TRAINING MATERIALS ON GENDER PERSPECTIVE
FOR NATO ALLIES AND PARTNERS

Instructors Guide

Module 3: National Armed Forces Personnel Deploying to NATO Operations and Missions (Pre-deployment)
Table of Contents

PREFACE 1
  Background 1
  NATO Education, Training and Exercise Landscape 2
  Existing training opportunities 3

TRAINING PACKAGE 5
  Structure of the materials 6
  How to use the materials: lesson plans and power point 9
  Important Considerations for Instructors 14

MODULE 3 15
  Instructor guidance for the ADL and discussion 16
  Instructor guidance for lesson 1 16
  Lesson Schedule 22
  Instructor guidance for lesson 2 40
  Lesson Schedule 45
  Instructor guidance for lesson 3 63
  Lesson Schedule 68
PREFACE

In recognition of the 15th anniversary of UNSCR 1325, Headquarters Allied Command Transformation (HQ SACT) in cooperation with the Nordic Centre for Gender in Military Operations (NCGM) presents the following Training Materials on Gender Perspective for NATO Allies and partners. The following introductory section will provide some of the background information, including the impetus for integrating gender perspective and the current NATO landscape on Education, Training and Exercises integrating a gender perspective. Within this second section, this Training Material outlines some of the existing training opportunities, available online and residential courses. The introductory section concludes with an overview of some best practices within NATO, nations and partners on the integration of gender perspective.

Background – why is gender perspective needed?

Fifteen years after the first ground breaking Security Council resolution, the importance of gender perspective and the positive influence to analysis it can add continue to be underestimated. United Nations Security Council Resolution (UNSCR) 1325 emphasised the disproportionate impact of conflict on women and was the first to link women’s experience of conflict to the international peace and security agenda; it also highlighted the necessity of women’s equal and full participation as active agents of peace and security. UNSCR 1325 was followed by six other resolutions, which, taken together, form the Women, Peace and Security agenda.

Gender perspective allows for the armed forces to take a step back and analyse how men and women are differently impacted by conflict. Gender perspective also influences security force assistance and the training and mentoring of local security forces by encouraging them to comply with human rights standards. Furthermore, the inclusion of women in military organisations could significantly change the perception of what roles are deemed appropriate for women and promote women as important agents of peace and security rather than just “victims.”

Should international actors and the armed forces in particular, remain unaware of the social inequities and dimensions on the ground, the types of security responses they provide might further marginalise certain groups – with women certainly included. The key is for each individual at all levels of the armed forces, to learn and act with an integrated gender perspective in all situations. To achieve this, gender perspective needs to be taught, continuously cultivated and practiced before, during and after missions and operations.

NATO and its partners recognise the disproportionate impact conflict and post-conflict situations in many instances have on women and girls. The different security needs and concerns much be analysed and addressed in order adequately contribute to a sustainable and lasting peace. NATO’s fundamental and enduring purpose is to safeguard the freedom and security of all its members by political and military means. In accordance with NATO’s Strategic Concept, this will be done through its three essential core tasks of collective defence, crisis management and

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1 NATO’s Department Head for Gender in Military Operations.
2 Interview with Dr. Robert Egnell, Georgetown Journal of International Affairs, 2015.
3 Chiara Oriti & Maud Farrugia in “A long road ahead: integrating gender perspectives into peacekeeping operations,” 19 December 2014.
cooperative security. Within the context of NATO’s wider policy objectives and core tasks, NATO will continue to integrate gender perspective into its work and contribute to the implementation of UNSCR 1325 and Related Resolutions.4

At the strategic command level and below, Allied Command Operations (ACO) and Allied Command Transformation (ACT) have continuously sought to integrate gender perspective and enhance gender equality in all operations and missions.5 A review in 2013 found that the policies and progress made to integrate gender perspective constituted a robust platform, however, directives and UNSCR 1325 and Related Resolutions continued to be implemented inconsistently across nations and in-theatre.6 This lack of exposure of the benefits of introducing a gender perspective into operations and missions creates misunderstandings at all levels.

NATO and its partners are committed to continue to develop appropriate education and training programmes and tools at the national level. This Education and Training (E&T) solution seizes upon this momentum. Should this solution be properly integrated into existing national education and training programmes at the recommended levels, the end state of gender equality through the integration of gender perspective will be reached.

**NATO Education, Training and Exercise Landscape on the Integration of Gender Perspective**

In 2013, NCGM hosted the first Gender in Military Operations Training Requirements Analysis.7 The purpose of the workshop was to discuss and agree upon the requirements for education and training and present an overview of the existing gender training landscape and current gaps. In doing so, the analysis provided a comprehensive solution of how to structure gender education and training for military operations with a long-term perspective.

One of the main objectives agreed upon during the workshop was to address NATO’s current and future operations, including national capability building. Coupled with these objectives was the need for national training at all levels to further enhance implementation.8 In response to this requirement, the workshop participants listed the need to provide a training package as a way to assist NATO Allies and partners to build up their gender capacity and capabilities.

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4 NATO/EAPC Policy for the implementation of UNSCR 1325 on Women, Peace and Security and related resolutions, 2014
5 Bi-SC Directive 40-1 Integrating UNSCR 1325 and gender perspective into the NATO Command Structure, 2012
6 Review of the Practical Implications of UNSCR 1325 for the Conduct of NATO-led Operations and Missions, 2013
8 Ibid.
Existing training opportunities

Nations and partners staffs and personnel are encouraged to undertake these Advanced Distributed Learning (ADL) online modules free training:

- ADL 169 *Improving Operational Effectiveness by Integrating Gender Perspective*
- ADL 171 *Gender Focal Point*

They are accessible through the JADL Portal: http://jadl.act.nato.int. To access to module, students must first provide an official email address and a password will be sent within 48 hours. Students can search for the title, search for ‘gender’ or simply enter ‘ADL 169’ or ‘ADL 171’ and click ‘join’ to have full access to the module.

Courses at Nordic Centre for Gender in Military Operations (NCGM):

- Gender Training of the Trainers – course (GToT)
- Gender Field Advisor/Gender Advisor – course (GFA)

Seminars at Nordic Centre for Gender in Military Operations (NCGM):

- Commanding Officer Seminar on Gender Perspective
- Key Leader Seminar on Gender Perspective

More information about these courses can be found at SWEDINT homepage: http://www.forsvarsmakten.se/en/swedint. The Gender Training of the Trainers course is recommended to all the personnel that will conduct gender training using this training package.

International courses offered by other training organisations:

- A Comprehensive Approach to Gender in Operations (ESDC)
- Utility for Gender in Peace Support Operations (PSOTC Sarajevo)

**Best practices – other examples on how to ensure integration of gender perspective in the armed forces**

The following section will focus and highlight two separate examples from nations and partners on the use of gender experts to further educate and train senior leadership and staffs.

(1) ‘Gender Coach’ Programme

In a military organisation, decisions are made and communicated from the top down. Thus, it is crucial that senior leadership strive to integrate gender perspective in all aspects of military command.

In 2007, Sweden initiated the ‘Gender Coach’ programme pairing six high-ranking members of the armed forces with six hand-picked gender coaches. Participants included the Chief of Staff of the Swedish Armed Forces and the Director of the Armed Forces Training and Procurement
Unit. The coaches – selected for their knowledge and androgogical skills in the field of gender equality – met with the military leaders once or twice a month to discuss the issues that the participants encountered in their work. Feedback on the program was positive, with participants noting changes in their communication and behaviour. The Swedish Armed Forces are repeating the Gender Coach programme from 2013-2018 with a stronger focus on institutionalising the knowledge gained.9

(2) The Gender Focal Point Structure

According to Bi-SC Directive 40-1, the Gender Focal Point (GFP) is a dual-hatted position that supports the Commander in implementing directives and procedures with gender perspective. The GFP maintains functional dialogue with the Gender Advisor, but reports within the chain of command. GFP activities can include assisting national security forces, assessing the different security risks of men and women in monitoring and evaluation activities and providing gender training.

The aim of the GFP structure is to effectively put gender dimensions on the agenda and start full implementation. ‘In the end, this is a way of progressively delegating responsibility to the relevant parts of the organisation – the units that will operate in the field.’10

In 2013-2014, ACO and ACT assigned dual-hatted GFP positions throughout the Force Structures to assist Gender Advisors with full implementation. The armed forces of Italy, the Netherlands, Norway, Spain, Sweden and France have developed GFP capabilities.

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10 Ibid, 33
TRAINING PACKAGE

In order to rectify and overcome misperceptions, nations and partners agreed that education and training on how to properly use and apply gender perspective as a capability is essential. In recognition of and in response to this need, the following education and training module intended for national armed forces personnel deploying to NATO operations and missions. The following section provides a brief background on the analysis and vocabulary around the development of the training package; it outlines the structure of the materials; provides instructional ‘how to’ guidance on use of the material; as well as important considerations for instructors.

As previously mentioned, this training package was developed based on a requirement outlined during the Training Requirements Analysis. Following the Analysis, a Training Needs Analysis (TNA) Working Group consisting of gender experts both military and civilian was conducted. The findings were approved by the Gender Advisors at ACT and ACO then signed by NATO’s Department Head.

The TNA provides the instructor with clear guidance and training tool(s) on how, why and which elements of gender perspective to train. In order to properly and sufficiently address the vast needs of a training audience across nations and partners, it was agreed that three separate TNAs would be conducted. The Working Group first sought to define the overall training audience. At the strategic-operational level, it was broadly decided that the training audience would be comprised of personnel at the Ministry of Defence and Defence Staff. At the tactical level, it was broadly decided that the module would apply to the regiment/brigade level including service headquarters. Each agreed upon learning objective was created with the following groups in mind: ‘policymakers’, ‘educators and trainers and ‘planners’.

To achieve each learning objective, a comprehensive list of enabling objectives was created. These enabling objectives were produced based on Bloom’s Taxonomy (a copy is provided in Reference documents). To reach each individual enabling objective, sub-enabling objectives were also generated and based on Bloom’s Taxonomy.

In addition to creating learning objectives and enabling objectives, the Working Group also conducted an analysis of each performance objective in accordance with Bi-SC Directive 75-7 to illustrate why some tasks are considered to be of higher priority than others. The complete TNA is found at Annex A.

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11 NATO/EAPC Action Plan, para 9.1, 2014 “Nations to provide trained troops and experts on gender and UNSCR 1325 and related Resolutions to NATO-led operations and missions;” and through the NATO Education and Training Plan for Gender in Military Operations, 2014 “NATO and its partners are committed to continue to develop appropriate education and training programmes and tools at the national level.”

12 The Training Requirements Analysis is described as the ‘operationalization and process to systematically identify relationships between the target audience, Depth of Knowledge and competencies required for NATO personnel or functions’ Bi-SC Directive 75-7 (2013).

