

**Syllabus: Course GPB 6022**  
**March 14 to 30, 2007**  
**Professor Nadine Puechguirbal**

1. Specific course title:  
**Gender mainstreaming in peacekeeping operations and in humanitarian assistance**
2. Course number/number of credits:  
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3. Prerequisites or co-requisites:  
Basic knowledge of current issues in gender and peacekeeping and humanitarian operations as well as gender-related issues at stake in conflict and post-conflict situations in general.
4. Course description:  
The three-week course “Gender mainstreaming in peacekeeping operations and in humanitarian assistance” is designed to provide theoretical as well as field-based knowledge on the gender dimension of peacekeeping and humanitarian assistance. Throughout the three weeks, the students will be exposed to the major trends that have been used for the incorporation of a gender perspective in peacekeeping and humanitarian fields. Policies, programmes and practical case studies will be shared with the students with the aim of getting a thorough understanding of the positive and negative aspects of peacekeeping operations and humanitarian activities in different environments worldwide. At the end of the three-week course, the students shall be able to understand the cost of ignoring gender in peacekeeping mission and the delivery of humanitarian assistance and its consequences, as well as to analyze current situations with a gender perspective.
5. Course length:  
This course has a length of 13 days, 4 hours per day for 6 days and 3 hours per day for 7 days (total of 45 hours) and will be taught from March 14 to 30, 2007.
6. Instructor:  
**Prof. Nadine Puechguirbal, PhD**  
[puechguirbal@un.org](mailto:puechguirbal@un.org)
7. Course meeting times and place:  
9:00am – 1:00pm, Wednesday 14 through Wednesday 21 March  
9:00am – 12:00pm, Thursday 22 through Friday 30 March  
University for Peace Main Campus  
San José, Costa Rica  
Room:

8. Course overview:

**A. Intended participants**

- (1) Students of the Masters Degree in Gender and Peace Building, 2005-2006. These include students who are continuing their education and mid-career professionals who are working in government, multi-lateral or bi-lateral institutions, non-governmental organizations and private enterprises.
- (2) Select students from outside institutions who have been admitted by the Department for Gender and Peace Studies may also join this course for their professional development. These students will be selected based upon strict standards which include having a basic knowledge of the current issues in the field of Gender and Peace Studies.

**B. Minimum and maximum number of students envisaged**

Class size will range between 10 and 25 students.

**C. Prerequisite knowledge, skills or sensitivities**

The course has been built to attract two different types of students: those who are interested in obtaining a Masters Degree diploma addressed to academic enrichment or gender research, and those interested in earning a Modular certificate by increasing their professional knowledge and skills in the field of gender mainstreaming in peacekeeping operations and humanitarian assistance.

The students must have an understanding of the general principles, theory and definitions of gender roles.

**D. Type of issues addressed**

Gender perspectives in peacekeeping operations (e.g. training, code of conduct, gender mainstreaming, etc.) and humanitarian assistance (e.g. refugee camps, natural disaster, etc.).

**E. Relations to larger issues of peace and conflict**

Peacekeeping and humanitarian missions are deployed in conflict and post-conflict situations. It is fundamental to understand the linkages among socio-cultural, political and economic factors and the environment of mission, and how this has a differential impact in the conformation of the lives of women and men, girls and boys around the world.

**F. Where the course fits in within the general programme of study**

Gender mainstreaming in peacekeeping operations and in humanitarian assistance is part of the framework of peace and security issues.

**G. Degree to which this course is oriented toward academic vis-à-vis professional education**

It is based on theories and practical experiences and it is professionally oriented. The course relies on fundamental academic reading/reference as well as field exposure.

9. Course purpose, goals, and objectives

The purpose of the course is to provide the students with the skills and mechanisms to enable them to serve as gender trainers and officers, practitioners, to participate in peace negotiations, to solve conflicts through the gender perspective and to work in international organizations, non-governmental, humanitarian aid agencies, and governmental institutions. The students will acquire advanced skills in research, data collection, and critical analysis in relation to gender and peacekeeping and humanitarian issues also, they will be able to successfully evaluate a variety of programmes and projects, based upon a profound knowledge on how to link gender, peacekeeping and humanitarian processes.

