

*To Achieve a Sustainable  
and Inclusive Peacebuilding*

# Gender Sensitive and Peacebuilding Training Program

*Youth Leadership Development Foundation  
Training Kit (1)  
Gender and Peacebuilding*



2021



# Gender Sensitive and peacebuilding Traning Program



Youth Leadership Development Foundation

2021

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# Training Kit (1)

## Gender and peacebuilding



**Training Program for Building Gender – Sensitive Peace**



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## In the name of Allah, the Gracious, the Merciful Forward

The training program for gender-sensitive peace-building was prepared by a group of experts on issues of community peace-building. The program designers are interested in building a peaceful future with economic development and employment opportunities for all the people of Yemen, as a response to the conflict, war and aggression that the country is suffering. The Youth Leadership Development Foundation decided to develop a training program that is easy to use and implement in Yemen, and throughout the Arab world, based on the organization's values, to be an example of humanity's higher principles, of true, peaceful coexistence, and development of the entire country from the north to the south. The training program aims to play a central role in building peace in Yemen, providing a real model for the peaceful process. This training program was field tested through a number of the Foundation's programs, and a number of its development partners.

### **Training Program Development Stages:**

This training program was developed within the strategic vision of the Youth Leadership Development Foundation for sustainable and comprehensive peace, which focused on the importance of gender-responsiveness in the comprehensive peace process. Local tools and mechanisms were used for

conflict resolution, grafted to modern international experiences and mechanisms. Through the participation of all women and men, local communities began to feel ownership for the peace process, and thus took more care and worked to maintain a sustainable and comprehensive peace.

**The first stage:** The Youth Leadership Development Foundation took the first step in preparing this training program within the "Women Leaders for Peace" program, which was in partnership with Oxfam and the Awam Foundation. The overall goal of the Women Leaders for Peace program is: "Communicating and representing the needs and voices of women affected by conflict to all local, national and international levels, through strong, effective and capable civil society organizations and community initiatives to ensure the achievement of the process of building a comprehensive and gender-sensitive peace." With this in mind, Youth Leadership Development Foundation prepared a study on Yemeni local tools in peace-making. From the initial vision through preparation, planning, and implementation, the participation of women in the study served as a reference for the Yemenization of the program. Now it is ready to be used in training in Yemen.

**The second stage:** The technical details and program techniques were devel-





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oped within the “Step of Peace” program, which was in cooperation with the CARE organization. In this program design, Yemeni women would actively participate in peace processes and influence decisions that affect their lives. The training program was piloted within several different programs implemented by the Foundation. Pilot programs selected young men, women, and civil society organizations from their many partners, including the I CAN network and UN Women, and it achieved successful acceptance and results.

**The third stage:** The training program was reviewed to be in conformity with international standards, it includes the following practical parts: social engineering and mediation. The program was then translated into Arabic and English, designed and printed, and it will be distributed to civil society organizations in Yemen or in the same field throughout the region. All this was accomplished within the capacity building program for Youth Leadership Development Foundation (Supporting the Transition Process and Good Governance in Yemen) with support from the Dutch Initiative for Capacity Development in Higher Education (NICHE) in cooperation with Saxion University of Applied Sciences and the international organization Stella.

Also, at this stage, the training program’s themes “Building Gender-Sensi-

tive Peace” were designed and distributed into 3 sequential training kits that, as a whole, seek to develop a vision for a sustainable and comprehensive peace. Each kit can also be used independently when needed:

1. First Kit: Peacebuilding and Gender
2. Second Kit: Peacebuilding and Human/Women’s Rights
3. Third Kit: Social Engineering and Gender-Sensitive Peacebuilding

Chairwoman of the Board of Directors of Youth Leadership Development Foundation:

Dr. Antelak Mohammed Abdul Malik Al-Mutawakel

# Trainers Manual



Training Program for Building Gender--Sensitive Peace



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**Training Program for Building Gender – Sensitive Peace**



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## Introduction

### Methodology of the Training Program: Rules regarding the use of the program

The themes of the training program Building Gender-Sensitive Peace were distributed into three series of training kits that seek, as a whole, to develop a vision for sustainable and comprehensive peace. Each kit can also be used independently when needed:

- **First Kit:** Peacebuilding and Gender
- **Second Kit:** Peacebuilding and Human Rights
- **Third Kit:** Social Engineering and Gender-Sensitive Peacebuilding

The user of these kits will find that the presentation within the training kit is the same as that used in all of the program's kits and has been designed to improve the program's impact and benefits.

- **Trainer Manual**

- ▣ A brief introduction to the contents of the training kit.
- ▣ The overall objective of the training kit and the detailed objectives.
- ▣ Timetable.
- ▣ Summary of training sessions.
- ▣ Training session activities.

- **Trainee Manual - Scientific Material**

The training program is designed for the trainers, to help them to carry out the training process for the training courses in Building Gender-Sensitive Peace efficiently. These courses use an approach based on the principles of adult education, the sessions and activities are based on methods which encourage participation and interaction. They must be organized on the basis of openness, so all trainees feel free to participate in the discussion.

**Hence, it is vitally important as a trainer to:**

- ◀ Feel comfortable with the participatory training method
- ◀ Be well aware of the content of the trainee manual (the scientific material)



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- ◀ Read the training program and the attached materials and understand the session structure completely. Ideally, the kit is not referred to continuously during the sessions, but rather, reviewed from time to time.
- ◀ It is preferred for the trainer to have a background in gender, human rights, conflict analysis, peacebuilding, planning, and advocacy.

**For the Trainer:** The training program has been prepared for personal use as a trainer and contains training suggestions, outlines the structure of each session, and includes instructions needed to manage the activities.

Transparencies: The trainer should prepare the slides for each separate session. Do not forget that these slides are only a tool to assist the training: Transparencies cannot—and should not—replace the trainer.

**For the Trainees:** The scientific material (a theoretical guide) has been prepared for the trainees, and each participant must obtain a copy of it at the end of each training course.

We hope that you will find this material useful and enjoy working within it.

#### Characteristics of the Target Group for Training:

- Young male and female social and feminist leaders working on peace and concerned with peacebuilding issues, who support and amplify women’s voices, to build community peace.
- In an age range of 18–60 years.
- From 12 to a maximum of 25 participants per session.



## Basic Instructions for Training:

These guidelines are divided into four areas: content, method, environment, and product/outcome. This breakdown corresponds to the training level of the people who participate in each training workshop. Please review this section carefully before proceeding with the training.

### 1. Content

#### ◀ Preparation

- ▣ Prepare in advance, and be fully aware of what will be covered in each session.
- ▣ Ensure that all materials and equipment needed for each session are in place.

#### ◀ Implementation

- ▣ Since you are the trainer, you should be completely aware of the content for each subject.
- ▣ You do not have to demonstrate everything you know, but you have to adequately understand the scientific material to facilitate discussions and incorporate the trainees' notes into the message you want to deliver.
- ▣ A full explanation should be prepared for the trainees in your course: Explain the training objectives for each session.
- ▣ A chance must be given for the trainees to comment on the course elements.
- ▣ Ensure the diversity of sessions and use a range of techniques to maintain the desired pace of each daily session. The sessions have been designed so that this is possible. Make sure all session activities are applied.
- ▣ The sessions should be prepared in advance, but you should leave flexibility to respond to the evolving needs of the trainees.
- ▣ Conclude each session or working day with a summary of what was covered during the session. Provide a summary and clarifications of the main points addressed helps the trainees to focus on the learning outcomes.
- ▣ Do not forget to thank the trainees for the time they devoted to the session and their interest in the activities.



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## 2. Method

The course methodology is based on adult learning principles and the course has been designed with the aim of using a variety of methods:

- Lectures: where the entire group of trainees receive specific instructions and information.
- Brainstorming: where many ideas are produced and deliberated upon to find solutions to specific issues or generate debate.
- Case studies: where examples from real life are presented, and key aspects of the case are briefly highlighted for the purpose of analysis and discussion, usually in small groups.
- Team work: where groups explore concepts or come to a specific conclusion.
- Role-playing: where trainees explore specific situations.
- Simulation: where specific roles are formulated within a specific scenario.
- Discussions: which explore the advantages and disadvantages of various options.



### 3. Environment

#### Physical Environment

##### ◀ Location of the Training Course

- ▣ Organize the room so that there is no barrier between you and the trainees. Never sit behind a desk.
- ▣ Whatever arrangements are made, you must ensure that you (and the trainees) are able to move freely around the room.
- ▣ Ensure that there are windows and that sunlight reaches the hall. Do not stand directly facing the sun or with the sun in the eyes of the trainees (that is, with your back to the sun), as the participants will lose their interest in training if they cannot see the trainer.
- ▣ If you find desks or tables for trainees, stay standing during the training (unless you have launched an open discussion). If the participants are sitting in a circular or semicircular shape, you can sit as long as you can see everyone, thus becoming part of the group. The preferred seating arrangement is to form the group into a semicircle or square.
- ▣ Other measures may be more appropriate for the training room or type of training, such as sitting around small tables, standing in front of a flipchart, a blackboard, or a display board.

##### ◀ Training Equipment

- ▣ Ensure that all trainees can see the flipchart or the blackboard and the audiovisual devices that you are using.
- ▣ If a blackboard or whiteboard is used, make sure that the writing is clear, that the letters are large and easy to read, and if a whiteboard is used, remember that it is more slippery than the blackboard and that your handwriting may be affected by that.
- ▣ If slides or other presentation tools are used, remember that you should not simply read the slides—only the main points should appear on the screen, and the trainer’s task is to explain those points.
- ▣ If, for example, visual methods are used to inform trainees of a certain issue, please ensure that posters are well distributed on the walls to enable a clear view.
- ▣ Ensure that you guide the trainees well.
- ▣ Ensure that documents which will be covered during the session are distributed before starting each session, unless these documents are a general summary of the session, then they must be distributed at the end of the session.



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## ◀ Break Time

The break should take at least 20 or 30 minutes. Participants need this period to gather their mental focus and discuss the issues raised during presentations.

## ◀ Psychological Environment

The psychological environment depends entirely on you as the facilitator / trainer. Your job is to create an atmosphere in which people are ready to learn. You should keep in mind that the issue of gender equality (and not just justice) is one of your main responsibilities.

Make sure that the women in the group are not dominated by men and that they take on leadership roles. If you are one of the facilitators, remember that the training should be prepared and planned collectively within a team, and that your interactions with each other reflect the same respect and cooperation that you expect from the trainees. Having another facilitator or partner with you while facilitating sessions helps the sessions run smoothly. As one of you can focus on time, and stick to specified time periods, the second person manages the session. The two members of the facilitation team can also move between the teams, which guarantees greater effectiveness and secures time gains.

## ◀ Approach

- ◆ Deal with others with warmth, enthusiasm, and a spirit of friendship. If you feel the joy of training, then trainees will have the same feelings.
- ◆ Never introduce yourself as a teacher. Participants are adult learners and deserve respect given their age and experience.
- ◆ Memorize the names of as many trainees as possible, and use the first names of trainees not only when you ask questions, but also to indicate a point raised by a specific participant, indicate that they made a point by naming the person.
- ◆ You must show genuine interest in what participants say. If you require further clarification or explanation, ask for it kindly and with a smile. Remember, you are not an examiner.
- ◆ Listen to what the participants have to say, and listen carefully. Do not stop listening to what they say and interrupt them to formulate your response, no one will be upset if you take a few moments to think about your response. Your careful listening involves complimenting the participant.
- ◆ Always listen to what participants say to each other. Many people feel

shy when speaking directly to a trainer, but they will use candor with their colleagues.

■ Verbal and Visual Communication

- ◆ Look trainees in the eye, directly and regularly. Do not stare at them, as this may create shyness or fear, but do make eye contact with all trainees.
- ◆ Use your scope of vision, look from the corners of your eyes, to allow you to notice trainees who may be sitting beside you, especially if they want to speak.
- ◆ When moving around the hall, you should stand next to the people you want to talk to and not confront them, as this is often seen as very hostile, especially if you lean on the desk/table.
- ◆ Speak clearly and do not rush to speak, use a loud and animated voice so that all the trainees can hear the range of tone, a monotonous voice will make the trainees bored.
- ◆ Use vocabulary that is appropriate for the trainees. In this circumstance, there is no need for you to prove your proficiency. Simple language does not mean simple concepts.
- ◆ Use gender-sensitive language and vocabulary that addresses both female and male participants.

■ Body Language

- ◆ Stand up straight. Relaxing makes you look tired, as if you wish you were not here.
- ◆ Most cultures find it inappropriate to point at people with a finger or to stand with your hands on your hips. Crossing your arms is also often seen as unacceptable.
- ◆ Move around the hall for a specific reason: pointing to a specific point, talking to a specific team, checking to see if a team needs help. These are trainer archetypes that should not be followed:
  - Wanderer: Someone who does not stop walking back and forth. Participants get dizzy from this continuous movement and cannot listen to what is being said.
  - Swayer: Similar to the previous example, but he/she stays in place and sways from side to side.
  - Roamer: This person walks around the hall, talks to people while standing behind them, and does not stop talking.



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- The statue: Just like a statue, without any movement at all.
- Hesitant: This trainer moves their hands all the time, not to point to a specific point, but to just move their hands. This diverts the attention and interest of trainees.

Training should be an enjoyable activity for the trainer and for the trainees at the same time. It is a learning experience for everyone. Make sure you acknowledge what you are learning from the trainees.

▣ Results

- ◆ The results of any training must be tangible. If the participants make recommendations or decisions, make sure that those are implemented.
- ◆ It can be difficult to talk about results during a session. Ensure that you can proceed at a later stage.
- ◆ Ask trainees to provide a summary of what they have learned during the session or the working day.
- ◆ If a written assessment is used, ensure that sufficient time is left for the trainees to complete the evaluation.
- ◆ When using a written evaluation method, always make sure that the evaluation papers are anonymous (i.e. do not ask the trainees to write their names on them).
- ◆ Ensure that the evaluation language is gender-sensitive and addresses women and men.



## Foreword of the Training Kit:

### The training kit's topics include several themes:

- ◀ The first theme is entitled "Concepts of Gender": the concept of gender, a practical definition of gender, the concept of gender equality, the concept of gender justice.
- ◀ The second theme is entitled "The Historical Context of Gender".
- ◀ The third theme is entitled "The Difference between Gender and Biological Type".
- ◀ The fourth theme is entitled "Gender Roles" and discusses the reproductive role, the productive role, the societal role, the political role, the roles of women and men in the family and society, and the institutions influencing the consecration of gender roles (which include family institutions, school institutions, and media institutions).
- ◀ The fifth theme is entitled "The Factors that Lead to the Need to Change Gender Roles" and discusses economic conditions, such as poverty, and the increase in the number of women who provide for their families, cultural factors, the factor of external migration (especially for men) and intensive work that requires more time for non-migratory groups (mostly women), new responsibilities for girls, working outside the home without access to additional resources, and factors that increase the number of educated girls.
- ◀ The sixth theme, entitled "Gender Needs", discusses topics such as practical needs, strategic needs, characteristics of practical and strategic needs for gender, and mechanisms to address practical and strategic needs for gender.
- ◀ The seventh theme, entitled "Gender in Wars and Conflicts", discusses topics like the effects of wars and conflicts on gender, and the importance of gender sensitivity in wars and conflicts.
- ◀ The eighth theme, entitled "Gender Analysis" discusses concepts of gender analysis, the importance of gender analysis in wars and conflicts, gender analysis tools, a summary of gender analysis tools, gender-based division of labor analysis tools, gender role analysis tools, gender needs analysis tools, gender access and control analysis tools, participation levels analysis tools, and the gender analysis matrix.



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## General Objective:

Provide the trainees with knowledge, skills, and tools that enable them to consider and analyze gender in the peacebuilding process.

