

AHA! Awareness with Human Action

Module 3 - Gender,
Resilience and Inclusive
Leadership



AHA!

Awareness with Human Action

A project funded by the European Union



This project is funded by
the European Union

Welcome to Module 3 on Gender, Resilience and Inclusive Leadership



Objectives

- To build awareness around gender and its impact on peacebuilding
- To enhance understanding on the importance of meaningful participation of women and girls in peacebuilding;

Themes

Gender roles, prejudices, narratives, resilience, gendered aspects of peacebuilding, role of women and girls in peacebuilding, forms of leadership.

Expected results

Participants are more gender sensitive in their peacebuilding approach, particularly in the context of the pandemic.

Participants acquired skills and attitudes to further promote inclusive leadership spaces and roles for women and girls in peacebuilding.

Sessions in Module 3

1. Gender Roles and Relations

2. Social Prejudices and Expectations

3. Narratives and Denormalisation

4. Resilience Building

5. Gendered Aspects of Peacebuilding

6. The Role of Women and Girls in Peacebuilding (using movies) - Inclusive Peacebuilding

7. Forms of Leadership and Adaptive Leadership

Session 1. Gender Role and Relations

60 Minutes

What will happen in this session?

Learning Objectives

‘Agree or Disagree’ Poll

‘Articles/Objects, Activities and Roles’

Understanding Gender Roles, Relations, Imbalance and Dichotomy

Additional Resources

Learning Objectives

To understand the difference between gender and sex and explore the gender roles and relations

To understand the hierarchy of roles and the gender imbalance created because of this

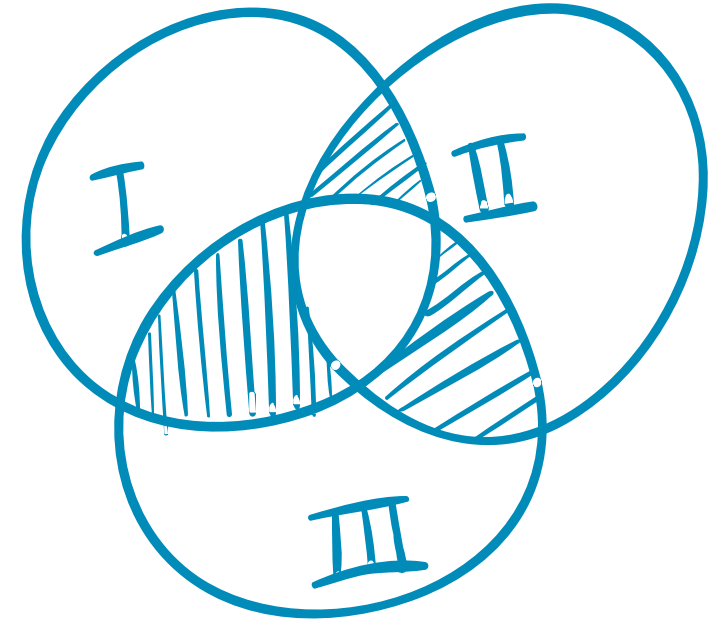
'Agree or Disagree' Poll

- Women give birth.
- Men are protective.
- Women are emotional.
- Men are adventurous.
- 'Gender' is only about women.
- Women cannot carry heavy loads.
- Men's voices break at puberty, women's don't.
- Cooking comes naturally to women.
- Men are naturally more violent than women.
- Care of babies is the responsibility of women because they can breastfeed them.



Understanding Gender

- *Gender - refers to socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for defining what is being a woman or a man or someone from another gender identity.*
- *Sex - refers to the physiological differences between females and males. Thus differences in 'gender' are determined by social/cultural ideas and practices, while differences in 'sex' (being male or female) are biologically determined.*



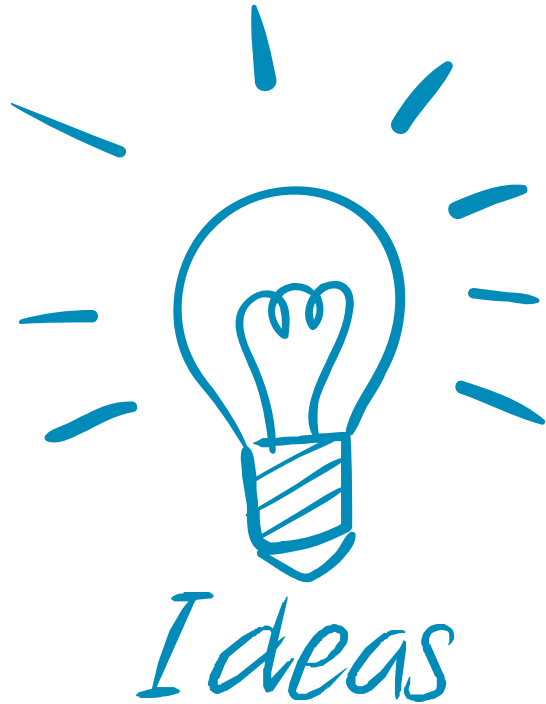
(UNOY Gender Toolkit p10)

‘Articles/Objects, Activities and Roles’

- Read the list of common articles/objects, roles and activities in our society.
- When called out the name of any of these article/object, role or activity, take your position whether it belongs to a man or a woman. You can mark (M or F) directly in front of the list on google doc/Jamboard/Padlet.



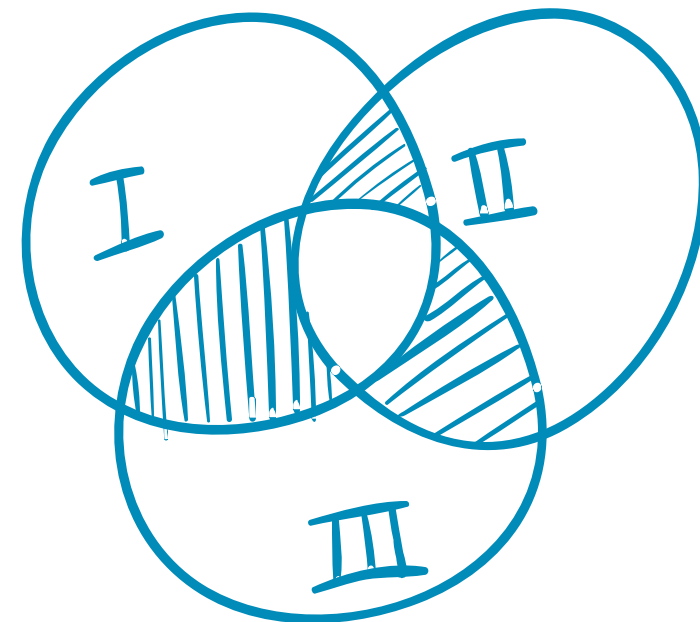
Debrief Discussion



- Why do we associate certain articles/objects/activities/roles with women, and some with men?
- Which of the activities above have any biological basis? Which activities do not have any biological basis and yet are performed by either men or women only?
- Are women born with cooking skills? Are men “naturally” better at repairing and handling electrical gadgets?
- Is there a hierarchy in roles?
- How does this role hierarchy act in public spaces? What happens when economic value is attached to an activity/role (does good cooking allow higher chances for women to become a chef)?
- Is there any biological basis for the traditional roles for the LGBTQIA+ community?
- What are some of these roles that changed in the last century in your society?