13 Based on Bi-SC Directive 75-2 (2013) and MC 458/3 (2015), an adapted Training Needs Analysis (TNA) was conducted.

14 According to Bi-SC Directive 75-7 (Pilot March 2013) Learning objectives are defined as ‘statements of what the learners will be expected to do once they have completed a specified piece of instruction’ and Enabling objectives are defined as ‘a principal unit of learning and constitutes a major step towards achieving the LO’. NATO does not clearly define the term ‘learning outcome’. For the purposes of our training package, we define learning outcome as the following: describes what learners should be able to do, know, understand or produce after the learning activity (lesson, module, course etc.).
Structure of the materials

This Education and Training (E&T) solution has three modules:

1) Strengthening national gender perspective for NATO Allies and partners national headquarters staff in national military headquarters (strategic-operational levels)
2) Strengthening national gender perspective for NATO Allies and partners personnel (tactical level)
3) National armed forces personnel deploying to NATO operations and missions (pre-deployment)

Every module consists of three lessons. At the strategic-operational and tactical levels the lessons have been broadly divided into the categories per individual training audience and are considered to be ‘stand alone’. The strategic-operational level refers to a training audience who might conduct their daily work at a Ministry of Defence or Defence Staff-level. The tactical level refers to a training audience who might conduct their daily work at the regiment/brigade level and below. The pre-deployment module builds upon knowledge from one lesson to the next and is to be treated as a single module with 3 dependent lessons.

Figure 1 outlines the 3 modules with according learning objectives.

For Modules 1 and 2, Lesson 1 is intended for those who oversee/contribute to policymaking (either at the strategic-operational or tactical level); Lesson 2 is intended for those who are responsible/implement education and training (either at the strategic-operational or tactical level); Lesson 3
is intended for those who are responsible/implement planning (see Figure 1 below). For the strategic-operational and tactical levels, the training audience will only take one of the six topic streams in accordance with their position/post and daily work.

As a result of the manner in which the initial analysis was conducted – in order to cover the broadest and largest training audience possible across nations and partners to ensure an integrated gender perspective – it is highly unlikely that one training audience would undertake all three lessons within a single module at the strategic-operational or tactical levels.
Figure 2: Illustrates Module 1 (Strategic-Operational Level) with three separate ‘stand alone’ lessons covering (left to right) the different training audiences ‘policymaking’, ‘education and training’ and ‘planning’.

The pre-deployment level training audience must take all topics prior to deployment (see Figure 2 below).

Figure 3: Illustrates Module 3 (Pre-deployment Level) with three lessons.

As displayed through Figures 2 & 3, each individual lesson outlines and provides an extensive list of ‘enabling objectives’ (as seen in the ‘black boxes’). These enabling objectives represent separate chapters in each lesson that together result in the achievement of the Learning Objective for the specific training audience.
As previously stated, there are three modules each consisting of three different lessons. Each individual lesson consists of a lecture and practical case studies.

Each module has its own Instructors Guide – like this one you are now reading. Instructors Guides combine background information, user guidance and specific guidance for each individual lesson, including the most important parts from lesson plan with notes and speaking points for instructor as well as possible slides to use. Each lesson has also a stand-alone lesson plan and power point presentation with notes and speaking points for the instructor. The stand-alone versions are provided in order to help instructors revise and update their own lessons for their national training audiences.

How to use the materials: lesson plans and power point

Each individual lesson plan describes how the required learning outcome will be reached. It also outlines how achievement will be measured and assessed. The lesson plan reflects the interests and needs of the target audience.

Lesson Plan
Each lesson plan defines specific requirements, learning outcomes and standards. Standards specify requirements by informing how well and under what conditions learners need to be able to do the tasks. Standards describe the minimum level required in performing the task.
Assessment tools and type and timing of the assessment describes what kind of evidence is needed and how to collect it in order to make sure that students have reached the required standards. Strategy and Methods describes what methods support the learning process the best possible way. An example of the layout is below in Figure 4.

<table>
<thead>
<tr>
<th>Learning outcome and Standards</th>
<th>Assessment tool</th>
<th>Type and timing of assessment</th>
<th>Strategy and Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning outcome: Students will be able to explain how gender improves operational effectiveness. Standard: Students can answer the question why it is important to integrate gender into military operations and give at least two practical examples on how gender perspective can enhance operational effectiveness.</td>
<td>Tests inside the ADL course (Improving Operational Effectiveness by Integrating Gender Perspective)</td>
<td>Test at the end of each module</td>
<td>Self-study, study with a partner or collective study</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ADL (computer/s with internet access is/are required)</td>
</tr>
</tbody>
</table>
Learning outcome: Students will be able to apply terms and definitions related to gender.

Standard:
- Students will be able to apply terms and definitions related to gender (sex vs. gender, gender perspective) and use these in the right context and situation.
- Students will be able to quote and repeat terminology on gender perspective.

Ask questions and observe
Start with asking the class: What is gender? What is not?
Continue by showing the class the slides 'what comes to mind?' (stereotyping of role of men and women in war and conflict). Ask class to discuss what they associate with "Men, war and Conflict" and "Women, war and Conflict.
Show class the slides and inform that generally people tend to stereotype the role of men and women in war and conflict.

Interactive Instruction
- Discussion
- Brainstorming and/or think, pair, share

Direct Instruction
- Compare and contrast

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Figure 4: Example – What is in Strategy for execution (part of the lesson plan)

Lesson Schedule

The lesson schedule divides each lesson into different topics and related standards. It explains what learning activities, experiences and instructions can be used, how much time is needed to reach the required standard and what is the most important content. Content guidance highlights the most important key messages that should be repeated several times during the lesson. Lesson plans related assessment column explains how the learning will be assessed. The lesson plan provides tips with respect to which resources to use, and who is responsible for the activities. An example of this lesson schedule is below in Figure 5.

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Strategy</th>
<th>Related outcome(s)</th>
<th>Related Assessment(s)</th>
<th>Content guidance</th>
<th>Content Resources</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Introduction, motivation, learning outcome</td>
<td>Lecture (direct instruction)</td>
<td>Students understand the aim of the lecture</td>
<td>None</td>
<td>Learning outcome and agenda</td>
<td>Power Point See slides 3-4</td>
<td>Instructor</td>
</tr>
<tr>
<td>60 min</td>
<td>Introduction to gender in military operations</td>
<td>ADL (*note this takes 45 minutes) Discussion (indirect instruction)</td>
<td>Students recall key definitions on gender and explain how gender improves operational effectiveness</td>
<td>Ask class to tell what they associate with &quot;Men, war and Conflict&quot; and &quot;Women, war and Conflict.&quot;</td>
<td>Gender perspective is a force multiplier and supports the outcome of the operation and enhances mission effect</td>
<td>Computers with internet connection and Power Point See slides 5-19</td>
<td>Instructor</td>
</tr>
<tr>
<td>5 min</td>
<td>Definition of gender perspective</td>
<td>Lecture (direct instruction)</td>
<td>Students should be able to tell what gender perspective means</td>
<td>Explain what gender perspective means</td>
<td>Gender perspective is the ability to detect when men, women, boys and girls might be differently affected by a military activity due to their gender</td>
<td>Power Point</td>
<td>Instructor</td>
</tr>
<tr>
<td>20 min</td>
<td>Reason why gender perspective needs to be integrated into education, training and exercises</td>
<td>Discussion (indirect instruction)</td>
<td>Students will be able to explain why gender perspective needs to be and demonstrate how gender perspective can be integrated into military</td>
<td>Ask class ‘why do we need to integrate gender perspective into our military education, training and exercises?’</td>
<td>Resolutions, directives and action plans task us to integrate GP into our education, training and exercises.</td>
<td>Power Point</td>
<td>Instructor</td>
</tr>
</tbody>
</table>
education, training and exercises.
Give practical examples and observe

Figure 5: Example - Lesson schedule part in lesson plan

Some other necessary information can also be found in the lesson plan. This information might cover a Plan B; how to handle resistance if it occurs; issues to take into consideration; pre-requisites for the instructor; list of equipment that is needed; supplemental materials and useful references; and guidance on how to prepare for the lesson. As these provided lesson plans are to be used by several instructors, they are authored in an in-detailed manner, attempting to provide clear guidance to the instructor.

Important Considerations for Instructors

For the Pre-deployment module, it is expected that the instructor will extensively research, gain examples on the host nation and area of operations. The instructor is expected to prepare his/her own material – this training package serves as a basis and structure on how to build the teaching material.

Instructors who apply the package are considered to be instructors with experience of teaching military personnel on a corresponding level to the training audience. They should be educated instructors and preferably trained on how to integrate a gender perspective into all education and training activities. The instructor should have the ability to use the content of this package and adjust it to existing training audience pending on background information provided through a target audience analysis.

It is recommended that the instructor will have previously undertaken the NATO selected Gender Training of Trainers Course held at NCGM.

The instructor must:

- Have knowledge in pedagogic methods and assessment measures
- Be able to draw examples suitable to the training audience’s functional areas within national armed forces, headquarters, or units.
- Be able to give examples relevant to recent military missions and/or operations
- Be able to demonstrate a case study and mentor students to solutions
- Be able to conduct formative and summative assessment
- Recall policies, directives and guidelines given as references in the material and be able to explain the key messages and outcomes to the training audience upon request

It is the instructor’s responsibility to update any information related to given references and verify that the latest version are taught to students. The up-to-date references can be found on [http://www.act.nato.int/jftlibrary](http://www.act.nato.int/jftlibrary).
Prior to each training session, the instructor should conduct a target audience analysis in order to determine the size of the target population and identify their current skills, knowledge, and competencies. The target audience analysis will reveal any training that the audience may have received prior to the sessions and their background and level of experience. Specific group analysis may only have one target audience; a broad organisational group (i.e., a composite HQ) may include several target audiences. The target population data is essential and most useful when making decisions about the proposed learning programme. It is important to understand the people’s motivations, perceptions and attitudes as they are often large variables in a training program except the current level of knowledge, skill and competence.

The training methodology should be based on interactive discussion and opportunity for students to practice practically. The package contain a set of case studies to support training session and to work as a guide for instructors to tailor own cases studies adjusted to the training audience need. The training should be designed to describe and relate to the realistic working environment as far as possible.

It is the instructor’s responsibility to tailor the training package to suit the specific mission or national needs, to identify any references and directives relevant and to update any procedures and processes described in the package to mission or national standards.