After the three weeks, the students will be able to:

- 1) Understand the dynamics of peacekeeping operations and humanitarian assistance with a gender perspective;
- 2) Understand the consequences of a lack of gender perspective in peacekeeping operations and humanitarian assistance (the cost of ignoring gender);
- 3) Suggest innovative ways to redress a lack of gender perspective in peacekeeping operations and humanitarian assistance;
- 4) Understand the broader picture of peacekeeping operations and humanitarian assistance in the peace and security fields throughout the world; and
- 5) Deconstruct gender roles in post-conflict situations with a critical approach.

10. Teaching method/Class Format

The course will be taught with emphasis on participatory and active methodologies. Throughout the course the students will be asked to make group presentations, applied participatory techniques in the class and presentation of case studies. They will also be asked to bring their experiences in the form of case studies. Extensive use of the web will be required in order to conduct research and access information from all around the world.

11. Learning resources

**A. Required Texts**

## **1. Session (historical analysis + gender mainstreaming)**

Poehlman Sarah and Hill Felicity, “Women and Peace in the United Nations”, New Routes, A Journal of Peace Research and Action, Life & Peace Institute, Vol. 6, number 3, 2001, pp. 1-6, on <http://www.peacewomen.org/un/UN1325/WomenandPeaceinUN.html>

United Nations, Office of the Special Adviser on Gender Issues and Advancement of Women (OSAGI), “Gender Mainstreaming, an Overview”, New York 2002, 29 pages.

United Nations, Lessons Learnt Unit, Department of Peacekeeping Operations, “Mainstreaming a Gender Perspective in Multidimensional Peace Operations”, New York, July 2000, 44 pages.

Inter-Agency Standing Committee (IASC), Background Paper, “Mainstreaming Gender in the Humanitarian Response to Emergencies”, 1999, 13 pages.

Consolidated Appeal Process (CAP), “Women, Peace and Security”, Women and War Fact Sheet, 2001.

## **2. Session (texts; resolutions; work on language)**

Convention on the Elimination of All Forms of Discrimination against Women, CEDAW (1979) and Optional Protocol to the Convention (1999) on <http://www.un.org/womenwatch/daw/cedaw/>

Fourth World Conference on Women, “Platform for Action and the Beijing Declaration”, Beijing, China, 4-15 September 1995, United Nations, 178 pages.

ECOSOC agreed conclusions 1997/2 on gender mainstreaming, Report of the Economic and Social Council for 1997 (A/52/3, 18 September 1997), Chap. IV, Coordination Segment.

Windhoek Declaration and Namibia Plan of Action, on the 10<sup>th</sup> Anniversary of the United Nations Transitional Assistance Group, Windhoek, Namibia, 31 May 2000, on <http://www.peacewomen.org/un/pkwatch/WindhoekDeclaration.html>

Resolution 1325 (2000), Women, Peace and Security, adopted by the UN Security Council at its 4213<sup>th</sup> meeting, on 31 October 2000.

Nadine Puechguirbal, “Women & Children: Deconstructing a Paradigm”, in Seton Hall Journal of Diplomacy and International Relations, Volume V, Number 1, Winter/Spring 2004, pp. 5-17.

### **3. Session ( peacekeeping – from theory to practice)**

United Nations, Secretary General’s Report on Women, Peace and Security, 16 October 2002, S/2002/1154, on [www.peacewomen.org/un/UN1325/sgreport.pdf](http://www.peacewomen.org/un/UN1325/sgreport.pdf)

United Nations, Women, Peace and Security, Study submitted by the Secretary-General pursuant to Security Council resolution 1325 (2000), Chapter V, “Peacekeeping Operations”, pp. 73-79, October 2002.

UNIFEM, Women, Peace, War, The Independents Experts’ Assessment on the Impact of Armed Conflict on Women and Women’s Role in Peace-Building, Chapter 5, “Women and Peace Operations”, pp. 63-77, New York, October 2002.