Understanding Gender Roles

- *Gender roles and norms are present in every society and often result in unequal power relations. It also contributes to unequal distribution of power, resources, opportunities and responsibilities.*
- *Traditional gender roles vary greatly in different societies, cultures and historical periods, sometimes within the same country.*



(UNOY Gender Toolkit p.6)

Gender Imbalances in the world - I

- According to UN statistics, women do 67% of the world's work, yet their earnings for it amount to only 10% of the world's income.
- Women are the majority of the world's poor: 70% of people living in poverty (less than \$1/day) are women.
- Women represent more than two-thirds of the world's illiterate.
- Women are largely excluded from political power: they hold 15.6% of elected parliamentary seats globally and less than 14% of all heads of state are women currently. So 85% of countries are led by a male head of state.
- Women own only 1% of the world's land.
- In some places, women earn 40% less than men even when doing the same job.
- Women in rural parts of Africa spend 40 billion hours a year collecting water.

Gender Imbalances in the world - II

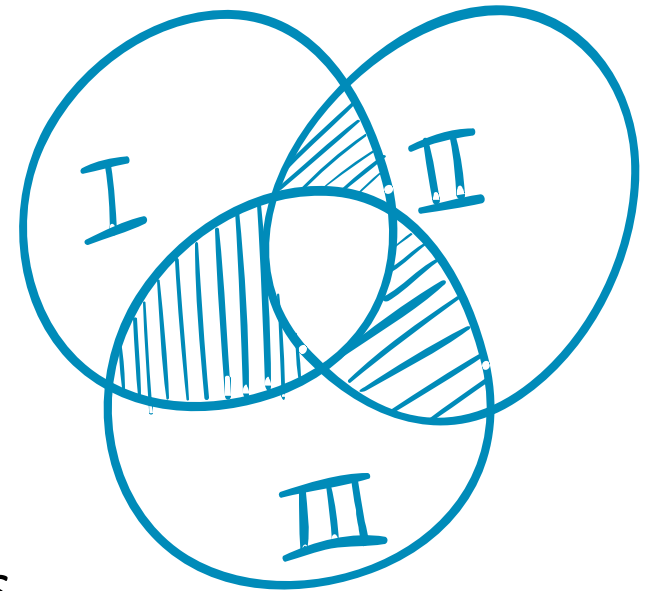
- In some countries, women are completely banned from voting for the head of state.
- In many countries, abortion is illegal in almost all circumstances.
- In some places, people try to abort foetuses if it is known that a woman is expecting to have a female baby – there are even cases of abandoning or killing girls once they have been born.
- In the UK, 81% of the victims of domestic violence are women and 19% are men.
- In many places, there are no laws against domestic violence.
- In a country, average salary for a woman is 75% less than the average salary for men.
- Women spend 3X as many hours as men in unpaid care and domestic work, limiting their access to decent work. The burden increased further due to Covid-19.

Gender Imbalances in the world - III

- Young women, aged 25-34, globally are 25% more likely than men to live in extreme poverty. 33,000 young girls become child brides every day.
- Natural disasters, climate change and conflict can undermine the health, education and livelihoods of women, differently to men. I.e. women can be more at risk of harm during flooding in countries where boys are taught to swim at an early age, but girls rarely are.
- In 25 countries, it is forbidden to form, establish or register a nongovernmental organization that focuses on issues related to sexual orientation or LGBTQ rights.
- In surveys of lesbian, gay and bisexual people, 52-87% say they have been verbally harassed, 21-27% have been pelted with objects, 13-38% have been chased or followed and 9-24% have been physically assaulted.

Gender beyond Dichotomous Gender Focus

- *LGBTQIA+ is an abbreviation of Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex and Asexual.*
- *There remain broad differences between these sexual and gender identities and even within them.*
- *And overall, it differs from the basic gender concept which focuses more on the female/male dichotomy. Still, it has everything to do with gender equality.*
- *Gender equality means a state of the world where the rights, responsibilities and opportunities of individuals do not depend on whether they are male, female or from another gender identity.*



Additional Resources

- [Gender Toolkit: A Manual for Youth Peace Workers; UNOY Peacebuilders, 2015, page 10](#)
- Extended Glossary of Gender-related Terms; The Mediterranean Institute of Gender Studies (MIGS) http://www.peacewomen.org/assets/file/AdvocacyEducationTools/genderglossary_migs_aug2005.pdf - This glossary aims to contribute towards a general and clearer understanding of some of the frequently used terms and concepts in relation to gender.
- [UNICEF Gender Counts South Asia Executive Summary](#)
- [CARE's Gender Equity and Diversity Training Materials.](#) Copyright 2014 Cooperative for Assistance and Relief Everywhere, Inc. (CARE). Used by Permission.



Session 1: Gender Role and Relations

What did we learn?

End of

Session 1: Gender Role and Relations

Session 2. Social Prejudices and Expectations

60 Minutes

What will happen in this session?

Learning Objectives

The Story of a Queen and a King

Debrief discussion

Gender-based Social Prejudices and Expectations, Gender-based Violence

Additional Resources

Learning Objectives

To discover the depth of gender-based social prejudices and expectations.

To analyse the risk of gender-based discrimination and violence during the pandemic.

The Story of a Queen and a King

- We are going to construct biographies of two imaginary people, first the queen and then the king.
- Any two volunteer to take notes of the story for the queen and king separately?
- You need to say something about the life of the queen, from birth to death in progression. But the condition is that the sentence should describe events they usually associate with the king's life. (Example: “The queen enjoyed war and the sight of blood.”)
- Another person has to say something about the king's life but describing something they associate with the queen.
- Repeat the cycle to build the story.



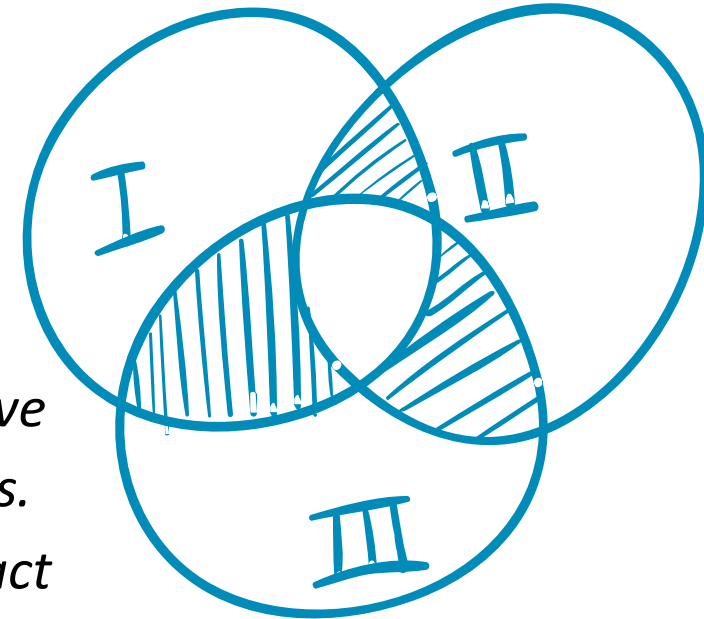
Debrief Discussion



- Let's read the stories separately.
- Whether the exercise was easy or difficult, and how so?
- Did you find the exercise amusing? If so, why?
- What are the social prejudices for men and women?
- Which of these are natural and which of these are learned?
- As we go through the life events of the king and queen, why do we find it funny when these roles are reversed?