Each module contains:
1. Training guide
2. Power point lecture with possible slides to use with instructions, speaking notes and references
3. A collection of case studies to train content on practical basis
4. A checklist or toolkit
5. References

Each power point lecture is divided into chapters and follows the same structure, including:
1. Learning outcome for each chapter
2. Specific instructions valid for each chapter
3. A suggestion of slide content and key message (free to any instructors changes due to training audience)
4. Speaking points to the instructor (free to use)
5. Summary

Power Point presentations

Provided power point – materials include two kinds of guidance to the instructor. The first part is called Notes to the Instructor. This section gives tips on how to conduct a certain part of the instruction. For example:

"Give practical examples that will help your training audience to understand what gender perspective means in practise and why it is so important to use it. Ask class “why is it problematic to talk about the population as a whole? The main purpose of these questions is to make the training audience aware that if you see the population as a whole, your possible support will treat the population as a whole. There is a risk that your support will not take into account the different needs of each section of the population, for example, different age groups, possible differing security needs for men, women, boys and girls.”
The second part consists of *Speaking points*. This part provides tips on what is the most important substance of a certain part of the instruction. It provides necessary information for the instructor on subject matter. For example:

*“Why is it problematic to talk about the population as a whole? The simple answer to the question is: Unless we know who is affected (men, women, girls or boys) and who among them is most at risk, at what time and place – the protection/security we provide may be unsuitable. You have to look at all members of the population to have the best possible situational awareness and understanding, which is key to achieve the best possible operational effectiveness for your operation. For example, if your mission task is to provide security i.e., near a refugee camp, it is helpful to understand the role of women to collect firewood and water. These daily activities can put them in danger, particularly if they have to travel a long distance. They are possible targets of sexual violence. Awareness of these activities and their daily routes enlarges the mission’s situational awareness. Providing security in the form of light patrols or the installation of lighting are easy solutions to better protect female refugees.”*

This training package has been created to help instructors to plan and conduct their gender perspective training. Instructors are advised to tailor their training to fit in the national framework and training structure. It is the instructor’s responsibility to revise and adapt the lessons for their own nation and target audience. It is highly recommended to also look at the instructional strategies and methods and choose the ones that will be most effective – for example do the lessons without using power points.

This package should been seen as a source of inspirations and practical examples, that can help nations to plan their own gender perspective training.
Important Considerations for Instructors

Instructors who apply the training package are considered to be professional trainers with enough experience in teaching military personnel on a corresponding level to the target audience. Preferably they should be trained on how to integrate a gender perspective into all education and training activities. The instructor should have the ability to use this Instructors Guide, lesson plans and Power Point – materials with notes and speaking points to instructor and adjust those to the national target audiences.

It is highly recommended that the instructor will have previously undertaken the NATO approved Gender Training of Trainers Course (GToT) held at the Nordic Centre for Gender in Military Operations (NCGM).

The instructor must be able to:
- Apply international framework and background of gender perspective
- Plan, conduct and evaluate education, training or exercises with an applied gender perspective
- Draw examples suitable to the training audience’s functional areas within national armed forces, headquarters, or units
- Give examples relevant to recent military missions and/or operations
- Facilitate case studies and mentor students to solutions.

Prior to each training session the instructor should conduct a target audience analysis in order to determine the size of the target population and identify their current gender perspective related skills, knowledge, and competencies. The target audience analysis provides data that is essential when instructors are tailoring their lessons for national target audiences.

The training methodology should be based on adult learners’ active learning preferences and offer interactive discussion and opportunities for practice. Each lesson contains a case study to support the lecture. The training, and especially the case studies, should be designed to describe and relate to the realistic working environment as far as possible.

It is the instructor’s responsibility to tailor the lessons to suit specific mission or National needs, to identify any references and directives relevant and to update any procedures and processes described in the material to mission or national standards. It is also the instructor’s responsibility to update any information related to given references, and to verify that the latest versions are taught to the students. The up-to-date references can be found on http://www.act.nato.int/jftlibrary.
MODULE 3:
NATO Allies and partners’ national Armed Forces Personnel Deploying to NATO Operations and Missions

Module Three is aimed at NATO Allies and partners’ national Armed Forces Personnel Deploying to NATO Operations and Missions.

This module consists of three lessons that are aiming to reach a level where a student after the lecture and case study will be able to:
1) Implement NATO’s framework on gender within the operation or mission.
2) Understand host nation history, gender roles and legal framework, ensuring local ownership throughout the operation or mission.
3) Translate the operational impact of gender.

It is recommended to begin each lesson with the ADL 169 course “Improving Operational Effectiveness by Integrating Gender Perspective”. ADL is accessible through the JADL Portal: http://jadl.act.nato.int. After the ADL there is 15 minutes time for discussion.
Instructor guidance for the ADL and discussion (60 min)

ADL 169 “Improving Operational Effectiveness by Integrating Gender Perspective” (45 min) http://jadl.act.nato.int followed by 15 min discussion. Of specific relevance, the training audience will typically only undertake the ADL 169 course and one of the lessons.

The instructor can start discussion by asking the class to discuss what they associate with "Men, war and Conflict” and "Women, war and Conflict.” Ask them what comes to mind when they see the slides.

Encourage the training audience to ‘shout out’ the first thing that comes to mind when they see the slide. A marker/paper or chalkboard can be used to write down some of the training audience’s responses. A technique to consider is breaking them up in teams or groups to discuss the two slides and then report back to the plenary.

Based on the responses that received from the training audience, it is most likely many of the responses generalise women as victims. This highlights the biased point of view of women’s roles in conflict. These stereotypes have a real possibility of hampering an operation or mission should they persist.

Men and women experience conflict and post-conflict in different ways and can face different kinds of security threats, possibly in different contexts. This can impact their needs for security which the international community/military can provide. It should also be noted that during times of conflict, social structures are generally torn apart and thrown into confusion. The community is in crisis and basic survival is the most important. Gender roles most likely change and women may take on new responsibilities.

Often the roles of men and women are often unintentionally stereotyped in a society. Women are thought only as victims in war and conflict. Unfortunately women and children are amongst the most vulnerable in war and conflict, but they are not only victims. They are also important actors and can be powerful agents. It can be useful to include pictures or examples of the specific mission area or area of interest.

The main purpose of this question is make the audience start thinking about what they think about gender roles and confront them with the stereotypes they may have. It will make them aware of possible misperceptions about gender and how it might affect their actions in the military operation.

Instructor guidance for lesson 1:
NATO’s Framework on Gender within the Operations or Missions

Background and aim
This basic-level lesson is for all NATO Allies and partners’ national headquarters staff. It is designed to support NATO Allies and partners’ national Armed Forces Personnel Deploying to NATO Operations and Missions. It is designed to support pre-deployment training in implementing NATO
Bi-SC Directive 40-1 into their work. This lesson will help personnel to gain an understanding of NATO’s framework and tools on integrating gender perspective into NATO operations and missions.

Learning outcome
After this lesson students should be able to:
2) Interpret NATO Operations Plan (OPLAN) for the operation or mission focusing on the gender annex.
3) Explain how gender perspective is included in the mission or operation Code of Conduct.

Duration
240 minutes (including ADL 169 + syndicate tasks)

Pre-Requisites for the Instructor
Sufficient understanding and comprehension of English is required (international policy is mostly written in English), instructor must be able to comprehend national framework on gender perspective/national armed forces framework on gender perspective and should have sufficient knowledge of gender in military operations, preferably has undertaken the NATO accredited Gender Training of Trainers course. Instructor needs to research to be able to provide examples from the host nation and the area the deployment area.

Equipment needed
Computer with internet access (access to ADL 169)
Projector
Screen
Checklist

Issues for Consideration
Always explain abbreviations and interact as much as possible with the students

Mandatory Preparation
The instructor must review the instructor guide, lesson plan, power point and content resources.

Other useful references
UN Security Council Resolutions 1325, 1820, 1888, 1889, 1960, 2106, 2122
NATO/EAPC Policy on Women, Peace and Security (2014)
NATO Education and Training Plan for Gender in Military Operations (2014)
Instructional Strategies and Methods
Self-study, study with a partner or collective study
- ADL (computer/s with internet access is/are required)
- Case study

Interactive Instruction
- Discussion
- Brainstorming and/or think, pair, share

Direct Instruction
- Lecture
- Compare and contrast
- Demonstration

Lesson schedule overview

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Strategy Method</th>
<th>Related outcome(s)</th>
<th>Related Assessment(s)</th>
<th>Content guidance</th>
<th>Content Resources</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Introduction, motivation, learning outcome</td>
<td>Presentation (direct instruction)</td>
<td>Students understand the aim of the lecture</td>
<td>None</td>
<td>Learning outcome and agenda</td>
<td>Power Point See slides 1-4</td>
<td>Instructor</td>
</tr>
<tr>
<td></td>
<td>Introduction to gender in military operations</td>
<td>Discussion (interactive instruction)</td>
<td>Students recall key definitions on gender and explain how gender improves operational effectiveness</td>
<td>Ask class to tell what they associate with 'women, war and conflict' and 'men, war and conflict'.</td>
<td>Gender perspective is a force multiplier and supports the outcome of the operation and enhances mission effect. Gender perspective is the ability to detect when men, women, boys and girls might be differently affected by a military activity due to their gender.</td>
<td>Power Point See slides 5-20</td>
<td>Instructor</td>
</tr>
<tr>
<td>60 min</td>
<td>Definition of gender perspective</td>
<td>Presentation (direct instruction)</td>
<td>Students should be able to tell what gender perspective means</td>
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<tr>
<td>Time</td>
<td>Activity</td>
<td>Objective</td>
<td>Task</td>
<td>Method</td>
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<tr>
<td>15 min</td>
<td>NATO Bi-SC Directive 40-1</td>
<td>Give a practical example how to use “Whose Security” and observe</td>
<td>Bi-SC Directive 40-1 provides a strategy for recognising the need to protect the entire society with specific concerns security, risks and experiences of men, women, boys and girls.</td>
<td>Power Point See slides 21-33</td>
<td></td>
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<tr>
<td></td>
<td>Presentation (direct instruction)</td>
<td>Students should be able to explain NATO Bi-SC Directive 40-1</td>
<td>Ask class Can you identify which directives guides national armed forces in deployment readiness on gender perspective? In which directive can one find direction and guidance on integrating gender perspective in NATO operations and missions?</td>
<td>Instructor</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Explain NATO Bi-SC Directive 40-1</td>
<td>Instructors</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Give practical examples</td>
<td>Instructors</td>
<td></td>
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</tr>
<tr>
<td>90 min</td>
<td>OPLAN and SOP</td>
<td>Give a practical example</td>
<td>Integrating UNSCR1325 and gender perspective at all levels and phases of planning is imperative.</td>
<td>Power Point See slides 34-42</td>
<td></td>
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<tr>
<td></td>
<td>Discussion (interactive instruction) and Presentation (direct instruction) and Syndicate tasks</td>
<td>Students should be able to explain OPLAN and SOP for the operation or mission</td>
<td>Reporting on gender dimensions should be integrated with other standard reporting procedures.</td>
<td>Instructor</td>
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<tr>
<td></td>
<td></td>
<td>Students should be able to use sex-disaggregated data.</td>
<td>The goal of this activity is to support the training audience to translate the Gender Annex of the OPLAN to their functional area of responsibility. This is to avoid ‘gender blind’ or ‘gender neutral’ actions that can cause unintentional consequences in the fulfilment of the end state.</td>
<td>Instructor</td>
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</tbody>
</table>
Explain: how gender dimensions can be integrated in SOPs and how sex-disaggregated data is used.

Give SOP to students and have them analyse how the collection of sex-disaggregated data has been included/tasked.

