of decision-making

- **SCR 2242 (2015):** Focuses on using gender analysis at all stages of the mission from start-up to draw-down, and increased accountability by senior mission leader on gender equality

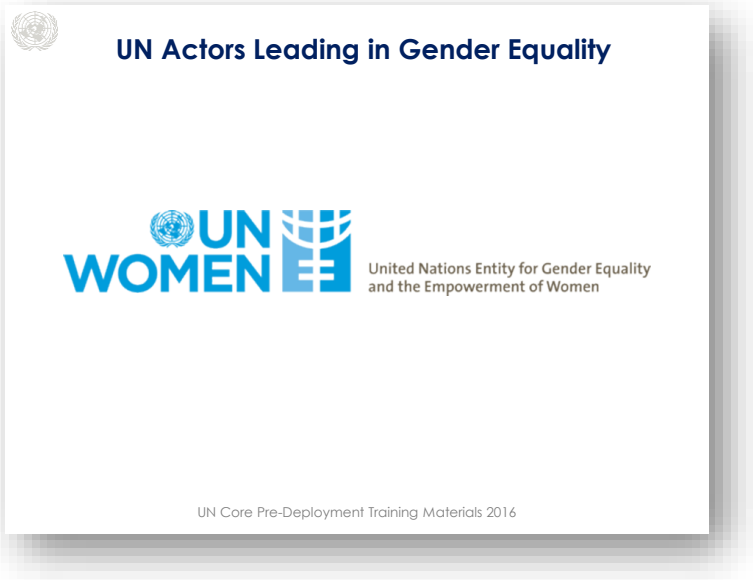
Together, the resolutions are the Security Council's "Women Peace and Security – WPS – agenda". The WPS agenda emphasizes:

- Women's empowerment
- Women's participation
- Women's protection
- **Gender equality**

The set of **Security Council resolutions on WPS guides UN peacekeeping in advancing gender equality in post-conflict societies.**

UN Actors Leading in Women, Peace and Security

Slide 11



Key Message: All UN entities are to implement the WPS agenda in their work. The UN also created the *United Nations Entity for Gender Equality and the Empowerment of Women (UN Women)*. It leads on gender equality and empowerment.

WPS resolutions and mandates have wide scope. Different entities lead on different parts:

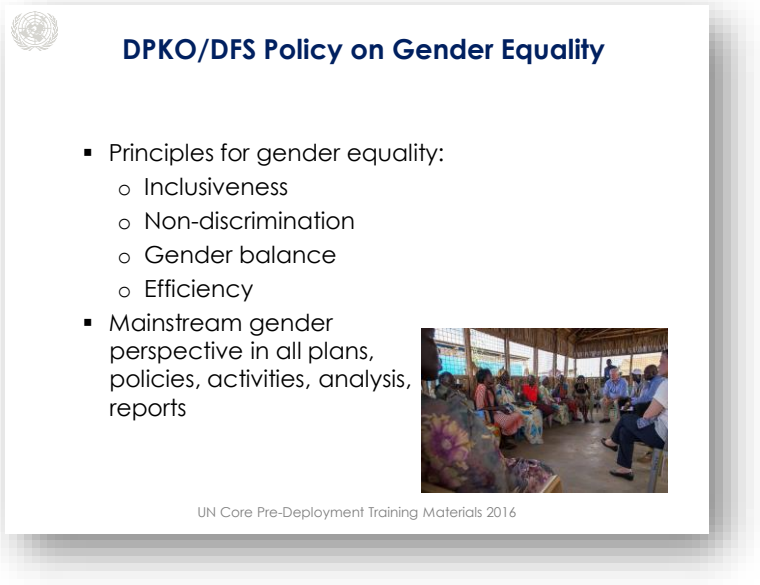
- UN Women
- Office of the Special Representative of the Secretary-General on Sexual Violence in Conflict
- United Nations Development Programme (UNDP)
- United Nations Population Fund (UNFPA)
- Office of the United Nations High Commissioner for Human Rights (OHCHR)

National and external partners also lead in specific areas. The peacekeeping mission and its UN partners advocate for gender equality, women's rights, women's empowerment and the WPS agenda, along with:

- Governments
- National defence and police institutions
- Non-governmental and community based organizations,
- Women's groups
- Local communities
- Faith based associations
- Member States

DPKO/DFS Policy on Gender Equality

Slide 12



Key Message The *DPKO/DFS Policy on Gender Equality in UN Peacekeeping Operations* (2010) guides peacekeeping personnel. All UN peacekeeping work and personnel must promote, respect and protect gender equality. The policy requires UN peacekeeping operations to integrate or mainstream gender perspectives. SCR 1325 and other WPS resolutions apply.

DPKO and DFS policy states:

- Women and men are equal
- All peacekeeping personnel must promote equality between men and women

The following principles underlie DPKO/DFS work for gender equality:

- **Inclusiveness:** Peacekeeping personnel are to consult equally with women and men in post-conflict countries on all decisions that affect them. The goal is to consider perspectives of all community members and integrate these into policies.
- **Non-discrimination:** Peacekeeping personnel are to uphold equal rights of women and girls in policies and decisions and protect women from sexual and gender-based violence (SGBV) and harmful traditional practices.
- **Gender balance:** Staffing profiles at Headquarters and in missions are to reflect commitments to equal representation of men and women at all post levels.
- **Efficiency:** To build and sustain peace, efforts have to harness all human resources capacity in post-conflict societies - women, men, boys and girls.

The policy applies to all UN peacekeeping personnel:

- Military, police and civilian
- In the field and at Headquarters

- In official duties and personal life

The policy requires a gender perspective in all plans, policies, activities, analyses and reports.

Mainstreaming a gender perspective involves five (5) measures:

1. **Gender analysis**. Gain an understanding of the social position and relationships between men and women. This includes:
   - Access to resources
   - Activities and work – constraints each face in areas of work and fields of expertise

   Gender analysis always uses data broken down or disaggregated by sex and age. This is important for peacekeeping personnel to make a comparison. All reports need to present this same information.

The information on gender analysis helps further clarify the difference between the two key ideas, sex and gender. Sex is biological, gender is social. The relationship between them is as important as clear definitions. Gender analysis uses these two ideas, sex and gender, to better support gender equality. All information needs to be analysed separately for men, boys, women and girls. Comparisons are possible.

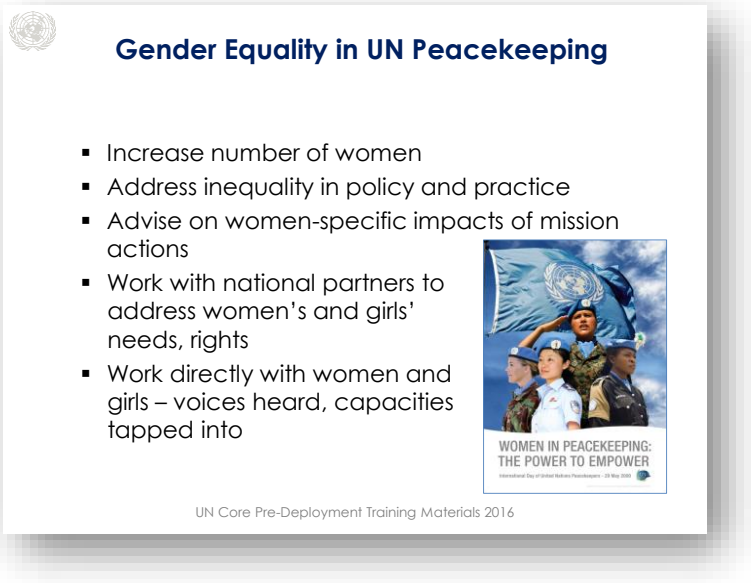
2. **Programme planning and design.** Ensure consultation with gender experts:
   - Mission gender unit
   - Specialist UN entities working on gender issues, e.g. UN Women, UN Children's Fund (UNICEF), UNFPA
   - National and local women's organizations
3. **Monitoring.** Regularly review plans and progress on gender mainstreaming, in consultation with gender experts.
4. **Implementation.** Integrate gender considerations into all activities, including in training and reporting.
5. **Coordination and networking.** With UN entities, partners and women's organizations on gender issues.

DPKO/DFS have a strategy to support gender mainstreaming in peacekeeping. The ***DPKO/DFS Gender Forward Looking Strategy 2014-2018***:

- Sets objectives for gender mainstreaming in peacekeeping
- Stresses its importance
- Outlines a strategic direction
- Gives tools to better support and protect women and girls where missions are deployed

Gender Equality in UN Peacekeeping

Slide 13



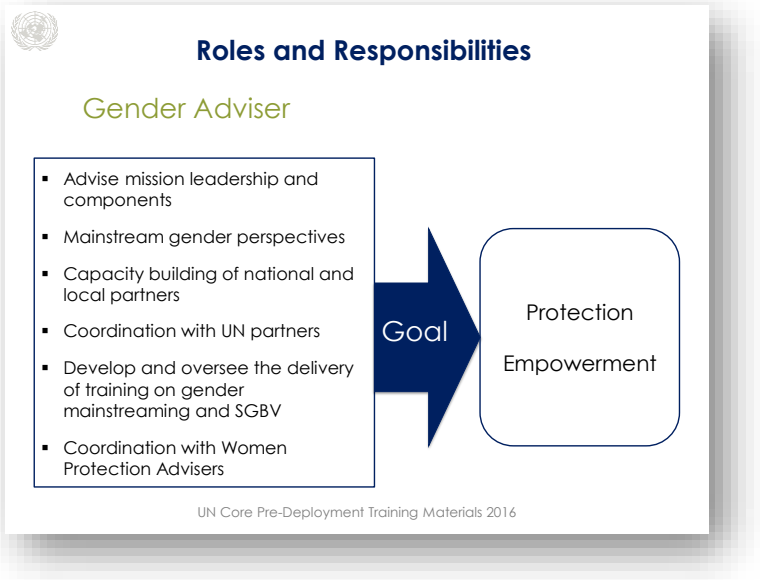
Key Message: The UN expects peacekeeping personnel to be progressive on gender equality. Ending discrimination against women and girls is everyone's job.

Gender equality in peacekeeping missions means:

- Getting more women in key peacekeeping components to address under-representation and lead by example
- Addressing policy and practice that may result in or reinforce inequality
- Advising the HOM and component heads on the women-specific impacts and implications of actions of a peacekeeping mission or partners
- Working with national partners to strengthen capacity to effectively address women's and girls' needs and rights as well as men's
- Working directly with women and girls to ensure their voices are heard and capacities tapped in wider efforts for stabilization, peace and development

Roles and Responsibilities

Slide 14



Key Message: The Gender Adviser of the mission leads and coordinates on gender issues.