Gender-based Social Prejudices and Expectations, Gender-based Violence

- *Gender inequality stems from social prejudices based on certain expectations. Further, it results in unequal power relations among people so it is important to look at those who are in positions of power, and those who are not - and to what extent.*
- *Changing the existing roles is found to be uncomfortable, funny or unacceptable. Yet, in reality, both men and women are found to have a combination of the so-called masculine and feminine expectations.*
- *Gender-Based Violence (GBV) is an umbrella term for any harmful act that is perpetrated against a person's will (WITHOUT CONSENT), and that is based on socially ascribed (gender) differences between males and females.*



Additional Resources



- Fun short series to watch on gender roles, relations, expectations and social prejudices: <https://youtube.com/playlist?list=PLEDnP0ud0ZBig8ZI0ipA24qKluwuEvzE>
- [CARE's Gender Equity and Diversity Training Materials](#). Copyright 2014 Cooperative for Assistance and Relief Everywhere, Inc. (CARE). Used by Permission.
- Video on 'COVID-19's impact on online misogyny and hate speech': <https://youtu.be/qezqBABwSmM> and full report at <https://asiapacific.unwomen.org/en/digital-library/publications/2020/10/ap-social-media-monitoring-on-covid-19-and-misogyny-in-asia-and-the-pacific>

Session 2: Social Prejudices and Expectations

What did we learn?

End of
**Session 2: Social Prejudices and
Expectations**

Session 3. Narratives and Denormalisation

90 Minutes

What will happen in this session?

Learning Objectives

‘Just A Harmless Expression?’ Activity

‘Impact of Narratives’ Activity

Gender Stereotypes and Violence,
Gender Mindset

Additional Resources

Learning Objectives

To trigger self-awareness and self-consciousness to denormalize everyday derogatory and discriminatory narratives

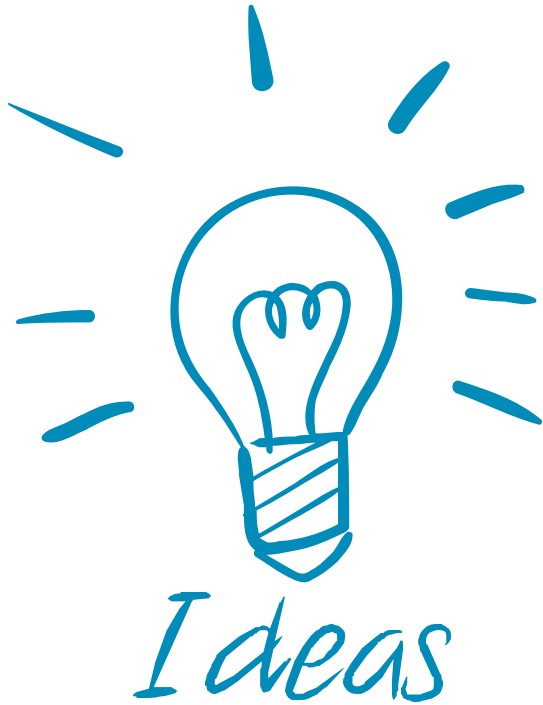
To understand how hegemonic masculinity and everyday gender stereotypes perpetuate violence and legitimize it.

‘Just A Harmless Expression?’ Activity

- We’ll do an activity, in small groups, using Jamboard.
- Each group will have 7-10 expressions/statements.
- Discuss for 20 min in you group and decide how offensive each of those statements may be perceived as on a scale of 1 to 10.
- After 20 minutes, each group will present where they placed each expression on the ‘spectrum of offence’ and why.



Debrief Discussion - I



- Were you surprised by any of the reactions within the groups to any of the expressions?
- Were there any disagreements within the group?
- Did men and women in your group place the statements at different levels on the spectrum?
- Are there other such expressions that you use in your daily life?
- Where do such narratives place women in comparison with men? What can be the impact of such statements on women's confidence?
- What could be the origin of some of these narratives?
- Have some of these narratives started to denormalise, if yes, how?

Stories, Narratives ...



*Until the lion
learns how to
write, every story
will glorify the
hunter (African
proverb)*

- The **difference between story and narratives** is that narratives can be defined as the way you tell (and keep telling) a particular story. How you decide the order of the story, how much importance you provide to certain characters in front of others, how you emphasise certain actions to the detriment of others.
- Narratives are an important element in the field of **transforming conflicts**, as these are powerful tools to shape minds, attitudes and behaviors, as well as transmitting values and emotions.
- **Narratives, just as conflicts, are neither positive or negative**, but the way we present, reproduce, promote or silence them has a large impact on fostering peace or fueling violence.

Stories, Narratives ...



Until the lion learns how to write, every story will glorify the hunter (African proverb)

- Many times, a **predominant view of a subjective story** becomes the only story or truth to be considered “normal” by certain society. These are **dominant stories**, mostly told by dominant groups and majority. Since they usually come from a dominant group, most of the time they keep them in a certain power relation with other groups.
- While if we ask the other group, they might have faced oppressive/discriminatory situations in the same story, mostly overlooked. These are **forgotten or concealed stories**. These stories actually challenge the assumptions created by the dominant stories and bring a different perspective on that narrative.
- Further, **resistance stories** are the stories of people who have challenged and resisted the dominant stories. These stories are important as they might come as guides and inspiration for conflict transformation and peacebuilding.

'Impact of Narratives' Activity

- Four breakout groups.
- Each group will get the first two lines of the different stories.
- Develop a full story of at least 10-15 lines (can be told in two-three minutes) in the next 10 minutes.
- Assume and Be Creative.
- Each group will read their story one by one, when we'll be back.



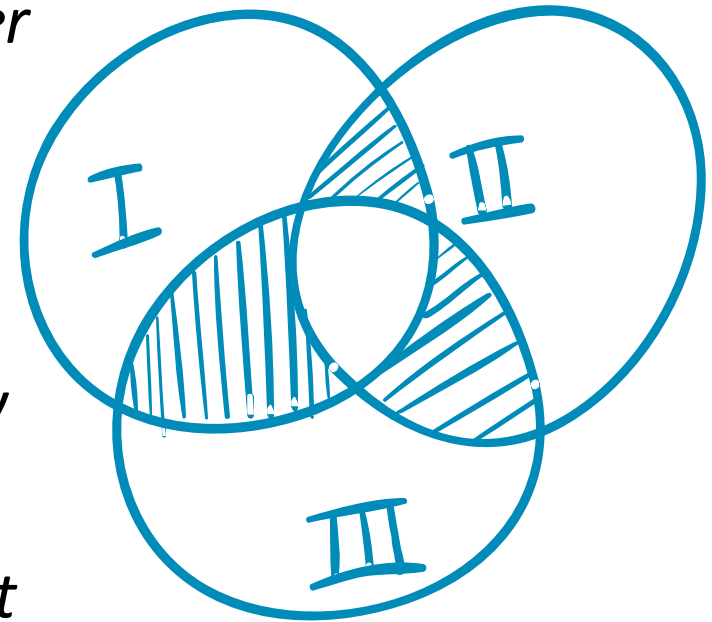
Debrief Discussion - II



- How do you feel about how the story turned out to be?
- Did you observe any form of violence in these stories?
- What do we want to prove by behaving in this manner and to whom do we want to prove it to?
- Was there any specific gender-related reason behind that violence? Is it common in all stories?
- How do everyday derogatory and normalised narratives having gender expectations and stereotypes contribute to hate speech, social discrimination or violent extremism?