<table>
<thead>
<tr>
<th>55 min</th>
<th>Conflict-related sexual and gender-based violence Reporting CR-SGBV</th>
<th>Presentation (direct instruction)</th>
<th>Students should be able to explain CR-SGBV</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Discussion (interactive instruction, group discussion)</td>
<td>Students should be able to handle and address CR-SGBV</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students should be able to report on CR-SGBV</td>
<td>Give examples of CR-SGBV and explain the reporting system MARA.</td>
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<tr>
<td></td>
<td></td>
<td>Show a videoclip of the documentary 'Pray the Devil Back to Hell'</td>
<td>Explain conflict-related Sexual and Gender-Based Violence and how it has been used in conflicts.</td>
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<tr>
<td></td>
<td></td>
<td>Explain what military must do; ensure actions do no harm and uphold the code of conduct.</td>
<td>Always consult your mission mandate and code of conduct.</td>
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<td></td>
<td></td>
<td>Ask students to discuss in small groups the following questions: Have you, during your military carrier, had to respond to CR-SGBV as a threat to civilians? Do you think your armed forces, including the</td>
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<td>Power Point See slides 43-50</td>
<td>Instructor</td>
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<tr>
<td></td>
<td></td>
<td>Videoclip 'Pray the Devil Back to Hell'</td>
<td>Military Guidelines on the Prevention of, and Response to, Conflict-Related Sexual and Gender-Based Violence</td>
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<tr>
<td></td>
<td></td>
<td>NATO Bi-SC Directive 40-1</td>
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</tbody>
</table>

When it comes to conflict-related sexual and gender-based violence, men, women, boys and girls of any age are at risk. In order to be a credible actor on preventing and addressing sexual violence in conflict, the mission and its members must have and uphold a zero tolerance on sexual abuse and exploitation.

Always consult your mission mandate and code of conduct.
<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>Code of Conduct</td>
<td>Discussion (interactive instruction) and Presentation (direct instruction)</td>
<td>Students should be able to explain how gender perspective is included in the mission or operation code of conduct. Ask students which code of conduct will apply to them during their deployment? Explain gender perspective in code of conduct and importance of upholding the code of conduct. Give practical examples (zero tolerance against sexual exploitation and abuse). Ask how is zero tolerance on sexual exploitation and abuse linked to the credibility of forces in operations and missions? Explain the importance of zero tolerance and key actions that should be taken.</td>
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<td></td>
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<td></td>
<td>It is essential that all NATO personnel uphold the highest standards of personal and professional behaviour, and comply with their national laws and regulations in preventing and reporting on conflict-related SGBV. If there is, no respect and protection within a unit, the ability to deliver respect and protection for the local population can and will be questioned. Troops must be trained to understand what code of conduct is in force and what it means in the mission area. Commanders must take immediate action to prevent SEA and to investigate all allegations of misconduct.</td>
</tr>
<tr>
<td>5 min</td>
<td>Summary, conclusion and questions</td>
<td>Discussion (interactive instruction)</td>
<td>Motivate students to integrate gender perspective on-the-</td>
</tr>
</tbody>
</table>

Instructor |
job on NATO operations and missions.

outcome – that they are motivated to integrate gender perspective into their work during deployment.

and experiences of men, women, boys and girls.

Reporting on gender dimensions should be integrated with other standard reporting procedures.

When it comes to conflict-related sexual and gender-based violence, men, women, boys and girls of any age are at risk.

In order to be a credible actor on preventing and addressing sexual violence in conflict, the mission and its members must have and uphold a zero tolerance on sexual abuse and exploitation.

It is essential that all NATO personnel uphold the highest standards of personal and professional behaviour, and comply with their national laws and regulations in preventing and reporting on conflict-related SGBV.

Summary of learning outcomes and opportunity for the students to ask questions.

### Lesson Schedule

This specific guidance combines the most important parts from the lesson plan with notes and speaking points for instructor as well as possible slides from the Power Point material.

**Topic: Introduction, motivation and learning outcome (5 min)**

Outcome: Students understand the aim of the lecture.
Key Message: How the lesson will be conducted.

**Note to the instructor:**

*Introduce yourself and explaining why you are teaching this lesson. Explain the agenda/content and method of the lesson. The expected time for the lecture should be mentioned, this depends on the level of experience of the instructor and students and of the level of gender integration in military operations within your nation. Please consult the lesson plan for this lecture for a detailed outline and general guideline.*
Speaking points:
This presentation has five chapters with the following content.
I. Introduction
II: Bi-SC Directive 40-1
III: NATO OPLAN with focus on gender annex
IV: Gender perspective in Code of Conduct
V: Summary / Conclusions / Questions

Slides:

Note to the instructor:
Explain the aim and learning outcomes of this lesson. Tell to the students what they are expected to be able to do after this lesson. It should be noted that the pre-condition for this training is ADL 169 ‘Improving Operational Effectiveness by Integrating Gender Perspective). Completing this online training will provide the basic understanding of gender perspective in military operations that is needed to comprehend the rest of this lecture.

Speaking points
After this lecture students should be able to:
2. Interpret NATO Operations Plan (OPLAN) for the operation or mission focusing on the gender annex.
3. Explain how gender perspective is included in the mission or operation Code of Conduct.

Slides:
Topic: Definition of gender perspective (5 min)

Outcome: Students are able to tell what gender perspective means.
Key Message: Gender perspective is a force multiplier and supports the outcome of the operation and enhances mission effect.

Note to the instructor:
Explain what gender perspective means. You can also explain what terms gender equality and gender balance mean.

Speaking points:
Integration of gender perspective: is a way of assessing gender-based differences of women and men reflected in their social roles and interactions, in the distribution of power and the access of resources. In ACO and ACT activities it is used synonymously with implementing the requests of UNSCR 1325, related resolutions, as well as directives emanating from NATO. The aim of which is to take into consideration the particular situation and needs for men and women, as well as how the activities of NATO have difference effects on them. More fundamentally, implementing a gender perspective is done by adapting action following a ‘gender analysis’.

Gender equality: refers to the equal rights, responsibilities and opportunities for men and women, and girls and boys. Equality does not mean that women and men will become the same, but that women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born female or male.

NATO/EAPC Policy on Women, Peace and Security (2014) states that “a gender perspective is mainstreamed into policies, activities and efforts to prevent and resolve conflicts. Due regard will be given to the social roles of both men and women and how these may lead to different risks and security needs. Attention will also be paid to how these roles may translate into different contributions to conflict prevention and resolution”.

Conflict-related Sexual and Gender-Based Violence: Any sexual and/or gender-based violence against an individual or group of individuals, used or commissioned in relation to a crisis or an armed conflict.

It is also important to keep in mind a general understanding of the term ‘gender balance’ which refers to equal representation of women and men at all levels of employment. Achieving a balance in staffing patterns and creating a working environment that is conducive to a diverse workforce improves the effectiveness of policies and programmes and enhances NATO’s capacity to better serve the entire population.

Slides:
Topic: Introduction to gender in military operations (60 min)

Outcome: Students recall key definitions on gender and explain how gender improves operational effectiveness. Students should be able to tell what gender perspective means.

Key Message: Gender perspective is the ability to detect when men, women, boys and girls might be differently affected by a military activity due to their gender.

Note to the instructor:
Give practical examples that will help your training audience to understand what gender perspective means in practise and why it is so important to use it. If time allows you can ask class "why is it problematic to focus only on ‘protection’?" And you can also ask class "why is it problematic to talk about the population as a whole? The main purpose of these questions is to make the training audience aware that if you see the population as a whole, your possible support will treat the population as a whole, your possible support will treat the population as a whole. There is a risk that your support will not take into account the different needs of each section of the population, for example, different age groups, possible differing security needs for men, women, boys and girls.

Speaking points:
Why is it problematic to focus only on ‘protection’?
By focusing solely on protection, there is a risk that the audience will not take into account the importance of women’s participation as actors. There is a possibility then of falling back into the stereotypes that were previously discussed during the introduction of this lecture.
For example, if we acknowledge that equal rights and opportunities for women and men are universally recognised, by having women’s participation, it improves a party’s public image and standing, expands the pool of women willing to run for public office and benefits society by ensuring a fair representation of society elected to office (OSCE: Handbook on Promoting Women’s Participation in Political Parties, 2014).

Why is it problematic to talk about the population as a whole?
The simple answer to the question on the previous slide:
Unless we know who is affected (men, women, girls or boys) and who among them is most at risk, at what time and place – the protection/security we provide may be unsuitable.
You have to look at all members of the population to have the best possible situational awareness and understanding, which is key to achieve the best possible operational effectiveness for your operation.
For example, if your mission task is to provide security i.e., near a refugee camp, it is helpful to understand the role of women to collect firewood and water. These daily activities can put them in danger, particularly if they have to travel a long distance. They are possible targets of sexual violence. Awareness of these activities and their daily
routes enlarges the mission’s situational awareness. Providing security in the form of light patrols or the installation of lighting are easy solutions to better protect female refugees.

**Slides:**

- Why is it problematic to focus only on ‘protection’?
- Why is it problematic to talk about the population as a whole?

<table>
<thead>
<tr>
<th>Participation and strengthening of women as actors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protection of Civilians</td>
</tr>
</tbody>
</table>

Unless we know who is affected (men, women, boys or girls) and who among them is need at risk, at what time and place – this protection security we provide may be unsustainable.

**Topic: NATO’s Bi-SC Directive 40-1 (15 min)**

**Outcome:** Students are able to explain Bi-SC Directive 40-1.

**Key Message:** Bi-SC Directive 40-1 provides a strategy for recognising the need to protect the entire society with specific concerns security, risks and experiences of men, women, boys and girls. UNSCR 1325 is implemented through NATO’s Command Structure through Bi-SC Directive 40-1.

**Note to the instructor:**

As the instructor, you may use one or both questions to pose to the training audience. The response to the first question will be your own national armed forces directive (is applicable) or national action plan (if applicable). The response to the second question is Bi-SC Directive 40-1. This is the slide to ensure that your training audience has successfully undertaken ADL 169 (as the pre-condition to this pre-deployment lecture) and is able to recall specific information. Should the training audience be unsuccessful in answering the question, you should urge them to retake ADL 169 Improving Operational Effectiveness by Integrating Gender Perspective.

Review NATO Bi-Strategic Command Directive 40-1 (8 Aug 2012) for more information. This document should be handed out to the students or given as a soft copy.

As the instructor, you should highlight that although Gender Advisors or Gender Focal Points exist within military structures, they are not solely responsible for the integration of gender perspective. This picture gives an overview of where the Gender Advisor/Gender Focal Point will be located within each level in military structure. Their work is to support and advise the Commander or Command Group on gender dimensions. Gender Advisors/Gender Focal points can support different staff functions on how to integrate gender perspective into their respective tasks and products.

Encourage the training audience to reflect and identify tasks through Bi-SC Directive 40-1 that would be relevant to their tasks and responsibilities in their functional area during deployment. The expected response will change according to the different training audiences and levels. For specific information, consult Chapters 2 and 3 of the Directive.