Puechguirbal Nadine, “Gender Training for Peacekeepers: Lessons from the DRC”, International Peacekeeping, Vol. 10, no. 4, Winter 2003, pp. 113-128.

Karen Barnes, “Reform or More of the Same? Gender Mainstreaming and the changing Nature of UN Peace Operations”, PhD Candidate, Department of International Relations, London School of Economics, YCISS Working Paper Number 41, October 2006, 26 pages.

### **4. Session (peacekeeping – from theory to practice)**

Rees Madeleine, “International intervention in Bosnia-Herzegovina: the cost of ignoring gender”, in The PostWar Moment: Militaries, masculinities and international Peacekeeping, Edited by Cynthia Cokburn and Dubravka Zarkov, Lawrence & Wishart, London 2002, pp. 51-67.

Mazurana Dyan, “International peacekeeping operations: to neglect gender is to risk peacekeeping failure”, in The PostWar Moment: Militaries, masculinities and international Peacekeeping, Edited by Cynthia Cokburn and Dubravka Zarkov, Lawrence & Wishart, London 2002, pp. 41-50.

Puechguirbal Nadine, “Leading an uphill battle: Women and Peacekeeping in the Democratic Republic of Congo”, Conflict Trends, UNIFEM & ACORD, fall 2003, on <http://www.accord.org.za/ct/2003-3.htm>

## **5. Session (peacekeeping – from theory to practice)**

Gerard J. DeGroot, “A Few Good Women: Gender Stereotypes, the Military and Peacekeeping”, in Louise Olsson and Torunn Tryggestad (Eds.), Women and International Peacekeeping, Frank Cass, London, 2001, pp 23-38.

Judith Hicks Stiehm, “Women, Peacekeeping and Peacemaking: Gender Balance and Mainstreaming”, in Louise Olsson and Torunn Tryggestad (Eds.), Women and International Peacekeeping, Frank Cass, London, 2001, pp. 39-49.

Sandra Whitworth, “When the UN Responds: A Critique of Gender Mainstreaming”, in Men, Militarism and UN Peacekeeping, A Gendered Analysis, Lynne Rienner Publishers, Boulder London, pp. 53-83.

## **6. Session (peacekeeping – Code of Conduct; trafficking) I**

Secretary-General’s Bulletin, “Special measures for protection from sexual exploitation and sexual abuse”, United Nations, 9 October 2003, 3 pages (ST/SGB/2003/13).

Prince Zeid Ra’ad Zeid Al-Husseini, “A comprehensive strategy to eliminate future sexual exploitation and abuse in the United Nations peacekeeping operations”, A/59/710, 24 March 2005, 41 pages.

## **7. Session (peacekeeping – Code of Conduct) II**

Enloe Cynthia, “Demilitarization – or more of the same? Feminist questions to ask in the postwar moment”, in Cynthia Cockburn, Dubravka Zarkov (Eds.), The PostWar Moment, Militaries, Masculinities and International Peacekeeping, Lawrence & Wishart, London 2002, pp. 22-32.

Higate Paul, “Gender and Peacekeeping, case studies: The Democratic Republic of the Congo and Sierra Leone”, Institute for Security Studies (ISS) Monograph Series, no. 91, March 2004, 65 pages.

## **8. Session (humanitarian)**

United Nations, Women, Peace and Security, Study submitted by the Secretary-General pursuant to Security Council resolution 1325 (2000), Chapter VI, “Humanitarian Operations”, pp. 93-98, October 2002.

Bridget Byrne (with Sally Baden), “Gender, Emergencies and Humanitarian Assistance”, BRIDGE – Development-Gender, Report no.33, November, 1995, 70 pages.

Woroniuk Beth, “Gender Equality and Humanitarian Assistance: A Guide to the Issues”, Canadian International Development Agency (CIDA), November 2003, 29 pages.

### **9. Session (humanitarian)**

Bridget Byrne, “Gender, Conflict and Development”, BRIDGE - Development-Gender, Report no.34, Vol. I, Overview, December 1995 (revised in July 1996), 63 pages.