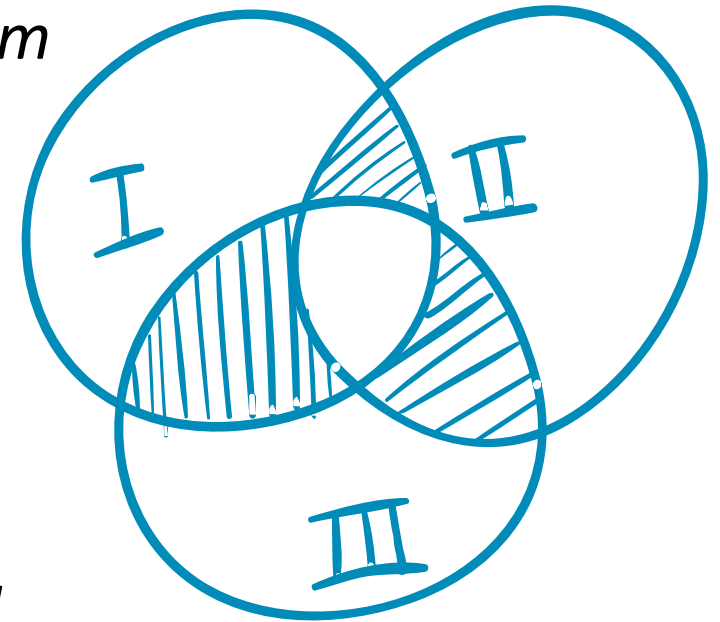
Gender Stereotypes and Violence - I

- *Derogatory and sexist expressions are seemingly inoffensive because they carry a normalisation effect over a long period of time in culture and society.*
- *Gender stereotypes underpin the ideology and values of violent extremism across the world.*
- *Gender-related expectations and norms concern not only women and structural gender inequality, but also men and concepts of masculinity and power. Violent extremist groups often use ‘hypermasculine stereotypes’ to exploit dissatisfaction and grievances when recruiting men.*



Gender Stereotypes and Violence - II

- *These characteristics of masculinity and power are ingrained in the social dynamics of patriarchy, militarism and oppression.*
- *By examining inequalities and gender roles in our communities and building resilience, we can change these harmful dynamics.*
- *Masculinity is not always a conscious act - rather it is created by the structures and norms of society, as we'll learn in the next session.*



Gender Mindset

- *Gender is best described as a dynamic organizing principle in society.*
- *Gender is a learned pattern of behaviour that is embedded in everything we do at the individual, community, and institutional levels.*
- *Gender mindset is the socialization and internalization of the described roles and expectations that a society finds most appropriate and valuable for a person—men, women, girls, boys, and sexual and gender minorities.*
- *A person's gender mindset can alter during societal change based on new community values, norms, and expectations.*

(USIP Gender Inclusive Framework and Theory p. 4)

Additional Resources

- The Nexus between Masculinities, Femininities and Violent Extremism in Asia, UNWomen, 2020 (<https://asiapacific.unwomen.org/en/digital-library/publications/2020/03/the-nexus-between-masculinities-femininities>)



Session 3: Narratives and Denormalisation

What did we learn?

End of
**Session 3: Narratives and
Denormalisation**

Session 4. Resilience Building

90 Minutes

What will happen in this session?

Learning Objectives

'Cycle of Socialisation' Activity

'Cycle of Liberation' Activity

Resilience

Additional Resources

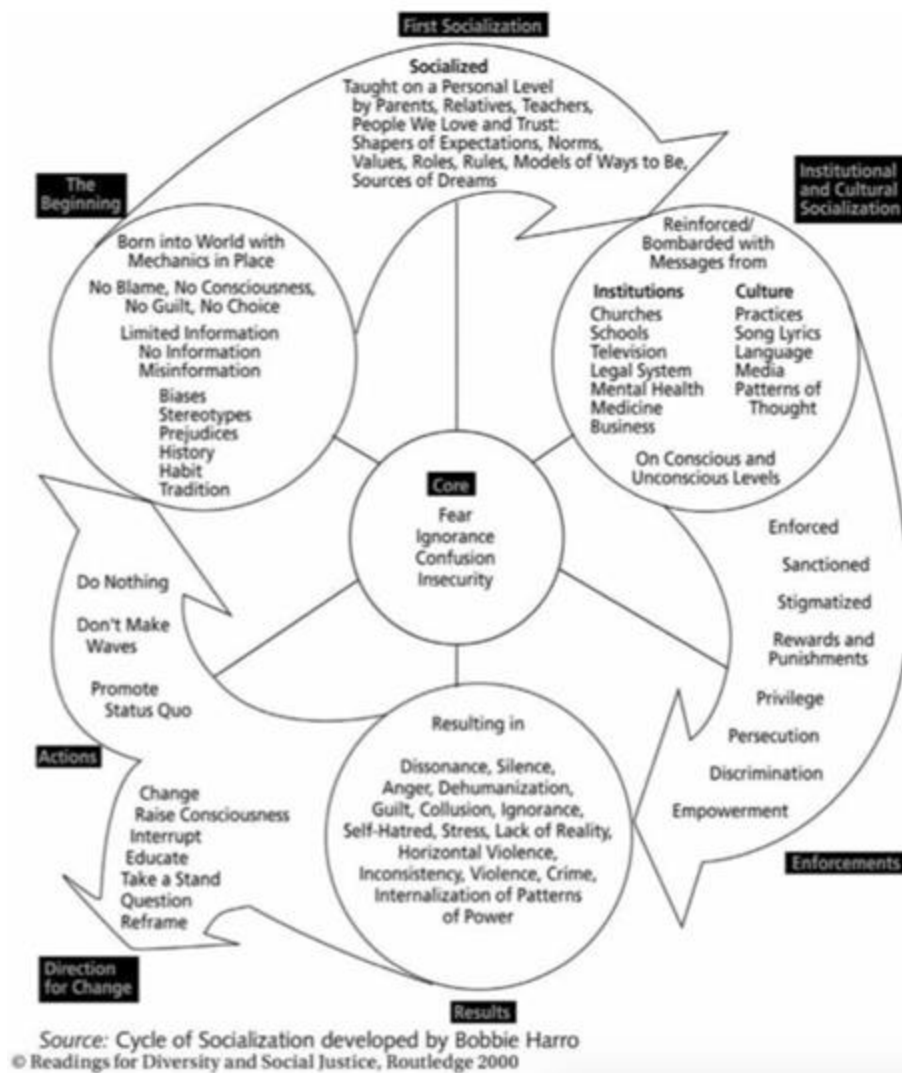
Learning Objectives

To understand the cycle of socialisation from a gender lens

To exercise one's agency to disrupt the processes of socialisation which lead to gender-based discrimination and violence during pandemic

'Cycle of Socialisation' Activity

- Where these narratives about gender come from?
- What kind of vulnerabilities do you face when you want to address gender issues?
- The Cycle of Socialisation (<https://diversity.wisc.edu/wp-content/uploads/2019/11/Cycles-of-socialization-and-liberation.pdf>)
- Small groups of 3-5.
- First 5 minutes to self-reflect on the cycle (your own examples on your Cycle of Socialisation, using gender).
- Then 10-15 minutes to share in your group.