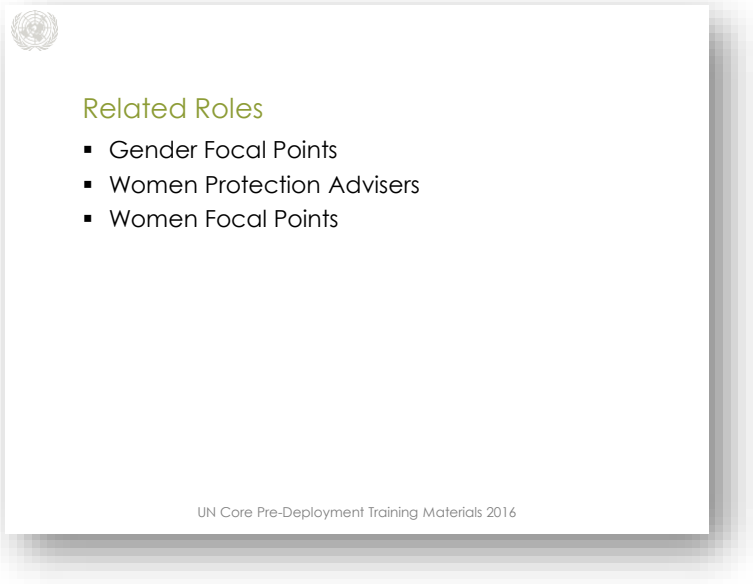
Gender Advisers lead in key areas:

- Advise mission leadership, military, police and civilian components on gender issues
- Guide integration of gender perspectives into work of all components - policies, planning instruments, actions and reports
- Contribute to building capacity of national and local partners (civil society, government), working with mission components
- Coordinate with UN partners on gender mainstreaming
- Develop and oversee the delivery of training on gender mainstreaming and SGBV for all peacekeeping personnel
- Coordinate with WPAs

The **Gender Unit** supports gender mainstreaming in mission priority areas, for example:

- Political processes and governance structures
- Human rights protection and promotion
- Disarmament, demobilization and reintegration (DDR)
- Security sector reform (SSR)
- Mine action
- Legal, judicial and corrections reforms
- Prevention, protection and response to CRSV and SGBV

Slide 15



Key Message: Others contribute to integrating gender perspectives into all work components.

They are a resource for mission leadership to mainstream gender into plans and work, supporting:

- HOM
- Force Commanders
- Police Commissioners
- Heads of sections
- All peacekeeping personnel

Gender Focal Points in traditional peacekeeping operations:

- Are appointed in peacekeeping missions that do not have a Gender unit
- Advise mission leadership, military, police and civilian components on gender issues
- Ensure all mission components effectively integrate gender equality in their work
- Build capacity of all in the mission to address gender issues

Women Protection Advisers (WPAs):

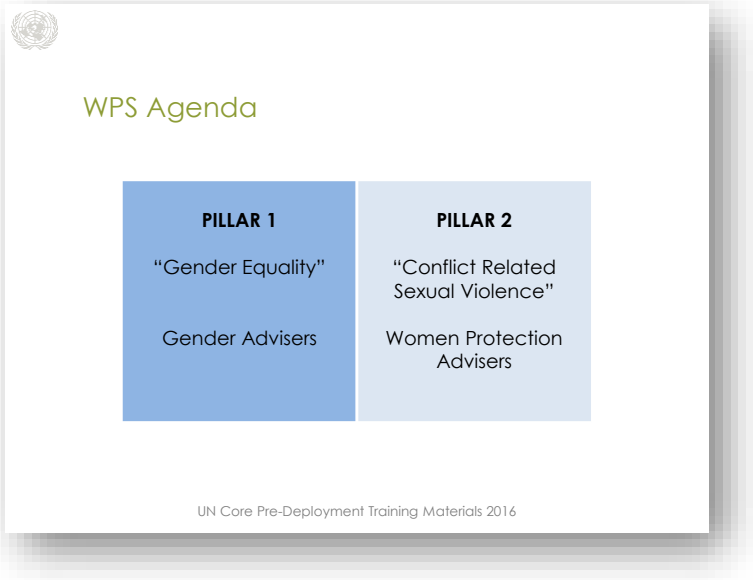
WPAs advise mission leadership, military, police and civilian components on addressing CRSV.

Focal Points for Women (FPW):

- Serve as reference person on gender balance
- Support increasing numbers of female civilian staff in DPKO and DFS, at Headquarters and in the field
- Help female civilian staff develop and move up in their careers

Gender Focal Points and WPAs are technical posts. The FPW is an assignment on top of one's regular job.

Slide 16



Key Message: The aim of the WPS agenda in UN peacekeeping is **to guarantee that participation and protection of women and girls** are priorities in all peacekeeping settings. Two pillars underpin the WPS agenda in UN peacekeeping:

- Gender equality - the focus for Gender Advisers
- CRSV – the focus for WPAs

Gender Advisers and WPAs work together to help missions implement the WPS agenda.

WPS Pillar 1: Gender Equality

Gender Advisers advance the goals of gender equality through a holistic approach to WPS. They:

- Make sure all mission components consider gender issues and root causes of gender inequality
- Concentrate on women's full participation – women can be partners in their own protection

WPS Pillar 2: CRSV

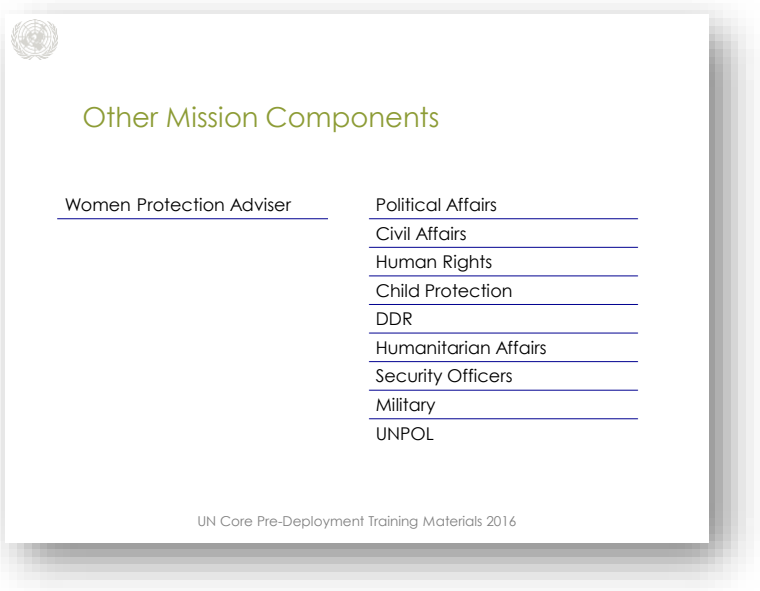
WPAs focus on protecting women from and preventing sexual violence. They:

- Give dedicated capacity in missions carrying out a CRSV mandate
- Lead on this theme within gender and human rights units

Gender Advisers and WPAs carry out work on the WPS agenda through:

- Participation of women in all post-conflict processes
- Protection of women and girls from sexual violence
- Robust training, building capacity of peacekeeping personnel and partners

Slide 17



Key Message: All components in a mission contribute to gender equality in daily tasks.

A cross-section of units contribute to gender equality and protection and participation of women and girls.

Their work involves:

- Security and political assessments of local communities
- Rebuilding local institutions

As part of mainstreaming gender and the WPS agenda, these units must:

- Recognize women and girls as **key partners,**
- **Ensure their equal participation**
- Engage with them as important **sources of authority, information and support for positive change**

All mission components: All peacekeeping personnel have a duty to promote gender equality in their work.

Examples of Gender Equality Work by Different Mission Components

The next part of the lesson gives details on gender equality work in four areas of mission responsibility:

- *Reintegration of combatants*
- *Refugees and IDPs*
- *Rule of law*
- *Economic opportunities*

Depending on time available, consider dividing people into four teams and giving each one area with a task of briefing the large group. Make sure each team has information from the lesson. Encourage people to do on-line research and draw on their own experience for the briefing. Consider assigning preparation on the briefing as homework. Give each group the same time to present. Fill in any blanks, and use the summary of what units do on gender equality to bridge into the next part, "What Individual Peacekeeping Personnel Can Do".

Slide 18

Key Message: To eliminate discrimination against women and gender inequality, peacekeeping personnel must mainstream a gender perspective in order to understand the impact of any planned action for women and men. This includes work on the reintegration of ex-combatants.

Early UN work on DDR focused on male ex-combatants. Experience showed women were neglected during and after conflict. For example, demobilization incentive programmes ignored the needs of female combatants. Demobilization packages included only male clothing, or tools not used by women.

Example: Liberia

In Liberia, combatants could enter DDR programmes if they handed over a gun. The programmes excluded many female combatants and camp followers because they did not have their own guns.

Combatants may have abducted women and girls as sex slaves. After conflict, partners may reject these women and girls. When families reject them, women and children may be destitute. They need help to find jobs and feed their children. DDR programmes designed with only male combatants in mind may not consider them.

Disarmament can gain by focusing on women as well as men. Women often know of stockpiles of weapons and may want to rid their communities of arms.

DDR work now stresses the importance of:

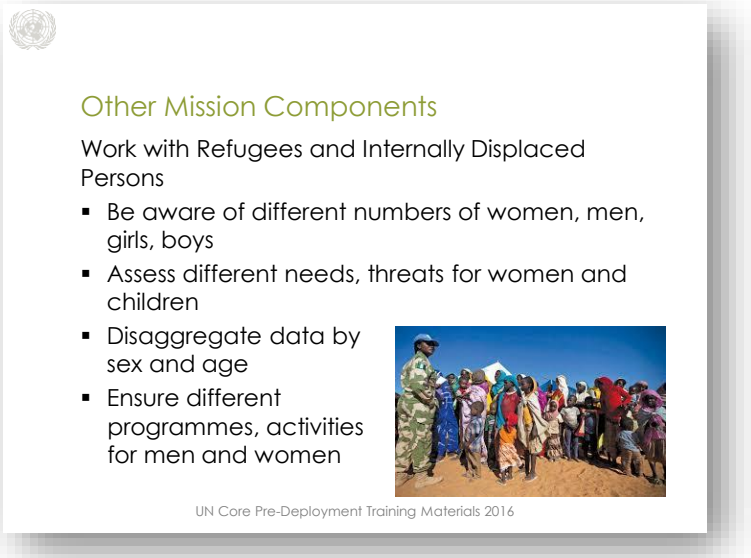
- Considering the needs of female ex-combatants and associates of male ex-combatants (wives and dependents), as well as those of males
- Meeting the needs of all

Tips for peacekeeping personnel working on reintegration of ex-combatants

Peacekeeping personnel working on reintegration of ex-combatants are to:

- **Consult with women separately** when questioning community members about arms caches and the status of developments for peace
- **Include and provide for dependents** of combatants and other camp followers, and women and girls associated with male ex-combatants
- **Consider women's needs** in the design of demobilization packages and services, as well as men's, in proportion to the numbers of women and girls in affected groups
- **Inform themselves about initiatives for women and girls** that are part of implementing mission mandate. Provide ex-combatants with information and links to psycho-social counselling and the support services available

Slide 19



Key Message: To eliminate discrimination against women and gender inequality, peacekeeping personnel must mainstream a gender perspective in order to understand the impact of any planned action for women and men. This includes work with refugees and internally displaced persons (IDPs).

Conflict, especially conflict within a country, results in major social and economic disorder. In recent years, violent conflict has deliberately targeted civilians, especially women and children. Many flee their home communities in search of safety away from conflict zones.