Ramina Johal and Megan McKenna, “Women in flight”, in Women in an insecure World, Violence against Women, Facts, Figures and Analysis, DCAF, Geneva, 2005, pp. 169-179

### **10. Session (humanitarian)**

Dolan Chris, “Collapsing Masculinities and Weak States – a Case Study of Northern Uganda”, in Frances Cleaver (Ed.), Masculinities matter! Men, Gender and Development, Zed Books Ltd, London and New York, 2002, pp. 57-83.

UN High Commissioner for Refugees (UNHCR), “Sexual and Gender-Based Violence against Refugees, Returnees and Internally Displaced Persons: Guidelines for Prevention and Response”, May 2003, 168 pages, on [www.reliefweb.com](http://www.reliefweb.com) , click on library (reference documents), type key word: gender

Final Report to the IASC Working Group on the activities of the IASC Task Force on Protection from Sexual Exploitation and Abuse in Humanitarian Crises (June 2004)  
<http://ochaonline.un.org/webpage.asp?Site=sexex>

### **11. Session (humanitarian)**

Case Study (Maldives): a gender perspective into the 2004 Tsunami  
[www.un.int/maldives/Wpr;d%20Bank%20Report%20-%20A14.pdf](http://www.un.int/maldives/Wpr;d%20Bank%20Report%20-%20A14.pdf)

### **12. Session (Women, Peace and Security)**

UNIFEM, Women, Peace, War, The Independents Experts' Assessment on the Impact of Armed Conflict on Women and Women's Role in Peace-Building, Chapter 10 , "Reconstruction", pp. 127-140, New York, October 2002.

Sheila Meintjes, Anu Pillay and Meredith Turshen, The Aftermath, Women in Post-conflict Transformation, Zed Books, London & New York, 2001, 258 pages.

Fleshman Michael, "African women struggle for a seat at the peace table", Africa Recovery, United Nations Department of Public Information, Vol. 16, No. 4, February 2003, pp. 15-19.

### **13. Session (Women, Peace and Security)**

Cynthia Enloe, "Updating the Gendered Empire; Where are the Women in Occupied Afghanistan and Iraq", in The curious Feminist, Searching for women in the new age of empire, University of California Press, Berkeley, 2004, pp. 268-305.

Nadine Puechguirbal, "Gender and Peace Building in Africa: Analysis of some structural obstacles", in Gender and Peace Building in Africa, University for Peace, Edited by Dina Rodriguez and Edith Natukunda-Togboa, Department for Gender and Peace Studies, pp. 1-11.

Judith El-Bushra and Ibrahim M.G. Sahl, Cycles of Violence, Gender Relations and Armed Conflict, ACORD, 2005, Nairobi, 169 pages.

Paula Donovan, Senior Advisor, Women's and Children's Issues, "Gender Equality, Now or Never: a new UN Agency for Women", Office of the UN Special Envoy for AIDS in Africa, July 2006, 48 pages

### **B. Supplemental or recommended readings**

Tickner J. Ann, Gender in International Relations, Feminist perspectives on Achieving Global Security, Columbia University Press, New York, 1992, 180 pages.

Goldstein Joshua, War and Gender, Cambridge University Press, 2001, 523 pages.

Puechguirbal Nadine, "Women and War in the Democratic Republic of Congo", in Signs, Journal of Women in Culture and Society, The University of Chicago Press, August 2003, USA.



Meredeth Turshen & Clotilde Twagiramariya, What women do in Wartime, Gender and Conflict in Africa, Zed Books Ltd, London & New York, 1998, 180 pages.

Lorentzen Lois Ann and Turpin Jennifer (Eds.), The Women War Reader, New York University Press, New York and London, 1998, 382 pages.

Caroline MOSER, Fiona CLARK (Eds.), Victims, Perpetrators or Actors? Gender, armed conflict and political violence, Zed Books, London & New York, 2001, 243 pages.