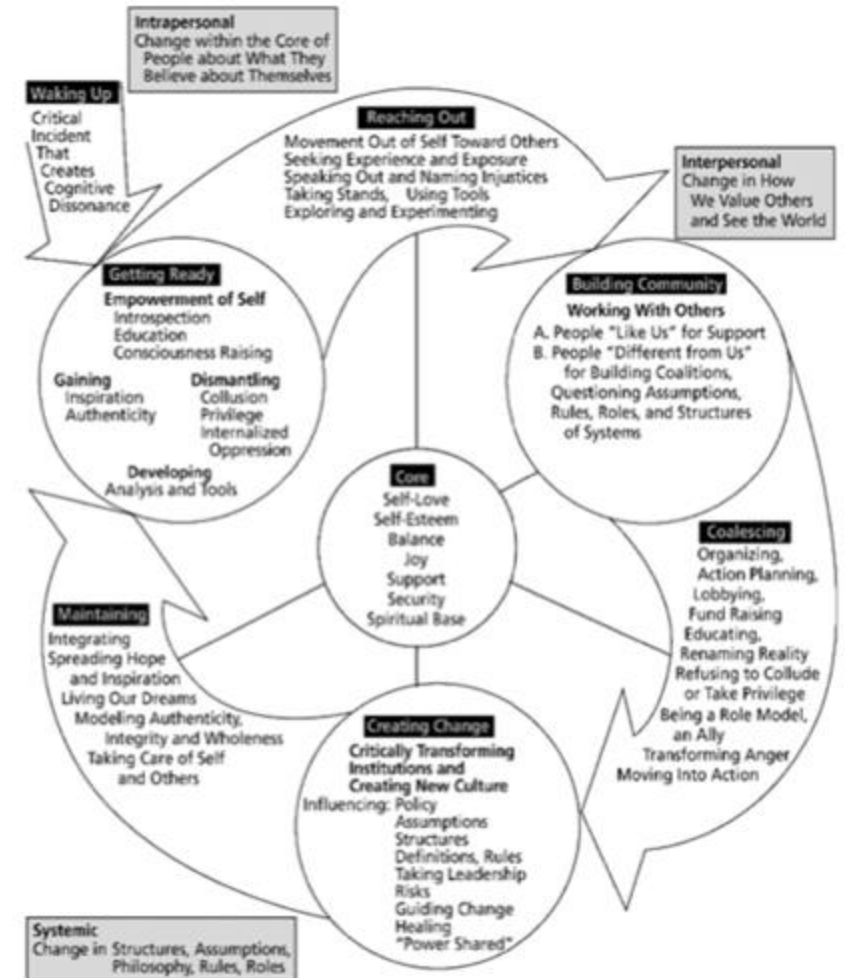
Debrief Discussion - I



- How did you feel while sharing examples of your cycle?
- What part of the cycle was the most difficult to reflect on?
- What did you learn about yourself from this exercise?
- What is the connection between the Cycle of Socialisation and hate speech, discrimination and violent extremism?

'Cycle of Liberation' Activity

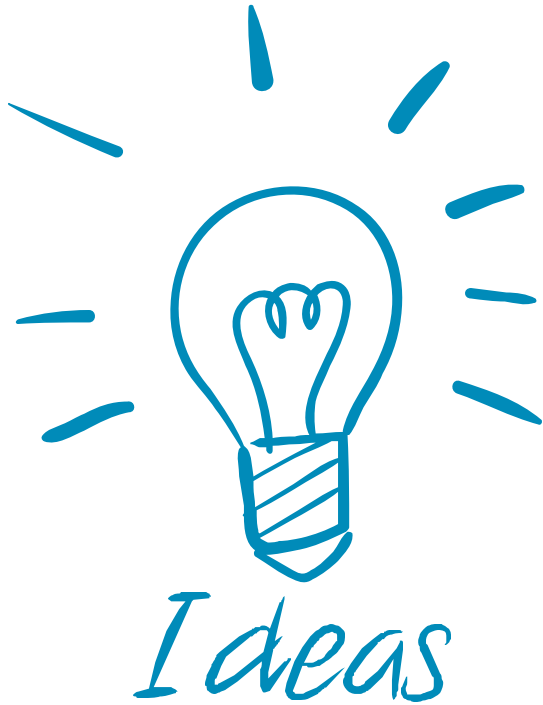
- The Cycle of Liberation (<https://diversity.wisc.edu/wp-content/uploads/2019/11/Cycles-of-socialization-and-liberation.pdf>)
- Small groups of 3-5.
- First 5 minutes to self-reflect on the cycle (your own examples on your Cycle of Liberation, using gender).
- Then 10-15 minutes to share in your group.



Source: Developed by Bobbie Harro

© Readings for Diversity and Social Justice, Routledge, 2000

Debrief Discussion - II



- How did you feel while sharing examples from your cycle?
- What part of the cycle was the most difficult to reflect on? What
- did you learn about yourself from this exercise?
- What makes liberating oneself difficult from this cycle?
- How can you overcome these challenges?

Resilience

- *Omnipresent gender roles and norms, gender-based expectations, gender stereotypes, unequal power relations and normalised discriminatory expressions - all these create extreme vulnerabilities for people.*
- *But we are not born biased and with prejudices. We get to learn popular narratives about our own identity groups (gender, etc) and other groups from those close to us (parents, family, teachers, friends, etc.) and from institutions (society, culture, nation etc).*
- *These narratives are reinforced over time, which makes it difficult to change them*
- *Additionally, this reinforcement happens both at an individual, but also at an institutional/systemic level. So, even if we as individuals may learn to treat all genders as equals, there are systems in place that benefit dominant groups (mostly men) in society.*
- *But without being overwhelmed by this cycle of socialisation, our agency is a strong tool to support our ability to be resilient enough to break the cycle at the individual, institutional, and systemic levels.*

Additional Resources



The cycle of socialisation video for a recap:

- https://www.youtube.com/watch?v=R_yx_SC3l9g
- <https://www.youtube.com/watch?v=pLPr6tuHBSs>

Session 4: Resilience Building

What did we learn?

End of
Session 4: Resilience Building

Session 5. Gendered Aspects of Peacebuilding

90 Minutes

What will happen in this session?