Most refugees and IDPs are women and children. They often arrive at reception centres traumatized by attacks before and during flight. The attack may vary according to whether victims are boys, men, girls or women. Each group has different needs for support and rehabilitation.

Women and girls in camps for refugees and displaced people may suffer further abuse. Camp residents or officials may sexually abuse them, or demand sex in exchange for rations and other benefits. Men in camps may suffer from trauma and frustration. Unable to fulfil their traditional roles as household heads and family protectors, and with an unclear future, they can become depressed or violent with others, including women and children.

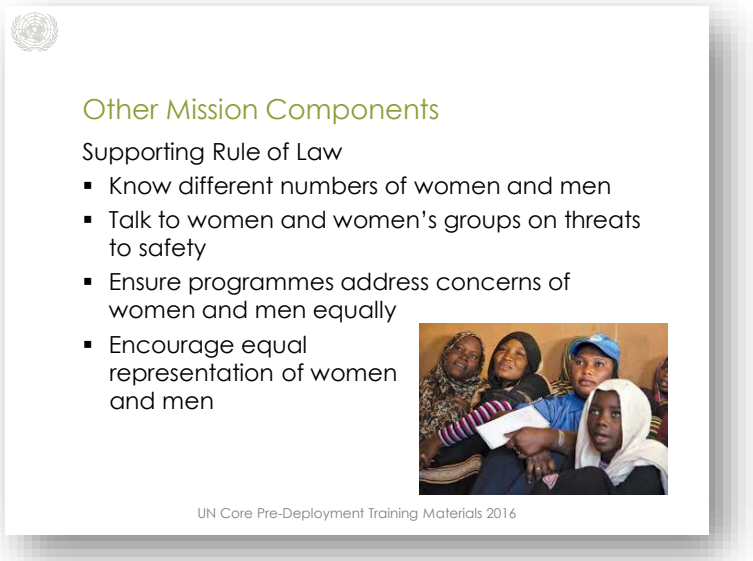
Tips for peacekeeping personnel working with refugees and IDPs

Peacekeeping personnel who work with refugees and IDPs include humanitarian liaison officers, UN Police, civil affairs and human rights officers. They are encouraged to:

- **Be aware of different numbers of women, men, girls and boys** in refugee or IDP populations. Consider family structures and relationships.
- **Assess different needs and threats that women and children** face as IDPs or refugees. Distinguish between threats to women and men, girls and boys.

- Include information on different numbers of women and children and their needs in all reports. **Disaggregate data by age as well as by sex.**
- **Ensure women and men have equal levels of safety and security.** They may need different programmes or support.

Slide 20



Key Message: To eliminate discrimination against women and gender inequality, peacekeeping personnel must mainstream a gender perspective in order to understand the impact of any planned action for women and men. This includes support to rule of law related activities.

All societies regulate unacceptable conduct through formal systems of law and order, and informal ones of tradition and culture. During conflict, normal restraints may disappear. When these cultural, traditional and legal restraints disappear, women often lose special protection.

For example, poverty, desperation and the weakness of the rule of law may allow violent crime to increase dramatically in post-conflict societies, especially as small arms and weapons abound. Women and children are vulnerable to violent crime and often fall prey to organized crime as they face increasing pressures to earn a living. Some beg and others sell sex. Trafficking of women and children is also a feature of a post-war, criminal economy. Domestic violence by males in the home against women and children increases in post-conflict societies.

Under no circumstances are peacekeeping personnel to take advantage of this unhappy reality. The UN prohibits exploitation and abuse of women and children for all peacekeeping personnel.

Tips for peacekeeping personnel supporting rule of law-related activities

Peacekeeping personnel involved in restoring rule of law in communities or refugee and IDP camps are to:

- **Know the different numbers of women and men** in the community of different age groups.
- **Talk to women and women's groups about threats to safety.**
- **Consult with** the marginalized as well as influential people. Reach out.
- **Make sure that programmes to restore law and order address the concerns of women and men equally.**
- **Encourage equal representation of women and men** in local security forces (e.g., military and police) or community organizations involved in community safety.

Slide 21

Key Message: To eliminate discrimination against women and gender inequality, peacekeeping personnel must mainstream a gender perspective in order to understand the impact of any planned action for women and men. This includes support to economic opportunities.

Conflict destroys or disrupts government and social services, such as education and health. It causes shortages in goods and services. Prices of essential commodities may rise, or not be available at all. An illegal black market may grow. Collapse of social services and infrastructure affects women acutely because they have primary responsibility for children in households.

The physical infrastructure of roads, bridges, transport, power and communication lines are also often badly damaged in times of violent conflict. Women lose access to reproductive health care. Social confusion disrupts children's schooling.

Peacekeeping personnel will find the period immediately after war a volatile one, when violence can take many new forms. Men and women face different challenges when normal services and infrastructure collapse. They have different needs and reactions to those challenges. Peacekeeping personnel need to be aware of such differences. These differences need to be a) factored into plans and activities and b) reported on in routine reporting duties.

Men and women often lose their peacetime jobs and pensions. Mines may be in land they used to work and crops destroyed. Women are especially vulnerable in this environment. Their access to jobs and livelihoods are limited before a conflict. It may further narrow in the post-conflict setting. Women may now head households, as sole providers for extended families of children and elderly relatives.

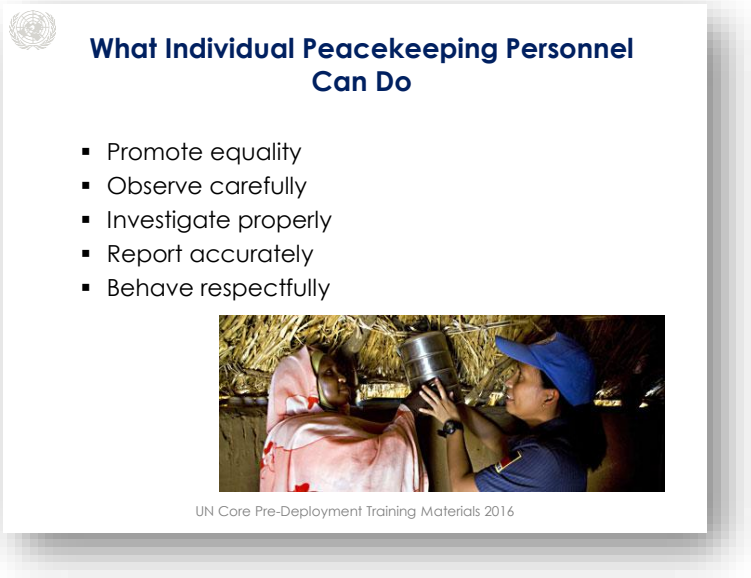
Tips for peacekeeping personnel on economic opportunities

Peacekeeping personnel who can affect economic opportunities include civil affairs officers, DDR personnel and mission support staff issuing contracts or recruiting people to local companies. They are encouraged to:

- **Investigate challenges women face accessing social services.**
- **Make sure women and men have equal access to land ownership and economic opportunities in society, as well as jobs and contracts in the mission.**
- **Investigate why women may not have equal access** to such economic opportunities. Include information on discriminatory barriers and bias in reports.
- **Work with mission partners to find creative short term or long-term solutions.** For example, advertising mission vacancies in media women are more likely to access. Seek out and work with companies that have fair and equal employment practices as a basic part of procurement.

What Individual Peacekeeping Personnel Can Do

Slide 22



Key Message: All UN peacekeeping personnel have a duty to promote, protect and respect human rights. Through their official roles and personal conduct, all peacekeeping personnel contribute to ending discrimination against women and gender inequality.

Every **society creates certain expectations** about what women and men can and should do, say or how they can act. As UN peacekeeping personnel, your job is to uphold what is fair and just, according to UN standards. **As UN personnel, you must promote UN standards of equality between men and women.**

Peacekeeping personnel are ambassadors. They represent the UN and their country.

To eliminate discrimination against women and gender inequality, all peacekeeping personnel must take action.

What individual peacekeeping personnel can do:

- **Be gender sensitive.** In other words, use a "gender lens" or take on a **"gender perspective"** which looks at the impact of gender on people's opportunities, social roles and relationships. Make sure you **mainstream a gender perspective** into all plans, policies, activities, analysis and reports.
- **Consult widely:**
  - Consult women and men
  - Consult girls and boys
  - Consult elderly people
  - Gather perspectives on the status of the community, needs, threats, impact of the conflict and highest priorities of each group
  - Ensure no group is left out, especially the marginalized as part of community scans
- **Promote equality.** Make sure that as peacekeeping personnel any help you give, any service you provide, any jobs or contracts you create benefit women and men equally. Support women's empowerment, ensuring their equal representation and full participation in comparison with men.
- **Observe carefully.** On patrol, or doing any task, observe different activities of men and women. When and where do they carry them out? Consider security issues for children on the way to school and the different risks for boys and girls. Where do women go to get food, fuel and water? Are they safe? Are special measures needed to ensure that women are and feel as safe as men?
- **Investigate properly.** Talk to women and men for a full picture. Do not assume that men can give you the whole picture, or know what women think. Local women may be more comfortable talking to female peacekeeping personnel or talking in a group. Talk to women and men separately. Have male-female teams interview and be in contact with local women, or where culturally challenging, have female peacekeeping personnel lead to encourage women's participation and trust. Make sure interpreters and translators understand the importance of accuracy and equal weight to inputs from women and men.
- **Report accurately.** Make sure your reports reflect the realities for both women and men. Use a checklist of issues to cover in reports. Include relevant facts about the situations of women and men. Disaggregate data in reports, giving clear evidence of differences between women's and men's views and inputs.

Summary

The different impact that conflict has on women and girls, mean and boys

- Women and girls, men and boys experience conflict in the same way and in different ways.
- During conflict, pre-existing social inequalities magnify, making women and girls **more vulnerable to certain forms of violence**. These range from sexual violence and exploitation, including rape and sexual slavery, to enforced prostitution and trafficking.
- Young men and boys typically have the role of "protectors" of their communities. Their high risks are a) militia groups and armies recruiting them, and b) injury and death through combat.
- Women and girls typically have the role of providers of everyday household needs and are vulnerable to rape and sexual assault when carrying out household tasks, such as the search of water and firewood in remote locations. Women and girls may also join armed groups, usually as sexual slaves. During conflict, women and girls typically take on more responsibilities to meet daily household subsistence needs and are at greater risk of exploitation in prostitution or drugs and human trafficking.

How women are both victims of conflict and key partners for peacekeeping and peacebuilding activities of UN peacekeeping operations

- Women and girls are highly disadvantaged and at heightened risk of violence in times of conflict.
- Women and girls are **not only victims** in armed conflict; **they are also active agents and participants in conflict**. In many conflict and post-conflict situations they have been instrumental in promoting peace.
- Women and girls have a critical role in peace and security, not always recognized or tapped. Women and girls are key partners as:
  - Sources of authority
  - Sources of information
  - Agents of positive change
- Women may have more informal decision-making powers in a community than expected and authority as heads of the family or households when men go to war. Women also have access to valuable information about the community and the fighting or tensions which take place. In a number of countries, the moral authority of women as mothers, wives and daughters has been drawn upon to put an end to conflict. Women take part in peace marches and advocacy campaigns.