## Detailed Objectives: -

- At the end of the program, the trainee will be able to:
  - Understand the concept of gender.
  - Understand the historical context of gender.
  - Realize the difference between gender and biological type
  - Understand gender roles
  - Understand the institutions that influence the consecration of gender roles
  - Recognize the factors that lead to the need to change gender roles
  - Understand gender needs (practical needs vs strategic needs)
  - Differentiate between the characteristics of practical and strategic gender needs
  - Understand mechanisms which address practical and strategic gender needs
  - Realize the effects of wars and conflicts on gender and the importance of gender sensitivity in wars and conflicts
  - Understand the concept of gender analysis
  - Realize the importance of gender analysis in wars and conflicts
  - Familiarize himself/herself with the tools of gender analysis



# Time table



Training Program for Building Gender – Sensitive Peace



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الحقيبة التدريبية رقم (1)  
النوع الاجتماعي وبناء السلام



## First Day

| Session                      | Topics  | Activity number | Time    |
|------------------------------|---|-----------------|---------|
| First session                | The opening   | 1               | 30 mins |
|                              | Concepts of gender  | 2               | 60 mins |
|                              | Concepts of gender  | 3               | 60 mins |
| <b>30 minute break</b>       |   |                 |         |
| Second session               | .The historical context of gender   | 4               | 15 mins |
|                              | The difference between gender and biological type   | 5               | 30 mins |
|                              | Gender roles  | 6               | 40 mins |
|                              | Gender roles  | 7               | 5 mins  |
| <b>60-minute lunch break</b> |   |                 |         |
| Third session                | Institutions influencing the dedication of gender roles (family institution, school institution, media institution) | 8               | 60 mins |
|                              | Factors that lead to the need to change gender roles  | 9               | 60 mins |

## Second Day

| Session               | Topics  | Activity number | Time           |
|-----------------------|---|-----------------|----------------|
| First session         | Summarize and review the previous day's topics                    | <b>10</b>       | <b>30 mins</b> |
|                       | Practical needs, strategic needs and their characteristics        | <b>11</b>       | <b>90 mins</b> |
| 30-minute break       |   |                 |                |
|                       | Mechanisms for addressing practical and strategic gender needs    | <b>12</b>       | <b>30 mins</b> |
| Second session        | Effects of wars and conflicts on gender                           | <b>13</b>       | <b>60 mins</b> |
| 60-minute lunch break |   |                 |                |
| Third session         | The concept of gender analysis                                    | <b>14</b>       | <b>15 mins</b> |
|                       | The concept of gender-sensitive analysis                          | <b>15</b>       | <b>15 mins</b> |
|                       | The importance of gender-sensitive analysis in wars and conflicts | <b>16</b>       | <b>30 mins</b> |



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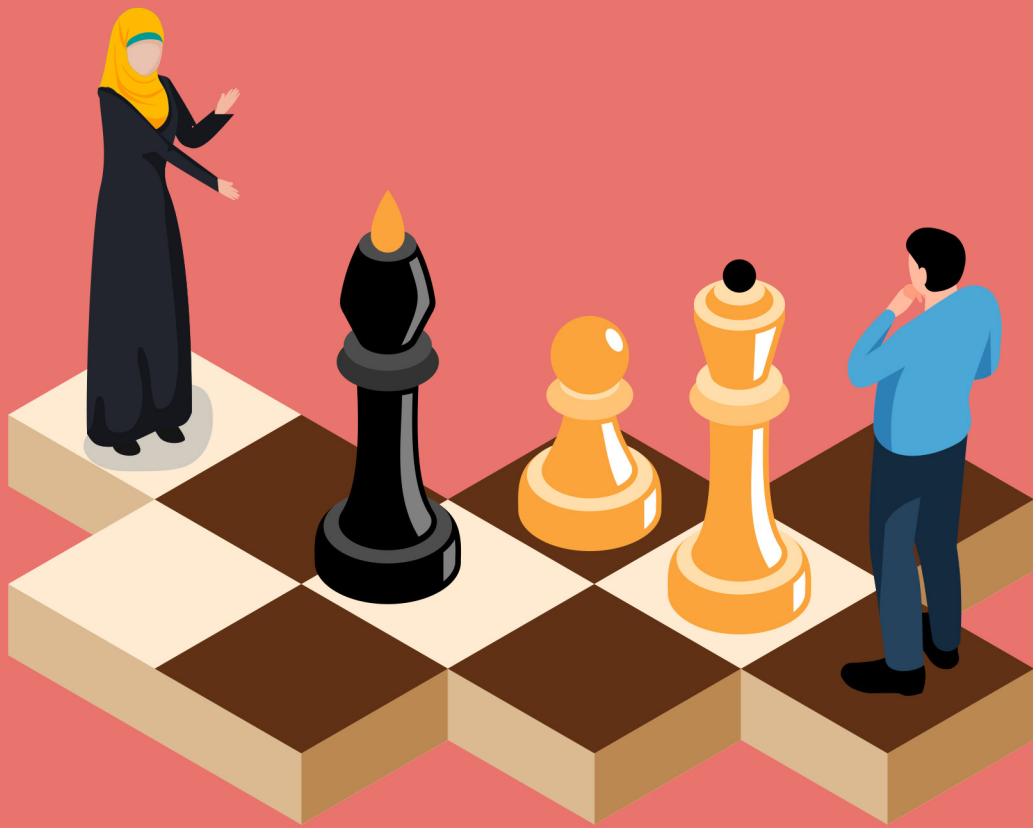
## Third day

| Session                      | Topics   | Activity number | Time           |
|------------------------------|--|-----------------|----------------|
| First session                | Summarize and review the previous day's topics   | <b>17</b>       | <b>30 mins</b> |
|                              | Gender analysis tools: division of labor tool  | <b>18</b>       | <b>45 mins</b> |
|                              | Gender analysis tools: a gender role analysis tool   | <b>19</b>       | <b>45 mins</b> |
| <b>30-minute break</b>       |  |                 |                |
| Second session               | Gender analysis tools: a gender needs analysis tool  | <b>20</b>       | <b>45 mins</b> |
|                              | Gender analysis tools: a tool to analyze access and control of resource access based on gender | <b>21</b>       | <b>45 mins</b> |
| <b>60-minute lunch break</b> |  |                 |                |
| Third session                | Gender analysis tools: a tool for analyzing levels of participation on the basis of gender     | <b>22</b>       | <b>30 mins</b> |
|                              | Gender analysis tools: gender analysis matrix tool   | <b>23</b>       | <b>30 mins</b> |





# Plan of Training Kit Sessions



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| Training Day | Session Number | Activity Number | Activity name        | Activity time | Main topic  | Subtopics   | Training method   | Used equipment  |
|--------------|----------------|-----------------|----------------------|---------------|-------------|---|---|---|
| First        | First          | (1)             | Managing the opening | min- 60 utes  | The opening | <p>1- Introducing the training team.</p> <p>2- Get to know each other (break the ice).</p> <p>3-Take participants' expectations.</p> <p>4- Training course controls.</p> <p>5- Conducting a pre-evaluation.</p> <p>6-Presentation of the general objective and detailed objectives of the training course.</p> <p>7- The times, dates, and number of training days and the titles of the topics in the training course.</p> <p>8- Facilities related to the location of the training.</p> <p>9- Concepts of gender: the concept of gender, a practical definition of gender, the concept of gender equality, the concept of gender justice.</p> | It is up to the trainer to choose the appropriate techniques. | It is up to the trainer to choose the appropriate tools to be used. |





| Training Day | Session Number | Activity Number | Activity name  | Activity time | Main topic                       | Subtopics   | Training method                                | Used equipment  |
|--------------|----------------|-----------------|--|---------------|----------------------------------|---|--|---|
| First        | First          | (2)             | Childhood games exercise - what did we play and with what did we play? | minutes 30    | Concepts of gender               | The concept of gender, a practical definition of gender, the concept of gender equality, the concept of gender justice. | Split the trainees into groups, for discussion | Flip chart, colored pens  |
| First        | First          | (3)             | Strength exercise  | minutes 30    | Concepts of gender               | The concept of gender, a practical definition of gender, the concept of gender equality, the concept of gender justice  | Split the trainees into groups, for discussion | Flip chart, colored pens  |
| First        | Second         | (4)             | The historical context of gender                                       | minutes 15    | The historical context of gender | The historical context of gender  | PowerPoint presentation                        | Slide for the historical context of gender .  |
| First        | Second         | (5)             | Exercise: the difference between gender and biological gender          | minutes 30    | Gender and biological gender     | the difference between gender and biological gender   | Administrative competition, presentation       | The cards for the topic “the difference between gender and biological gender”, the slide of “the difference between gender and biological gender” |

| Training Day | Session Number | Activity Number | Activity name   | Activity time | Main topic    | Subtopics  | Training method                                | Used equipment  |
|--------------|----------------|-----------------|---|---------------|---------------|--|--|---|
| First        | Second         | (6)             | Gender roles  | minutes 40    | Gender roles  | Gender roles (reproductive, productive, societal).   | Split the trainees into groups, for discussion | Flip chart, colored pens  |
| First        | Second         | (7)             | Gender roles  | minutes 5     | Gender roles  | The reproductive role, the productive role, the societal role, the roles of women and men within the scope of the household unit and society | PowerPoint presentation                        | "Gender roles" Slide  |
| First        | Third          | (8)             | Institutions influencing the dedication of gender roles | minutes 10    | Gender .roles | Institutions influencing the dedication of gender roles. (Family institution, School institution, Media (institution                         | Brainstorming, presentation, group discussion. | Colored pens, flipcharts, presentation of the segment of institutions that influence the dedication of gender roles |



| Training Day | Session Number | Activity Number | Activity name  | Activity time | Main topic   | Subtopics  | Training method                                | Used equipment  |
|--------------|----------------|-----------------|--|---------------|--------------|--|--|---|
| First        | Third          | (9)             | Factors that lead to the need to change gender roles | min- 50 utes  | Gender roles | <ul style="list-style-type: none"> <li>• The economic factor (poverty) and the increase in the number of women supporting their families.</li> <li>• The cultural factor.</li> <li>• Factor of external migration (especially for men) and intensive work that requires more time for the group that did not migrate (mostly women).</li> <li>• New responsibilities for girls working outside home without access to additional resources</li> <li>• The factor for increasing girls 'education level.</li> </ul> | Brainstorming, presentation, group discussion. | Colored pens, flipcharts, presentation of the segment of institutions that influence the dedication of gender roles |



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| Training Day | Session Number | Activity Number | Activity name  | Activity time | Main topic                              | Subtopics  | Training method  | Used equipment  |
|--------------|----------------|-----------------|--|---------------|---|--|--|---|
| Second       | First          | (10)            | Summarize and review the previous day's topics                 | minutes 30    | Gender needs                            | Summarize and review the previous day's topics                 | Information- based competition   | Flip charts, two sheets of A4, colored pens.  |
| Second       | First          | (11)            | (Practical needs, strategic needs), and their characteristics  | minutes 90    | Gender needs                            | Gender needs (practical needs, strategic .(needs               | Brainstorm, create groups on a .case study   | Prepare case studies printed on A4 paper, flipchart - colored pens                                |
| Second       | Second         | (12)            | Mechanisms for addressing practical and strategic gender needs | minutes 30    | Gender needs                            | Mechanisms for addressing practical and strategic gender needs | Brainstorm, presentation, group discussion   | Color pens, flipchart, slide show) Mechanisms for addressing practical and strategic gender needs |
| Second       | Second         | (13)            | Effects of wars and conflicts on gender                        | minutes 60    | Effects of wars and conflicts on gender | The effects and importance of wars and conflicts on gender     | Showing the film <a href="https://youtu.be/g5b6UdBIJ4">https://youtu.be/g5b6Ud BIJ4</a> + Group discussion | A Screen + laptop   |
| Training Day | Session Number | Activity Number | Activity name  | Activity time | Main topic                              | Subtopics  | Training method  | Used equipment  |
| Second       | Third          | (14)            | Concept of gender analysis                                     | minutes 15    | Gender analysis                         | Concepts of gender analysis: the concept of gender analysis    | Brainstorming, presentation, group discussion.   | Colored pens, flipcharts, gender analysis concepts slide presentation                             |



|        |       |      |   |            |                       |   |  |   |
|--------|-------|------|---|------------|-----------------------|---|--|---|
| Second | Third | (15) | The concept of gender-sensitive analysis                          | minutes 15 | Gender Analysis       | Concepts of gender analysis: the concept of gender-sensitive analysis | Brainstorm, presentation, group discussion | Colored pens, colored paper, gender analysis concepts slide presentation  |
| Second | Third | (16) | The importance of gender-sensitive analysis in wars and conflicts | minutes 30 | Gender Analysis       | The importance of gender analysis in wars and conflicts               | Case study                                 | Print a summary of one of the water projects in the capital that does not take into account gender (3) copies, flip sheets, colored pencils |
| Third  | First | (17) | Summarize and review the previous day's topics                    | minutes 30 | Gender analysis tools | Summarize and review the previous day's topics                        | Information-based contest                  | Flipchart, two A4 sheets, colored pens.   |



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| Training Day | Session Number | Activity Number | Activity name  | Activity time | Main topic            | Subtopics   | Training method                              | Used equipment   |
|--------------|----------------|-----------------|--|---------------|-----------------------|---|--|--|
| Third        | First          | (18)            | Gender-based division of labor analysis tool                 | minutes 45    | Gender analysis tools | Gender analysis tools: division of labor tool                                       | Split trainees into groups, group discussion | Hand out a written flipchart ready for each group. Presentation of the gender analysis tool slide.                   |
| Third        | First          | (19)            | Gender role analysis tool – proportion exercise              | minutes 45    | Gender analysis tools | Gender analysis tools, gender role analysis tool                                    | Proportions exercise, view                   | Distribute 4 cards of different colors to each participant. Slide show) Gender role analysis tool                    |
| Third        | Second         | (20)            | A gender needs analysis tool                                 | minutes 45    | Gender analysis tools | Gender analysis tools: a gender needs analysis tool                                 | Split trainees into groups, group discussion | Hand out a ready written flipchart for each group. Presenting the slide of the gender needs analysis tool.           |
| Third        | Second         | (21)            | A tool for analyzing access and controlling gender resources | minutes 45    | Gender analysis tools | Gender analysis tools: a tool for analyzing access and controlling gender resources | Split trainees into groups, group discussion | Hand out a ready written flipchart for each group.<br><br>Display the gender access and control analysis tool slide. |



| Training Day | Session Number | Activity Number | Activity name   | Activity time | Main topic            | Subtopics  | Training method                              | Used equipment   |
|--------------|----------------|-----------------|---|---------------|-----------------------|--|--|--|
| Third        | Third          | (22)            | A tool for analyzing the levels of participation on the basis of gender | min- 30 utes  | Gender analysis tools | Gender analysis tools: a tool for analyzing levels of participation on the basis of gender | Split trainees into groups, group discussion | Hand out a ready written flipchart for each group.<br><br>Present the tool slide for analyzing the levels of participation on the basis of gender. |
| Third        | Third          | (23)            | Gender Analysis Matrix  | min- 30 utes  | Gender analysis tools | Gender analysis tools: gender analysis matrix tool   | Split trainees into groups, group discussion | Hand out a ready written flipchart for each group.<br><br>Present the gender analysis matrix slide   |



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# Sessions Training and its applications





**Activity (1)**

**Name of the activity: Managing Opening**

| Day                                | First   | Session | First |
|------------------------------------|---|---------|-------|
| Activity time                      | minutes 30  |         |       |
| General goal                       | Provide the trainees with knowledge, skills, and tools that enable them to understand and recognize gender analysis in the peacebuilding process.   |         |       |
| Objectives of the training session | <p>1- Introduce the facilitators and the training team and break the ice between the participants and the trainer.</p> <p>2- Ask for participants expectations, define the objectives and topics of the training course, and agree on the principles of work.</p> <p>3- Measure participants knowledge and skills before the start of the training course.</p> <p>4- The participants should know the facilities and the location of the training.</p>                                |         |       |
| Main topic                         | Opening   |         |       |
| Subtopics                          | <p>1. Introduce the training team (Icebreaking).</p> <p>2. Get to know each other.</p> <p>3. Collect participants expectations.</p> <p>4. Training course controls.</p> <p>5. Conduct the pre-evaluation.</p> <p>6. Present the general objective and detailed objectives of the training course.</p> <p>7. Introduce the schedule, times, dates, number of training days and topic titles for the training course.</p> <p>8. Facilities related to the location of the training.</p> |         |       |
| Training method                    | It is up to the trainer to choose the appropriate techniques.   |         |       |
| Used equipment                     | It is up to the trainer to choose the appropriate tools.  |         |       |



**Activity No. (2)**

**Activity Name: Childhood Games Exercise—What did we play and with what did we play?**

| Day                                | First  | Session | First |
|------------------------------------|--|---------|-------|
| Activity time                      | 30 minutes   |         |       |
| General goal                       | Provide the trainees with knowledge, skills, and tools that enable them to understand and recognize the consideration of gender analysis in the peacebuilding process. |         |       |
| Objectives of the training session | Identify the following: the concept of gender, a practical definition of gender, the concept of gender equality, the concept of gender justice.                        |         |       |
| Main topic                         | Concepts of gender   |         |       |
| Subtopics                          | The concept of gender, a practical definition of gender, the concept of gender equality, the concept of gender justice.  |         |       |
| Training method                    | Divide the trainees into two groups, discussion.   |         |       |
| Used equipment                     | Flip chart, colored pens   |         |       |

**Instructions for the trainer to prepare:**

- Prepare flipcharts + colored pens.
- Prepare the exercise contents on flipchart paper: write on it the toy, the goal, the place of play, and was it playing in a mixed manner (boys and girls or not). What kind of toys did you own and what do you know?

**Instructions for the trainer to implement:**

- Direct the target training group, drawing their attention to the fact that for each individual, their personal behavior was based on gender as the source of behavior, habits, and games in their childhood. Boys in our society adopt games of violence, roughness, and non-concession. These behaviors are also adopted in their adult life. While girls adopt games which feature submission and obedience.
- Divide into two groups, within (10 minutes) the trainer asks a question - What are the popular childhood games that you used to play, what would you spend hours in the street playing.
- Each group is asked to write down the popular games they played,





**explaining the following:**

The goal of the game (winning - collecting money - entertainment - increasing strength - cooperation - working as a team - muscle exercise - teaching responsibility - teaching the reproductive role)?

The location of the game (inside the house - in the neighborhood - next to the well)?

Was it usually played with members of the opposite sex, or not?

What kind of toys did you own, and what did you know about them?

- Discussion of childhood games. Make discussion time 15 minutes for groups.
- Ask the group to display the games and divide the flipchart card into two parts, on one side are boys and the other is girls. During the presentation, write the goals and what the boys and girls learned while playing popular games and while playing with the toys they had.