Learning Objectives

'How Does It Affect Me' Empathy Role Play

Debriefing Discussion

Gender in Fragile and Conflict-affected Communities, Peacebuilding

Additional Resources

Learning Objectives

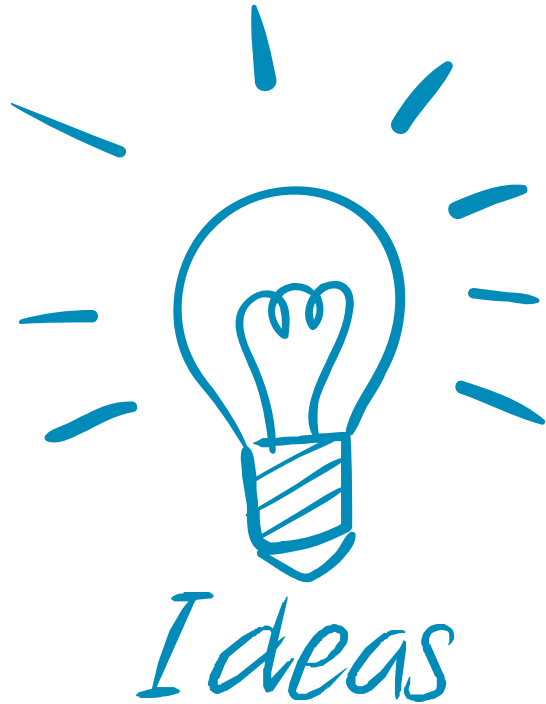
To apply a gender lens to conflict and peacebuilding process

To understand different layers of gender responsiveness

'How Does It Affect Me' Empathy Role Play

- Check your assigned identities on the excel and embrace it fully. And Think:
 - What is your everyday life like now? Where do you live?
 - What do you do in the morning, afternoon, evening?
 - What sort of lifestyle do you have? How much money do you earn monthly?
 - What do you do in your leisure time?
- Listen to the situations now, think carefully for a minute about 'how does this affect you in your newly acquired identity'.
- Respond to the four questions in plenary (and using chat function) one by one briefly. (Respond by starting with introducing their identity first)
 - Does anyone among you have any 'Practical needs'? If yes, what?
 - Does anyone among you need 'Protection'? If yes, what kind?
 - Can anyone among you become an instrument to resolve the conflict? If yes, how?
 - Can anyone among you play a role in 'transforming' the conflict? If yes, how?

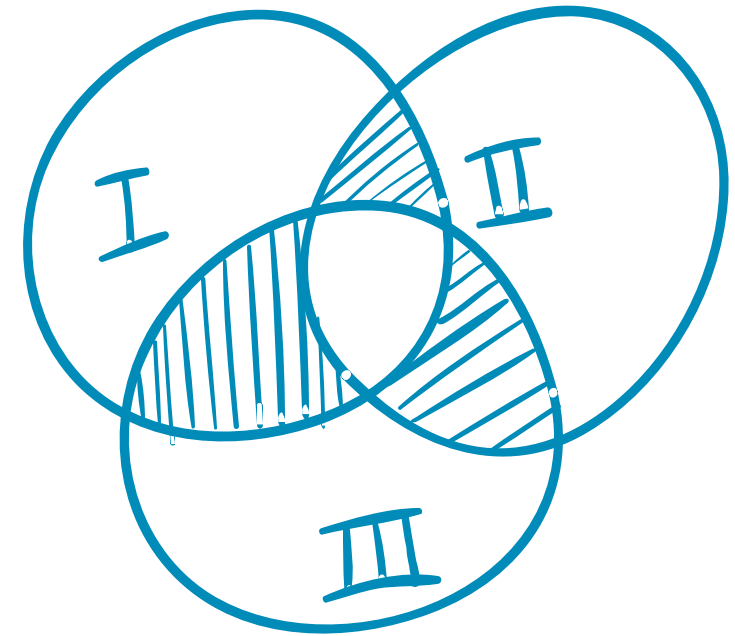
Debrief Discussion



- How are you feeling about the activity?
- How did you feel while responding to some of these situations?
- How did you feel when listening to others' responses to the same question? Did anyone feel that there were moments when their gender role or other intersectional qualities prevented them from taking a positive part in society?
- Did anyone feel that there were moments when their basic human rights were being ignored because of gender roles in society?
- How does this relate to the gendered aspect of peacebuilding in society?

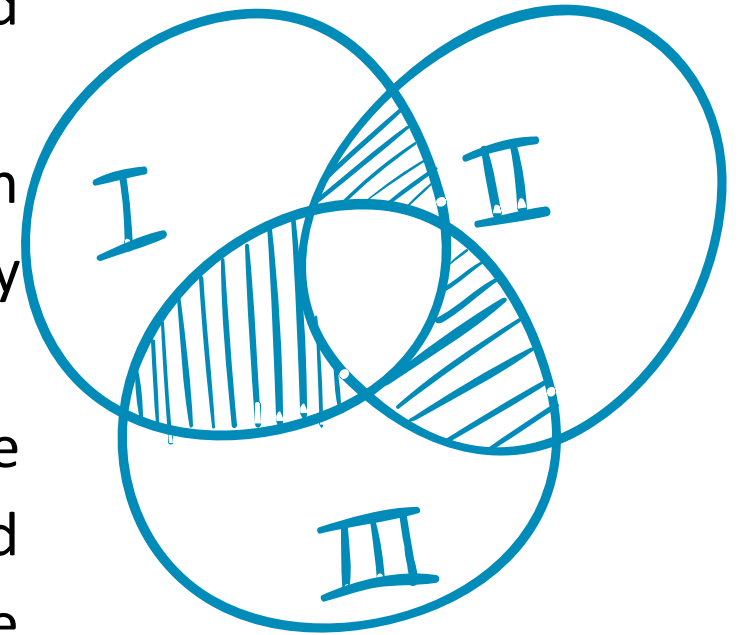
Gender in Fragile and Conflict-affected Communities - I

- Women do not suffer in war because of any intrinsic weakness, but because of their position in society (Pankhurst, 2000, p.7).
- Peacebuilding actors consider different approaches to work on gendered aspects of peacebuilding; ‘protection’, ‘practical needs’, ‘participation’, ‘instrumentalist’, and ‘transformative’.
- Although women have participated in peacebuilding, their role is often at an informal level and rarely visible to formal peacemakers (UN Women, 2015).
- Young women, because of intersectionality of being women and youth, face additional barriers and double marginalization.



Gender in Fragile and Conflict-affected Communities - I

- The roles, experiences and needs of women, men, girls, boys and other genders in fragile, conflict-affected and violence-affected communities tend to differ.
- Women and men might both be active participants in fuelling or maintaining conflict, but women are frequently sidelined in conflict resolution talks or negotiations.
- Upheavals caused by conflict and fragility can provide new opportunities for changing gender relations and promoting more peaceful, prosperous and equitable communities.



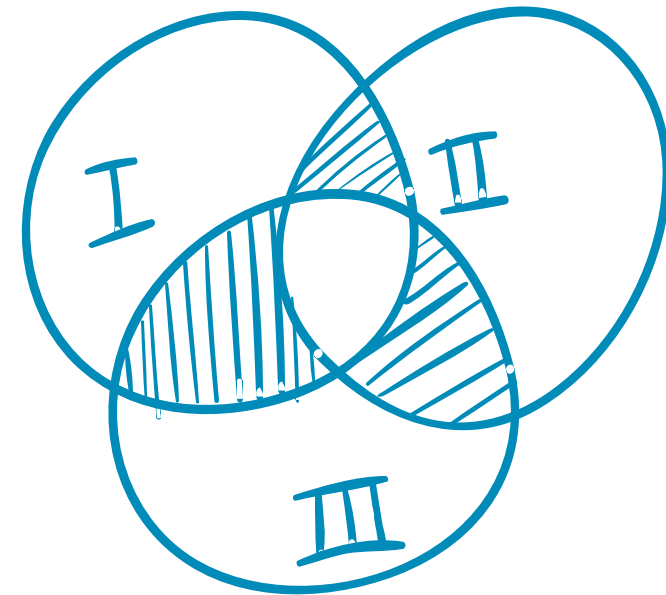
(British Council Active Citizens Global Toolkit p. 224)