The concept of "gender mainstreaming" and its importance to effective mandate implementation

- **Gender mainstreaming** is the UN's strategy for gender equality. Gender mainstreaming consistently considers gender and integrates gender considerations into decisions and actions. It assesses implications for women and men of any planned action: legislation, policies, programmes and decisions. The approach is also called **mainstreaming a gender perspective.**
- "Mainstreaming a gender perspective" integrates concerns and experiences of women and men into all work, so:
  - Women and men benefit equally
  - Inequality is not perpetuated
- To eliminate discrimination against women and gender inequality, peacekeeping personnel must mainstream a gender perspective in order to understand the impact of any planned action for women and men.
- An understanding of how conflict has affected the lives of women compared to men and girls compared to boys, helps peacekeeping personnel know the context better. This helps the mission to:
  - Ensure it does not make matters worse for the local population or reinforce past discrimination.
  - Redress social inequalities in a host country. The mandate focuses this work. Examples are girls' limited access to education and lack of representation of women in decision-making processes.

How peacekeeping personnel can help protect women and support gender equality in their daily work

- To help protect women and support gender equality in daily work, individual peacekeeping personnel can:
  - Be gender sensitive
  - Consult widely
  - Promote equality
  - Observe carefully
  - Investigate properly
  - Report accurately
  - Behave respectfully

Learning Activities

Detailed instructions for each learning activity may be found below. Here is an overview of learning activities for the instructor to choose from:

Number	Name	Methods	Time
2.6.1	Impact of Conflict	Reflection, brainstorm	10-15 minutes
2.6.2	Differences Between Women and Men: Sex or Gender?	Reflection, brainstorm, discussion	10-20 minutes
2.6.3	Shaping Gender Roles	Brainstorm in table groups, share in full group	15 minutes
2.6.4	Gender and Power Structures – Questions for Peacekeepers	Discussion, small and large group	25 minutes
2.6.5	Equal Treatment – Unequal Results	Use of a fable, discussion	15 minutes

2.6.1 Impact of Conflict

Method

Reflection, brainstorm

Purpose

To establish that while violent conflict has terrible effects on all human beings, it has specific different impacts on women, men, boys and girls and peacekeepers need to know about these because it influences their in-mission tasks

Time

10-15 minutes

Preparation

- Review brainstorming results from Lesson 1.1.6 Consequences of Violent Conflict and 2.1.1 Solutions to Consequences of Violent Conflict. If participants noted different impacts on women, men, girls and boys, prepare to use those in your introduction.
- Scan the suggested questions in Instructions and select the ones you want to ask.
- Prepare two flip-chart sheets, or a white board or black board, with two columns to record points. Write "Women/Girls" at the top of one flip-chart sheet or column; "Men/Boys" on the other. Transfer any specific points made about the impact of violent conflict on the two groups, from the previous exercises. Have extra sheets or space ready if needed.

Instructions

1. Introduce the activity, as part of continuing work on the consequences of violent conflict. Different groups are affected differently. This lesson explores Women, Peace and Security and focuses on how girls and women experience conflict in ways different from boys and men.
2. Ask participants: *Can you give me an example of how conflict could affect women differently from men? Girls differently from boys?* Depending on responses, prompt with selected questions.

Possible questions

- What kinds of things will women and girls have a harder time with in violent conflict?
- What kinds of things will men and boys have a harder time with?
- What increased risks do women/girls and men/boys face?
- How might the familiar roles of women, girls, men and boys change?
- What kinds of things might women, girls, men and boys be able to do that they were not able to do before?

- What kinds of things might they not be able to do that they did in peace time?
- What changes might influence the situation of men and women after the conflict?

Possible answers

- Harder for women to get food, fuel and water in safety – traditional gender roles for which women continue to be mainly responsible.
- Harder for men to support their families, provide food.
- Men may take up arms.
- Women may have more people to care for, people with serious injuries or conditions. They will probably have reduced access to resources for care as well as survival.
- Boys may be forced to take up arms, become child soldiers. Drugs and alcohol may become part of their daily routines, further desensitizing them and compounding future challenges of reintegrating child soldiers into community life.
- Girls and women may be abducted as sexual slaves and bush wives.
- Pregnant women and girls face increased risk of childbirth complications.
- Women and girls may have to prostitute themselves for survival.
- Women and girls may be victims of conflict-related sexual violence, if rape is used as a weapon of war.
- Boys and men may also be victims of conflict-related sexual violence.
- Psychosocial effects of violent conflict may increase domestic violence, men more violent with all family members, women more violent to children).

3. Note points as participants raise them. Use different colours of flip-chart pen to note points that relate to boys and girls, in both columns.
4. As you move to close, refer to points from brainstorming in previous exercises relating to consequences of violent conflict. Reinforce the difference between things that everyone experiences – disruption of normal life, the threat of injury or death, hunger, a need to flee for personal safety – and things that may be specific to people of certain sex and age. Peacekeepers need to take into account these differences in order to be able to successful protect civilians. Use these summary points to bridge to the main lesson.

Variations

- Start the exercise in table groups. Assign each group one category – men, women, boys, girls. Ask all to identify unique ways that the assigned group may be affected by violent conflict in ways different from others. Get groups working on the same category to report together, taking one point from each until all have been noted. Close as above.

2.6.2 Differences between Women and Men: Sex or Gender?

Note on use: the word "gender" does not translate easily. Sometimes it has been translated as "sex". The purpose of the exercise is to distinguish biological reality (sex) from socialized reality (gender). Use language and examples that will help a group of learners absorb this distinction.

Method

Reflection, brainstorm, discussion

Purpose

To distinguish sex-based differences from gender-based differences between men and women, and consider how peacekeepers need to understand these differences so attitudes and stereotypes don't undermine fundamental values of equality and principles of human rights

Time

10-15 minutes

Preparation

- Review the learning activity. If you want to strengthen your own understanding of "gender" as a key concept distinct from "sex", and gender roles, refer to UNESCO's e-learning on gender, particularly Module 2 which has definitions. http://www.unesco.org/bpi/pdf/gender_equality_eLearning_module2_en.pdf
- Prepare two flip-charts. Write "Men/boys" at the top of one, and "Women/girls" on the other. Post them beside each other at the front of the room.
- Choose the questions you want to use to prompt brainstorming and guide discussion.

Possible questions

- What is one difference in how men/boys and women/girls are expected to behave, in your culture?
- What work are women expected to do that men are not? What about the reverse?
- What kinds of social restrictions are placed on males and females?
- Ask participants to complete these sentences …

  Women and girls should never …

  Men and boys should never …

  Girls and women should always …

Boys and men should always …

- Did your grandparents behave in the same ways and do the same work as your parents? Do you follow the same patterns as your parents.

Instructions

1. Introduce the exercise by asking participants to take a minute or two to reflect on their own culture, and the place of women and men in it.
2. Ask the first question, and note points. Work through the others. People don't need to agree with each other. Invite different perspectives from across the cultural differences represented in the room.
3. When the sheet is full, ask people to read it over. Which of the differences noted are *biological* and which are *social or cultural*? Circle any biological ones, and underline gender-related ones.
4. Ideas about *gender* – what defines men as men and women as women – and *gender roles* – the activities that are socially acceptable for males and females – **vary between cultures (even within parts of the same culture) and change over time.** We are all products of social influence. Peacekeepers need to recognize their own socialization and avoid projecting stereotypes and bias onto men and boys, women and girls from another culture. One example of relevance to peacekeeping relates to DDR. Early DDR programmes ignored the active role that women and girls played in conflict, because this role was associated with men and boys. Women and girls were excluded from DDR programmes. Their needs were not addressed in reintegration initiatives. This is an example of being "gender-blind", the opposite of being "gender-sensitive".
5. Use the summary of the exercise to bridge to lesson coverage, linking key messages back to points raised.

Support for Learning Activity 2.6.2 Differences between Men and Women: Sex and Gender

SEX

- Biological – mostly related to physical differences associated with reproduction
- Universal – the same for all human groups
- Generally fixed – individuals can have sex changes or "gender reassignment", but in most cases people live their lives as the sex they were born
- "male" and "female" are sex-based, biological categories

GENDER

- Social, cultural = specific to a particular society, culture and time (a social construct)
- Social characteristics used to define women and men, in a particular context
- Identifies what a given society considers appropriate for women and men
- Not fixed – changes over time, is challenged by individuals within a society
- Diverse – vary in and between societies, influenced by social factors such as economic class, race, caste, ethnicity, sexual orientation and cultural factors such as religion, social norms
- "masculine" and "feminine" are gender-based, cultural categories

GENDER ROLES

- Activities women and men are expected to do in households and community
- Different cultures have different expectations for women and men
- Ideas about gender roles are formed during early years – childhood, adolescence
- Gender roles change at different stages of a person's life – and they definitely change in response to violent conflict
- They are affected by changes in context, particularly social movements, and violent conflict
- Ideas about gender roles are influenced by family, school, peers, culture and religion, advertising and media.
- The reality of gender roles are also influenced by necessity – in times of violent conflict, girls and women may have to take on gender roles associated in peace time with boys and men

GENDER-BLIND, GENDER-UNAWARE

- blind to gender or socialized differences between men and women – unaware or ignorant of them
- some sources define this as a positive thing, i.e. being unisex or not discriminating on the basis of gender. These definitions confuse sex and gender. In international work, being gender-blind means failing to identify significant differences that have implication for action.

GENDER-SENSITIVE

- being aware of how different people think about gender, and that no "one right way" exists
- basing actions and decisions on principles of equality and choices women and men make, not one's own ideas
- avoiding stereotyped and outdated views of what is possible, appropriate for women and men

Examples of gender stereotypes – generalizations and assumptions

1) Women do not take active roles in combat. *(Formed Police Units contradict this)*.
2) Men enjoy public roles. *(Some men prefer private to public life.)*
3) Girls are not good at mathematics or science. *(Human ability for math varies.)*
4) Boys don't cry. *(All humans cry.)*
5) Women are better parents than men. *(Men can be equally loving and competent parents, and some women are poor parents.)*

2.6.3 Shaping Gender Roles

Note on use: while gender is a more flexible category than sex, and changes between cultures and time, ideas about gender can also be remarkably fixed and resistant to change. Many influences reinforce certain gender roles in a culture. This exercise is helpful to explain those influences and why changing our ideas about women and man can be so challenging. For more, see UNESCO e-learning module on gender equality, *http://www.unesco.org/bpi/pdf/gender_equality_eLearning_module2_en.pdf*.

Method

Brainstorm in table groups, share in full group

Purpose

To brainstorm dominant influences on gender, socialized ideas about who women and men are and what they do in a particular culture, to illustrate how many different influences reinforce a set of gender norms

Time

15 minutes

Introduce the activity: 2 minutes
Table groups: 5 minutes
Full group: 7 minutes
Close: 1 minute

Preparation

- Prepare flip chart sheets or organize a whiteboard or blackboard to take notes. Write the following words, one per sheet or area of board:
  - Family
  - School
  - Peers
  - Religion
  - Media including advertising
  - Culture
- Scan support on the next page. Prepare some key questions to prompt specifics in each category.