**Speaking points:**
In October 2014, the Defence Ministers endorsed the NATO Action Plan and Bi-SC Directive 40-1 thereby obligating all NATO members and partner nations to commit to UNSCR 1325 and related resolutions, conventions and protocols as part of NATO's wider policy objectives of enhancing security and stability. Through the uniform implementation of this Directive, gender mainstreaming and integration of gender perspective should become routine.

NATO Bi-SC Directive 40-1 orders the implementation of United Nations Security Council Resolution (UNSCR) 1325 and related resolutions into the NATO Command Structure. The first directive came in 2009 and the revised version, now in place, was published in 2012. It explains how a gender perspective is to be integrated into the operational planning, preparation and reporting. The Directive orders the integration of UNSCR 1325 and gender perspective at all levels of planning, which is imperative when developing strategies to address the full spectrum of crisis management scenarios in which NATO is involved. Gender perspective needs to be taken into consideration at all time during the planning and preparation phase, as well as during all forms of execution of the mission as well as in the post-conflict phase. In order to make the right decisions, all reporting needs to be as accurate as possible. This Directive provides guidance for the integration of Resolutions, Conventions, Protocols and gender perspective into the planning and conduct of NATO-led operations.

**Slides:**

**NATO’s Framework on Gender within the Operation or Mission**

Can you identify which directive guides national armed forces in deployment readiness on gender perspective?

In which directive can one find direction and guidance on integrating gender perspective in NATO operations and missions?

**Content**

- Provides a strategy for recognising the need to protect the entire society with specific concerns security, risks and experiences of men, women, boys and girls. This strategy should be used in the design, implementation, monitoring and evaluation of all policies and actions. It includes:
  - Key Definitions
  - Concepts of Integration
  - Education and Training in crisis and peacetime
  - Implementation in Operations
  - Outlines Gender Advisor Roles and Responsibilities
  - NATO Standards of Behaviour

**GENAD/GFP Structure**

**Topic: NATO OPLAN and SOP (90 min)**

Outcome: Students should be able to read OPLAN and SOP for the operation or mission. Students should be able to use sex-disaggregated data. Students should be able to report as per SOP on gender dimensions (providing sex-disaggregated data)

Key Message: Integrating UNSCR1325 and gender perspective at all levels and phases of planning is imperative. Reporting on gender dimensions should be integrated with other standard reporting procedures. The goal of this activity is to support the training audience to translate the Gender Annex of the OPLAN to their functional area of responsibility. This is to avoid ‘gender blind’ or ‘gender neutral’ actions that can cause unintentional consequences in the fulfilment of the end state.

**Note to the instructor:**

As the instructor, you should find the specific OPLAN for the operation or mission that the training audience is deploying to. Your goal is to ensure that the training audience can properly answer ‘how has gender perspective been included in the OPLAN?’

The goal of this activity is to support the training audience to translate the Gender Annex of the OPLAN to their functional area of responsibility. This is to avoid ‘gender blind’ or ‘gender neutral’ actions that can cause unintentional consequences in the fulfilment of the end state. For example (and previously mentioned through the 1st Chapter of this Lecture), the risks of stigmatising women as victims and men as actors.

**Slides:**

27
Reporting with sex-disaggregated data

**Note to the instructor:**

As the instructor, you should find the specific Standard Operating Procedure (SOP) on reporting for the operation or mission that the training audience is deploying to. Provide the SOP to the training audience and have them analyse how the collection of sex-disaggregated data has been included/tasked.

**Speaking points:**

Sex-Disaggregated Data is data that is collected and presented separately on men and women. To the greatest extent possible, reporting on gender dimensions should be integrated with other standard reporting procedures. Reports should include information about the situation of men and women, boys and girls; the impact of military interventions; and statistics disaggregated by sex. In addition to regular reporting procedures, reports may also include oral briefings, progress reports, or thematic reports. In Periodic Mission Reviews, gender perspective should be specifically addressed.

The following list of topics can be considered when reporting:

- How does the security situation affect women, men, girls and boys differently?
- What risks, similar and/or different do men, women, girls and boys face?
- What are the differences in vulnerabilities between these groups (women, men, girls and boys)?
- Are women’s and men’s security issues known, and are their concerns being met? Assess security issues also for female actors; for example, women as politicians, activists or Human Rights Defenders, including Women’s Human Rights Defenders.
- What role do women play in the military, armed groups, police or any other security institutions such as intelligence services, border policy, customs, immigration, or other law enforcement services (per cent of forces/groups, by grade and category)? Do children have a role in these organizations (child soldiers)?
- What role do women play in the different parts of and social groups in the society?
- Does the selection and interaction between local power holders and the operation affect women’s ability to participate in society – such as legal, political or economic spheres?
- Gender disaggregated data on for example; political participation, education, refugees, prisoners, health related issues, refugees, gender based violence etc.
- Assessment of the current situation and planned actions.

As a military actor, you are often present in the most severe security situations for both men and women. This gives you an responsibility to notice, detect and report the security threats facing men, women, boys and girls. It is your responsibility to be the eyes and the ears of the international community and detect and report security risks facing men, women, boys and girls.

**Slides:**
**Topic: Conflict-related Sexual and Gender-Based Violence (55 min)**

**Outcome:** Students should be able to explain CR-SGBV. Students should be able to handle and address CR-SGBV. Students should be able to report on CR-SGBV.

**Key Message:** When it comes to conflict-related sexual and gender-based violence, men, women, boys, and girls of any age are at risk. To prevent and address sexual violence in conflict, the mission and its members must have and uphold a zero tolerance on sexual abuse and exploitation. Always consult your mission mandate and code of conduct.

**Note to the instructor:**

*To enhance this part of the lecture, you might consider showing a video clip explaining conflict-related sexual and gender-based violence. Suggested video clip is “Praying the Devil Back to Hell”.*

It is important to underline to the training audience that they must always act in accordance with the mandate of the particular operation or mission. To prepare the training audience, you must review the particular mission/operation mandate and/or Rules of Engagement and explain to the training audience what is the mandate regarding CR-SGBV.

**Speaking points:**

Military Guidelines on the Prevention of, and Response to, Conflict-Related Sexual and Gender-Based Violence gives the following definition of conflict-related sexual and gender-based violence: “Any sexual and/or gender-based violence against an individual or a group of individuals, used or commissioned in relation to a crisis or an armed conflict.”

Bi-SC Directive 40-1 gives the following definition of sexual violence:

“Sexual violence is when the perpetrator commits an act of a sexual nature against one or more persons or cause such person or persons to engage in an act of sexual nature by force, or by threat of force or coercion, such as that caused by fear of violence, duress, detention, psychological oppression or abuse of power, against such person or persons or another person, or by taking advantage of a coercive environment or such person’s or persons’ incapacity to give genuine consent.”

At the moment, sexual violence is more often directed to women in conflict zones. But both men and women are subjects to sexual violence. Although the number of female survivors might be higher, male survivors are often even further stigmatised than women and refrain from reporting the crime. However, both women and men rarely report if they have become victims to sexual violence and thus we cannot be sure of the exact number of survivors in a conflict. When preventing and responding to sexual violence actions addressing both men and women must be taken.

As the understanding of this subject has evolved, terminology has changed. Each meaning is different. To clarify terminology:

- **VAW** – Women
GBV – men and women
SGBV – CRSV used by UN, where SGBV is the violence that occurs in all countries, in peace and war, for example domestic violence. CRSV is when there is a link to conflict. CSGBV is used by NATO.

The world’s attention has been brought to sexual violence for the past 10 years. But have things changed? There have been some positive change but the problem is still enormous. Adopting principles is one thing, implementing them within the military ranks is another.

Globally, sexual violence has been reported in 51 countries in conflict in the last 25 years (Bastick, Grimm, & and Kunz, 2006).
In Liberia, 49% of women and girls reported at least one act of physical or sexual violence by a combatant (Swiss et al., 1998).
In Sarajevo Canton, 80% of the 5,000 male inmates reported being raped (Ministry for Social Protection, 2003).
In Colombia, 36% of internally displaced women in the country had been forced to have sex by men (UN Women, 2010).

Sexual violence can be:

A strategy of warfare
To exterminate an ethnic group, threaten opposition, to scare civilians away from a geographic area
In a number of conflicts, new recruits have been forced to commit such taboo acts as the rape of relatives in order to sever their ties with the community and bind them to the armed group. The practice of gang rape in particular has been employed to create cohesion within units, bonding fighters who have been recruited by force and increasing their tolerance to violence. This also tends to insulate perpetrators from a sense of personal guilt and leaves victims less able to identify perpetrators.
The underlying assumption here is that “boys will be boys,” with looting and pillaging often seen as integral or even an inevitable part of war, and rape as the reward of war.
Rape has also been widely documented during pillaging of communities by state forces that have not been paid and are seeking compensation. This argument that rape will always coexist with war is challenged by its wide variation and the absence of sexual violence among some groups during armed struggle.
Systematic or widespread sexual violence by combatants with a military objective, such as:
- Causing lasting physical and psychological damage
- Destroying families, destabilizing communities
- Using forms of torture to extracting information
- Threatening civilians for use as human shields to prevent attacks
- Forcing civilians to leave a geographic area or to restrain movement.
- Eliminating reproduction of an ethnic group as “ethnic cleansing”

A strategy within armed groups
Part of forced recruitment, normalisation of violence for child soldiers
Recently in Syria, Iraq, Mali, northern Nigeria and Somalia, extremists use sexual violence to:
• Force conversion including forces religious marriages
• Attract new recruits with promise of wives
• Abort pregnancies in kidnapped women
• Deter girls from accessing education
• Target men who do not conform to gender roles

A result of breakdown of public order
Organised crime operate more easily in conflict and might finance armed groups. Human trafficking and forced prostitution might be part of this.
Impunity – weak police and courts, displacement, breakdown of social structures may result in increased levels of sexual violence in communities and families.
Weak military discipline - officers might not have actual power or incentives to prevent sexual violence, exploitation and abuse by subordinates.
Armed forces which are underpaid and insufficiently trained may resort to sexual violence out of resentment or feelings of entitlement.
Organised crime – increase when formal economies are disrupted, state institutions weak and small arms available. This may lead to;
Traffic in persons for sexual exploitation
Abduction and extortion for ransom with sexual violence as a threat
Sexual violence as a method to force civilians to leave areas with rich natural resources
**Speaking points:**

Examples of CR-SGBV: It should also be noted that men and boys are also victims. This was officially recently recognised through Security Council Resolution 2106 in 2013. It outlines that sexual violence against men and boys is:

- Neglected in development/relief effort resulting in difficulties accessing health care etc.
- Underreported, or reported under other categories such as torture
- Stigma and discrimination
- Myths of homosexuality, consent, infertility, limited impact

The United Nations Secretary General’s annual report on conflict related sexual violence finds that there is credible information of CRSV committed by armed groups in 19 countries (March 2015), including:

- Central African Republic
- DR Congo
- Mali
- Syrian Arab Republic
- Iraq
- Somalia
- South Sudan
- Ivory Coast

Remember:

Men, women, boys and girls of any age are at risk.
Survivors often do not report sexual violence because of shame.
Survivors could be mistreated at police stations or accused of committing a crime (adultery or defamation).
Note to the instructor:
Consult your mission and national armed forces for the latest guidelines and recommendations on addressing conflict-related sexual and gender-based violence.