Gender in Peacebuilding - I

In order to eliminate conflict and ensure social justice, especially in adverse situations like a pandemic, it is crucial to analyze problems through a gender perspective. It means:

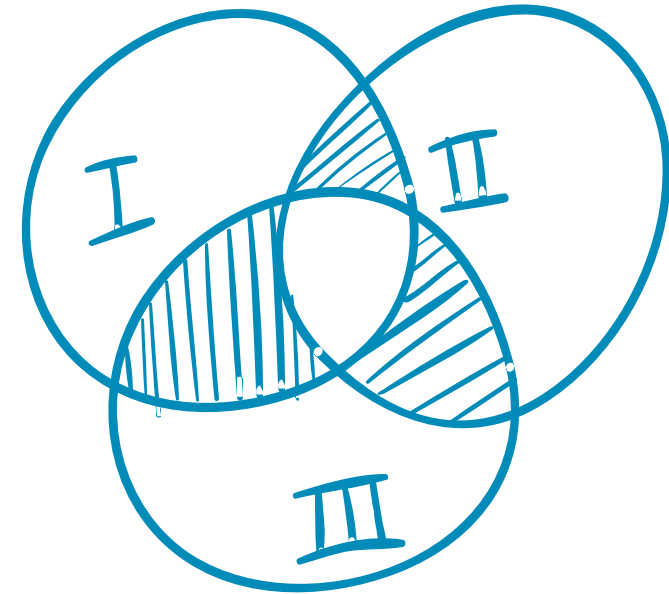
- not assuming that everyone starts out from a position of equality,
- considering the different realities of the lives of men, women and LGBTQIA+ in any given context or community,
- placing underlying gender issues on the political agenda, &
- other than systems and institutions, also challenging gender inequality at the personal, family, society and institutional level.

(UNOY Gender Toolkit p. 4)



Gender in Peacebuilding - II

- It means that it's necessary to analyze how individuals from different genders gets impacted differently and perceive similar situations in different ways.
- It is important to consider these differences in all peacebuilding activities, including mitigation efforts of escalating hate speech, discrimination and violent extremism because of the pandemic.
- Participation of all genders in peacebuilding enriches knowledge and skills accumulated within the group.

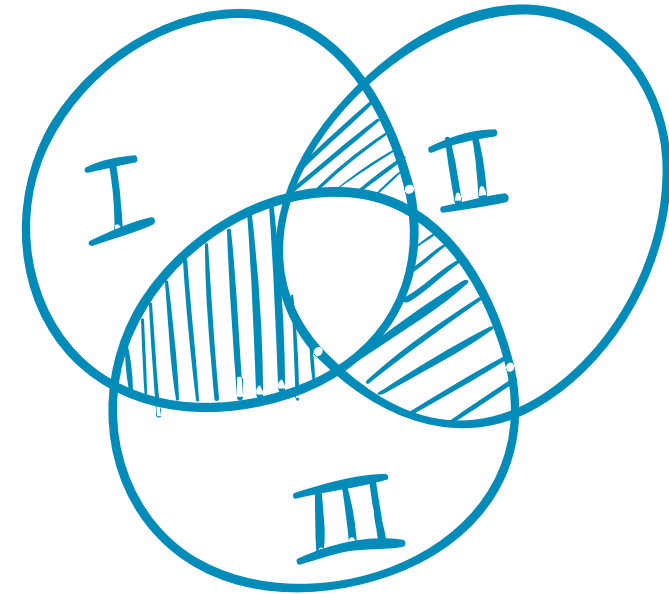


(UNOY Gender Toolkit p. 4)

'Gender Responsive' Scale

- Level 1: Gender-unequal
- Level 2: Gender-blind
- Level 3: Gender-sensitive
- Level 4: Gender-specific or Gender-responsive
- Level 5: Gender-transformative

(WHO Gender Responsive Assessment Scale: criteria for assessing programmes and policies)



Additional Resources

- A Gendered Approach to Peacebuilding and Conflict Resolution (Beth Speake, 2013) <https://www.e-ir.info/2013/02/11/a-gendered-approach-to-peacebuilding-and-conflict-resolution/>
- AHA! Townhall report on the gendered aspect of peacebuilding during Covid-19 (<https://www.peacemakersnetwork.org/aha-townhall-explores-gendered-aspect-of-peacebuilding-during-covid-19/>)
- [The Impact of COVID-19 on Women - Policy Brief by UNWOMEN, April 2020](#)
- The Impact of COVID-19 on Women - Explainer <https://interactive.unwomen.org/multimedia/explainer/covid19/en/index.html>



Session 5: Gendered Aspects of Peacebuilding

What did we learn?

End of
**Session 5: Gendered Aspects of
Peacebuilding**

Session 6. The Role of Women in Peacebuilding - Inclusive Peacebuilding

90 Minutes

What will happen in this session?

Learning Objectives

Plenary Discussion on Analysing Women's Role

Debriefing on the Movie

Quiz and WPS Agenda

Additional Resources

Learning Objectives

To understand the positive role that women can play in conflict situations

To explore historical background on exemplary women peacemakers and peacebuilders

To build a common understanding of the components and frameworks of the WPS agenda.

Plenary Discussion: Analysing Women's Role

- As discussed in session 3 of this module, there are certain narratives for men and women. Where do such narratives place women in comparison with men?
- What can be the impact of such narratives on women's confidence?
- How does this affect women's engagement in social decision making and leadership?
- Are women mostly the perpetrators or victims of violence?
- What are the different levels of decision making to stop the violence (between two people, households/ groups/ parties/ clans/ tribes/ gangs/ states/ countries/ religious groups, etc)? Who are the decision-makers at these levels?
- How can certain narratives about women abstain them from engaging as key stakeholders in peacebuilding?

Debriefing on the Movie

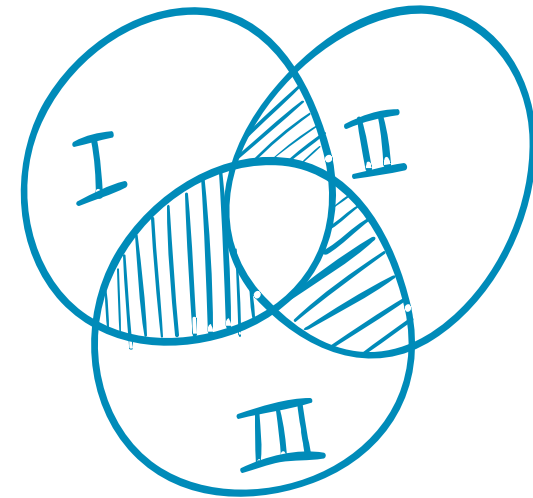


- How various actors influenced peace in the movie?
- What role did women play in peacebuilding?
- Was anything surprising for you in comparison to traditional gender roles, expectations, prejudices and expectations?