**Activity No. (3)**

**Activity name: Role Model Exercise**

| Day                                | First  | Session | First |
|------------------------------------|--|---------|-------|
| Activity time                      | 30 minutes   |         |       |
| General goal                       | Provide the trainees with knowledge, skills, and tools that enable them to understand and realize the consideration of gender analysis in the peacebuilding process. |         |       |
| Objectives of the training session | Identify the following (concepts of gender): the concept of gender, a practical definition of gender, the concept of gender equality, the concept of gender justice. |         |       |
| Main topic                         | Concepts of gender   |         |       |
| Subtopics                          | The concept of gender, a practical definition of gender, the concept of gender equality, the concept of gender justice.  |         |       |
| Training method                    | Divide the trainees into two groups, discussion  |         |       |
| Used equipment                     | Flipcharts, colored pens   |         |       |

**Instructions for the Trainer to prepare for the activity:**

- Prepare flipcharts + dry pens.
- Preparing a flipchart, divide the age groups for the role model game into the following age stages: 1-5, 6-10-11-16-17-25.

**Instructions for the trainer to implement:**

- Direct the training group, drawing their attention to the fact that the ideal or role model for a child or young person has a practical, future, and life impact, and a noticeable effect on the convictions that the individual adopts in the future.
- The trainer displays a flipchart, dividing the age groups for the exercise of the example during the following age stages: 1-5-6-10-11-16, 17-25.
- The trainer requests from the same two groups, to write on a new flipchart paper whoever was your role model during the following age stages 1-5-6-10-11-16-17-25 and write the description of that role model, then he/she presents

the group's work (10 minutes).

- A discussion about each group's work, linking this to childhood games. Sample discussion questions include: Why was he/she your role model? During that age? What are his/her qualities? Did he/she have anything to do with the game when you were a child?



**Activity No. (4)**

**Activity name: Gender Historical Context.**

| Day                                | First  | Session | First |
|------------------------------------|--|---------|-------|
| Activity time                      | 15 minutes   |         |       |
| General goal                       | Provide the trainees with knowledge, skills, and tools that enable them to understand and realize the consideration of gender analysis in the peacebuilding process. |         |       |
| Objectives of the training session | Learn about the historical context of gender.  |         |       |
| Main topic                         | The historical context of gender.  |         |       |
| Subtopics                          | The historical context of gender   |         |       |
| Training method                    | Slideshow  |         |       |
| Used equipment                     | Slideshow about the historical context of gender   |         |       |

**Instructions for the Trainer to prepare:**

- The trainer prepares a slideshow presentation of the gender historical context

**Instructions for the trainer to implement:**

- Present the historical context for gender slideshow



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Training Kit (1)

Peace-building and  
Human/Women's Rights

### Activity No. (5)

#### Activity name: An Exercise about the Difference between Gender and Biological Type

| Day                                | Second   | Session | Second |
|------------------------------------|--|---------|--------|
| Activity time                      | 30 minutes   |         |        |
| General goal                       | Provide the trainees with knowledge, skills, and tools that enable them to understand and realize the consideration of gender analysis in the peacebuilding process. |         |        |
| Objectives of the training session | Understand the difference between gender and biological gender   |         |        |
| Main topic                         | Gender and biological gender   |         |        |
| Subtopics                          | The difference between gender and biological gender  |         |        |
| Training method                    | An administrative contest, slideshow   |         |        |
| Used equipment                     | Theme cards for the difference between gender and biological gender.   |         |        |

#### Instructions for the Trainer to prepare:

- The trainer writes the topic cards for the difference between gender and biological gender.
- Preparing the difference between gender and biological gender

#### Instructions for the trainer to implement:

- Divide the trainees into two groups - The fastest group is the one that correctly arranges the differences.
- Then, show the work of the groups
- The trainer presents a slideshow articulating the difference between gender and biological gender

#### Key points to be presented for discussion as a facilitator:

- Refer to the exercise of childhood games, and discuss how gender explains the differences between the behaviors expected of boys and the corresponding expectations for men, as well as connections between the behaviors expected of girls and women, also discuss work, the manner of speech, and social status. These differences are set by our cultures and are not inherited and therefore we can change them.



- Sex refers to the biological differences between males and females related to physiology and generally remains constant across civilizations and over time. Sex illustrates the physical differences between men and women. Men who stay within the first square area generally (though not always) are safe from harassment that occurs outside the second square area.



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## Activity No. (6)

### Activity name: Gender Roles

| Day                                | Second  | Session | Second |
|------------------------------------|---|---------|--------|
| Activity time                      | 40 minutes  |         |        |
| General goal                       | Provide the trainees with knowledge, skills, and tools that enable them to understand and realize the consideration of gender analysis in the peacebuilding process |         |        |
| Objectives of the training session | Learn about gender roles  |         |        |
| Main topic                         | Gender roles  |         |        |
| Subtopics                          | The reproductive role, the productive role, the societal role   |         |        |
| Training method                    | Working groups, discussion  |         |        |
| Used equipment                     | Flipcharts, pens  |         |        |

### Instructions for the trainer to implement:

- The aim is to direct the training group and to draw their attention to the fact that the behaviors of individuals, whether they are women/ men, girls or boys, are a natural product dictated by society. The transmission of customs, traditions, and cultures are dynamic and changing, as societies change in place and time (even the same society can change dramatically).
- Divide the participants into two groups (women) (men). Each group draws on a flipchart paper with two overlapping squares, in the first inner square, the group mentions what the community requires or permits for women and girls, and the outer box and what is not required (forbidden / not allowed).
- The other group, in the first inner square, the group states what is required or permitted by society for men and boys, and in the outer square what is not required (forbidden / not permitted).
- Discussion: Who defined those roles? Can those roles change spatially and temporally? Who taught you everything in the square? How do you feel when you see what is in the square? Which square has more power? How do the elements in these squares effect gender relations? How can these stereotypes influence how people think about leaders who behave in “outside the box” ways? How do these squares contribute to the existence of



domestic and sexual violence? What is the reason for changing the roles of men and women?

- With reference to the role model exercise: Usually, both men and women, boys and girls alike are restricted in their behavior, responsibilities, and life choices, because of the roles they are culturally assigned to, and because of expectations drawn about the ideal woman, the ideal man, the ideal girl, or the ideal boy.



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**Activity No. (7)**

**Activity name: Gender Roles**

| Day                                | Second   | Session | Second |
|------------------------------------|--|---------|--------|
| Activity time                      | 5 minutes  |         |        |
| General goal                       | Provide the trainees with knowledge, skills, and tools that enable them to understand and realize the consideration of gender analysis in the peacebuilding process. |         |        |
| Objectives of the training session | Learn about gender roles   |         |        |
| Main topic                         | Gender roles   |         |        |
| Subtopics                          | The reproductive role, the productive role, the societal role, the roles of women and men within the scope of the household unit and society                         |         |        |
| Training method                    | Presentation   |         |        |
| Used equipment                     | The gender role slideshow  |         |        |

**Instructions for the Trainer to prepare:**

- Prepare the gender role slideshow.

**Instructions for the trainer to implement:**

- The trainer introduces gender roles.
- The trainer gives some examples of the roles of women and men in Yemen for each type, emphasizing that these roles are defined due to culture and society, except for biological differences.



**Activity No. (8)**

**Activity name: Institutions Influencing the Dedication of Gender Roles**

| Day                                | First   | Session | Second |
|------------------------------------|---|---------|--------|
| Activity time                      | 10 minutes  |         |        |
| General goal                       | Provide the trainees with knowledge, skills, and tools that enable them to understand and recognize the consideration of gender analysis in the peacebuilding process |         |        |
| Objectives of the training session | Identify the institutions that affect the dedication of gender roles  |         |        |
| Main topic                         | Gender roles  |         |        |
| Subtopics                          | Family institution, school institution, media institution   |         |        |
| Training method                    | Brainstorming, slideshows, group discussion.  |         |        |
| Used equipment                     | Colored pens, flipcharts, presentation of the slides of institutions that influence the dedication of gender roles  |         |        |

**Instructions for the trainer to prepare:**

- Prepare a flipchart by writing on it “What are the institutions that influence the dedication of gender roles?”
- Provide a presentation of the institutions which influence and consecrate gender roles.

Instructions for the trainer to implement:

- Aim to direct the training group and draw their attention.
- The trainer poses a question: What are the influential institutions in consecrating gender roles?

Synchronize the presentation with the same question from the flipchart:

- The trainer writes the participants’ answers on a flipchart.
- The trainer presents a slideshow of institutions that influence and consecrate gender roles.



**Guiding questions for the trainer:**

What are the institutions that influence the dedication of gender roles?



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**Activity No. (9)**

**Activity Name: Factors that Lead to the Need to Change Gender Roles**

| Day                                | Second  | Session | Second |
|------------------------------------|---|---------|--------|
| Activity time                      | 50 minutes  |         |        |
| General goal                       | Provide the trainees with knowledge, skills, and tools that enable them to understand, realize, and consider gender analysis in the peacebuilding process.  |         |        |
| Objectives of the training session | Understanding the factors that lead to the need to change gender roles  |         |        |
| Main topic                         | Gender roles  |         |        |
| Subtopics                          | <p>Economic factors (poverty) and the increase in the number of women supporting their families</p> <p>Cultural factors</p> <p>Factor of external migration (mostly men) and intensive work that requires more time for the group that did not migrate (mostly women).</p> <p>New responsibilities for girls to work outside the home without access to additional resources.</p> <p>Factor for increasing girl’s education levels.</p> |         |        |
| Training method                    | Working group, slide show, group discussion.  |         |        |
| Used equipment                     | Colored pens, flipcharts, a slide show of factors that lead to the need to change gender roles.   |         |        |

**Instructions for the Trainer to prepare:**

- Prepare a flipchart paper by writing on it “What are the factors that lead to the need to change gender roles?”
- Prepare a slideshow presentation of the factors that lead to the need to change gender roles.

**Instructions for the trainer to implement:**

- The trainer poses a question, what are the factors that lead to the need to change gender roles? Synchronize with the flipchart which displays the same question written on it.



- The trainer writes the participants answers on the flip chart.
- The trainer divides the participants into 3 groups - taking into account gender.
- The trainer asks each group to develop a simplified theatrical scenario with a representative scene in the hall that simulates their views on how the three institutions (family - school - media) affect gender. Scenarios should also include how the factors they mentioned in the discussion have influenced changing gender roles.
- The trainer asks the participants to act out the scenarios they developed.
- After completing the role-play, the trainer summarizes the topic with a focus on aspects that emerged during the acting.

### **Guiding questions for the trainer**

What are the factors that lead to the need to change gender roles?



**Activity No. (10)**

**Activity name: Summarize and Review the Previous Day’s Topics**

| Day                                | Second   | Session | First |
|------------------------------------|--|---------|-------|
| Activity time                      | minutes 30   |         |       |
| General goal                       | Provide the trainees with knowledge, skills, and tools that enable them to understand and realize the consideration of gender analysis in the peacebuilding process. |         |       |
| Objectives of the training session | Identify gender needs (practical needs, strategic needs).  |         |       |
| Main topic                         | Gender needs   |         |       |
| Subtopics                          | Summarize and review the previous day’s topics   |         |       |
| Training method                    | Information-based contest  |         |       |
| Used equipment                     | Flipcharts, two sheets of A4, colored pens.  |         |       |

**Instructions for the trainer to prepare:**

The trainer prepares a flipchart in which team A is written in its right half from the top, and team B is written in the left half from the top, separated by a vertical line in the middle.

**Instructions for the trainer to implement:**

- Divide the participants equally into two groups, taking gender into account in each group. Call the first group, group A, and the second group B.
- The trainer asks the participants in each group to prepare 4 questions from the topics of the first day on an A4 paper. Then hand it over to the trainer.
- The trainer reviews the questions and if there is repetition in any question, one of the two groups is asked to change it.
- The trainer directs the questions so that the questions from one group are directed to the other group. The group that was asked is required to answer the question within two minutes.
- The trainer writes the score for the answer, giving it 2 marks for the correct answer, 1 mark for the incomplete answer, and 0 for the wrong answer.
- At the end of the questions, the trainer collects the scores and announces the winning team.



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- The trainer notifies the participants that this is the first round of the competition and that the last round will be on the next day, and the winning team will receive a prize (usually a small Galaxy chocolate box) or as the trainer deems appropriate.



**Activity No. (11)**

**Activity name: Practical Needs, Strategic Needs**

| Day                                | Second  | Session | First |
|------------------------------------|---|---------|-------|
| Activity time                      | 90 minutes  |         |       |
| General goal                       | Provide Instructors/trainees knowledge, skills, and tools to enable them to understand and recognize the consideration of gender analysis in the peacebuilding process. |         |       |
| Objectives of the training session | Identify gender needs (practical needs, strategic needs), and their characteristics.  |         |       |
| Main topic                         | Gender needs.   |         |       |
| Subtopics                          | (Practical needs, strategic needs), and their characteristics.  |         |       |
| Training method                    | Brainstorming, slideshows, group discussion.  |         |       |
| Used equipment                     | Preparing printed case studies, flipchart - colorful pens.  |         |       |

**Instructions for the trainer to prepare:**

- Prepare and print case studies.

**Instructions for the trainer to implement:**

- The aim is to direct the training group and draw their attention.
- The trainer asks a question: Do gender groups have special needs? what are they? Simultaneously displaying a flipchart that says the same question.
- The trainer writes the answers of the participants on a flip chart.
- The trainer divides the participants into two groups.
- The trainer distributes the two printed cases (each case for a group) and asks them to do the following for each group:
  - Define the gender groups present in each case
  - Determine the needs of each of the groups
- After the groups complete their work, the trainer asks them to display their outputs on a flip chart.
- The trainer starts a discussion with the participants (Is it possible to classify the gender needs that have been presented? What are the classifications that can be developed? Do you have knowledge about each gender’s practical needs and the strategic needs?)
- The trainer ends the discussion by clarifying the practical and strategic gender needs and explaining their characteristics.
- The trainer asks the two groups to classify the needs of each of the groups





that appeared in a case study. The trainer will have two lists (the first list is of practical needs / the second list is of strategic needs). Each group should write each list on a separate flipchart.

- The trainer summarizes and concludes the topic.

**Guiding questions for the trainer:**

- Is it possible to classify the gendered needs that have been presented?
- What classifications can be made?
- Do you have knowledge of practical needs and strategic gender needs?



**Activity No. (12)**

**Activity name: Mechanisms for Addressing Practical and Strategic Gender Needs**

| Day                                | Second   | Session | Second |
|------------------------------------|--|---------|--------|
| Activity time                      | 20 minutes   |         |        |
| General goal                       | Provide the trainees with knowledge, skills, and tools that enable them to understand and recognize the consideration of gender analysis in the peacebuilding process. |         |        |
| Objectives of the training session | Identify mechanisms to address the practical and strategic needs of gender   |         |        |
| Main topic                         | Gender needs   |         |        |
| Subtopics                          | Mechanisms for addressing practical and strategic gender needs   |         |        |
| Training method                    | Brainstorming, slideshows, group discussion.   |         |        |
| Used equipment                     | Colored pens, flipchart, slide presentation of mechanisms to address practical and strategic gender needs.   |         |        |

**Instructions for the trainer to prepare:**

- Preparing a slide presentation of mechanisms for addressing practical and strategic needs for gender.

**Instructions for the trainer to implement:**

- The trainer asks a question: What are the mechanisms for addressing the practical and strategic needs of the gender?  
Simultaneously display the question on a flip chart.
- The trainer writes the participants’ answers on a flip chart.
- The trainer will present a slideshow of mechanisms to address the practical and strategic needs of the gender.



**Activity No. (13)**

**Activity name: The Effects of Wars and Conflicts on Gender**

| Day                                | Second   | Session | Second |
|------------------------------------|--|---------|--------|
| Activity time                      | 60 minutes   |         |        |
| General goal                       | Provide the trainees with knowledge, skills, and tools that enable them to understand and realize the consideration of gender analysis in the peacebuilding process. |         |        |
| Objectives of the training session | Realize the effects of wars and conflicts on gender and the importance of gender sensitivity in wars and conflicts   |         |        |
| Main topic                         | Gender in wars and conflicts   |         |        |
| Subtopics                          | Effects of wars and conflicts on gender  |         |        |
| Training method                    | The importance of gender sensitivity in wars and conflicts.  |         |        |
| Used equipment                     | Show the a Film + group discussion   |         |        |

**Instructions for the trainer to prepare:**

- The trainer prepares the a film

**Instructions for the trainer to implement:**

- The trainer plays the film.
- After presenting the film, the trainer asks the participants whether the film shows how wars and conflicts affect gender.
- The trainer discusses with the participants about the effects of wars and conflicts on gender and the importance of gender sensitivity in wars and conflicts. According to the guiding questions.
- The trainer summarizes and concludes the topic.

**Guiding questions for the trainer:**

- Does the film show how wars and conflicts affect gender? How?
- What are the social groups most affected by wars? Why?
- Is there an importance for gender sensitivity during wars and conflicts? Why?



**Activity No. (14)**

**Activity name: Concept of Gender Analysis**

| Day                                | Third  | Session | Third |
|------------------------------------|--|---------|-------|
| Activity time                      | 30 minutes   |         |       |
| General goal                       | Provide the trainees with knowledge, skills, and tools that enable them to understand and recognize the consideration of gender analysis in the peacebuilding process. |         |       |
| Objectives of the training session | Understand the concepts of gender analysis   |         |       |
| Main topic                         | Gender analysis  |         |       |
| Subtopics                          | The concept of gender analysis   |         |       |
| Training method                    | Brainstorming, slideshows, group discussion.   |         |       |
| Used equipment                     | Colored pens, flipcharts, gender analysis concepts slide presentation.   |         |       |

**Instructions for the trainer to prepare:**

- Prepare a presentation on the concepts of gender analysis slide.