Consult the mission or national armed forces for any examples of successful work preventing or addressing conflict-related sexual or gender-based violence relating to the context the force is deploying to.

Study the mandate and rules of engagement to here include appropriate guidance on how to address CR-SGBV.

Speaking points:
Reporting on CR-SGBV: The Military Guidelines on the Prevention of, and Response to, Conflict-Related Sexual and Gender-Based Violence provides clear reporting requirements for NATO forces following and supporting the UN ‘MARA’ system. A soldier or an officer should always follow their national regulations, the mission mandate and rules of engagement when preventing and responding to sexual violence.

The first thing that a military force can do to address and mitigate sexual and gender-based violence in conflict is to ensure that the actions do not harm. NATO forces have a responsibility to both the host nation and also to our own nation that we are representing to uphold the highest moral standards and not commit any actions that will harm the population. In order to be a credible actor on preventing and addressing sexual violence in conflict, the mission and its members must have and uphold a zero tolerance on sexual abuse and exploitation.

Ensure actions do not harm: we can take different measures to prevent that sexual violence occur and respond to it when it does. How far we can go in these actions will depend on the national context and the regulations in our armed forces concerning this problem. Also, the mission mandate will dictate which measures will be allowed as well as the rules of engagement.

Slides:
Note to the instructor:
These are a few questions that you might use to engage the training audience further on the issue of CR-SGBV.

Slides:
1. Have you, during your military career, had to respond to CR-SGBV as a threat to civilians?
2. Do you think your armed forces, including the soldier on the ground, are trained on and aware of appropriate action in response to CR-SGBV?
3. What are the key challenges and risk in military responding to CR-SGBV?
4. What are the opportunities? How can policy translate into actions that make change?

Topic: Code of Conduct (10 min)

Outcome: Students should be able to explain how gender perspective is included in the mission or operation code of conduct.
Key Message: It is essential that all NATO personnel uphold the highest standards of personal and professional behaviour, and comply with their national laws and regulations in preventing and reporting on conflict-related SGBV. If there is no respect and protection within a unit, the ability to deliver respect and protection for the local population can and will be questioned. Commanders must take immediate action to prevent SEA and to investigate all allegations of misconduct.

Note to the instructor:
Ask the training audience 'which code of conduct will apply to you during this deployment?' and encourage discussion on how they should act and adhere to code of conduct during their operation or mission. The response is both the national and NATO code of conduct and standards of behaviour. Explain what is the code of conduct and how it guides our action in the operation or mission. Give practical examples on how gender perspective links with code of conduct.

Speaking points:
You will always respond to the code of conduct set out by your national armed forces. However, when serving within a NATO context, the NATO Standards of Behaviour dictate the minimum moral standards expected from forces. These standards include, related to working with a gender perspective: Not engage in either sexual exploitation or abuse. Sexual Exploitation is any actual or attempted abuse of a position of vulnerability, differential power or trust for sexual purposes, including profiting monetarily, socially or politically. As soldiers or officers deployed in a mission you must be aware of the power relations between you and the population. In order to protect them, you must never abuse any power position you might have and only use the means given to you to ensure what is best for the population.

Sexual Abuse is actual or threatened physical act of sexual nature either by force or other coercive conditions. By threatening or hurting any member of the civil population you are disrespecting your responsibility towards that population and dishonoring your troop and your missions. Other than this being a severe violations of the code of conduct, it is a highly immoral act and a misuse of your position as a soldier or an officer.

You should also keep in mind to:
- Not commit any act that could result in physical, sexual or psychological harm or suffering, especially related to women and children.
- Understand the impact of local laws, customs and practice through awareness and respect for the culture, religion, traditions and gender dimensions.
- Be respectful of the local population.
- Have pride in our position as a representative of NATO and never abuse or misuse your authority.

Slides:

*Note to the instructor:* Adapt this part to your national policy regarding code of conduct. Ask the training audience “How is zero tolerance on sexual exploitation and abuse linked to the credibility of forces in operations and missions?”

**Speaking points:**

National forces deployed within a NATO or UN framework adhere to the NATO Standards of Behaviour and the United Nations UN Standards of Conduct including Zero tolerance policy against Sexual Exploitation and Abuse (SEA).

This means that any soldier or officer must not accept, condone, facilitate or commit acts of sexual exploitation or abuse or in discrimination and harassment. This applies in relation to local population as well as between soldiers, officers and civilian staff. Anyone involved in any such occurrences are considered not to be trusted conducting their tasks properly. This is why Commanders and the forces are obliged to respond to any such occasions with their sanctioned power and authority. In line with NATO’s Standards of Behaviour and UN’s zero tolerance on SEA, no such occurrences will go unsanctioned.
According to the Military Guidelines on the Prevention of, and Response to, Conflict-Related Sexual and Gender-Based Violence, “it is essential that all NATO personnel uphold the highest standards of personal and professional behaviour, and comply with their national laws and regulations in preventing and reporting on conflict-related SGBV” (para 17a).

These Standards refer to individual conduct on and off-duty.

**Sexual Exploitation:** any actual or attempted abuse of a position of vulnerability, differential power or trust for sexual purposes, including profiting monetarily, socially or politically.

Examples: offering food or security to a refugee in return for sex, asking the office cleaner to have sex for the cleaning company to get the contract, offer money to a person living in poverty in exchange of sex

**Sexual Abuse:** actual or threatened physical act of sexual nature either by force or other coercive conditions.

Examples: rape or threat of sexual violence

Disrespecting the human rights of the civil population is a direct violation not only with the code of conduct but also with the mission mandate. Actions that result in harming the population or that contravene their human rights are counter-productive to the very reason that the mission is deployed to the area. When conducting a mission or operation with a gender perspective, the security of men, women, boys and girls and their respective security needs are constantly tended to. This means that the mission should work to ensure and respect the security of women and girls as well as men and boys, even though they might have different security needs. This is why occurrences of sexual exploitation and abuse are strictly forbidden and viewed upon with serious violations of the code of conduct for any soldier or officer. When serving in a mission mandated to protect civilians it is your responsibility to protect both men, women, boys and girls in any way you can — and sexual misconduct directed towards the population you have failed this responsibility.

Any harassment or sexual misconduct internally, directed towards colleagues within the missions, are considered just as severe. A soldier or officer that does not respect his or her colleagues, cannot be trusted to carry out its tasks. Also, any such soldier of officer cannot be entrusted with the responsibility to protect civilians and ensuring the security of men, women, boys and girls in the area of operations.

To uphold this moral and respect for human rights, every soldier and officer servers according to a code of conduct. National armed forces have their respective code of conduct that their personnel adhere to but UN as well as NATO have formulate the lowest standard of behaviour that they expect from forces deployed within their frameworks.

It is very easy to mix the terms. To clarify, sexual harassment happens in a workplace, for example between soldiers. Sexual exploitation and abuse are terms we use for misconduct for example by a soldier against a local person. When troops are deployed to protect civilians or ensure safe and secure environment, we need to understand Conflict-related sexual and gender-based violence as it is a threat to civilians in conflict.

**Slides:**
**Topic: Summary, conclusion and questions (5 min)**

Outcome: Motivate students to integrate gender perspective on-the-job on NATO operations and missions.

Key Message: Overview through ‘Key Messages’ slide with summary of learning outcomes and an opportunity for the students to ask questions.

**Note to the instructor:**

Make sure that students have reached the required learning outcome and can continue to the case study part of the lesson. You might need adjust and revise slides if you have done that make sure that you adjust and revise the key messages in accordance with the new teaching material. It is highly recommended to include remarks specific to your nation.

**Slides:**

- **Overall Key Messages**
  - Bi-SC Directive 45-1 provides a strategy for recognizing the need to protect the entire society with specific concerns security, risk and experiences of men, women, boys and girls.
  - Reporting on gender dimensions should be integrated with other standard reporting procedures.
  - When it comes to conflict-related sexual and gender-based violence, women and girls are more exposed to the risk and fear of harm.
  - In order to be a credible actor in preventing and addressing sexual violence in conflict, the nations and its members must have and uphold a zero tolerance on sexual abuse and exploitation.
  - It is essential that all NATO personnel uphold the highest standards of personal and professional behavior, and comply with their national laws and regulations in preventing and reporting on conflict-related SGBV.

- **Questions & Answers**

**Sum up of the lesson – lesson schedule overview**

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Strategy Method</th>
<th>Related outcome(s)</th>
<th>Related Assessment(s)</th>
<th>Content guidance</th>
<th>Content Resources</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Introduction, motivation, learning outcome</td>
<td>Presentation (direct instruction)</td>
<td>Students understand the aim of the lecture</td>
<td>None</td>
<td>Learning outcome and agenda</td>
<td>Power Point</td>
<td>Instructor</td>
</tr>
<tr>
<td></td>
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<td>See slides 1-4</td>
<td></td>
</tr>
<tr>
<td>60 min</td>
<td>Introduction to gender in military operations</td>
<td>Discussion (interactive instruction) and Presentation (direct instruction)</td>
<td>Students recall key definitions on gender and explain how gender improves operational effectiveness</td>
<td>Ask class to tell what they associate with ‘women, war and conflict’ and ‘men, war and conflict’. Ask class ‘why is it problematic to only focus on protection?’ Ask class ‘why is it problematic to talk</td>
<td>Gender perspective is a force multiplier and supports the outcome of the operation and enhances mission effect. Gender perspective is the ability to detect when men, women, boys and girls might be differently affected by a military activity due to their gender.</td>
<td>Power Point</td>
<td>Instructor</td>
</tr>
<tr>
<td></td>
<td>Definition of gender perspective</td>
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<td>See slides 5-20</td>
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<tr>
<td>Time</td>
<td>Activity</td>
<td>Description</td>
<td>Examples and Activities</td>
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<tr>
<td>15 min</td>
<td>NATO Bi-SC Directive 40-1</td>
<td>Presentation (direct instruction)</td>
<td>Students should be able to explain NATO Bi-SC Directive 40-1. Ask class Can you identify which directives guides national armed forces in deployment readiness on gender perspective? In which directive can one find direction and guidance on integrating gender perspective in NATO operations and missions? Explain NATO Bi-SC Directive 40-1. Give practical examples. Bi-SC Directive 40-1 provides a strategy for recognising the need to protect the entire society with specific concerns security, risks and experiences of men, women, boys and girls. UNSCR 1325 is implemented through NATO’s Command Structure through Bi-SC Directive 40-1. See slides 21-33</td>
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</tr>
<tr>
<td>90 min</td>
<td>OPLAN And SOP</td>
<td>Discussion (interactive instruction) and Presentation (direct instruction) and Syndicate tasks</td>
<td>Students should be able to read OPLAN and SOP for the operation or mission. Students should be able to use sex-disaggregated data. Students should be able to report as per SOP on gender dimensions (providing sex-disaggregated data). Explain operational planning and OPLAN. Ask students how they think gender perspective has been included in the OPLAN? Give practical examples. Give a task: 1) Locate the Gender Annex to the OPLAN; 2) Review the Gender Annex to the OPLAN; 3) Integrating UNSCR1325 and gender perspective at all levels and phases of planning is imperative. Reporting on gender dimensions should be integrated with other standard reporting procedures. The goal of this activity is to support the training audience to translate the Gender Annex of the OPLAN to their functional area of Power Point See slides 34-42</td>
<td></td>
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</tbody>
</table>