Cynthia Cockburn, “The continuum of Violence, A Gender Perspective on War and Peace”, in Sites of Violence, Gender and Conflict Zones, Edited by Wenona Giles and Jennifer Hyndman, University of California Press, Berkeley, pp. 24-44.

International Alert, “Gender Mainstreaming in Peace Support Operations: Moving beyond Rhetoric to Practice”, London, July 2002, 74 pages.

United Nations Department of Peacekeeping Operations, Gender Resource Package for Peacekeeping Operations, Peacekeeping Best Practices Unit, 2004, 228 pages.

*N.B. References in French available upon request by students.*

**Useful websites:**

[www.womenwagingpeace.net](http://www.womenwagingpeace.net)

[www.international-alert.org/women](http://www.international-alert.org/women)

[www.womenwarpeace.org](http://www.womenwarpeace.org)

[www.un.org/womenwatch/daw](http://www.un.org/womenwatch/daw)

[www.peacewomen.org](http://www.peacewomen.org)

[www.ids.ac.uk/bridge](http://www.ids.ac.uk/bridge)

## 12. Detailed outline of instructional sessions/units

### **I. Introduction and background**

- Historical analysis of the concept of peacekeeping (from traditional peacekeeping operation to multidimensional peace support operations) and the development of humanitarian assistance (Welfare approach, Women in Development, Gender and Development, etc.)
- Gender mainstreaming: definition.
- Analysis of the different international instruments, resolutions, conventions and texts that define the framework of gender issues in peacekeeping and humanitarian fields:
  - CEDAW
  - Beijing Platform for Action
  - ECOSOC agreed conclusions
  - Windhoek Declaration and Namibia Plan of Action
  - IASC Gender Policy
- Resolution 1325 (2000): breaking a new ground.
- Work on language in resolutions and mandates.

### **II. Gender mainstreaming in peacekeeping operations**

What's the added value of integrating gender concerns in peace support operations? What's the cost of ignoring gender?

- Mechanisms for gender mainstreaming (planning, implementation, monitoring, evaluation);
- Concrete example: the Gender Unit in the United Nations Mission of Stabilization in Haiti (MINUSTAH)
- Comparative studies with other missions as regards:
  - Disarmament, Demobilization and Reintegration (DDR)
  - Gender training and awareness
  - Response to gender-based violence
  - Involvement of women in political processes (elections)
  - Dissemination of key documents, including Resolution 1325 (2000)
- Women peacekeepers: do women make a difference?
- Sexual exploitation and abuses/trafficking: examples of good and bad practices from different peacekeeping missions in the world.

- Women, Peace and Security: peacekeeping operations and the support to women's involvement in peace processes and post-conflict rehabilitation, from peacekeeping to peace building.

### **III. Gender mainstreaming in humanitarian assistance**

What's the added value of integrating gender concerns in humanitarian assistance? What's the cost of ignoring gender?

- The differences in women's and men's ability to respond in an emergency situation;
- The differences (as well as commonalities) in women's and men's (boy's and girl's) priorities;
- The differences in men's and women's security and protection needs;
- Who holds what responsibilities/power;
- The capacities of women, men, girls and boys to support peace or reconstruction;
- How women are currently organized or participating in social, economic, political and religious structures;
- How men's gender identities influence their vulnerabilities, needs and priorities;
- The differences among women (as well as among men);
- The opportunities to narrow gender gaps and support women's equitable participation in decision-making;
- Sexual abuse and exploitation (UNHCR Guidelines)

### **IV. Policy Design**

- How to design a gender-sensitive policy plan for peacekeeping operations and humanitarian programmes that benefits both men and women, boys and girls in the area of mission and doesn't reinforce marginalization of already vulnerable groups.
- From policies to actions; policy development is an important step; nevertheless there is a need to mobilize them within the institutions and outside with key partners.