**Instructions for trainer to implement:**

- Ask a question to the participants: What are the problems that resulted from providing water service in the lanes of the capital, according to your experiences? What are the reasons for these problems? How can these problems be avoided?
- The trainer will present a slide explaining the concept of gender analysis.



**Activity No. (15)**

**Activity name: The Concept of Gender-Sensitive Analysis**

| Day                                | Third  | Session | Third |
|------------------------------------|--|---------|-------|
| Activity time                      | 30 minutes   |         |       |
| General goal                       | Provide the trainees with knowledge, skills, and tools that enable them to understand and realize the consideration of gender analysis in the peacebuilding process. |         |       |
| Objectives of the training session | Understand the concepts of gender analysis   |         |       |
| Main topic                         | Gender analysis  |         |       |
| Subtopics                          | The concept of gender-sensitive analysis   |         |       |
| Training method                    | Brainstorming, slideshows, group discussion.   |         |       |
| Used equipment                     | Colored pens, flipcharts, gender analysis concepts slide presentation.   |         |       |

**Instructions for the trainer to prepare:**

- Prepare a presentation of the gender-sensitive analysis concept slide
- Prepare a flipchart by writing on it: What is the concept of gender-sensitive analysis?

**Instructions for the trainer to implement:**

- The trainer asks a question to the participants: What is the concept of gender sensitive analysis? Simultaneously display the question on a flip chart.
- The trainer writes down the participants' responses on a flip chart.
- Discuss with the participants the difference between gender analysis and a gender-sensitive analysis.
- The trainer presents a slide of the concept of gender-sensitive analysis.

**Guiding questions for the trainer:**

- What is the concept of gender-sensitive analysis?
- What is the difference between gender analysis and gender-sensitive analysis?



**Activity No. (16)**

**Activity name: The Importance of Gender-Sensitive Analysis in Wars and Conflicts**

| Day                                | Third  | Session | Third |
|------------------------------------|--|---------|-------|
| Activity time                      | 30 minutes   |         |       |
| General goal                       | Provide the trainees with knowledge, skills, and tools that enable them to understand and recognize the consideration of gender analysis in the peacebuilding process. |         |       |
| Objectives of the training session | Realize the importance of gender analysis in wars and conflicts  |         |       |
| Main topic                         | Gender analysis  |         |       |
| Subtopics                          | The importance of gender-sensitive analysis in wars and conflicts  |         |       |
| Training method                    | Case study   |         |       |
| Used equipment                     | Print a summary of one of the water projects in the capital that do not take into account gender (3) copies, flipcharts. Colored pens.                                 |         |       |

**Instructions for the trainer to prepare:**

- Prepare a case study for a water project in the capital, in which gender was not taken into account.

**Instructions for the trainer to implement:**

- The trainer divides the participants into 3 groups, taking into account gender.
- Copies of the case study are distributed among the three groups.
- The trainer asks the participants to read the situation and extract the problems that occurred, and why they happened. And how could it have been avoided?
- After the answers of each group are summarized, they are asked to rewrite them on flipcharts and present them to the groups.
- After the presentation ends, the trainer summarizes the training topic and concludes it.

**Guiding questions for the trainer**

- What are the problems that occurred in this case?
- Why did these problems arise?
- How could these problems have been avoided?



**Activity No. (17)**

**Activity Name: Review and Summarize the Previous Day's Topics**

| Day                                | Third  | Session | Third |
|------------------------------------|--|---------|-------|
| Activity time                      | 30 minutes   |         |       |
| General goal                       | Providing the trainees with knowledge, skills, and tools that enable them to understand and realize the consideration of gender analysis in the peacebuilding process. |         |       |
| Objectives of the training session | Learn about gender analysis tools and apply the division of labor tool   |         |       |
| Main topic                         | Gender analysis  |         |       |
| Subtopics                          | Review and summarize the previous day's topics   |         |       |
| Training method                    | Information-based contest  |         |       |
| Used equipment                     | Flipcharts, two sheets of A4, colored pencils.   |         |       |

**Instructions for the trainer to prepare:**

- The trainer prepares the flipchart that was used on the previous day.

**Instructions for the trainer to implement:**

- The groups are divided according to previous day's review session.
- Ask the participants the same request (prepare 4 questions on topics from the previous day, write them on an A4 sheet, and deliver them to the trainer).
- The trainer asks questions and collects the scores.
- The trainer collects the total scores of the two days, and the winning team is the one with the highest score. In the event of a tie, the prize is divided among all.



**Activity No. (18)**

**Activity name: Gender-Based Division of Labor Analysis Tool**

| Day                                | Third  | Session | Third |
|------------------------------------|--|---------|-------|
| Activity time                      | 45 minutes   |         |       |
| General goal                       | Provide the trainees with knowledge, skills, and tools that enable them to understand and realize the consideration of gender analysis in the peacebuilding process. |         |       |
| Objectives of the training session | Learn about the gender analysis tools, the division of labor tool  |         |       |
| Main topic                         | Gender analysis  |         |       |
| Subtopics                          | Gender-based division of labor analysis tool   |         |       |
| Training method                    | Split the trainees into groups, group discussion   |         |       |
| Used equipment                     | Distribute ready and written flipchart for each group.<br>Presentation of the gender analysis tool slide.  |         |       |

**Instructions for the Trainer to prepare:**

- Prepare on a flipchart paper (an employed husband - an employed wife - a male university professor - a female university professor - a male student - a female student).
- Display a slide about the gender-based division of labor analysis tool.

**Instructions for the trainer to implement:**

- The trainer divides the trainees into 3 groups
- The trainer asks each group to take up a specific role and write the daily life schedule within 24 hours for this role
- Determine working hours for both men and women
- Each group presents the results of their work
- Group discussion, how does the tool improve service delivery?





**Activity No. (19)**

**Activity name: Gender Role Analysis Tool – Proportions Exercise**

| Day                                | Third  | Session | Second |
|------------------------------------|--|---------|--------|
| Activity time                      | 25 minutes   |         |        |
| General goal                       | Provide the trainees with knowledge, skills, and tools that enable them to understand and realize the consideration of gender analysis in the peacebuilding process. |         |        |
| Objectives of the training session | Learn about the gender analysis tools, the gender role analysis tool   |         |        |
| Main topic                         | Gender analysis  |         |        |
| Subtopics                          | Gender role analysis tool  |         |        |
| Training method                    | Proportions exercise, slide show   |         |        |
| Used equipment                     | Distribute 4 cards of different colors to each participant. Presentation of the gender role analysis tool slide  |         |        |

**Instructions for the trainer to prepare:**

- Prepare writing cards for the elements of the gender role analysis matrix tool for men and women.
- Film a presentation of the gender role analysis tool slide.

**Instructions for the trainer to implement:**

- Write the percentages of work distribution from each participant for each element of the gender role analysis matrix tool.



**Activity No. (20)**

**Activity name: Gender Needs Analysis Tool**

| Day                                | Third  | Session | Second |
|------------------------------------|--|---------|--------|
| Activity time                      | 45 minutes   |         |        |
| General goal                       | Provide the trainees with knowledge, skills, and tools that enable them to understand and recognize the consideration of gender analysis in the peacebuilding process. |         |        |
| Objectives of the training session | Apply the gender needs analysis tool   |         |        |
| Main topic                         | Gender analysis  |         |        |
| Subtopics                          | A gender needs analysis tool   |         |        |
| Training method                    | Split the trainees into groups, group discussion   |         |        |
| Used equipment                     | Distribute a ready written flipchart ready for each group. Presentation of the gender needs analysis tool slide.   |         |        |

**Instructions for the trainer to prepare:**

- Prepare a ready-made flipchart for the tool. 4 copies.
- Prepare a slide presentation of the gender needs analysis tool.

**Instructions for the trainer to implement:**

- The trainer distributes flipcharts to the groups and asks them to analyze the strategic and practical needs of both women and men for each group.
- Groups are asked to present their outputs.



**Activity No. (21)**

**Activity Name: Gender-based Access and Control Analysis Tool**

| Day                                | Third  | Session | Third |
|------------------------------------|--|---------|-------|
| Activity time                      | 45 minutes   |         |       |
| General goal                       | Provide the trainees with knowledge, skills, and tools that enable them to understand and recognize the consideration of gender analysis in the peacebuilding process. |         |       |
| Objectives of the training session | Implement gender-based resource access and control analysis tool.  |         |       |
| Main topic                         | Gender analysis  |         |       |
| Subtopics                          | A tool for analyzing access and controlling gender resources.  |         |       |
| Training method                    | Split the trainees into groups, group discussion.  |         |       |
| Used equipment                     | Distribute a ready written flipchart for each group. Presentation of the Gender Acquisition and Control Analysis Tool slide.   |         |       |

**Instructions for the trainer to prepare:**

- Prepare a ready-made flipchart for the instrument. 4 copies
- Prepare a gender-based analysis slide presentation for resource access and control.

**Instructions for the trainer to implement:**

- Distribute flipcharts to the groups and instruct each group to conduct a gender analysis of resource access and control.
- Groups are asked to present their outputs.



**Activity No. (22)**

**Activity Name: Gender-Based Participation Analysis Tool**

| Day                                | Third  | Session | Third |
|------------------------------------|--|---------|-------|
| Activity time                      | 35 minutes   |         |       |
| General goal                       | Provide the trainees with knowledge, skills, and tools that enable them to understand and recognize the consideration of gender analysis in the peacebuilding process. |         |       |
| Objectives of the training session | Learn about the gender analysis tools, the tool for analyzing the levels of participation on the basis of gender   |         |       |
| Main topic                         | Gender analysis  |         |       |
| Subtopics                          | A tool for analyzing the levels of participation on the basis of gender  |         |       |
| Training method                    | Split the trainees into groups, group discussion   |         |       |
| Used equipment                     | Distribute a pre-written flipchart for each group. Presentation of the tool slide for analyzing the levels of participation on the basis of gender.                    |         |       |

**Instructions for the trainer to prepare:**

- Prepare a ready-made flipchart for the instrument. 4 copies.
- Prepare a slide presentation of the tool for analyzing the levels of participation on the basis of gender.

**Instructions for the trainer to implement:**

- Distribute flipcharts to the groups, and ask them to analyze participation levels on the basis of gender.
- Groups are asked to present their outputs.



**Activity No. (23)**

**Activity Name: Gender Analysis Matrix**

| Day                                | Third  | Session | Third |
|------------------------------------|--|---------|-------|
| Activity time                      | 35 minutes   |         |       |
| General goal                       | Provide the trainees with knowledge, skills, and tools that enable them to understand and recognize the consideration of gender analysis in the peacebuilding process. |         |       |
| Objectives of the training session | Identify the gender analysis tools the Gender-Based-Analysis Matrix Tool   |         |       |
| Main topic                         | Gender analysis  |         |       |
| Subtopics                          | Gender Analysis Matrix   |         |       |
| Training method                    | Split the trainees into groups, group discussion   |         |       |
| Used equipment                     | Distribute a ready written flipchart to each group.<br>Presentation of the gender analysis matrix slide  |         |       |

**Instructions for the trainer to prepare:**

- Prepare a ready-made flipchart for the instrument. 4 copies.
- Prepare the gender analysis matrix slide presentation.

**Instructions for the trainer to implement:**

- Hand flipcharts to the groups, and ask them to make a gender analysis matrix.
- Groups are asked to display their outputs.





# Trainee Manual

## The scientific material



Training Program for Building Gender-Sensitive Peace



الجمعية الوطنية لحقوق الإنسان  
1998

Training Kit (1)  
Gender and  
peacebuilding





### **Introduction:**

The concept of gender cannot be attached as a surface-level supplement to development models, and it cannot be included in development and relief programs as an additional topic. Gender, and awareness of gender specifically, is not a topic that can be dealt with independently or additionally. It is a way of looking at things, a perspective or vision.

Gender is a set of in-depth knowledge that increases our understanding of people and society, it is at the core of human identity, and forms the focus of all human attitudes, beliefs and actions, but we take it for granted. The world looks different around us. Gender awareness means that we see things with new eyes constantly open to learning more, and awareness of the concept of gender is key to cultivating an awareness of it, so it is necessary for us to educate all segments of society about gender issues and pay attention to the cohort of youth (male and female) as they are the future. Neglecting to talk about gender issues leads to undeniable negative effects on the next generation, especially for young women.



الجمعية الوطنية لحقوق الإنسان  
1998

## First, The Concepts of Gender

### The Concept of Gender:

The regional office of the United Nations Fund for Women defines gender as the social roles that society classifies on the basis of gender (the biological role of each of the sexes) and is expected to act according to. Gender is enshrined based on a system of values, customs, and traditions and becomes after time a reality, meaning that these roles are man-made. That is, gender represents the various roles, rights, and duties of both men and women in society, the relationships between them and the ways in which their characteristics, behaviors, and identities are determined which are governed by various economic, social, cultural, political and environmental factors, and the impact of this relationship on the position of women and men in society.<sup>1</sup>

We can conclude that the term gender refers to the set of relationships between men and women, and the social roles that society prescribes to both men and women, roles that contains within them the entirety of the social, political, and economic activities that men and women perform in society, according to the prevailing societal culture. <sup>2</sup>

These relationships are affected by behaviors, such as: religion, sect, geographic location, social class, race, customs and traditions, etc., and these relationships are variable in different community institutions such as the family unit, educational institutions, workplace institutions, religious institutions and others.

### A Practical Definition of Gender:

Human beings are born either female or male, but learning is what makes boys and girls become men and women later. They are taught principles of behavior, and appropriate attitudes, roles and activities are defined, in addition to how they communicate with others.

It is this learned behavior that shapes the gender identity and defines gender roles.<sup>3</sup> The concept of gender is related to the roles, responsibilities, relationships and opportunities of men and women that are not related to their biological reality, but rather related to their societal and cultural construction and socialization. These roles are determined by beliefs and expectations set by the community. That is, the



القضايا النسائية  
1998

1- United Nations Development Fund for Women - Glossary of concepts and terminology of gender - West Asia Office - 2000 AD.

2- Marja, Training Manual on Gender and Women's Rights, 2006 AD.

3- Williams, Oxfam Handbook of Gender Training, 2000 AD.

social identity being male or female.

A broader concept called the social roles of the two sexes, which is based on the cultural, social and political system of society in a specific time period. That is, many of the differences between a man and a woman have socio-cultural origins, and therefore may differ from one society to another or may change in each historical period. Changes in gender roles are generally associated with cases of gender equality. Fluid roles can influence and benefit from options and resources. The different roles, rights and duties of men and women in society and their behaviors and identities are governed by different economic, social, cultural, political and environmental factors and the impact of this relationship on the position of women and men in society.<sup>4</sup>

**1- The Concept of Gender Equality:**

The concept of gender equality means that men, women, boys and girls have the same opportunities to access and control social resources and have the same opportunities to access educational, health, and political services. Gender equality contributes to development in general and benefits from its results.

**2- The Concept of Gender Equity:**

The concept of gender justice means the distribution of social powers and resources according to the different needs of men, women, boys and girls, so that any obstacles that prevent access to development services are removed.

**Second, The Historical Context of Gender:**

Historically, the concept of gender dates back to the 1960s, in connection with what was known at the time as activism; feminist thinkers calling for the achievement of equality and social justice between men and women. This path towards equality was developed in the hands of researcher Joan Scott, in 1985, to become an academic analytical tool used to study relationships, social frameworks, and the divisions of social roles or responsibilities between men and women based on biological sex (male / female)<sup>5</sup>. After the 1990s, many studies specializing in the field of gender emerged to confirm that gender refers to the set of characteristics, behaviors, and social roles of both women and men, that are culturally formed and are given to women / men together in a societal framework and imposed on each gender, and society expects each individual to adhere to these behavioral norms according to their gender<sup>6</sup>.

4- Handbook of Gender in Humanitarian Action, 2008 AD.

5- Al-Mutawakel, Basic Frameworks for the Concept of Gender and Its Importance, 2016.

6- Joon Scot «Gender: a useful Category of Historical Analysis» The American historical review, 91-Dec Maggie Humm Gender Dictionary of feminist Theory- Ohio State University 1990.



In 2000, these ideas formed a starting point for the United Nations Development Fund for Women to formulate a definition of gender, which we will clarify by further defining the concept of gender.

An interest in the issues and advancement of women, their empowerment, and their integration in the field of development, greatly increased in the last quarter of the twentieth century. The United Nations has held four conferences in this regard, the first of which was the Mexico Conference in 1975, which started the first International Year for Women, and represented the beginning of what became known as the “Women’s Decade.”

The UN’s work was presented under the slogan: equality - development - peace. It was followed by the Copenhagen Conference in 1980, which was the basis for an evaluation of discourse and results of the Mexico conference. Then the Nairobi Conference followed in 1985, which laid down aspirational strategies for women until 2000.

The 1995 Beijing Conference, which presented the basic themes for addressing women’s issues, connected the dots, defined mechanisms and methods of work, and developed concepts and tasks in keeping with the times.

One of the concepts that emerged at the Beijing conference was defining the concept of “gender”, what is it?

Gender is a word which should be standardized, and must be included as “gender” in all translations. This concept entered Arab and Islamic societies with the Cairo Population Conference document in 1994 (predating the Beijing conference), it was mentioned in this document in 51 places. The meaning of the term gender when translating the document became (man / woman).