Instructions

1. Introduce the exercise, noting that it uses concepts from the previous activity.

2. Ask people to reflect on their own lives. From family through school, peers, the wider community, dominant culture, and religion, many different influences shape gender norms.
3. Work through the flip-charts in order. Ask for an example of influences on gender from family. Once you have several examples, move to the next category, School. The goal is to have a range of examples that illustrate how pervasive socialization on gender is, not to create a complete list.
4. Ask participants if they can think of examples where boys and girls did not follow conventional gender norms. Invite them to share examples. Reinforce the point that gender is an ever-changing category, in response to preferences of individuals and changes in context, including violent conflict.

Support for Learning Activity 2.6.3 Shaping Gender Roles

See basic definitions on Gender Roles in support for 2.5.2.

Family influences on gender

- How women and men treat each other
- Attitudes of parents towards boys and girls
- Assignment of domestic chores in the household
- Who works outside the home and at what
- Access to and control over household resources – money, time, power
- Household division of labour for both productive (paid) and reproductive (unpaid) work

School influences on gender

- Sex of teachers, influential role models on children
- Accessibility of school to girls and boys
- Different expectations for boys and girls, for recreational activities and studies
- Whether girls and boys are taught together or separately
- Degree of gender-sensitivity evident in school arrangements and curricula

Peer influences on gender

- Whether games available to girls and boys promote equality or stereotypes
- Degree of rigidity or flexibility for choices of colour, clothing, activities
- Separate or shared games, equality of opportunity for self-directed recreation
- Popular role models for peers, their projection of gender norms
- Freedom of social interaction with male and female peers available to boys and girls

Religion

- Religious figures – their sex and their attitudes
- Religious systems, stereotypes perpetuated in religious practices
- Extent to which religion prescribes gender norms for males and females

Culture

- Popular images and projection of narrower expectations for girls than boys, women than men

- Valuing of masculine traits more than feminine traits (strength more than emotion)
- Setting male traits as the cultural "norm", so women are by definition "other"
- Extent to which discriminatory language and practices are embedded in cultural practice

2.6.4 Gender and Power Structures – Questions for Peacekeepers

Method

Discussion, small and large group

Purpose

To identify main power structures in a society and how these mediate gender norms, identifying specific questions for peacekeepers to ask to deepen understanding of power structures in communities of the host country and ensure they respect those while promoting greater gender equality as a core UN value

Time

25 minutes

Introduction 5 minutes
Small groups 10 minutes
Full group 10 minutes including 1 minute to close

Preparation

- Scan annexed support. Finalize the exercise for the particular group of learners.
- Prepare a flip-chart list of main power structures, social and legal frameworks, or a presentation slide.
  - The constitution
  - The national body of laws
  - Parliament and governance structures
  - Schools
  - Workplaces
  - Public services
  - Family – nuclear or extended
  - Community and social traditions
  - Marriage

Instructions

1. Introduce the activity by explaining that each society has social and legal frameworks through which it manages social relations, including relationships of power. Gender may be said to be "invisible" in these social institutions and structures. But it also may be said that gender is not invisible, people aren't looking. Looking helps make it visible. Peacekeepers need to "look", to ask questions about power structures and social relations so they can better understand the context of their work.
2. Go through the power structures listed, as examples. Invite questions.
3. Ask participants to reflect on these power structures in their own country. Then consider a peacekeeping context, and what they have learned so far. Promotion of women's equality and women's human rights is a core UN value, expected of all peacekeepers. Women, peace and security is a theme recognized by the Security Council as having implications for international peace and security.
4. With that in mind, task small groups. Ask them to brainstorm the questions they need to ask about each type of power structure, to better understand where power and gender come together.

Examples of questions for peacekeepers to ask about power structures

- How many woman are in the current parliament, of total seats?
- If there is a senate, what is the ratio of men: women in the senate?
- Does a quota system protect a number of seats for women?
- How many female candidates are standing for office in upcoming elections?
- Are women represented in local government councils?
- Are girls and women organized in civil society or non-governmental organizations that represent their specific interests and needs?
- Do women have more power than men in any social or community institution?
- What does the constitution say about rights and obligations of women and men?
- How do legal frameworks address family law, inheritance law?
- What are the most important cultural practices and traditions in a community? What events are celebrated?
- What are women's and men's contributions to and roles in those practices?
- What is a typical family profile, and family size?
- Who has most power through social structures and institutions, and who has less?
- What do the answers to these questions say about how power is distributed through social institutions?

2.6.5 Equal Treatment – Unequal Results

Method

Use of a fable, discussion

Purpose

To show that equal treatment can bring unequal results – sometimes to achieve equality, different treatment may be needed

Time

15 minutes

Preparation

- Scan the fable. One version of the moral from the original fable is that "one bad turn deserves another". Another is that "one should not play tricks unless s/he can stand the same treatment". The fable is being adapted for a different purpose in this usage.
- Prepare materials to use. Print copies of the fable if needed. See the images of the fox and crane as part of the presentation slide for the lesson. Prepare to project the relevant slide as part of reading the fable with the group.

The Fox and the Crane[1]

(Project Image 1 on presentation slide)

The fox invited the crane to dinner. He served soup on two large, flat plates. The crane with its long, narrow beak could not eat. She could only get the end of her beak wet.

(Project Image 2 on presentation slide)

Later, the crane invited the fox to dine. She served the food in a deep vase. The fox with his short, wide face could not eat.

Both had an equal opportunity for nourishment, but at each meal, one was not able to take advantage of the opportunity. (So it wasn't a real opportunity).

[1] Images are from *Aesop for Children*, *1919,* illustrations by Milo Winter (1886-1956). Available online at Project Gutenburg.

Instructions

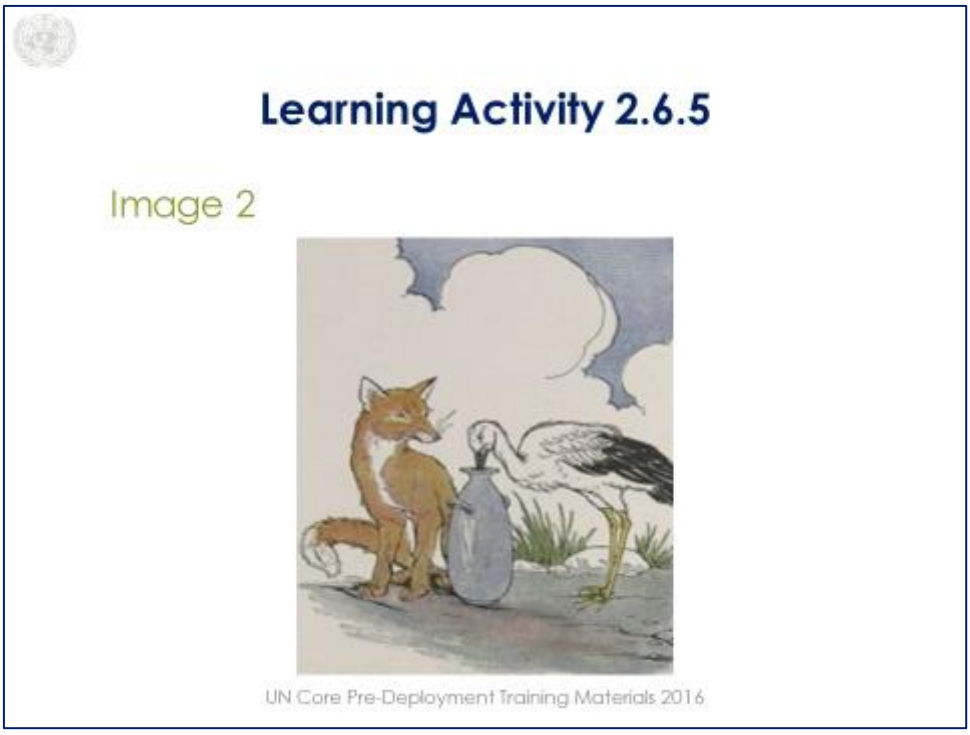
1. Begin the activity by telling the fable of the fox and the crane.
2. Ask participants if they draw any conclusions from the fable. *What works to meet basic needs for one creature or person may not work at all for another.*
3. Differences between what men and women need may not be as visible as in the fable of the fox and the crane – but the result can be the same. Ask participants what lessons they might draw from this fable in relation to how they approach peacekeeping work.

Examples of lessons applicable to peacekeeping

1. Take real needs into account when planning and implementing programmes.
2. Keep results in mind, for all decisions and actions.
3. Don't assume that all individuals in one group have the same needs.
4. Don't let one person speak for another – listen to individuals in all sub-groups.
5. Don't mistake "gender blindness" for "gender sensitivity".
6. Try not to make assumptions about what people need – consult with them.
7. A challenge that presents in every situation is how to identify barriers to opportunities for some in a target group, and adjust interventions so opportunities are real and participation leads to greater equality of outcome.

Support for 2.6.5 Equal Treatment – Unequal Results

Available as part of presentation slides for the lesson.



Evaluation

Notes on Use: Types of learning evaluation questions are:

1) Narrative
2) Fill in the blank/sentence completion
3) True-False

Combine in different ways for pre-assessment and post-assessment. Each evaluation type covers different content. No sub-set covers all learning outcomes. Make sure you include learning evaluation questions for each learning outcome when you combine them.

Three main uses of evaluation questions are: a) informally ask the whole group, b) semi-formally assign to small groups or c) formally give to individuals for written responses.

Evaluation Questions for Lesson 2.6	
Questions	**Answers**
Narrative *Note: Frame narrative evaluations as questions, requests or directions*	
1. Explain the differences between sex and gender of a person.	**Sex** • refers to biology, biological differences between men and women • set at birth, generally not changeable • universal, across societies and cultures **Gender** • refers to patterns shaped by a society – social characteristics • not fixed – change within and between cultures and over time • also refers to what a society considers proper and fitting for men and women – behaviour, expectations, actions, roles • social meaning and value given to being a women or a man • results in different roles, responsibilities, opportunities, entitlements, needs and constraints for women, men, girls and boys
2. What three types of work does each human society require to survive?	Productive, reproductive and community work

Explain how gender relates to types of work. Why does this matter to peacekeepers?	Gender sets social roles and expectations, influences who does what kind of work. No patterns are universal. Peacekeepers need to observe carefully, analyse gender roles to guide assistance and support.
3. Many influences shape gender roles and relations in a society. Name at least five.	• social class • economic status • political context • culture • race • age • ethnicity • religion • people's own desires and aspirations
4. What is root of discrimination against women and gender inequality?	Stereotypes about gender – social roles, what is acceptable for women and men
5. What does gender equality mean?	No discrimination because of sex or gender • equal rights • equal responsibilities • equal opportunities • equal benefits • equal status in public and private • equal value in social, economic, political, religious and cultural life • equal consideration and weight to interests, needs, priorities and views of women and men
6. What prevents women and girls from enjoying their full and equal rights?	Discriminatory laws, policies and practices Attitudes and stereotypes *** Key point is these can change, are not fixed.
7. What is gender mainstreaming?	Mainstreaming or integrating a gender perspective into all options and planned actions. This means integrating concerns and experiences of women and men into all work to ensure: • women and men benefit equally • inequality is not perpetuated A gender perspective always considers the impact of gender on people's opportunities, social roles and relationships. It assesses implications for women and men of every option and planned action. The UN expects both men and women to mainstream gender considerations.