Session	Dates	Topic	Assigned Readings	Assignments
1	14 March	Historical Analysis Gender mainstreaming	New Routes; OSAGI; Lessons Learnt Unit's booklet; IASC; CAP.	Reading of a few resolutions/instru- ments/texts for discussion in class
2	15 March	Text, Resolutions, work on language	CEDAW; Beijing; ECOSOC; Resolution 1325; Windhoek Declaration and Namibia Plan of Action.	Selection of the topic the students will write about for the final 10- page paper <b>due March 30</b>
3	16 March	Peacekeeping: mechanisms for mainstreaming (gender training)	Women, Peace and Security; Women, Peace, War; International Alert.	Selection of topic for group presentation
4	19 March	Peacekeeping: examples of Gender Units in missions	The PostWar Moment; International Peacekeeping; Conflict Trends.	Preparation of group presentation
5	20 March	Peacekeeping: do women make a difference?	Women and International Peacekeeping;	Group presentation
6	21 March	Peacekeeping: Code of Conduct and Trafficking (I)	SG's Bulletin; Prince Zeid's report.	Reading for class discussion
7	22 March	Peacekeeping: Code of Conduct and Trafficking (II)	ISS, The Post War Moment	QUIZ/test on gender and peacekeeping issues
8	23 March	Humanitarian: vulnerabilities and capacities	Women, peace and Security, BRIDGE,	Selection of topic for the group Presentation

9	26 March	Humanitarian opportunities to narrow gender gaps	BRIDGE CIDA	Preparation of Group Presentation
10	27 March	Humanitarian: Sexual abuse and exploitation	Men, Gender and Development; UNHCR.	Group presentation
11	28 March	Humanitarian: the cost of ignoring gender	One Case study Tsunami (Maldives)	QUIZ/test on gender and humanitarian issues
12	29 March	Women, Peace and Security: post-conflict rehabilitation (I): deconstructing gender roles	Women, Peace, War; Africa Recovery; The Aftermath; NUPI.	Students finalize paper
13	30 March	Women, Peace and Security: post-conflict rehabilitation (II): deconstructing gender roles	Enloe The Curious Feminist; UPEACE ACORD	<b>Hand over final 10 page-paper</b>

### 13. Special requirements

Access to computers, internet and library.

### 14. Assignments, exercises, projects

There will be two quiz/knowledge tests to sum up each topic, i.e. gender perspective in peacekeeping and humanitarian assistance. Each week, the students will have to carry out group work/presentation and there will be a final work (a 10-page paper). It is advisable that the students have all their afternoon free, after 12:00pm, so that they can read and prepare the assignments for the next class. Every day there will be assignments that the students have to present the next day, or reading to complement the course.

### 15. Assessment

The participants' performance will be graded as follows:

- 2 quizzes/knowledge test, one at the end of each topic 20%
- Group and class work, oral participation 40%
- Final work 40%

Two quizzes/tests will be done in class to test the students' knowledge on relevant topics. Each student will be evaluated according to his/her oral participation in class, also his/her substantial and/or creative contribution to group assignment and work. The final paper will be evaluated according to criteria of original research, critical approach and contribution to the growth of the field of gender in peacekeeping and humanitarian assistance.

#### 16. Instructor's biographical data

Nadine Puechguirbal ([puechguirbal@un.org](mailto:puechguirbal@un.org)) has been working as the Senior Gender Advisor for the UN Mission of Stabilisation in Haiti (MINUSTAH) since June 2004.

She has acquired extended field experience over the years, first with the International Movement of the Red Cross (in Somalia, Former Yugoslavia, Kenya, Malaysia, Rwanda), later with the United Nations (in Haiti, Laos and the Democratic Republic of Congo).

From 2000 to 2003, she worked for UN Office for the Coordination of Humanitarian Affairs (OCHA) and the UN Department of Peacekeeping Operations (DPKO) at the headquarters in New York. In 2003, she was seconded as the Deputy Gender Advisor to the UN Organization Mission in the Democratic Republic of the Congo (MONUC).

In October 2006, Ms. Puechguirbal received her PhD on the subject "Gender perspectives in post conflict: comparative study between Somalia, Rwanda and Eritrea" at the Department of Political Sciences, University La Sorbonne, Paris, France.