The term gender was repeated in the Beijing conference document 233 times, and it was necessary to look more clearly at the significance of this term and to understand its meaning and the language in which it was written, and to identify the conditions of its etymology and its semantic development, as conference attendees refused to define it as meaning only male / female. Western countries insisted on setting a definition of its meaning: “a typical lifestyle and social behavior” and other countries rejected that. The term continued to be used as a “social type” without an accepted definition.



القضايا المتعددة الأبعاد  
1998

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In 1998 the Rome Conference on the establishment of the International Criminal Court documents were issued, and there was an article in which it said: Every discrimination or punishment on the basis of gender includes a crime against humanity. The introduction of the term “gender” in the English language definitions of crimes was a strange thing, which required the investigation of its meaning, just as the Arabic and French texts used the word - Sex- and did not use the word - gender - as gender was defined as meaning “male and female within the community.” What is termed in sociology in Arabic as: the social individual or the social being<sup>7</sup>.

### **Third, Gender and Biological sex**

#### **1- Biological sex**

Gender determines the biological differences between men and women and refers to the biological features a person is born with (such as pregnancy, childbirth, and breastfeeding for a woman, and sperm production for a man).

These features are not subject to change, even if the human being changes his sex from a man (male) to a woman (female) or vice versa, the male will not be able to conceive and give birth, and the female will not be able to produce sperm, so these characteristics remain biological and not acquired.

#### **2- The Difference Between Gender and Biological sex**

If some scientists and researchers assert that there are specific aspects of human being’s biological composition related to hormones, chromosomes, genetic influences, and the size of the brain responsible for innate differences in behavior, then a number of other scientists confirm the opposite, and assert that biological differences are exaggerated in order to socially ostracize, determine behaviors and cultural activities, and follow methods that we consider as a “community” appropriate for one particular gender.

Gender defines a set of relationships between men and women, and the differences in roles between them. Therefore, gender does not refer to men and women biologically, but to the set of relationships between them, the different roles assigned to each of them, and to the ways in which this relationship is formed in society.

Gender is not born with human beings, but rather, is created and shaped by society. Men can do the work that women do, and women can do the work that men do. Also, gender characteristics are traits acquired from society, and are not intrinsic.

7- Margot Badran, -Gender Meaning, Uses & Discourses in Post-Unification, Yemen, Yemen Times 19June-9 July 2000



sic (born with humans), therefore they can be changed.

In the 2007 Human Development Report, sociologist Emile Durkheim defined social upbringing as a process in which a person moves from a social being in accordance with the standards, values, roles, and relationships prevalent in the institutions of his/her society, therefore, the individual's personality is formed as a result of accumulations and experiences inherent to him/her and the interaction of this individual with his/her environment. Accordingly, the individual's personality cannot be understood in isolation from his/her historical and cultural roots rooted in his/her heritage and past. It is also not possible to understand the behavior of the individual without analyzing the social environment in which he/she lived and lives, because human behavior has a social function that combines the self and the social environment in continuous interaction. If the environment is authoritarian or difficult, it will most likely create a poorly adapted personality with deviant behavior. Here, the main difference between sex and gender can be determined by saying: that sex is a state we are born with and it is fixed, while gender is a state we acquire and therefore it is variable.

Defining roles and behaviors according to the culture and ideas of a society, and the classifications that result from this, leads to the justification of one group's dominance over another, claiming that one group is superior in the application of reason, self-control, and emotional control, and it is therefore worthy of holding the reins of affairs and taking control in general.

In the end, we reach for a broader concept of gender, one that refers to the social roles of the two sexes, which are based on the cultural, social, and political systems of society in a specific period of time.

As for gender roles: They are the biological functions that are unique to one sex without the other, such as breastfeeding.

That is, many of the differences between a man and a woman have a socio-cultural origins, and therefore they may differ from one society to another, or change in different historical periods.



القضايا الإنسانية  
1998

<sup>8</sup>The following table shows the difference between sex and gender: Table 1

| <b>Sex</b>   | <b>Gender</b>   |
|--|---|
| The normal biological difference between women and men   | The differences between the roles that women and men play in a society.                                       |
| A human is born with it  | A human is not born with it   |
| It cannot be changed   | It can be changed   |
| It performs normal functions   | It consists of the social relationships we make   |
| It is not affected by the surrounding social, economic, and political conditions.  | Because it is man-made, it is affected by the surrounding economic, social, and political circumstances       |
| It is not associated with, nor does it intersect with, different community institutions (ministries, hospitals, schools, etc.) | Associated with, and intersects with, different community institutions (ministries, schools, hospitals, etc.) |





## Fourth, Gender Roles

A role is a model of individual behavior, so that every human being generally has more than one role at different levels.

Gender roles are determined by society and are linked to society's expectations for individuals. Society builds these expectations on the basis of sex, and defines roles that are male and female. Each of these roles is associated with a set of behaviors that express the prevailing values in society, therefore, men and women are assessed socially according to their success in performing each role.

Human beings are assigned specific duties and rights according to the role they play, and this determines their social position. The roles change according to social, economic, cultural, religious, and political changes that affect the individual<sup>9</sup>.

### 1- Reproductive Role:

This role represents the responsibility of reproducing, which maintains society's workforce. Reproduction is related to pregnancy, childbirth, childcare and child raising, and all household responsibilities. Women play this role in most societies, and in some societies, men are responsible for doing some of the household chores (this is irregular). Despite the importance of this role and the inability to be absent from it, it is usually not seen as "real" work, but rather, part of women's nature.

### 2- Productive Role:

The role of producing goods and services subject to consumption in the market, production is the work that men and women do in exchange for cash or in-kind wages. In addition, this role includes home production if it is accompanied by cash or in-kind wages, such as home production consumed by a family or sold in order to buy other goods. This role is usually performed by both men and women, but it is known in many societies as a role for men.

There is still a clear division between men and women in this role, as some roles are defined as feminine, while other roles are known as masculine, these divisions are variable and affected by many factors.



القضايا  
1998

<sup>9</sup>- Change to achieve sustainable development - A training guide for integrating gender into development programs and institutions / organizations - United Nations Development Fund «UNIFEM», Regional Office for Arab States, 2002.



### **3- Societal role:**

This role is considered an extension of the reproductive role, but it extends from family concerns to societal concerns. This role is exercised voluntarily to ensure the provision of scarce resources and to regulate their use in society, in addition to providing services that help communities survive and develop, such as health care, education services, etc. The performance of societal roles are represented by undertaking unpaid voluntary work within a community, or any other community activity such as joining professional unions, charitable societies, relief committees, voluntary committees, and others. A politician performs it: men and women, its distribution between the sexes depends on the prevailing cultural and societal concepts in the community, even though women exercise this role more often than men.

### **4- Political role:**

The political role includes those with the authority to make political decisions, and this role is related to exercising political activities at the micro-community level, the local community, and the international community. This role is usually paid, either directly or indirectly (moral) because it is closely related to positions of authority, and its performance depends on public interests. This role is usually seen as one designated for men, as men tend to assume leadership positions, while the vast majority of women are limited in their political roles to the field of office work (with the exception of independent women's organizations or organizations that seek to advance the traditional interests of women) and their role in them is traditional.



**The Roles of Women and Men within the Scope of the Household Unit and Society:**

The following table shows the roles of women and men within the scope of the household unit and society: **Table 2**

| Role              | Woman  | Man   |
|-------------------|--|---|
| Reproductive role | Pregnancy, childbirth, raising children, and managing all household affairs.   | The man does not perform this role continuously, but he may perform some housework from time to time  |
| Productive role   | Women hold the lowest-paid jobs in certain sectors of the formal economy, often on the basis of gender patterns. The majority of low-paid women work in the informal economy and their work is done within the home unit and their residential neighborhoods, especially in urban areas. When women assume the role of secondary breadwinners in the family's livelihood, their contribution is often significant to increasing income, especially in the context of poor household units. In domestic units headed by women, they are sometimes the only providers. | Most of the time this role is played by men, all men representing the vast majority of the workforce in the formal economy sector. The man is often considered the main breadwinner for a family even in cases where he is unemployed. By virtue of their role, men often carry out activities of an organizational nature, such as organizing trade unions and workers' organizations. |
| Societal role     | Women tend to engage in this community activity on a voluntary basis to provide basic services for the purpose of collective consumption and the maintenance of community continuity.  | Men participates in this community activity on a voluntary basis to provide basic services and needs for the purpose of collective consumption and to maintain their continuity, e.g. participation in parent councils.   |
| Political role    | The role of women is limited to office work, except in independent women's organizations and organizations working to advance women's traditional interests.   | Men hold leadership political positions   |



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1998

## **Institutions that Influence the Dedication of Gender Roles**

There are many institutions that affect the dedication of roles, the most important of which are:

### **Family Institutions:**

The individual acquires general standards imposed by the prevailing cultural patterns in society through the family, as well as the family-specific standards imposed on him/her. These standards have a modifying effect on the individual's social behavior and determine the path of socialization.

The child's gender affects their development from the moment of their birth, because the child is under social pressure from their parents, teachers, and society in general, depending on their gender, and the prevailing customs and traditions favor males over females. Children learn how to follow a behavior consistent with the gender hierarchy trends which preference one of the two sexes. Those who do not follow these traditions are not accepted by society, and thus gender, whether male or female, determines the type of educational and cultural influences the child is subjected to. A boy who plays girls' games is exposed to criticism and girls who play boys' games may become the object of ridicule.

### **School institutions:**

School is considered one of the community institutions that contributes to the distribution of prevailing social values, and that deepens the specific social roles for both sexes, through curricula, activities, and games. Girls are usually assigned to school activities associated with housekeeping, as a reflection of their role in home, and sports activities are usually reserved for boys. In addition, the curriculum highlights the entrepreneurial roles of men, and does not discuss the achievements of women.<sup>10</sup>

### **Media Institutions:**

Media plays a fundamental role in shaping the social roles of men and women. News coverage of events shows men as political leaders, parliamentarians, and opinion-holders, while women are absent from the scene except in rare cases, when they play a secondary role. Social dramas depict the leadership role of men and the domestic reproductive role of women. Written journalism directed at women specializes in fashion, beauty, cooking, and childcare, while media aimed at their male counterparts deal with political and economic issues.

10- Al-Mutlas, Stereotypes and Gender in the Book of Reading, Social and National Education in Basic Education in Yemen, 1999.



### Fifth: Factors that Lead to the Need to Change Gender Roles:

**Economic factors:** These factors include poverty, the increased number of women supporting their families, in addition to a state of extreme poverty, all these issues exacerbate gender inequality and slow the empowerment of women. The first goal of the UNDP Millennium Development Goals was the elimination of extreme poverty and hunger in peaceful conditions. Emergencies can cause a shift in traditional gender roles and the power dynamics. In many humanitarian emergencies, women and teenage girls become the sole breadwinners and protectors of their families, as most men have been killed or involved in war. At other times men may be unable to fulfill their traditional roles of providing support to their families, and this change in the balance of economic power is in favor of women (according to the variables) because it forces women to work outside the house, in traditional economic and labor market fields. This necessity also forces men to accept women's new roles (see statistics below). Looking at growth opportunities in the MENA region, change can be brought about by addressing the major economic challenges facing women<sup>11</sup>.

The rate of women's participation in the workforce in the MENA region is among the lowest rates in the world, and it varies from one country to another, with an average rate of 24%, compared to more than 60% in the OECD countries.

The unemployment rates for women are among the highest rates in the world—an average rate of more than 10% of economically active women are considered unemployed, and it is a much higher rate than the unemployment rate for men.

Women are well represented in the public sector and considered over represented, but the rates of project creation and development by women are very low. Women's businesses are often informal, home-based enterprises in traditional sectors have limited growth potential.

A minority of women occupy senior and executive positions in the private or public sector, and women who hope to reach positions comparable to their male counterparts, are overqualified for their current jobs.

**2.Cultural factors:** Culture changes over time, and so do gender patterns. Sudden crises such as natural disasters, wars, or famines, can quickly and completely change the expected roles for women and men, sometimes for a short period but sometimes forever.



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Training Kit (1)  
Gender and  
peacebuilding

11- Women's Economic Empowerment Global Summit(WEEGS) 2019

**3.External migration factor** (especially for men) and intensive, time-consuming work for the group that did not migrate (mostly women): due to poverty’s impact, natural and climate disasters and wars, international migration facilitates and at the same time limits the achievement of the first Millennium Development Goal. While some rightly see that “each of the Millennium Development Goals has a direct or indirect link with migration”, many people are increasingly looking to immigration as a way to support their families. Hence, remittances (the income that migrants send home) can directly contribute to achieving MDG 1 - which is to eradicate extreme poverty and hunger; Goal 2 - providing primary education for all; Goals 4, 5, and 6, which are related to health. These remittances are often invested, especially when women determine how to spend them, in meeting daily needs and improving family nutrition, education, and health. However, contributions are not limited to financial capital only. Diaspora communities can also encourage economic development through investments, establishing trade links, and transferring skills, knowledge, and technology. It is particularly likely that migrant women will pass on what they learn about the value of education and good practices in health care to their families and communities back home.

Cross-border migration is directly related to health goals 4, 5 and 6 of the MDGs: improving maternal and child health, combating HIV / AIDS, malaria and other diseases. In many countries, the migration of skilled health-care workers has contributed to devastating shortages in health systems that are already over-taxed. Including those healthcare workers who were trying to address the high rates of HIV infection, maternal mortality, and infant mortality and morbidity. Schools also suffer from the overstrain of teachers as their peers migrate.

But there are many migrants who also benefit from having better access to education, salaries, knowledge, and healthcare services in their new countries—including sexual and reproductive health care. Family planning enables women to control their fertility, which is something that their counterparts in at home are often unable to do. Migration can contribute to achieving Goal 3, which is gender equality and women’s empowerment, although it can also put immigrant women at risk. According to the International Organization for Migration, gender is perhaps the “single most important factor shaping the migration experience”.

As for young people, most of them migrate due to the lack of opportunities in their home countries. Hence, migration relates to MDG Goal 8, which is: strengthening the global partnership to increase decent work opportunities for youth.



Figure ES.1: The conceptual framework used in this project that illustrates the "driving forces" towards migration and the impact of environmental change

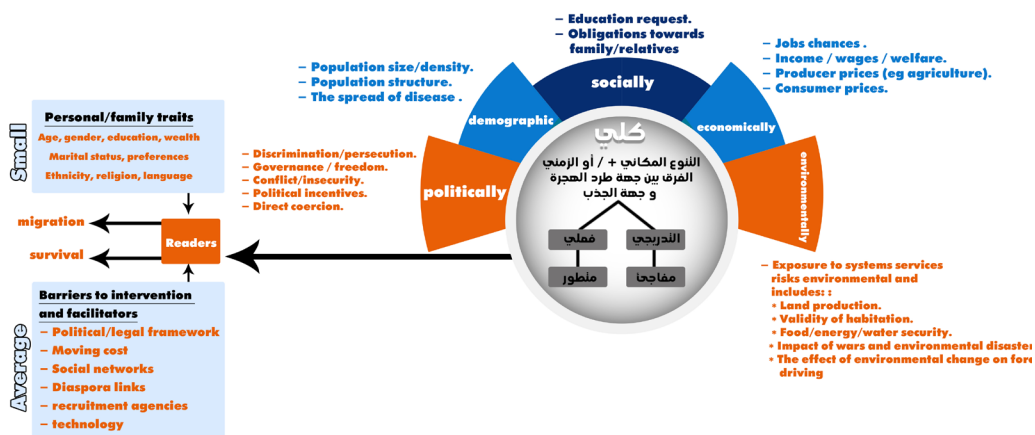


Figure 3. Foreign migration factor. Source<sup>1</sup>

**4. Generational factors, new responsibilities for girls who work outside the home without access to additional resources:**

As mentioned above, humanitarian emergencies are a complex mixture of events that may be caused by forces of nature such as extreme weather conditions, geological activity, human activity, conflicts, social unrest, or economic deterioration. In emergency situations, women and teenage girls in particular can be separated from their families and societies, and the breakdown of law and order and social protection rules contributes to a further lack of opportunities for women’s empowerment. Women remain without equal access to job opportunities as men, with lower wages, less educational opportunities, and have difficulties in accessing resources. This is one of the responsibilities of girls outside home, especially in the absence of the male breadwinner or his inability to support the family.