The Ultimate Quiz

WPS Agenda - I

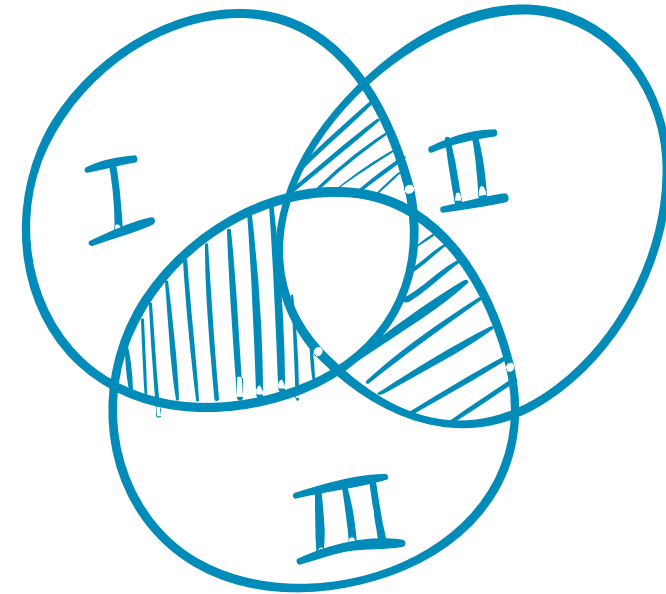
- In 2000, the UN Security Council endorsed the groundbreaking Resolution 1325 (UNSCR 1325) on women, peace & security (WPS).
- UNSCR 1325 called on countries to address the impacts that conflict has on women and girls around the globe and to systematically include women in peacebuilding efforts, including peace talks, peacekeeping and postconflict reconstruction efforts.
- Over the last two decades, UNSCR 1325 has been complemented by an additional nine resolutions on women, peace and security. Together, these resolutions provide guidance to national and international actors on their roles in relation to WPS.
- Young women are at the intersection of being youth and women, so a bridge between the implementation of WPS agenda (UNSCR 1325) and YPS agenda (UNSCR 2250) should be built.



WPS Agenda - II

- Women are continuously marginalised and their contributions are overlooked and they are excluded from peace processes.
- But many countries across the world have pushed to ensure more systematic implementation of this crucial agenda.
- In more than 80 countries, National Action Plans (NAPs) on women, peace and security have been developed, to prioritise actions for government bodies and other agencies.
- In other countries, gender-sensitive peace and security priorities have been captured in sectoral gender, justice or national security strategies.

(UNDP's Global Parliamentary Handbook on Women, Peace and Security)



WPS Agenda - III

Some assuring findings to support the role of women in peacebuilding are as follows:

- The participation of civil society groups, including women's organizations, makes a peace agreement 64% less likely to fail. (Nilsson, 2012)
- When women participate in peace processes, the resulting agreement is more durable and better implemented. (Krause, Krause, and Branfors, 2015)
- Higher levels of gender equality are associated with a lower propensity for conflict, both between and within states. (Hudson, et al 2009, 2012.; Caprioli 2001)
- Female security sector officials often have access to populations and venues that are closed to men, which allows them to gather intelligence about potential security risks. (Olsson and Tejpar (eds), 2009)

More at <https://www.cfr.org/womens-participation-in-peace-processes/>

Additional Resources

- Movie 'pray the devil back to hell' (<https://www.forkfilms.com/pray-the-devil-back-to-hell/> or <https://vimeo.com/128182384>)
- 'Why Women?' report by Inclusive Security, 2015, <https://www.inclusivesecurity.org/publication/why-women-inclusive-security-and-peaceful-societies/>
- Movie 'Wajir Story' (<https://www.youtube.com/watch?v=Y1dzs16Heh0> or <https://vimeo.com/9935744>)
- More videos on 'Why Women?' <https://www.inclusivesecurity.org/training-resources/why-women/>
- More about the Women, Peace and Security (WPS) agenda: https://www.usip.org/gender_peacebuilding/about_UNSCR_1325
- UN Security Council Resolution 1325 on WPS summary (one-pager) - https://www.kirkensnodhjelp.no/contentassets/d70de846289e4e01a7c0594fe2ee2b58/15-00793-8-advocacy-training-manual_1325-final-527635_1_1-mindre.pdf (page 50)
- Women, Peace & Security agenda in a 3 min video: <https://www.youtube.com/watch?v=M-d5xRjIDt4>
- Video on 20 years of UNSCR 1325: <https://www.youtube.com/watch?v=0NROSvpsMJs>
- 30 min documentary on WPS: <https://www.youtube.com/watch?v=a2Br8DCRxME>
- <https://www.unwomen.org/en/news/stories/2019/10/compilation-the-power-of-women-peacebuilders>



Session 6: The Role of Women in Peacebuilding - Inclusive Peacebuilding

What did we learn?

End of

Session 6: The Role of Women in Peacebuilding - Inclusive Peacebuilding

Session 7. Forms of Leadership and Adaptive Leadership

60 Minutes

What will happen in this session?

Learning Objectives

Plenary Discussion on 'Quality of a Leader'

Debriefing

Four Forms of Leadership

Additional Resources

Learning Objectives

To realize how the qualities associated with good and bad leadership relate to gender

To explore the value of adaptive leadership

Plenary Discussion on 'Quality of a Leader'

- Think of someone you consider as a good leader.
- Write down in the next 5 minutes which 3-5 characteristics, personality traits or behaviour make that person a good leader.
- Help in placing these different qualities under the most 'fitting' section, based on each quality being more commonly attributed to one gender or another.
- Think of someone they consider as a bad leader.
- Write in the next 5 min which 3-5 characteristics, personality traits or behaviour make that person a bad leader.
- Help in placing these different qualities under the most suitable section, based on each quality being more commonly attributed to one gender or another.



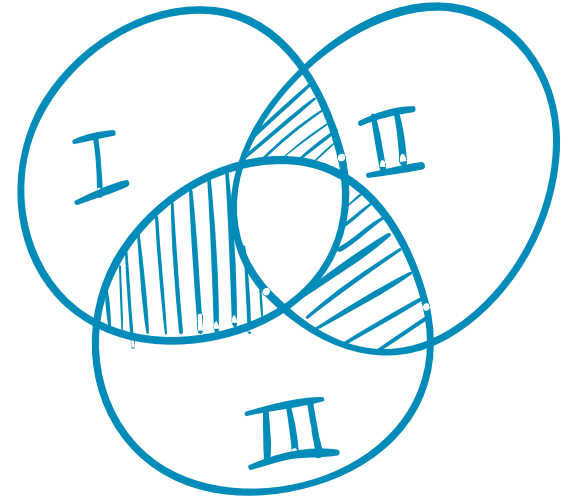
Debrief Discussion - I



- What qualities are we looking for in male leaders?
- What about female leaders?
- Are they the same? If not, why?
- Why are some qualities and flaws more commonly attributed to male or female leaders?
- <https://www.youtube.com/watch?v=B8gz-jxjCmg>
- The glass ceiling concept:
<https://www.youtube.com/watch?v=Yk1K1dHgXi4>

Four Forms of Leadership

- Situational,
- Path-goal,
- Transformational, and
- Adaptive



Additional Resources



- Women use diverse approaches to leadership (<https://youtu.be/aO-Ba00Tzag>)
- politico.com/magazine/story/2016/07/hillary-clinton-2016-theresa-may-angela-merkel-women-leaders-214100/
- More about the glass ceiling - https://www.youtube.com/watch?v=9ALz_C-PRl
- Is Adaptive Leadership the Answer to Emerging Changes? (<https://www.mindforest.com/is-adaptive-leadership-the-answer-to-emerging-changes/>)

Session 7: Forms of Leadership and Adaptive Leadership

What did we learn?

End of

Session 7: Forms of Leadership and Adaptive Leadership