Instructor
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Objectives</th>
<th>Study Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>55 min</td>
<td>Conflict-related sexual and gender-based violence Reporting CR-SGBV</td>
<td>Students should be able to explain CR-SGBV Students should be able to handle and address CR-SGBV Students should be able to report on CR-SGBV</td>
<td>Power Point See slides 43-50 Videoclip ‘Pray the Devil Back to Hell’ Military Guidelines on the Prevention of, and Response to, Conflict-Related Sexual and Gender-Based Violence NATO Bi-SC Directive 40-1</td>
</tr>
</tbody>
</table>

Include tasking/exercises:

Instructor

- Suggest 2-3 areas or parts of the Gender Annex that impact your functional area. Explain: how gender dimensions can be integrated in SOPs and how sex-disaggregated data is used.
- Give SOP to students and have them analyse how the collection of sex-disaggregated data has been included/tasked.

- This is to avoid ‘gender blind’ or ‘gender neutral’ actions that can cause unintentional consequences in the fulfilment of the end state.

- Always consult your mission mandate and code of conduct.
- When it comes to conflict-related sexual and gender-based violence, men, women, boys and girls of any age are at risk.
- In order to be a credible actor on preventing and addressing sexual violence in conflict, the mission and its members must have and uphold a zero tolerance on sexual abuse and exploitation.
- Ask students to discuss in small groups the following questions: Have you, during your military
- Explain what military must do; ensure actions do no harm and uphold the code of conduct.
- Always consult your mission mandate and code of conduct.

- Power Point See slides 43-50
- Videoclip ‘Pray the Devil Back to Hell’
- Military Guidelines on the Prevention of, and Response to, Conflict-Related Sexual and Gender-Based Violence
- NATO Bi-SC Directive 40-1
carrier, had to respond to CR-SGBV as a threat to civilians? Do you think your armed forces, including the soldier on the ground, are trained on and aware of appropriate action in response to CR-SGBV? What are the key challenges and risk in military responding to CR-SGBV? What are the opportunities? How can policy translate into action that make change?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code of Conduct</td>
<td>10 min</td>
<td>Students should be able to explain how gender perspective is included in the mission or operation code of conduct. Ask students which code of conduct will apply to them during their deployment. Explain gender perspective in code of conduct and importance of upholding the code of conduct. Give practical examples (zero tolerance against sexual exploitation and abuse). Ask how is zero tolerance on sexual exploitation and abuse linked to the credibility of forces in operations and missions? Explain the importance of zero tolerance and key</td>
</tr>
</tbody>
</table>
Instructor guidance for lesson 2:
Host Nation History, Gender Roles and Legal Framework

**Background and aim**
This basic-level lesson is for NATO Allies and partners’ national armed forces personnel deploying to NATO operations and missions. It is designed to support national pre-deployment training in implementing gender perspective into host nation related training. This lesson will help personnel gain an understanding of host nation’s history, gender roles and legal framework, in order to be able to ensure local ownership throughout the operation or mission.

**Learning outcome**
After this lesson (lecture + case study) students should be able to:
1) Review host nation gender framework.
2) Explain the impact of gender-based discrimination and its bearing on the construction of gender roles.
3) Examine different security needs of men, women, boys and girls.
4) Explain the different impact of war and armed conflict on men, women, boys and girls.
5) Review the roles and participation of local women within the host nation.
6) Practice consultation with local women (and women’s organisations).

Duration
180 minutes (Pre-deployment Lesson 1 + ADL 169 are prerequisite for this lesson)

Pre-Requisites for the Instructor
Sufficient understanding and comprehension of English is required (international policy is mostly written in English), instructor must be able to comprehend national framework on gender perspective/national armed forces framework on gender perspective and should have sufficient knowledge of gender in military operations, preferably has undertaken the NATO accredited Gender Training of Trainers course. Instructor needs to research to be able to provide examples from the host nation and the area the deployment area.

Equipment needed
Computer with internet access (access to ADL 169)
Projector
Screen
Checklist

Issues for Consideration
Always explain abbreviations and interact as much as possible with the students

Mandatory Preparation
The instructor must review the instructor guide, lesson plan, power point and content resources.

Other useful references
UN Security Council Resolutions 1325, 1820, 1888, 1889, 1960, 2106, 2122
NATO/EAPC Policy on Women, Peace and Security (2014)
NATO Education and Training Plan for Gender in Military Operations (2014)

Instructional Strategies and Methods
Self-study, study with a partner or collective study
- ADL (computer/s with internet access is/are required)
- Case study

Interactive Instruction
- Discussion
- Brainstorming and/or think, pair, share

Direct Instruction
- Lecture
- Compare and contrast
- Demonstration

**Lesson schedule overview**

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Strategy Method</th>
<th>Related outcome(s)</th>
<th>Related Assessment(s)</th>
<th>Content guidance</th>
<th>Content Resources</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Introduction, motivation, learning outcome</td>
<td>Presentation (direct instruction)</td>
<td>Students understand the aim of the lecture</td>
<td>None</td>
<td>Learning outcome and agenda</td>
<td>Power Point See slides 1-4</td>
<td>Instructor</td>
</tr>
<tr>
<td>60 min</td>
<td>Host nation gender framework</td>
<td>Syndicate/ individual task Presentation (direct instruction)</td>
<td>Students should be able to review host nation gender framework and use gender analysis</td>
<td>Introduce activity: 1) identify existing host nation action plan (if applicable); 2) Gender Development Index on gender roles in host nation. Introduce host nation including gender perspective. Introduce activity profile. Explain how to use gender analysis. Research and provide examples from the host nation and the</td>
<td>In an area or in a country, there might be different groups of civilians and combatants. To understand these different groups, you must understand their different background and affiliations. Gender roles and relations often depend on demographic factors such as ethnicity, residence, religions etc. As a military force, you want to operate with the best possible understanding of your operational environment. Having an understanding of the gender roles and relations in this environment is part of that critical understanding. Use sex-disaggregated data. When assessing the security situation in the area of operations, conflict-related sexual and gender-based violence is an important factor.</td>
<td>Power Point See slides 5-18</td>
<td>Instructor</td>
</tr>
<tr>
<td>15 min</td>
<td>Gender-based discrimination and gender roles</td>
<td>Discussion (indirect instruction) and Presentation (direct instruction)</td>
<td>Students should be able to tell what gender-based discrimination is. Students should be able to explain the impact of gender-based discrimination and its bearing on the construction of gender roles. Students should be able to interpret the construction of gender roles.</td>
<td>Explain what is gender-based discrimination and its impact. Give examples of gender-based discrimination. Ask the class if they know what CEDAW stands for? Introduce CEDAW. Research and provide examples from the host nation and the area the deployment area.</td>
<td>Gender-based discrimination is treat someone unfavorably because of that person's gender. In many cultures, a prominent structure is discrimination against women. As military actors, you can both increase and decrease discriminatory structures in your area of operations. Without a gender perspective and an awareness of gender structures, you might limit men's and women's access to their rights and increase discrimination. CEDAW places a positive obligation on states to eliminate gender discrimination, including affirmative action.</td>
<td>Power Point See slides 19-23</td>
<td>Instructor</td>
</tr>
<tr>
<td>15 min</td>
<td>Different security needs</td>
<td>Discussion and practical exercise (indirect instruction) and Presentation (direct instruction)</td>
<td>Students should be able to examine different security needs of men, woman, boys and girls.</td>
<td>Ask class what are some security threats the population are likely to face? Ask can you identify security threats specifically for men? For women? Give examples of different security threats for men, women, boys and girls. Research and provide examples from the host nation and the area the deployment area.</td>
<td>Security threats against men, women, boys and girls are often increased and more prevalent during a conflict. Most security threats are not exclusive to men, women, boys or girls.</td>
<td>Power Point See slides 25-31</td>
<td>Instructor</td>
</tr>
<tr>
<td>15 min</td>
<td>Different impact of war and armed conflict</td>
<td>Discussion (indirect instruction) and</td>
<td>Students should be able to explain the different impact of</td>
<td>Ask class to give examples how armed conflict impacts men</td>
<td>The impact of war and conflict on men and women will change between different conflicts and during different phases of the conflict</td>
<td>Power Point See slides 32-35</td>
<td>Instructor</td>
</tr>
</tbody>
</table>
### War and Armed Conflict

**Presentation (direct instruction)**
- war and armed conflict on men, women, boys and girls
- and women differently?
- Explain how armed conflict impacts women and men differently; providing examples.
- Research and provide examples from the host nation and the area the deployment area.

**15 min**

**Roles and participation of local women**

**Presentation (direct instruction) and Discussion (indirect instruction)**

**Students should be able to review roles and participation of local women within the host nation.**

**Students should be able to explain that local women and women’s organisations are frequently sidelined in discussions around security.**

**Explain Key Leader (KLE) Engagement and planning a KLE.**

**Give practical examples on how to liaise with local women’s groups.**

**Research and provide examples from the host nation and the area the deployment area.**

**When planning or conducting Key Leader Engagement, ensure gender perspective is included in all communication points.**

**Conduct a gender analysis and include female key leaders in the KLE.**

**Local groups/organisations are relevant and important sources of information. To learn about the gender relations in a society, local women’s organisations will be especially valuable.**

**Power Point**

See slides 37-42

**Instructor**

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**35 min**

**Consult with local women**

**Discussion (indirect instruction) and Presentation (direct instruction)**

**Students should be able to demonstrate consultation with local women and women organisations.**

**Ask class for examples of working with/or liaising with local women’s group or organisations? Ask class what information and/or insights could be gained from reaching out to these actors?**

**Research and provide examples from the host nation and the area the deployment area.**

**Local women and women’s organisations are frequently sidelined in discussions around security.**

**The peace process is anchored in the local context and that it has local ownership. This means local ownership by both men and women.**

**Power Point**

See slides 43-46

**Instructor**

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**Discussion (group work)**

**Motivate students to integrate gender**

**How can you integrate gender perspective**

**Information:**
- For example, if you are going to move around

**Power Point**

See slide 48

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<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Summary, conclusion and questions</td>
<td>Discussion (interactive instruction)</td>
</tr>
<tr>
<td></td>
<td>Motivate students to integrate gender</td>
<td>Make sure that students have reached the required learning outcome – that they are motivated to integrate gender perspective into their work when deployed.</td>
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<td>perspective into their work when deployed.</td>
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<td>into your assigned task?</td>
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<td>Which information/tools/capacity will you</td>
<td>in an area your might need information about men and women’s gender roles in that society, the normal tasks of boys and girls etc.</td>
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<tr>
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<td>need to carry out your tasks to that it will</td>
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<td></td>
<td>generate full effect for both men, women,</td>
<td></td>
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<td></td>
<td>boys and girls?</td>
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<td></td>
<td>Tools:</td>
<td>For example, you might need to ask specific questions to get the right information or might need a specific reporting system.</td>
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<td>Capacity:</td>
<td>Do you have the necessary knowledge and skills to solve any situation? For example, if you come into contact with a survivor of sexual violence whilst on patrol?</td>
</tr>
</tbody>
</table>

**Lesson Schedule**

This specific guidance combines the most important parts from the lesson plan with notes and speaking points for instructor as well as possible slides from the Power Point material.