**5. The factor of increasing the level of girls’ education:**

There is a relationship between the education levels for girls and women and their ability to efficiently manage available resources. The lower the level of their education, the more their understandings of sustainable practices are impeded, and that in turn will lead to a further deterioration of the resources on which their families depend (and vice versa). Women in the MENA region are receiving better educations, and their skills keep increasing: the gender gap in youth literacy has closed, while the gap for adults continues to narrow. Girls outnumber boys in terms of enrollment in higher education in nearly every country in the MENA region. However, this progress has not led to equal participation in job opportunities, entrepreneurship, and public life.<sup>2</sup>



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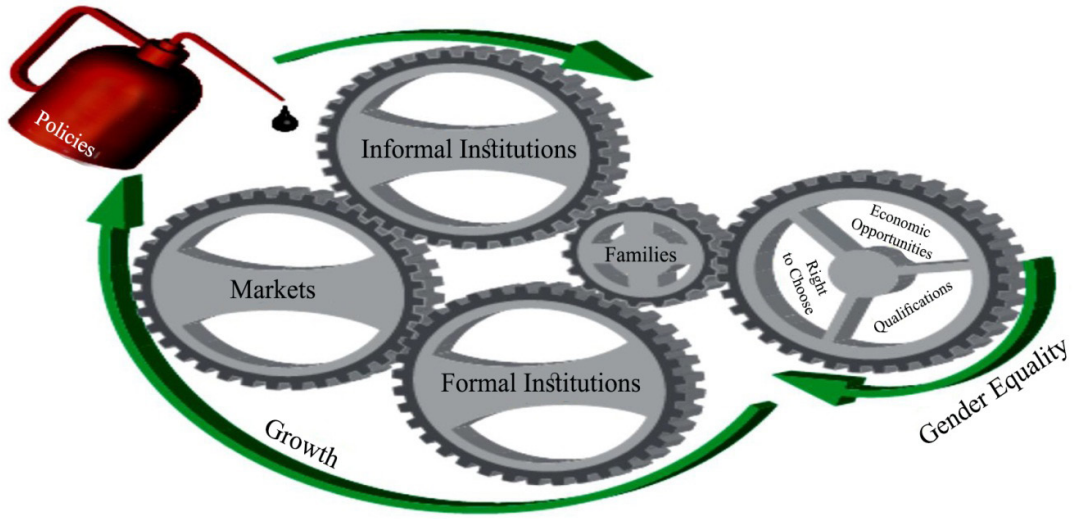
1- Migration and global environmental change future challenges and opportunities

2- [www.oecd.org/mena/competitiveness/womenempowerment.htm](http://www.oecd.org/mena/competitiveness/womenempowerment.htm)



### Speed increase

By tracking the results of gender differences from the interaction between households, markets, and institutions.



Factor of increasing girls' education levels, Figure 4. Source<sup>3</sup>



3- «The World Development Report 2012: Gender and Development», published by the World Bank.

## Sixth: Gender Needs

Gender roles generate different needs for men and women. It is possible to further distinguish the two types of gender needs, which are practical needs and strategic needs. The practical needs are due to the primary and basic needs of women. So the practical needs of women focus on the domestic space, and opportunities are usually represented in the provision of food, housing, care for children, and caring for maternal and child health. The response to these needs is to provide food, housing, and to create traditional employment opportunities for women. As for t strategic needs, these are women’s higher needs, such as attention to the unequal division of wages, educational opportunities, participation in decision-making, and so on. Attention to these needs is a challenge to the current balance of power between men and women.

### 1- Practical Gender Needs:

These are basic human needs, they include the basic material needs for life. These needs mainly stem from the reproductive and productive status of women and work to enhance life, all members of the family participate in these activities, while women are the ones responsible for meeting them; which includes providing food, health care, family needs and basic needs.

### 2- Strategic Gender Needs :

These are the higher human needs which have to do with social relations between men and women, and have an ideological nature that affects behavior, attitudes, orientation, and interaction. The strategic needs of women include abolishing the sexual division of work, reducing the burden of domestic work and caring for children, in addition to removing forms of discrimination against women such as diminished property rights, enjoying freedom of choice, and implementing measures against violence and male domination of women. Strategic needs are formulated depending on the status of submission experienced by women in society, so that they challenge the nature of the prevailing relations between men and women and aim to eliminate women’s state of submission.



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**Characteristics of Practical and Strategic Gender Needs:  
The following table shows the characteristics of the practical and strategic needs for  
gender: Table3**

| Practical Needs   | Strategic Needs   |
|---|---|
| <p>. They are the needs that individuals require to facilitate their traditional roles.</p>   | <p>They are the needs that individuals require to improve their position and place in society</p>   |
| <p>. They do not require a change in traditional roles and are in-line with the customs and traditions of society.</p> <p>. Women need access to resources (such as housing, food, and water) to fulfill their role as mothers and care for their families.</p> <p>. It is easy to define these needs because they represent the basic and primary needs of the vast majority of people.</p> <p>Short-term and straightforward; achieving them might be temporary or sustainable</p> <p>. They are agreed upon by all family members, governments, civil organizations, and even humanity, as it concerns survival.</p> <p>Nobody opposes them because they correspond to what is natural</p> | <p>. Providing these needs enables individuals to control their living conditions and work to improve them.</p> <p>. They concern the relationships between individuals and groups and aim to reduce the gender gap in access and control of resources.</p> <p>. They recognize the importance of basic needs and overcoming them, in order to work to change the conditions that hinder their fulfillment.</p> <p>. Not easy to define because they are indirect and difficult to agree upon.</p> <p>. They are long term and require strategic planning.</p> <p>. They are not agreed upon and are subject to circumstances, individuals, and groups for definition and priorities.</p> |



### Mechanisms for Addressing Practical and Strategic Gender Needs

The following table shows the mechanisms for addressing practical and strategic gender needs :Table4

| Addressing Practical Needs   | Addressing Strategic Needs   |
|--|--|
| <ul style="list-style-type: none"> <li>. Providing income to women through small loans to implement traditional projects.</li> <li>. Reducing the workload for women by providing nearby water pumps, wheat mills, or simple ovens to provide fire.</li> <li>. Improving healthcare by providing health services.</li> <li>. Providing primary care, birth planning services, and health education.</li> <li>. Providing primary education opportunities.</li> </ul> | <ul style="list-style-type: none"> <li>. Ensuring access to agricultural production means, land, housing, capital and loans.</li> <li>. Creating conditions that allow women to freely choose their approach to reproductive health.</li> <li>. Providing equal job opportunities for women and men, the necessary training and qualifications to allow women to obtain jobs in the organized labor sector, opportunities for career advancement, and access to decision-making positions.</li> <li>. Encouraging women’s access to all kinds of knowledge, including industrial technology, agricultural extension services, and knowledge of their legal rights.</li> <li>. Enacting and implementing laws that guarantee equality and justice for women and their participation in life basics.</li> <li>. Encouraging women’s work in NGOs, especially those concerned with women’s rights and their economic, social, and political empowerment.</li> </ul> |

### Seventh: Gender in Situations of Wars, Conflicts and Crises

Wars, natural disasters, and crisis-related situations have enormous and different impacts on women, girls, boys and men, as they face different risks and in doing so become victims in different ways. It is not just about “caring for gender issues” or applying a “gender lens,” it simply means being aware of the different needs, capacities, and contributions of women, girls, boys, and men. Neglecting or ignoring these various needs can have serious implications for the protection and survival of people surrounded by humanitarian crises.

#### The Importance of Gender Sensitivity in the Case of Wars and Conflicts

The following are some ways through which we understand the importance of gender sensitivity in wars and crises:

- **Women and men respond differently** : Women and men act differently in their efforts to resist violence, survive, and support their dependents. This difference is visible, but aspects of conflicts and crises related to gender are often overlooked and not taken into consideration when planning interventions. Even with shifting gender roles, women who support their families often do not have access to services due to lack of childcare assistance or lack



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of support in fetching water or firewood. Male-only households usually have specific needs as they may not have the skills to cook, care for young children, or do routine housework.

- **The gender-related role changes in time and over a lifetime:** Responsibilities are usually allocated according to stereotypical perceptions of the roles assigned to women and men, as men are often seen as perpetrators of violence, and women as submissive victims. Yet there are many young men who become victims when faced with forced conscription into armed forces. In some cases, women may be among the main instigators of conflict, and they themselves may be involved in the conflict as combatants. In crisis situations, men often face difficulty coping with their changing identities, and losing their roles as the breadwinners of their families. As a result, they may reassert their masculinity in terms of excessive gender-based violence. As far as women are concerned, they are often targeted as victims, subjected to physical and sexual abuse, and they struggle to regain their sense of dignity by continuing to fulfill their role as caregivers or assume new responsibilities. These changes in the “gender-related roles” can create serious tensions among women and men when the crisis subsides and they resume their routine lives.
- **Changing power dynamics:** Humanitarian interventions should not take into account the different needs and capabilities of women and men only, as the power relationship that affects each other’s ability to obtain support is equally important. Usually women assume new roles or choose to fill the void left by men. Men may not be able to fulfill their traditional roles as earners or breadwinners for their families. They may be subjected to humiliation because they are incapable of protecting their families and warding off harm, so activists in the field of humanitarian activities should consider these matters when designing activities, so that they do not cause harm to women or men, or contribute to exacerbating the situation. It is also necessary to adopt an approach that includes women and men and is based on society’s full participation to address these difficulties equally, in addition to formulating and implementing interventions aimed at addressing the required change in the dynamic (continuous change movement) of power in a manner that is culturally acceptable. While it is necessary to treat cultural traditions and religious beliefs with respect, it should also be taken into account that some traditions and beliefs may be harmful, and that cultural sensitivity should not take precedence over the mandate, jurisdiction, or legal obligation entrusted to activists in the field of humanitarian work to respond to all affected individuals within a population sector.
- **Differences within groups :** Women and men are not alike, as there are differences formed by age and socio-economic status. Aspects related to marriage, national social status, custom, or educational level can have an impact on the available needs and opportunities, and these aspects should be taken into account when preparing programs.



- **Women and men raise different issues:** The person being consulted to analyze a situation, also has an influence on the situation; not only in terms of what you hear and understand, but also in terms of the direction your response options may take. Usually, concerns differ between women and men, each according to their view of matters, their experiences, and the solutions that they present to these issues. They also have diverse perceptions and interests regarding culturally acceptable practices. It is not possible to have a clear and accurate picture of the situation. If 50% or more of society members are not consulted, this may lead to the absence of 50% of the information .
- **Women are indispensable on the team:** An NGO conducting a national survey on landmines in Afghanistan was not able to appoint mixed gender survey teams. Cultural restrictions prevented women from traveling with men, and as a result, teams appointed were only men, removing access to women who had information about local landmines.



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## The effects of Conflicts and Wars on Gender

If women suffer from various types of violence, whether family, societal, occupational, legal or sexual violence, violence due to gender, then the suffering of women and the violence against them are exacerbated by wars and conflicts, so that it becomes an objective and subjective complex violence, starting from a general situation and ending with an individual situation.

If women in peacetime are subjected to discrimination, persecution, and violence, then what they are exposed to in times of conflicts and wars is multiplied, manifold and complex. This is especially true with the outbreak of waves of terrorism and extremism, the accompanying and consequent displacement, asylum and migration, the alienation and bargaining faced by women, particularly in the presence of children, when seeking material needs, or the pursuit of salvation.

It cannot be denied we are aware of the violence that women are subjected to in times of peace, it has been highlighted, but it has not been put to an end. Instead, unfamiliar new types of violence against women have emerged in the last quarter of century, the ramifications of terrorism, extremism, asylum, migration, and the like. This is in addition to the unique forms of violence against women that are perpetrated in times of armed conflicts and wars, which still does not receive the required attention,.

The past six decades' development is still limited, and there has been a lack of commitment to international standards and agreements which protect women and address the social, economic, educational, health, and psychological impacts on women as a result of wars and armed conflicts.

If wars and armed conflicts are a phenomenon that humanity has suffered from since the beginning of creation, and religions and philosophies throughout the ages have sought to single out, codify, and issue laws, rules, and regulations to mitigate their effects and limit their arrogance, then the impact of this phenomenon on women was great. This is a matter of great concern, especially for international society, due to the extreme and growing suffering of women as a result of wars and armed conflicts, and the harm, injustice, inequity, material and moral damage they have suffered at all levels.

If women on the global level are more vulnerable to harm as a result of the outbreak of wars and armed conflicts, women in our Arab region are in the most harmful and devastating positions, as the region has witnessed unparalleled acts of violence, terrorism, aggression, wars, sieges and both internal and external armed conflicts. In addition, material and moral dispossession against women did not stop; this continued increasing, which threatens dire consequences for the future of our societies and countries.





Women's rights are unobtainable in peacetime, let alone times of war and armed conflicts. Their suffering becomes large, double, complex and comprehensive because war is inherently in contradiction with humanity. Although man is the inventor of war, he becomes its victim, especially women. During times of war, women are exposed to violence and crime more frequently than in peacetime, especially in lax systems and with the absence or weakness of state power. The aftermath of wars is also witnessing negative consequences for women in particular, not to mention the failure to meet the necessary needs for relief and humanitarian assistance.

Wars and armed conflicts contribute to high rates of poverty, which affects women more than others, due to the husband or partner going to the battlefield, getting lost, killed, captured, or injured. Women often occupy his place not only as the family breadwinner, but also playing the role father and mother in the family, in addition to the increased household workload and psychological pressures.

What women are subjected to can be included in the list of crimes against humanity, such as willful killing, extermination, slavery, forced displacement, torture, rape, forced prostitution, forced pregnancy, forced sterilization, or any form of sexual violence.

Women and children are easy targets in wars and armed conflicts, and they constitute the majority of the victims, by being killed, wounded, becoming refugees or displaced. The longer the war period, the greater the social pressures and their resulting symptoms, and the greater the health and psychological effects, especially with the change in women's traditional roles, the scarcity of marriage opportunities, the increases in spinsterhood and widowhood, and so on.

Although the world celebrates the International Day of Non-Violence against Women, the issue of sexual violence against women was not included as a war crime, including rape. The decisions of the Nuremberg Courts against Nazi war criminals and Tokyo Military Courts against Japanese military did not incriminate perpetrators; these atrocities were merely noted as serious violations. The International Criminal Court in Yugoslavia considered sexual violence a crime against humanity in 1994, although the crimes committed in Rwanda in terms of rape and sexual violence were not considered crimes against humanity until 1997.

The rules of International Law, International Humanitarian Law, human rights laws, refugee conventions, international conventions on women's rights, the prevention of discrimination against women, and the statute of the International Criminal Court, all address the needs of women in peacetime, in addition to wartime and armed conflict. Yet the great challenge this legislative system faces is about how the world complies with these rules governing women's rights, which requires defining states responsibility to put an end to impunity and to prosecute those responsible for acts of genocide, crimes against humanity, war crimes, and the crime of aggression, especially with regard to different forms of violence against women. States must also emphasize that these crimes need to be excluded from the provisions of amnesty, noting that Resolution 1325 confirmed the Security Council's readiness to take measures under Article 41 of the United Nations Charter (regarding

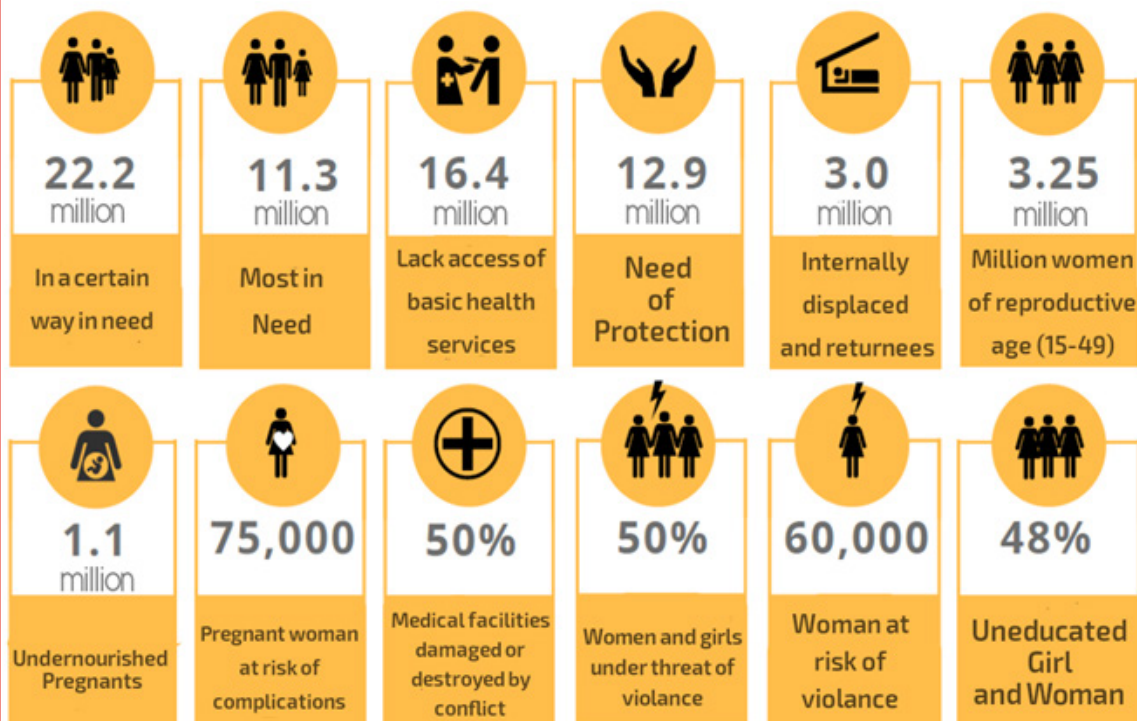
deterrent sanctions, including the use of armed force) to prevent violations from occurring, and to consider the potential effects of these measures on the civilian population, taking into account the special needs of women and girls when considering granting appropriate exceptions. The importance of such an issue increases at the present time, due to acts of terrorism, violence, and armed conflicts, or due to the spread of violence against women and children; which requires a pause to review, and a new start.



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In the Yemeni case, the figure below shows effect of conflict on women and girls: Figure 5. Source



**Example:** Every housing unit or big family has three forms of resources. A rural family has land, a home, and time, and this is called economic capital. Resources also include a network of relationships, information, social standing, and position within the village community, described as social capital. Moreover, its members possess the knowledge, skills, and various educational levels, and these are included in the so-called cultural capital.