8. What is gender analysis?	Gender analysis is a first step in gender mainstreaming. The purpose is to gain understanding of social position and relationships of men and women. Gender analysis separately considers: • access to resources • activities: division of labour in productive, reproductive and community work • constraints each face in areas of work and fields of expertise Gender analysis always uses data broken down or disaggregated by sex and age. Peacekeeping reports need to do the same.
9. What is gender balance?	Equal numbers of men and women Equal representation of women and men • at all levels of employment • in all kinds of work – productive, reproductive and community The UN General Assembly has set the goal of achieving a 50-50 representation of women and men in all professional posts, especially decision-making and senior positions. Peacekeepers with experience may note the goal is not yet achieved. True. All need to increase efforts.
10. What does empowerment of women mean?	Women gaining power and control over their own lives, not being subordinate • confident and aware of their rights • able to claim and defend their rights What is needed for empowerment depends on the society. The process may involve • awareness-raising • building self-confidence • support in expanding choices, increasing access to and control over resources • collective action to transform parts of society that maintain inequality and discrimination
11. In what ways do men, women, girls and boys have the same experience of violent conflict?	All civilians face risks of: • death • forcible displacement

	• injury by landmines, other weapons • loss of livelihoods • lasting trauma
12. Give examples of important differences in experiences of men and boys, women and girls during and after conflict.	***During the Conflict*** • Women must work harder to get food, fuel and water. They may be at risk doing these daily tasks. • Men find it harder to support their families. • Men may take up arms. • Women may have more people to take care of, including injured people. • Combatants may abduct and rape women and girls, use them as sexual slaves and bush wives. • Combatants may forcefully conscript boys into combat, use them as sexual slaves. ***After the Conflict*** • Men may be unable to work, provide for others. • Women struggle with breaks in food and water supplies. • Men may become disillusioned, frustrated, and resort to violence. So may women. • Family and community may reject abducted women and girls. Finding partners may be difficult, especially if children resulted from rape. • Women may resort to prostitution to survive. • Post-conflict programs for re-entry to society may target only male combatants, ignoring women and girls.
13. Consulting with women and girls in a community, as well as men and boys, is important to peacekeeping for various reasons. Name at least three.	• for gender equality and gender mainstreaming, both UN commitments • building relationships with all local people is a way to strengthen trust in a mission

	and reinforce its legitimacy, manage expectations • women and girls have access to valuable information about - how a community works - fighting or tensions, flash points - arms caches, planned violence - potential threats and risks • female combatants and women and girls associated with armed forces may have valuable information about fighting forces • women and girls can be active agents for peace and reconciliation • as mothers, wives, sisters and daughters, peace processes may draw on their influence to end conflict
14. What influences differences in how males and females experience violent conflict? Name two.	• Subordinate position of women and girls in many areas of life – dominant position of men and boys • Gender roles and social relationships During conflict, pre-existing social inequalities magnify, making women and men more vulnerable to certain forms of violence. People may also answer "gender" – prompt for specifics.
15. Explain how typical gender roles influence highest risks for young men and boys, women and girls, in conflict and post conflict.	Young men and boys typically have the roles of protectors of their communities. High risks are: • recruitment by armed groups and armies, including forced recruitment • injury and death through direct involvement in combat Women and girls typically have the roles of providers of everyday household needs, which can take them to remote locations for water and firewood. Main threats to security are: • rape and sexual assault when carrying out household tasks

	• abduction for sexual slavery
16. Why are women and children more at risk than men of exploitation by organised criminal groups, active in prostitution rackets, drugs, human trafficking?	They are more vulnerable economically – they have fewer resources and social supports. In most societies, men are dominant, women subordinate. Women may depend on men. Such patterns persist. • As noted in earlier lessons, social supports and networks that protect women and children in times of peace are weak or nonexistent in conflict and post-conflict. • Social morals may loosen without social protections. A culture of impunity may develop for crimes and human rights abuses.
17. Why do formal peace processes continue to ignore women?	• because they can • discriminatory attitudes, bias and stereotypes • gender blindness • men in dominant social positions want to hold onto the power they have • in typical gendered divisions of social labour, men tend to do community work which includes political work • women may not step forward or expect to be included • international actors may put other priorities for peace ahead of inclusion The lesson does not detail these reasons. The question prompts participants to make links between points in different parts of the lesson.
18. Give two reasons why peacekeepers need a good understanding of different needs, priorities and potentials of women and men, girls and boys in a country.	Use of a gender perspective to deepen this understanding leads to: • better-informed decisions – more complete and accurate background • more effective implementation of mission mandate in key areas • actions, decisions and behaviour that: - do not perpetuate or reinforce past discrimination and inequality

	- do not worsen circumstances for the community, or groups in it - help the mission redress social inequalities in a host country
19. What are two possible effects of peace and security efforts that neglect and ignore women, including abuses against them?	• slow national reconciliation and healing • negatively affect a peace process • perpetuate discrimination and inequality • reduce scope for recovery and development – ignore important human resources
20. In what ways can men and women contribute to ending discrimination? How do peacekeeping operations contribute?	• challenge attitudes – including their own • change behaviours and practices • transform social roles People may name other specifics: • use a gender perspective • mainstream or integrate a gender perspective in decisions and actions • empower women and girls Peacekeeping operations contribute to ending discrimination when they: • provide women with equal opportunities to express needs and priorities • consult with women as well as men • increase women's full participation in peace processes and their implementation • mainstream a gender perspective • maintain high standards of behavior and consistently treat women and girls with respect – in the mission, and in the community • zero tolerance on SEA
21. What international human rights norms and standards cover gender equality? Name at least four.	1. Universal Declaration of Human Rights, (UDHR) 1948. • International Covenant for Civil and Political Rights (ICCPR) 1966. • International Covenant on Economic, Social and Cultural Rights (ICESCR) 1966.

	• Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) 1979. • Agreed Conclusions of ECOSOC Coordination Segment on Gender Mainstreaming 1997. • Beijing Platform for Action 1995 • Windhoek Declaration and Namibia Plan of Action 2000 People may also mention the UN Charter, or Security Council resolutions. These are not human rights norms and standards, although they also apply to peacekeeping.
22. Why has the UN Security Council passed at least eight resolutions on women, peace and security since 2000?	2. to address disproportionate and unique impact of armed conflict on women and girls – and related threats to international peace and security 3. to guide the international community's commitments to women's rights in conflict 4. to guide UN peacekeeping in advancing gender equality in post-conflict societies
23. What is the WPS agenda's aim in peacekeeping? Name the two pillars.	**Aim** 5. to guarantee that participation and protection of women are girls are priorities in all peacekeeping settings **Pillars** 6. Gender equality 7. Conflict-related sexual violence (CRSV)
24. What are the two main agenda items on the Security Council's women, peace and security agenda?	8. women's empowerment, participation and protection 9. gender equality
25. The eight SC Resolutions on women, peace and security build on each other, sequentially. Taken together, they show the Council's evolving concerns. Explain how the WPS agenda has evolved, using a timeline. Note dates and key contributions of each relevant resolution. Note: CRSV lesson content covers some of the same resolutions. Remind people the WPS agenda has	**SCR 1325 (2000)** • stresses importance of women's equal and full participation as active agents in preventing and resolving conflicts, peace-building and peacekeeping **SCR 1820 (2008)** • reinforces Resolution 1325 by directly linking sexual violence as a tactic of war with women peace and security issues **SCR 1888 (2009)** • follow-up to Resolution 1820

two main themes, gender equality and CRSV.	• calls for the UN to deploy Women Protection Advisers • sets up the Special Representative of the Secretary-General on Sexual Violence in Conflict (SRSG-SVC) **SRC 1889 (2009)** • calls for development of indicators to monitor and measure progress on Resolution 1325 **SCR 1960 (2010)** • focuses on Monitoring, Analysis, and Reporting Arrangements (MARA) on Conflict-Related Sexual Violence **SCR 2106 (2013)** • focuses on protection • builds on and deepens the WPS agenda on conflict-related sexual violence (CRSV) **SCR 2122 (2013)** • focuses on participation • calls for further strengthening of women's engagement at all levels of decision-making **SCR 2242 (2015)** • focuses on using gender analysis at all stages of the mission from start-up to draw-down, and increased accountability by senior mission leader on gender equality
26. Explain how Security Council Resolution 1325 in 2000 was ground-breaking for international peacekeeping.	For the first time, it recognized the importance of women's equal and full participation as active agents in peace processes. SCR 1325 also: • urged member states and all actors to increase women's equal participation and incorporate a gender perspective in peace and security efforts, which until then had been gender blind; • recommended specialized training for peacekeepers on protection, special needs and human rights of women and children • urged greater representation of women at all levels in peacekeeping operations • stated the need to consolidate data on the impact of armed conflict on women and girls

	• asked the Secretary-General to include in reports to the Security Council progress on gender mainstreaming in peacekeeping missions
27. Through the Women Peace and Security agenda, what is the international community calling for?	• better protection for women from human rights violations and abuses; • access to justice for women; • access to services and support to eliminate discrimination • women's participation as an essential ingredient in achieving and sustaining peace
28. How do peacekeeping partners lead on the WPS agenda?	• ensure missions follow specifics in the SC Resolutions that form the WPS agenda • practice gender mainstreaming and respect gender equality – be a role model, walk the talk • advocate for gender equality, women's rights, women's empowerment and the WPS agenda, with all parties: - governments – national, local - national defence and police institutions - NGOs and community organizations - local communities - faith based organizations - Member States • support women's organizations and women's groups, consulting with them and involving them in peace processes
29. What four principles underpin DPKO-DFS work for gender equality?	I**nclusiveness** • peacekeepers are to consult equally with women and men in post-conflict countries, on decisions that affect them • goal is to consider perspectives of all community members N**on-discrimination** • peacekeepers are to uphold equal rights of women and girls in policies and decisions, protecting women from Sexual and Gender-Based Violence and harmful traditional practices G**ender balance**

	• staffing profiles at headquarters and in missions are to reflect commitments to equal representation of men and women, at all post levels E**fficiency** • efforts have to harness all capacity in post-conflict societies - women, men, boys and girls – to build and sustain peace Participants with experience may comment on gaps in policy implementation, e.g. on gender balance. Gender equality and implementing the policy are work in progress. Changing social norms takes a long time. Stress how the positive role of peacekeepers can help post-conflict societies "build back better".
30. The DPKO-DFS policy on gender equality requires peacekeeping missions to mainstream a gender perspective. What five steps does this involve?	• gender analysis • programme planning and design • monitoring • implementation • coordination and networking
31. Why do all data and reports made by peacekeepers need to detail people's age and sex?	Because without that data, it's not possible to know whether men and boys, women and girls have different experiences, issues, needs, challenges or priorities. Data not disaggregated by sex and age is gender blind, limiting its usefulness and value.
32. Gender equality means specific things in peacekeeping. What five specific actions do missions take to support this goal?	• Getting more women in key peacekeeping components, to address under-representation and lead by example • Addressing policy and practice that may result in or reinforce inequality • Advising the HoM and component heads on women-specific impacts and implications of actions of a peacekeeping mission or partners • Working with national partners to strengthen capacity to effectively address women's and girls' needs and rights as well as men's