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## **Eighth: Gender Analysis:**

### **Concept of Gender Analysis:**

Gender analysis is one of the tools for understanding the status of men and women and their roles in society, as well as the extent of their access to resources, benefits, and opportunities and their control over them. Gender analysis starts with society and transcends beyond it, into other fields: biological, psychological, economic or political. All of these are essential elements in its methodology, and are targets for change. Through analysis, solutions are proposed based on the principle of gender comparison, aiming at: Designing targeted development programs that are equal in terms of the opportunities granted to women and men.

The gender analysis examines roles, activities, and relationships - Who works? What does he/she do? Who owns? Who decides? Who gets interests and benefits? Who controls the resources? What are the factors affecting the relationships in society (laws, property, inheritance, etc.)?

Gender analysis also reveals that women and men have different experiences, options, and needs as a result of their different roles, responsibilities, gender, and relationships; all play a role in the field of productive and societal work. However, women's contributions are less visible. While men's work in agriculture yields a cash income, the food that women produce for family consumption has a hidden monetary value. The organizational role of women in society may be decisive, but it is less clear. Women's biological and social reproductive work is what remains, which is the basis of the structure of human society (caring for children, family living, cooking and processing food, cleanliness of the house and the environment, family health) all of these tasks often fall on the shoulders of women, but they are not valued financially and are not considered in development planning. The gender analysis constitutes a framework through which we can compare:

- The weaknesses and strengths of men and women in the context of family, work, society, politics and other areas of life.
- Through this comparison, one can reveal the extent of discrimination between men and women.
- Conducting a gender analysis and framing it within a broader analysis of social relations allows institutions to identify the main and urgent needs.

### **We must remember:**

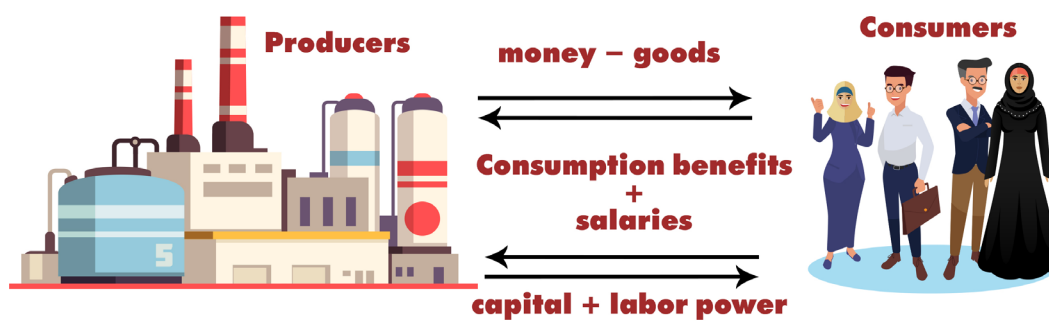
1. Gender is only one of a person's characteristics of society, but it is included in an analysis of the rest of the characteristics.
2. Gender analysis focuses on understanding and documenting the differences between men and women regarding roles, activities, and needs.
3. This analysis includes the collection of available quantitative data on gender, where the focus remains on the different roles and behaviors of men and women due to gender, and that differ according to culture, social class, race,



income, education and time period. Therefore, a gender analysis does not treat gender, whether the subject is a man or a woman, as a homogeneous grouping that is not amenable. Yet, whatever the culture, social class, or race, women and men have different roles, responsibilities, obstacles and opportunities due to gender, and thus each developmental position becomes unique in its properties, characteristics, and requirements.

4. Gender analysis is important when designing economic policies, sectorial strategies, structural reforms, poverty, and environmental assessments, project planning in different sectors, and also monitoring and evaluation. Therefore, there are many policies and tools for gender analysis available in different sectors .

What is gender analysis for? Figure 6



All unpaid activities do not enter Figure 6 because they are voluntary activities and actions, this is called the visual economy. However, there is invisible economy that is just as important. If we take the example of a rural woman in any rural Arab society and calculate her working hours inside and outside home and calculate her hourly wage from when she wakes up at dawn until she sleeps at night, we will find a big difference in the wage and working hours between her and a man. However, none of these activities are included in the official gross national product.

French sociologist Pierre Bourdieu says, “We are surrounded in our lives by common logic or prevailing meaning that prevents us from seeing outside of what we are accustomed to«.

Therefore, we must use gender analysis tools to reconsider things that we consider fixed and intuitive. In order to see the image clearly, we must distance ourselves far enough from it. To analyze reality more accurately, we must go beyond closed circles in searching and thinking, and try to look at things from a different angle. In addition, institutional capabilities must promote gender equality for men and women and ensure that the needs, roles and participation of women and men are integrated into the program and project development process.



This requires participants to:

1. Organize data and information by gender.
2. Define precisely an action plan for the division of labor, needs, roles, and participation.
3. Articulate society's value / appreciation for each element with respect to both genders; men and women.

### **The Concept of Gender Sensitive Analysis**

Gender analysis sensitivity means analyzing the relationships between women and men, examining the roles they play, the accessibility to and control over resources, and the limitations they direct towards one another. Gender analysis should be included in humanitarian needs assessments and in all sectorial assessments or situation analyses.

### **The importance of gender sensitive analysis in wars and conflicts**

Gender analysis contributes to:

Determining the basics of gender differences in terms of access to resources to predict how these differences will affect the planning of the humanitarian response, narrowing the gap between men and women in accordance to their practical and strategic needs.

1. Providing an opportunity for planners to achieve the goals of effectiveness, efficiency, equality and empowerment by disseminating reform policies and supportive programs to avoid failure.
2. Expanding equal opportunities and choices for men and women in all areas of empowerment.
3. Removing all forms of obstacles that hinder women's access to opportunities and resources, and their equal contribution with men to protection, recovery, and empowerment in a comprehensive sense.
4. Identifying obstacles, constraints, and opportunities.

### **Gender Analysis Tools:**

There are many tools and models for gender analysis. The following resources list activities for men and women and compare gender on the basis of the variables summarized below:

- Gender-based division of labor analysis tool.
- Gender role analysis tool.
- Gender needs analysis tool.
- A tool for analyzing access and controlling gender resources.



- A tool for analyzing the levels of participation on the basis of gender.
- Gender analysis matrix.

**-1 The gender-based division of labor analysis tool :**

Be aware of the responsibilities and tasks that women and men hold within families and society. Who does what? How? When? Where? With who? What is the volume of work performed by each person, taking into account the overlapping responsibilities of women, if they are doing the same work, which one of them does more, who gets paid for his work and who works and is not being paid; remain aware of the triple burdens of working women.

**2- The gender role analysis tool:**

Since men and women have different roles and responsibilities, one of the tools of gender analysis is to explore these roles and to ensure that the needs, roles, and participation of women and men are included in the development of programs and projects.

**A-The reproductive role:**

This role represents the responsibilities of the power of reproduction.

- It does not concern only biological aspects (fertility- pregnancy - child-birth - breastfeeding) but also the responsibilities and tasks associated with having children (parenting - education - domestic work).
- What is the importance of this role?
- Is it paid work?
- Does this statistic of the State include employment ?
- Is it calculated within the national income?
- Who often does this role?

**B- Production role:**

- Work for which remuneration is paid, whether in cash or in kind, with exchange value for that role, which gives it a special societal importance.
- An economic citizen.
- The main supporter of the family.
- Has the ability and the need to access resources.
- Whose role often is it?
- Do all societies accept women’s work in this aspect?
- What is the role of women in such acts? For example, what role do women play in agriculture?
- Who manages the resources for these acts?



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**C- Societal role:**

- An extension of the reproductive role.
- Attention extends from family to society (social visits, fetching water, work at neighborhood level).
- Voluntary.
- Done by men and women.
- Distribution depends on the social culture.
- Centered on preserving human society.

**D- The political role:**

- This role upholds the rights of society in addition to planning, supervising, or implementing development projects and programs.
- This role boils down to the power of decision-making both inside and outside the family.
- Playing the role of leader in a group, whether in an urban or rural setting, the one negotiating on behalf of the group (men and women) with local and political authorities.
- Controls government resources.
- Usually this role is a paid one.
- Who often plays this role?

**Through the analysis, we arrive at a redistribution of roles through:**

- Change
- Participation
- Switch



### 3 Gender needs analysis tool

Every person has many needs that they constantly strive to fulfill and satisfy:

- Primary needs: biological, hydration, food, sleep, etc.
- Secondary needs: psychological, social, personal, love, appreciation, knowledge, bearing responsibility, success. These vary and change from one person to another according to his\her position and role in society (1).

#### Gender needs analysis

- If men and women have different roles, this means that they have different (gender) needs.
- Identifying the needs stemming from the various roles is essential to achieve justice in policies, programs and projects.
- Identifying the underlying needs for social equity ensures adequate and impartial planning on the basis of meeting greater needs without sexual discrimination.

Special gender needs are divided into two main parts:

#### Practical needs

- These are the needs of men and women that stem from their existing gender-related roles.
- Meeting these needs does not involve any challenge to any type of relationship.

#### Strategic needs

- These are the needs of men and women that bring about a change in their existing gender-related roles.
- Meeting these needs involves a challenge to the inferior attitudes (towards women) in society.

#### The characteristics of gender-related needs

##### A – The characteristics of strategic gender needs

- Abstract in nature
- Link to social relationships
- Not easily recognized
- The effect of fulfilling them is not immediate (it is long term)
- Ideological in nature



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- Impact behavior / attitudes / trends and power relations in society
- Perceptible by men and women who are aware of gender issues
- Related to the status of women versus men
- Aim to change the qualitative division of labor
- Long-term
- Comprehensive for most women

#### **B - The characteristics of practical gender needs**

- Concrete or practical in nature
- Related to the daily lives of men and women
- Have a visible nature
- Fulfilling a practical need has an immediate effect and can be seen in the short term
- Material rather than ideological in nature
- Perceptible, gradual, and lead to negligible gains
- Short-term
- Often change according to changes in the economic condition

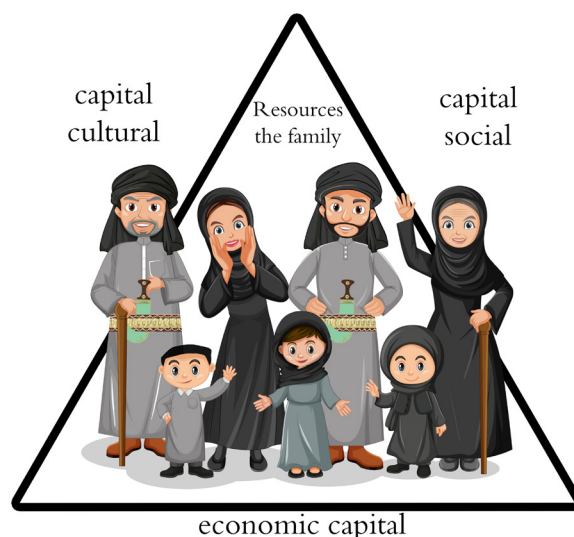
#### **4-A tool for analyzing access to and control of gender resources**

Access to resources varies according to gender and other important social variables. This analytical tool searches for the following points:

- Who owns the land, mechanisms and capital?  
Distinguish between controlling resources (that is, who has the power to determine how to use and exploit a resource) and merely using them. Who merely has the ability to use resources? (For example, women cultivate the land without the right to dispose of the land or products)
- If women own the land, do they have effective control over it or not?
- Who has control over the factors of production: water, tools and machines, capital?







**Family Sources Form No.7**

If we look at the resources that women possess and the resources that men possess, we find a big difference. While we find many women supporting their families, the laws still consider men the primary breadwinners for their families.

So, when using the Resource Control Analysis Tool, we focus on the following questions:

- What are the available resources?
- Who owns what?
- Who decides and in which field?

**5\_ A tool for analyzing the levels of gender participation**

- Quantitative
  - Qualitative
1. The degree of interaction between the members of the activity and the group when designing and implementing the activity.
  2. The amount of participation in planning and implementing the activity by men and women.
  3. Participation in decision-making units.

The following tables can be used for quantitative and qualitative analysis of the degree and level of participation<sup>1</sup>



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<sup>1</sup> Integrating gender into the policies and activities of non-governmental organizations. Series of Manuals issued by the NGO Service Center



**Table5 shows a form for quantitative participation analysis**

| Other | volunteer | The commit-tees | The executive member | The wage worker | The executive management | The board member | The president or the representatives | The organization structural analysis |
|-------|-----------|-----------------|----------------------|-----------------|--------------------------|------------------|--------------------------------------|--------------------------------------|
|       |           |                 |                      |                 |                          |                  |                                      | Man                                  |
|       |           |                 |                      |                 |                          |                  |                                      | Woman                                |
|       |           |                 |                      |                 |                          |                  |                                      | Youth                                |
|       |           |                 |                      |                 |                          |                  |                                      | Other                                |
|       |           |                 |                      |                 |                          |                  |                                      | Man                                  |
|       |           |                 |                      |                 |                          |                  |                                      | Woman                                |
|       |           |                 |                      |                 |                          |                  |                                      | Youth                                |
|       |           |                 |                      |                 |                          |                  |                                      | Man                                  |
|       |           |                 |                      |                 |                          |                  |                                      | Woman                                |
|       |           |                 |                      |                 |                          |                  |                                      | Youth                                |
|       |           |                 |                      |                 |                          |                  |                                      | Man                                  |
|       |           |                 |                      |                 |                          |                  |                                      | Woman                                |
|       |           |                 |                      |                 |                          |                  |                                      | Youth                                |
|       |           |                 |                      |                 |                          |                  |                                      | Man                                  |
|       |           |                 |                      |                 |                          |                  |                                      | Woman                                |
|       |           |                 |                      |                 |                          |                  |                                      | Youth                                |
|       |           |                 |                      |                 |                          |                  |                                      | Man                                  |
|       |           |                 |                      |                 |                          |                  |                                      | Woman                                |
|       |           |                 |                      |                 |                          |                  |                                      | Youth                                |



**Table6 shows a form for qualitative participation analysis**

| The level of participation      | Women Always participate | Women Sometimes participate | Women never participate | Men Always participate | Men sometimes participate | Men never participate | The youth are always participating | The youth sometimes participate | The youth never participate |
|---------------------------------|--------------------------|-----------------------------|-------------------------|------------------------|---------------------------|-----------------------|------------------------------------|---------------------------------|-----------------------------|
| Participating in the discussion |                          |                             |                         |                        |                           |                       |                                    |                                 |                             |
| Making proposals                |                          |                             |                         |                        |                           |                       |                                    |                                 |                             |
| Electing leaders                |                          |                             |                         |                        |                           |                       |                                    |                                 |                             |
| Making decisions                |                          |                             |                         |                        |                           |                       |                                    |                                 |                             |
| Giving lectures                 |                          |                             |                         |                        |                           |                       |                                    |                                 |                             |
| Other activities                |                          |                             |                         |                        |                           |                       |                                    |                                 |                             |

**Table 7 shows a participation analysis (the opportunities, the obstacles and the steps needed to intervene)**

| Participation required | Opportunities | Obstacles | Intervention steps needed |
|------------------------|---------------|-----------|---------------------------|
|                        |               |           |                           |
|                        |               |           |                           |
|                        |               |           |                           |



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**Gender analysis matrix:**

The matrix includes most of the following variables which help determine the different impacts of development activities on both men and women. The local community itself carries out the analysis process.