	• Working with women and girls to ensure their voices are heard and capacities tapped in wider efforts for stabilization, peace and development
33. What units in a mission work most closely with the Gender unit on gender equality? Name at least five.	Units that work on: • Political processes and governance structures • Human rights protection and promotion • DDR • SSR • Mine action • Legal, judicial and corrections reforms • Prevention, protection and response to SGBV • CRSV • Protection of civilians
34. Describe the main responsibilities of Gender Advisers.	• Advise on gender issues - mission leadership, military, police and civilian components • Guide integration of gender perspectives into work of all components - policies, planning instruments, actions and reports • Contribute to building capacity of national and local partners (civil society, government), working with mission components • Coordinate with UN partners on gender mainstreaming • Develop and oversee the delivery of training on gender mainstreaming and sexual and gender based violence for all peacekeepers • Coordinate with Women Protection Advisers.
35. Describe the main responsibilities of gender focal points. What missions have them?	Traditional missions have focal points – people who are in the mission on other posts and appointed as focal points to: • advise mission leadership and components on gender issues

	• ensure all mission components effectively integrate gender equality in their work • build capacity of all in mission to address gender issues
36. Who leads on the two WPS pillars, and how?	**WPS Pillar 1 – Gender Equality** • Gender Advisers lead on gender equality • advance equality goals through a holistic approach • make sure all mission components consider gender issues and root causes of gender inequality • concentrate on women's full participation – women can be partners in their own protection **WPS Pillar 2 – CRSV** • Women Protection Advisers (WPAs) lead on CRSV • focus on protection women from and preventing sexual violence • give dedicated capacity in missions carrying out a CRSV mandate • lead on this theme within gender and human rights units
37. What three priorities do Gender Advisers and Women Protection Advisers share in their collaborative work?	• participation of women in all post-conflict processes • protection of women and girls from sexual violence • robust training, building capacity of peacekeepers and partners
38. Some units and functions in a mission are valuably positioned to reinforce equality. They can connect with women and girls, as well as men and boys. Name at least four, and steps they take.	• UNMOS • All military personnel • Security officers • UN Police • Officers in political affairs, civil affairs, human rights, child protection **Steps** • recognize women and girls as key partners • ensure their equal participation • engage with them as important sources of authority, information and support for change
39. Describe how DDR work has changed to more effectively address gender equality considerations.	**Before** • UN focus in early DDR work was on male ex-combatants.

	• Experience showed DDR neglected women neglected during and after conflict. • Demobilization incentive programmes ignored needs of female combatants. • Demobilization packages only included male clothing or tools not used by women. **Now** • DDR now stresses the importance of considering needs of female ex-combatants and associates – wives and dependents, as well as of males • DDR goal is to address needs of all. • Programmes consider needs of women and girls abducted and used as sex slaves – families and communities may reject them, so reintegration poses different challenges. Rejected women and children may be destitute, need separate help. • DDR also draws on knowledge women and girls may have of weapons stockpiles, and their strong desire to rid their communities of arms.
40. Give examples of tips on gender equality for peacekeepers working in four areas: a) in DDR b) with refugees and IDPs c) in Rule of Law d) on economic opportunities.	**DDR** • Consult with women separately when questioning community members about arms caches and status of developments for peace. • Include and provide for dependents of combatants and other camp followers, women and girls associated with male ex-combatants. • Consider women's needs in design of demobilization packages and services, as well as men's, in proportion to the numbers of women and girls in affected groups. • Inform themselves about initiatives for women and girls that are part of implementing mission mandate.

	Link to them, and give information to ex-combatants, e.g.: psycho-social counselling, support services. **IDPs and Refugees** • Be aware of different numbers of women, men, girls and boys in refugee or IDP populations. Consider family structures and relationships. • Assess different needs and threats that women and children face as IDPs or refugees. Distinguish between threats to women and men, girls and boys. • Include information on different numbers of women and children and their needs in all reports. Disaggregate data by age as well as by sex. • Ensure women and men have equal levels of safety and security. They may need different programmes or support. **Rule of Law** • Know the different numbers of women and men in the community, of different age groups. • Talk to women and women's groups about threats to safety. • Consult with the marginalized as well as influential people. Reach out. • Make sure that programmes to restore law and order address the concerns of women and men equally. • Encourage equal representation of women and men in local security forces or community organizations involved in community safety.

	Economic Opportunities • Investigate challenges women face accessing social services. • Make sure women and men have equal access to land ownership and economic opportunities in society, as well as jobs and contracts in the mission. • Investigate why women may not have equal access to such economic opportunities. Include in reports information on discriminatory barriers and bias. • Work with mission partners to find creative short term or long-term solutions. These may include, for example, advertising mission vacancies in media women are more likely to access. Seek out and work with companies that have fair and equal employment practices, as a basic part of procurement.
41. What steps can all peacekeepers take to contribute to ending discrimination against women and gender inequality?	1. **Be gender sensitive** – use a gender lens or gender perspective to consider different impact of all actions and decisions on males and females of different ages 2. **Mainstream a gender perspective** in all plans, policies, activities, analysis, reports 3. **Consult widely in community scans,** ensure no group is left out • women and men • boys and girls • elderly women and men • disabled women and men 4. **Promote equality –** be proactive 5. **Observe carefully** – notice different patterns and security issues that affect women and men, boys and girls differently 6. **Investigate properly** – talk to women and men separately; have female teams interview and be in contact with local women

	7. **Report accurately** – include relevant facts about men and women, disaggregate data 8. **Behave respectfully** 9. **Use the power they have for good** 10. **Support dignity and equality of all**
Fill in the blanks	
1. The UN expects all peacekeepers to consistently promote its standard of _____between men and women.	Equality
2. Gender _____ are the activities a household or a community expects women and men to do.	Gender roles
3. Gender _____ studies different roles and tasks of men and women in a society.	Gender analysis
4. _____ are fixed beliefs about a group of people.	Stereotypes
5. A gender perspective is _____.	• A way of looking at a social situation – a lens • One that always considers impact of gender on people's opportunities, social roles and relationships
6. Gender _____ and gender _____ are both necessary to achieve full equality: so is women's _____.	Gender balance and gender mainstreaming Equal numbers of women and men, and mainstreaming a gender perspective in all policies, programmes, activities and decisions Women's empowerment is also an important part of full equality – women and girls gaining control and power over their own lives, not being subordinate
7. Women and girls may be _____ of armed conflict, and _____.	• Victims • Active agents and participants
8. Women may not have visible positions of power in a post-conflict society. Important to peacekeeping is they may have _____ in a community.	Informal decision-making power and influence • they take on responsibilities of absent men • as heads of households, they provide for families and make all family decisions They may have moral authority.

	Conflict can erode these, and other social norms.
9. The goal of mainstreaming a gender perspective is _____.	Gender equality
10. Wrongs women experience in conflict are often not _____ as violations against men.	• considered as important • Not taken as seriously • Not factored into transition programmes as systematically – e.g. DDR The UN is committed to ending this discrimination.
11. Critical roles of women and girls in peace and security include as _____ and_____.	• sources of authority and information • agents of positive change
12. In the UN, _____ leads on gender equality and empowerment.	UN Women United Nations Entity for Gender Equality and the Empowerment of Women
13. Policy that guides peacekeepers on the WPS agenda is the _____. Explain its focus.	*DPKO-DFS Policy on Gender Equality in UN Peacekeeping Operations (2010).* It directs all UN peacekeeping to: • promote, respect and protect gender equality • integrate or mainstream gender perspectives • implement SCR 1325 and other WPS resolutions
14. The DPKO-DFS strategy that supports the policy is _____. Explain its focus.	*DPKO-DFS Gender Forward Looking Strategy 2014-2018* It guides gender mainstreaming in peacekeeping: • sets objectives for gender mainstreaming • stresses its importance • outlines strategic direction • gives tools to better support and protect women and girls where missions are deployed
15. The _____ leads and coordinates gender equality work of a mission.	Gender unit Gender advisory unit or team Gender advisers, Senior gender adviser
16. Three functions work closely together to support mission leadership as it mainstreams a gender perspective: ____, ____ and ____.	Gender Advisers or Gender Focal Points Women Protection Advisers Women Focal Points Remind people of the difference:

	• Gender advisers and focal points work on gender equality and mainstreaming, WPS agenda. • Women Protection Advisers work on CRSV. • Women Focal Points work on gender balance.
17. Peacekeepers are informal _____, representing both the UN and their countries.	Ambassadors • expected to uphold what is fair and just • in official roles and personal conduct
True-False	
1. In some societies today, men and women are equal.	**False** Inequalities exist between men and women in every society. Degree varies. Some societies have greater equality, usually those more industrially and economically developed.
2. Gender equality is a human rights issue.	**True** It's also a pre-condition for and indicator of sustainable development
3. Gender equality is a women's issue.	**False** Gender applies equally to women and men. Equality is a social issue, not a women's issue. Gender equality requires men's involvement as well as women's.
4. Gender equality does not mean women and men become the same.	**True**
5. Only women can empower themselves. But addressing social inequality and discrimination takes both men and women.	**True**
6. Men and boys are as vulnerable to violence in conflict as girls and women.	**False** Pre-existing social inequality magnify during conflict, making women and girls more vulnerable to certain forms of violence: • sexual violence and exploitation • rape and sexual slavery • enforced prostitution and trafficking
7. In many conflict and post-conflict situations, women and girls have been instrumental in promoting peace.	**True**

8. Promoting gender equality in peacekeeping is important as an issue of human rights and social justice, and because it can benefit peace and security.	**True** Sustaining peace and security means equal access for all members of a society to: • opportunities • protection • access to resources and services • decision-making • all basic rights
9. Gender equality only benefits women.	**False** • Gender equality benefits society as a whole. • It can benefit families, children and men. • It strengthens economic recovery and development.
10. The legal framework for peacekeeping obligates UN peacekeeping operations to promote gender equality.	**True** The UN Charter, international law and agreements to which Member States are committed.
11. Different UN entities lead on different parts of the WPS agenda. Prompt for some specific examples.	**True** • UN Women • Office of the SRSG on Sexual Violence in Conflict • United Nations Development Programme (UNDP) • United Nations Population Fund (UNFPA) • Office of the United Nations High Commissioner for Human Rights **(**OHCHR)
12. Gender advisers and focal points, Women Protection Advisers and Women Focal Points give support on gender equality only to heads of sections.	**False** These functions work together to support mission leadership, including • HOM • Force Commanders • Police Commissioners They also support heads of sections, individual peacekeepers, national and other partners.
13. Focal Points for Women serve as reference in a mission on gender balance.	**True** Role includes • support to increasing numbers of female civilian staff in DPKO-DFS, HQ and field • help to female civilian staff in their careers
14. All components and units in a mission contribute to gender equality in daily tasks.	**True**

	That's what "mainstreaming a gender perspective" means and requires. Specifics differ. Gender Advisers, Women Protection Advisers, and Women Focal Points work together to focus and support efforts on highest mission priorities.

Commonly Asked Questions and Key Words

Key Words or phrases for this lesson:

Key Word or Phrase	Definition
Gender roles	**Gender roles** are the activities that a household or community expects women and men to do. Are women active in religious life, or barred from it? Are men active in domestic work, or live separately from the household? Human culture and nature are wonderfully diverse. Three main kinds of work are necessary for groups of people to survive and thrive: • productive work; • reproductive work; • community work. **Productive work:** e.g. household food production, production of cash crops. Women and men both play a strong role. Women may lead on household food production, men on production of cash crops. Women may lead on both. **Reproductive work:** e.g. domestic tasks. Women have a lead role, often limiting time available for engagement in paid productive work. Men have a lesser role. **Community work:** Men spend more time in community-level political activities than women. Women may have a background or support role. Society and culture set expectations for women's and men's engagement and behaviour in each area. Gender influences who does what work. Programmes of assistance and support need to consider gender roles. Gender roles and relations vary across social class, economic status, political context and culture. Race, age, and ethnicity affect them. So do individuals' desires and aspirations. Sometimes social expectations about gender roles become stereotypes, fixed beliefs about a group of people.

	Many influences shape gender roles. These include family, school, peers, community, wider culture, religion, media and advertising. In all cultures and societies, throughout history, individuals have challenged and changed gender roles.
Sex	**Sex** refers to biological differences between women and men. Examples are chromosomes, anatomy, and hormones. "Men's voices break at puberty, women's do not" is a statement about the sexual differences between women and men. **A person's sex is:** • **Biologically defined;** • **Determined by birth;** • **Universal.**
Gender	**Gender** refers to what a society considers proper, or fitting for women and men – behavior, actions, expectations and roles. "In Ancient Egypt, men stayed at home and wove cloth. Women handled family business. Women inherited property and men did not." These are statements about gender differences. Gender is: • Social meaning and value given to being a woman or a man • Social characteristics – not biological differences – used to define a woman or a man. **Gender:** • **Is socially constructed, which means it is learned, and can change;** • **Differs within cultures and between cultures, varies over time;** • **Results in different roles, responsibilities, opportunities, needs and constraints for women, men, girls and boys.**

Gender equality	**Gender equality** means that women and men, boys and girls have equal rights, equal responsibilities, and equal opportunities. It means no discrimination because of sex or gender. Women and men, boys and girls can equally fulfil their potential in all private and public areas of society – social, economic, political, religious. Equal treatment means the interests, needs and priorities of women and men get the same consideration and weight.
Gender perspective	A **gender perspective** is a way of looking at things. It always considers the impact of gender on people's opportunities, social roles and relationships. A "gender lens" is another name for a gender perspective.
Gender mainstreaming	**Gender mainstreaming** consistently considers gender, and integrates gender considerations into decisions and actions. It assesses implications for women and men of any planned action: legislation, policies, programmes, and decisions. (The 1997 agreed conclusions of the Economic and Social Council **ECOSOC).** The approach is also called **mainstreaming a gender perspective.** "Mainstreaming a gender perspective" integrates concerns and experiences of women and men into all work, so: a) women and men benefit equally and b) inequality is not perpetuated.
Gender balance	**Gender balance** refers to the equal representation of women and men at all levels of employment. The General Assembly has set the goal of achieving a 50-50 representation of women and men in all professional posts, especially decision-making and senior positions.
Empowerment of women	**Empowerment of women** describes women gaining power and control over their own lives. Some societies raise girls to be confident and aware of their rights. In other societies, empowerment is a life journey. It may involve awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources.
Women Protection Advisers (WPAs)	**Women Protection Advisers (WPAs):**

	• Advise on integrating CRSV: mission leadership, military, police and civilian components; • Put in place and manage MARA, monitoring, analysis and reporting arrangement on CRSV; • Promote early warning and accountability of CRSV perpetrators, working closely with Human Rights components; • Dialogue to get commitments on CRSV: with parties to a conflict, addressing CRSV prevention and accountability; • Coordinate response to cases of CRSV and promote accountability of perpetrators of CRSV; • train all peacekeepers on CRSV.
Gender analysis	**Gender analysis** involves gaining an understanding of the social position and relationships between men and women. This includes an understanding of: **-** access to resources - activities and work- constraints each face in areas of work and fields of expertise Gender analysis always uses data broken down or disaggregated by sex and age.

Commonly asked questions from participants:

Possible Questions	Possible Responses
What influences the differences in how males and females experience violent conflict?	a) Subordinate position of women and girls in many areas of life; b) Gender roles. . Inequalities exist between men and women, in every society, to varying degrees. In many societies, women are subordinate to men. Discriminatory laws, policies and practices prevent women and girls from enjoying their full and equal rights. Stereotypes about gender roles of women and men are at the root of discrimination against women and gender inequality.
Why was Security Council resolution 1325 (2000) ground-breaking?	In 2000, Security Council resolution (SCR) 1325 was the ground-breaking resolution on Women Peace and Security (WPS). SCR 1325 was the first resolution also broke new ground in: • Urging member states and all actors to increase women's equal participation and incorporate a gender perspective in peace and security efforts; ; • Recommending specialized training for peacekeepers on protection, special needs and human rights of women and children; • Urging greater representation of women at all levels in peacekeeping operations; • Stating the need to consolidate data on the impact of armed conflict on women and girls; • Asking the Secretary-General to include in reports to the Security Council progress on gender mainstreaming in peacekeeping missions. The Security Council has adopted additional resolutions on Women Peace and Security: 1820 (2008), 1888 (2009), 1889 (2009), 1960 (2010), 2106 (2013), 2122 (2013), and 2242 (2015). Through the WPS agenda, the international community calls for: 1) better protection for women from human rights violations; 2) access to justice for women; 3) access to services and support to eliminate discrimination. It also recognizes that women's participation is vital to achieving and sustaining peace.

Does gender equality mean that women and men are the same?	Gender equality means equal rights, responsibilities and opportunities of women and men, girls and boys. Gender equality does not mean that women and men will become the same. Gender equality means that women and men have the same opportunities: Their rights, roles and responsibilities do not depend on whether they were born male or female.
Is gender mainstreaming the same as gender balance?	Gender mainstreaming means ensuring that in all areas of our work and all planned action including laws, policies and programmes we take into account the different experiences, concerns, needs, and priorities of women, men, girls and boys. Women, men, girls and boys should benefit equally from all development. Gender balance refers to the equal representation of women and men at all levels of employment. This means that in our recruitment we must have equal number of women and men employees' i.e. 50/50 where possible. It is one of the ways to mainstream gender.
Can men be gender experts?	Yes, men too can be gender experts and are being encouraged to work in peace keeping operations as gender officers. A few are already working in this field but more are needed.

Reference Materials

Below are materials which are a) referenced in this lesson, and b) required reading for instructor preparations:

- Charter of the United Nations
- United Nations Peacekeeping Operations Principles and Guidelines (also known as the Capstone Doctrine)
- Review peacekeeping mission mandates
- 1949 The Geneva Conventions and their Additional Protocols https://www.icrc.org/eng/war-and-law/treaties-customary-law/geneva-conventions/overview-geneva-conventions.htm
- International Bill of Human Rights http://www.ohchr.org/EN/ProfessionalInterest/Pages/InternationalLaw.aspx
- Universal Declaration of Human Rights http://www.un.org/en/universal-declaration-human-rights/
- International Covenant for Civil and Political Rights (ICCPR) 1966.
- International Covenant on Economic, Social and Cultural Rights (ICESCR) 1966.
- Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) 1979.
- Agreed Conclusions of ECOSOC Coordination Segment on Gender Mainstreaming 1997.
- Beijing Platform for Action 1995
- Windhoek Declaration and Namibia Plan of Action 2000
- Security Council resolution 1325 (2000) on Women Peace and Security (S/RES/1325)
- Security Council resolution 1820 (2008) on Women Peace and Security (S/RES/1820)
- Security Council resolution 1888 (2009) on Women Peace and Security (S/RES/1888)
- Security Council resolution 1889 (2009) on Women Peace and Security (S/RES/1889)
- Security Council resolution 1960 (2010) on Women Peace and Security (S/RES/1960)
- Security Council resolution 2106 (2013) on Women Peace and Security (S/RES/2106)
- Security Council resolution 2122 (2013) on Women Peace and Security (S/RES/2122)
- Security Council resolution 2242 (2015) on Women Peace and Security (S/RES/2242)
- Security Council resolution 1674 (2006) on Protection of Civilians (S/RES/1674)

- DPKO/DFS Policy on Gender Equality in United Nations Peacekeeping Operations, 2010
- DPKO/DFS Guidelines on Integrating a Gender Perspective into the Work of the United Nations Military in Peacekeeping Operations, 2010
- DPKO/DFS Guidelines for Integrating a Gender Perspective into the Work of United Nations Police in Peacekeeping Missions, 2008
- DPKO/DFS Gender Forward Looking Strategy 2014-2018, 2014

Additional Resources

UN Information

The website for UN peacekeeping: http://www.un.org/en/peacekeeping/

Original Security Council Resolutions on peacekeeping mission mandates: http://www.un.org/en/sc/documents/resolutions/
(You must know the start year, country and resolution reference details for the mission you wish to search for. For this information, identify the name of the mission using the following links: http://www.un.org/en/peacekeeping/operations/current.shtml; http://www.un.org/en/peacekeeping/operations/past.shtml)

UN Documents

UN documents can be found on: http://www.un.org/en/documents/index.html
(Search by document symbol, e.g. A/63/100)

DPKO and DFS Guidance

The repository for all official DPKO and DFS guidance is the Policy and Practice Database**:** ppdb.un.org (only accessible from the UN network). Official peacekeeping guidance documents are also accessible through the Peacekeeping Resource Hub: http://research.un.org/en/peacekeeping-community

Instructors are encouraged to check for the latest guidance.

UN Films

UN films can be found on YouTube: https://www.youtube.com/user/unitednations

Additional Information

Human rights information on the situation in a country from the website of the Office of the High Commissioner for Human Rights (OHCHR):
http://www.ohchr.org/EN/Countries/Pages/HumanRightsintheWorld.aspx

Latest human rights reports issued by the UN Secretary-General, the UN High Commissioner for Human Rights and to identify key human rights violations:
http://www.ohchr.org/EN/Countries/Pages/PeaceMissionsIndex.aspx
(Click on the appropriate link for countries with peace operations).

Country-specific information on the international humanitarian response:
http://www.reliefweb.int

OHCHR, The Core International Human Rights Treaties:
http://www.ohchr.org/EN/PublicationsResources/Pages/ReferenceMaterial.asp

OHCHR, New Core International Human Rights Treaties:
http://www.ohchr.org/Documents/Publications/newCoreTreatiesen.pdf

The PIP provides information on the mission and the local context:
http://peacekeepingresourcehub.unlb.org

Additional Training Resources

For additional information or support on human rights aspects of this lesson, instructors can contact the Methodology, Education and Training Unit of the Office of the High Commissioner of Human Rights (OHCHR) in Geneva at *Metu@ohchr.org*