**Table 8 shows the gender analysis matrix**

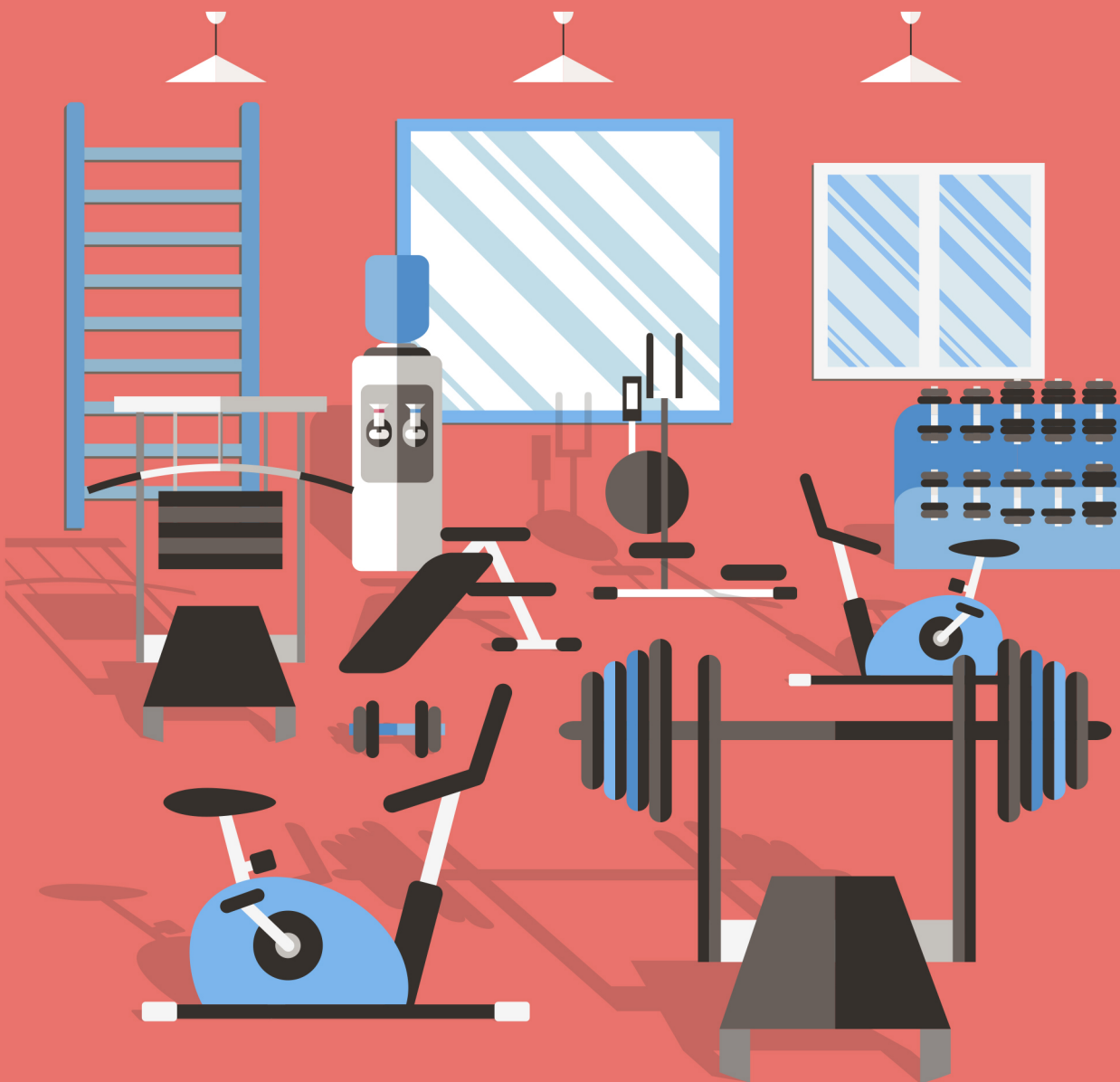
|               | Employment | Time | Resources | Cultural Factors |
|---------------|------------|------|-----------|------------------|
| Women         |            |      |           |                  |
| Men           |            |      |           |                  |
| Household     |            |      |           |                  |
| Local Society |            |      |           |                  |

- ◀ Women: the beneficiaries of the project or women of the local community in which the project is being implemented. Sub-groups of women can be defined according to age, marital status, and educational level, such as young women, older women, and other classifications.
- ◀ Men: the beneficiaries of the project or men of the local community in which the project is being implemented. It is also possible here to define sub-communities, such as young men, elderly men, men with special needs and others.
- ◀ Household: everyone who lives in the house, including men, women and children.
- ◀ Local Society: everyone who lives within the project area.
- ◀ Employment: analyzing whether or not the tasks have changed as a result of the project, the type of skills required, the number of women who participate and the amount of work they do.
- ◀ Time: changes in the duration of time it takes to carry out the tasks associated with the project.
- ◀ Cultural factors: changes in the social aspects of the project participants' lives, such as changes in the perception of gender roles, the status of women, and the attitudes towards family planning.





# Activities and case studies



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## Childhood games exercise - What did we play and with what?

**Time of the exercise:** 30 minutes

**Objective of the exercise:** Identify the concept of gender through its various connotations

**The training method:** Working groups, discussion

**The tools used:** Flip chart, colored pencils

### The exercise instructions:

Make two groups. The trainer asks the following question: What popular childhood games did you play? What do you remember spending a long time in the street playing?

1. Ask each group to write down the popular games they played with clarification of the following aspects:

- ✓ Goal of the game (winning - collecting money - amusement - increasing strength - cooperating - working as a team - muscle exercise - teaching responsibility - teaching reproductive roles)
- ✓ Place of the game (inside the house - in the neighborhood - next to the well)
- ✓ Did he\she usually play with the other gender, or not?
- ✓ What kind of games did he\she own and what did he\she learn?

### Role-model exercise

**Time of the exercise:** 30 minutes

**Objective of the exercise:** Identify the concept of gender through its various connotations

**The training method:** Working groups, discussion

**The tools used:** Flip chart, colored pens

#### The exercise instructions:

1. Groups are asked to write on a new flip chart paper who their role-models were during the following age stages: 1-5, 6-10, 11-16, 17-25. Write a brief description of each role-model. Then the group presents its work (10 minutes).
2. Discuss the groups' work and link it to childhood games. Why was he\she your example during that age, what are his\her qualities, and did he/she have anything to do with the game when you were a child.



القلم واليد  
1998



## The difference between gender and sex exercise

**Objective of the exercise:** Identify the differences between gender and sex

**Time of the exercise** 15 : minutes.

**The training method:** Individual work

**The tools used:** Colored pens + flip chart

### The exercise instructions:

1. Distribute the worksheet which includes a set of expressions, part of which refers to gender and the other to biological sex. Participants are asked to mark the expressions that they think refer to gender with a blue pen and use a green pen to mark the expressions that they think refer to sex.
2. Discuss the expressions with participants after completing the classification.
3. Summarize the discussion and identify the differences between gender and sex.

## Worksheet

Read the following sentences and mark with a blue pen the sentences that refer to gender and with a green pen the sentences that refer to sex:

- 1- Women give birth and men do not.
- 2- Girls are tender while boys are rough.
- 3- Women are more able to tolerate physical pain.
- 4- Men's voices change in adulthood while women's voices do not.
- 5- Men are smarter than women.
- 6- Marriage is more important for a woman than a job.
- 7- Breastfeeding a child is one of a woman's tasks, and a man can feed the baby from a bottle of milk.
- 8- A girl must preserve the family's honor and reputation.
- 9- Labor that requires a lot of physical effort is usually done by men



## Gender roles exercise

**Objective of the exercise:** Identify gender roles

**Time of the exercise:** 30 minutes.

**The training method:** Working groups, discussion

**The tools used:** Colored pens + flip chart

### The exercise instructions:

Divide the participants into two groups: men and women. Each group draws two overlapping boxes on a flip chart paper. In the first inner box, the group states what society requires (what is allowed) for women and girls, and in the outer box what is not required (prohibited / not allowed).

- 1- The other group writes in the first inner box what society requires (allows) for men and boys, and in the outer box what is not required (prohibited / not allowed).
- 2- **Discuss:** Who defines those roles? Can those roles change spatially and temporally? Who taught you everything in the box? How do you feel when you see what is in the box? Which box has more power? How do the elements that exist in these boxes affect gender relations? How can these stereotypes influence how people think about leaders who behave in ways that are “outside the box”? How do these boxes contribute to the existence of domestic and sexual violence? What is the reason for changing men and women’s roles?



## Knowing the roles exercise

**Objective of the exercise:** Define the roles of both men and women, according to the gender roles exercise

**Time of the exercise:** 15 : minutes

**The training method:** Working groups, discussion

**The tools used:** Colored pens + flip chart

### The exercise instructions:

1. The trainer divides the participants into homogeneous working groups.
2. He/she asks each group to provide 10 different roles for both men and women in society. What distinguishes each role from the other? Explain these roles and give examples of cases when the roles of women intersect with the roles of men.
3. When completing the work, each group presents the results of its work and gives an opportunity for all participants to comment on the roles.
4. The trainer should ask the directed questions such as:
  - Can these roles be modified? Why?
  - Are there reasons and factors that made the participants divide these roles in this way?

## Exercise of the factors that lead to the need to change gender roles

**Objective of the exercise:** Recognize the factors that lead to changing gender roles

**Time of the exercise:** 30 minutes

**The training method:** Working groups, group discussion.

**The tools used :** Colored pens + flip chart

### The exercise instructions:

1. The trainer divides the participants into 3 groups, taking gender into account.
2. He\she asks each group to create a simplified theatrical scenario where the group acts out a representative scene which simulates their views on how the three institutions (family - school – media) affect gender. Make sure to discuss how the factors they mentioned in other exercises have influenced the changing roles of gender.
3. He/she asks the participants to act out the scenarios they created.
4. After completing the role-playing, the trainer summarizes the topic, focusing on the aspects that emerged during the acting.



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## Exercise of the practical and strategic needs of women

**Objective of the exercise:** Know the difference between the practical and strategic needs of women

**Time of the exercise:** 15 minutes

**The training method :** Working groups ,group discussion

**The tools used :** Colored pens + flip chart

### The exercise instructions

1. Divide the participants into small groups.
2. Distribute the exercise to the participants.
3. Each group is asked to put (✓) for the statements they believe to meet the practical needs, and to put (x) for the statements they believe to meet the strategic needs.
4. Each group presents their answers, and a discussion takes place after all the groups have shown their answers.
5. The correct answers are presented and discussed with the participants, to clarify the difference between practical and strategic gender needs.



### Worksheet

Which of the following statements meets the practical needs of women, and which meets the strategic needs of women?

- Raise the age of marriage to (18) years.
- Exempt working women from the tax imposed on electrical devices which facilitates household burdens.
- Enact a law requiring a women's quota (30%) of seats in Parliament reserved for women.
- Issue a law limiting violence against women.
- Make a policy that gives 50% of scholarships to girls.
- Provide nearby clinics for breast and uterine cancer screening.
- Change the language used in books so that education becomes more socially equitable.
- Allocate funds from the government to support non-traditional women's organizations.
- Establish protection centers for children who are trafficked to work in neighboring countries.
- Pay equal wages for men and women's work.
- Teach women how to use the internet and information technology.
- Give a paternity leave to a man when he becomes a father.



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## Exercise of the practical and the strategic needs

**Objective of the exercise:** Identify the practical and the strategic needs of women

**Time of the exercise:**30 minutes

**The training method:** Working groups, group discussion.

**The tools used :** Case study, colored pens + flip chart

### The exercise instructions

1. The trainer divides the participants into groups.
2. He\she distributes the two printed case studies (one case per group) and asks them to do the following:
  - Define the gender categories in each case
  - Determine the needs of each of the categories
3. After the groups complete their work, the trainer asks them to present their outputs on a flip chart paper.
4. He\she begins a discussion with the participants (Is it possible to classify the gender needs that have been presented? What classifications can be developed? Do you know about the practical and the strategic gender needs)?
5. He\she ends the discussion by clarifying the practical and the strategic gender needs and explaining their characteristics.
6. He\she asks each of the two groups to classify the needs of every category that appeared in their case, making two lists (the first list includes practical needs / the second list includes strategic needs). Each group should writes each list on a separate flip chart paper.

Case study / Mubin village

In Mubin village, which is a remote village, there is only one school for elementary education. Male and female students are then forced to go to a faraway village to complete their secondary education. Therefore, a large number of female students drop out of school.

One year, a group of male and female students graduated from the ninth grade in which the female students outperformed the male students. The female students, returned to their homes wanting to negotiate with their families to complete their education. The agreement was for the girls to convince their parents to rent a private bus to take them from their village to the neighboring village where the secondary school was located. Indeed, the girls persuaded their parents to rent the bus which gave them this opportunity.

The girls also talked to their teacher about the necessity of secondary education and the denial of education for many village girls due to the remoteness of the secondary school. The teacher suggested that the girls go to the Ministry of Education to demand that they establish a secondary school for girls in their village, or to provide a private means of transportation for female students in the neighboring villages.

These girls presented this idea to their families, and then wrote a letter to the Ministry of Education and the National Committee for Women to demand the school.

**The questions:**

1. In your opinion, what are the practical needs that are being met through this project? How?
2. What is the impact of the project on women?
3. What strategic needs does this project lead to?
4. What suggestions can you make on how the project can be improved and developed, from a gender perspective?



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## Micro-credit project for women

The association in charge of micro-credit held a meeting for women to inform them of the start of a new micro-credit project. Women in the village could now apply for loans.

Safia, who attended the meeting, told her husband what happened in the meeting and that their village's agricultural association would provide loans for women to use raising cattle or sheep or in financial activities related to the food industry.

Her husband, Yasser, told her that this is a great opportunity for the family to improve their living conditions and that she had to go to the association and apply for a loan.

Safia said, hesitating: But what can we do with this loan?

Yasser: The loan amount is sufficient to buy two sheep, and to use the rest to finish building the house and buy agricultural supplies that we lack.

Safia: What about paying off the loan?

Yasser strictly said: Leave it to me. Tomorrow we will go to the association and you will apply for a loan. I will take care of everything and I will buy and sell the two sheep. All you have to do is feed and raise them.

After six months, a team from the project passed by to follow-up on the activity. They found that Safia was very happy as most of the sheep were about to give birth, which would enable her to sell them later and pay off the loan.

One year and a half passed since Safia got the loan. When another team from the project passed by to follow-up the activity, they found that Safia was only able to pay off the first installment of the loan, as her husband sold the sheep in the village market after they gave birth and kept their value with him. The rest of the sheep became ill and died, so Safia paid off the loan by selling the only piece of gold she owned.

### **The questions:**

1. In your opinion, what are the practical needs that are being met through this project? How?
2. What is the impact of the project on women?
3. What strategic needs does this project lead to?
4. Make suggestions on how the project can be improved and developed from the gender perspective?

## Case study / A pool restoration in Kawkaban

The Social Fund for Development (SFD) is conducting a restoration of one of the ancient pools in Kawkaban, which is also a water source for the village. To do so, attention has been paid to:

- Treating the pool in a special way as it is an archaeological site, in order to preserve its original characteristics in terms of material and design.
- Treating the pool as a means of getting water (retaining access to the pools and stressing their cleanliness).
- Developing an appropriate mechanism for implementation (community contracting) by a community-elected committee.
- Choosing the appropriate builder to preserve the historical landmark.

When the project expert visited the project, he noticed a girl stumbling as she tried to climb up to the pool. That girl told him that the village girls find it difficult to climb, and that her neighbors' daughters had gone to the farthest pool to gather water, but she had to come to this pool because she had no time. At that time, the expert commented that the project did not take gender into perspective when planning and implementing the restoration.

### The questions:

1. In your opinion, what are the practical needs that are being met through this project? How?
2. What is the impact of the project on women?
3. What strategic needs does this project lead to?
4. Make suggestions on how can the project be improved and developed from the gender perspective?



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## Exercise of the effects of wars and conflicts on gender

**Objective of the exercise:** Recognize the effects of wars and conflicts on gender and the importance of taking gender perspective into account

**Time of the exercise**30 : minutes

**The training method:** Showing a movie <https://youtu.be/g5b6UdBIJ4> + group discussion

**The tools used:** Projector screen + laptop

### The exercise instructions

1. The trainer plays the movie.
2. After showing the movie, the participants are asked whether the movie shows how wars and conflicts affect gender.
3. He\she discusses with all the participants the effects of wars and conflicts on gender and the importance of taking gender perspective into account in wars and conflicts based on the guiding questions.
4. He\she summarizes the topic and concludes it.

## Exercise of the importance of analysis from gender perspective

**Objective of the exercise:** Recognize the importance of gender analysis

**Time of the exercise** 20 : minutes

**The training method :** Group discussion + case study

**The tools used:** Materials, pens, papers, flip chart, and slide show

### The exercise instructions

- Have a discussion about the importance of gender perspective, why should we consider this concept in our work and life? Is it a practical concept? How can we make it a practical concept?
- Present and discuss a case study collectively to demonstrate the importance of gender analysis. (Use case studies which focus on gender needs) and the attachment.



1998

## Exercise of Gender-based division of labor

**Objective of the exercise:** Learn about the tools of gender analysis

**Time of the exercise** 40 : minutes

**The training method:** Working groups + group discussion

**The tools used :** Materials, pens, papers, flip chart, and slide show

### Exercise instructions

- Prepare on flip chart paper the following archetypes:
  - ▣ an employed husband
  - ▣ an employed wife
  - ▣ a university male professor
  - ▣ a university female professor
  - ▣ a male student
  - ▣ a female student
- Divide trainees into 3 groups.
- Ask each group to select a specific role and write the daily life schedule (for 24 hours) for this role.
- Determine the working hours for both men and women.
- Each group presents the results of its work.
- Group discussion, how to improve the tool?



### Daily work list

**The first group :** This is a daily work activities list from morning until evening for an employed husband and wife in higher education . Select the times and what each one of them does at the same times according to the tasks.

| List of the daily work of an employed husband and wife |                  |                     |
|--|------------------|---------------------|
| Timing   | an employed wife | an employed husband |
| 6:00 AM  |                  |                     |
| 6:30 AM  |                  |                     |
|  |                  |                     |
|  |                  |                     |
|  |                  |                     |
|  |                  |                     |
|  |                  |                     |
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|  |                  |                     |





### Daily work list - Division of labor

The second group works on the daily work list from the morning until the evening for a university male and female professor. Select the times and what each one of them does at the same times according to the tasks.

| List of the daily work for a university male and female professor |                                 |                               |
|---|---------------------------------|-------------------------------|
| Timing  | (a university female professor) | (a university male professor) |
| 6:00 AM   |                                 |                               |
| 6:30 AM   |                                 |                               |
|   |                                 |                               |
|   |                                 |                               |
|   |                                 |                               |
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## The proportions exercise

**Objective of the exercise:** Learn about the tools of gender analysis

**Time of the exercise** 25 : minutes

**The training method :** Individual work

**The tools used :** Distribute 4 cards of different colors to each participant. Display the gender role analysis tool slide.

### The exercise instructions

- Write the percentages of work distribution from each participant for each element of the gender roles analysis matrix tool.



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1998





***Our vision***

*is a Yemen in which skilled, well qualified and active young women and men play leadership roles in all domains of society and enable Yemenis to contribute to a better world.*