**Topic: Introduction, motivation and learning outcome (5 min)**

Outcome: Students understand the aim of the lecture.
Key Message: How the lesson will be conducted.
Note to the instructor:
Introduce yourself and explaining why you are teaching this lesson. Explain the agenda/content and method of the lesson. The expected time for the lecture should be mentioned, this depends on the level of experience of the instructor and students and of the level of gender integration in military operations within your nation. Please consult the lesson plan for this lecture for a detailed outline and general guideline.

Speaking points:
This presentation has seven chapters with the following content.
I: Host nation gender framework
II: Impact of gender-based discrimination and its bearing on the construction of gender roles
III: Different security needs of men, women, boys and girls
IV: Different impact of war and armed conflict
V: Roles and participation of local women
VI: Consult with local women
VII: Summary / Conclusions / Questions

Slides:
After this lecture students should be able to:

1. Review host nation gender framework (if applicable).
2. Explain the impact of gender-based discrimination and its bearing on the construction of gender roles.
3. Examine the different security needs of men, women, boys and girls.
4. Examine the different impact of war and armed conflict on men, women, boys and girls.
5. Review the role and participation of local women within the host nation.
6. Practice consultation with local women (and women’s organisations, if applicable to your unit’s tasks).

**Topic: Host nation gender framework (60 min)**

**Outcome:** Students should be able to review host nation gender framework and use gender analysis.

**Key Message:** In an area or in a country, there might be different groups of civilians and combatants. To understand these different groups, you must understand their different background and affiliations. Gender roles and relations often depend on demographic factors such as ethnicity, residence, religions etc. As a military force, you want to operate with the best possible understanding of your operational environment. Having an understanding of the gender roles and relations in this environment is part of that critical understanding. Use sex-disaggregated data. When assessing the security situation in the area of operations, conflict-related sexual and gender-based violence is an important factor.

**Note to the instructor:**

Encourage the training audience to conduct their own individual situational awareness of the host nation’s framework and gender roles. Alternatively the instructor should consult any relevant policies or frameworks in the host nation prior to the training by consulting these sources. This activity will assist the training audience immerse and familiarise themselves with the host nation gender framework. By doing so, the training audience gains a better understanding and appreciation of the local history, gender roles and legal framework. At this point, the goal is to instruct the training audience on how/where to locate information for use once deployed in the operation or mission.

**Slides:**

**Activities**

Activity 1:
- Identify (as applicable) existing/needed institutions and frameworks
- Visit NGOs
- Visit women’s organisations

Activity 2:
- Consult the United Nations Development Programme Humanitarian Handbook
- Consult the UN Security Council resolutions on gender roles in the host nation
- Visit women’s organisations

**Note to the instructor:**

Include information the demography of the country with a gender perspective.
The photo of the deployment area should be tailored by the instructor.

To assist you in providing tailored information to your training audience, you might want to include:

- Basic information about the people and where they live
- Basic information about which ethnicities and religious background that are present in the area
- Basic information about similarities between urban and rural areas
- Basic information about the age distribution among the population

To this information you should add a gender perspective by including information about:

- Social hierarchies between men and women in different ethnicities and religions (for example, in the Bambara people in Mali family incomes goes to the man who is the head of the family)
- Patterns of movement or moving patterns in different groups, especially with regards to men and women (for example, the men in a specific ethnic group often move around during the summer to take care of cattle, but the women stay in one place)
- Patterns or urbanization, especially with regards to men and women (for example, in an area it is common for young boys to move into a close by city to find jobs)

These are only suggestion to what information to include. Make sure to tailor this slide to suit the operation or mission and tasks performed by the training audience.

As the instructor, you should complete and provide this activity profile for the training audience. The information should be tailored to the specific operation or mission. Note that you can reach out to the Gender Advisor (who conducts the gender analysis for the particular operation or mission) for assistance.

**Speaking points**

In an area or in a country, there might be different groups of civilians and combatants. To understand these different groups, you must understand their different background and affiliations. Gender roles and relations often depend on demographic factors such as ethnicity, residence, religions etc.

An important part of being able to provide protection from security threats is to know their patterns of movement and their physical location at certain parts of the day. When mapping patterns of movement, not only consider where the population work. In some societies, women do not take part of income-generating work. Instead, they might oversee the household, go to the market and take care of family members. If you only focus on patterns of movement in relation to work, you will not notice other activities.

You can for example use the matrix above to broaden the understanding of the activities and patterns of movement of the whole population.

**Slides:**

![Host Nation Map](image1.jpg)

![Activity Profile](image2.jpg)

**Note to the instructor:**
Give specific examples from the area the training audience is deploying to. To deliver the most effective and tailor-made training, it is imperative that you as the instructor conduct research of the gender relations in the area of operations.

Include which sources you have used to build the lecture and introduce this to the training audience. Choose an example of open source information and explain some of the possible gaps/analysis that need to be conducted in order gain a larger understanding for the operation or mission purposes. Underline that even though this information comes from an open source, it always needs to be verified and re-assessed once in the operation or mission.

To increase the understanding of the student of what a gender analysis might be, include information from the host nation under each factor. For example, do men and women perform any particular activities? Do men and women have different access to resources? Are there any relevant relationships between men and women?

**Speaking points**

**Information**
The information that you about to receive comes from the following type of sources: These sources can only give you a general direction on the gender relations in this area. However, when in mission, you are better positioned to understand the society. As such, you will want to verify and re-assess this information when you are deployed to the field.

As a military force, you want to operate with the best possible understanding of your operational environment. Having understanding of the gender roles and relations in this environment is part of that critical understanding. These are some points that you can understand better with a gender perspective:

**Better understanding of the systems in the society**
To analyse and understand the role, conditions and situation of men, women, boys and girls as well as the threats and security risks facing them enables you to understand the systems governing the operational environment.

**Better understanding of motivation**
The relationship between men and women could be one of the motivations of the conflict

**Better understanding of centres of gravity**
Knowledge and understanding of the relationship between men and women can add towards understanding the centres of gravity of the opponent, their critical vulnerabilities and identify their decisive points. For example, women in the opponent group might be critical to maintaining the centre of gravity.

**Gender Analysis**
A gender analysis of the host nation’s society is the foundation to obtain an accurate good understanding of the population and the nation. In any military mandate and in all activities and processes, there will be interaction with the human terrain. As such, a gender analysis is essential. This process is supported by the Gender Advisor who translates the analysis to support overall decision-making in line with operational priorities.

This is one way to extract gender-related information to support better understand the operational environment and how to assess security.

The following examples on the consequences of not including a gender analysis are used to emphasise the need to include a gender analysis. Tailor and include examples from the host nation.

**Avoid stigmatising roles of men and women:** During conflict, roles and responsibilities based on gender roles change quickly. For example, prior to a conflict, a woman was the head of a large hospital and therefore, held an official position of recognised power. During the conflict, this same woman was raped and perceived as a victim. The international community’s intention to protect, further stigmatised her as a victim.

**Actions based on facts about local population:** Misperceptions of cultural aspects (i.e., women are not allowed to be recruited into the local security forces or key leading positions) leads to actions that might be off-target.

Remember that simply compiling or mapping information is not enough to make an analysis. It is the interpretation and the relevance for the operation or mission that transforms the information and data into an analysis that will be useful to situational awareness and planning.

The gender analysis should be guided by your task and the end goal of your mission, meaning that different factors will be relevant depending of what you do. These are some factors that could be relevant in your gender analysis and that might not be highlighted through other analytical models:
**Activity factors:** When considering the activity profile of actors, for example the day-to-day activities, make sure to not only consider income-generating activities but also unpaid labour, care-taking activities and community work or social activities.

*Include example from host nation*

**Resource factors:** In a resource profile of actors consider that actors might be dependent on resources or use them without having legal ownership to them. For example, an actor might have access to or even control a resource even though someone else is the owner.

*Include example from host nation*

**Relational factors:** Factors in today’s conflict are often interdependent and complex, which makes the relations between factors but also between actors relevant to consider. When tangible resources are scarce, relationships can become an important resource. Actors might be dependent upon relationships to other actors in order to have access to resources or be able to carry out their income-generating activity.

*Include example from host nation*

**Power structures:** Which formal and informal power do men and women have in an area? On local level as well as national level? Who has influence over whom? Many times, especially if state power is weak, informal power structures grow as important as formal power structures.

*Include example from host nation*

**Knowledge/capacity factors:** Do men and women have the same level of information? Do they have the same literacy levels? Which skills and capacities do men and women have? Do men and women acquire the same information?

*Include example from host nation*

To be able to conduct a proper gender analysis in the area of operations, you need sex-disaggregated information. This means that information is divided by men, women, boys and girls. For example, knowing how many women and how many men participated in a demonstration. By having information on both men and women you will be able to note both the differences and similarities that exist among them and analyse how your operation or mission would have a minimal negative impact. Combined with information on men, women, boys and girls, information on for example ethnicity, religion, age and disabilities with compliment your analysis and the understanding of the population.

### Slides:

**Information**

*Information carrying a high level of value - often a woman can take on the role of the office of the specific society.*

*Information carrying a high level of value - often a woman can take on the role of the office of the specific society.*

**Gender Analysis (1/3)**

*Gender Analysis*

**Gender Analysis (2/3)**

*Gender Analysis*

**Gender Analysis (3/3)**

*Gender Analysis*

### Speaking points

**PMESII Model**

Using the PMESII domains, you can also conduct a gender analysis by mapping the factors in a country. The tool could be used both for national, regional and local level. These are suggestions to relevant factors within the PMESII domains:

**Political.** Proportion, representation and influence of men and women in government, parliament, political parties both on national and local level. Male and female actors and networks in civil society and politics. Male and female participation in election and other political processes.

*Include example from host nation*

**Military.** Proportion and representation of men and women in national armed forces, as well as irregular armed groups, including their rank, positions and function.

*Include example from host nation*
**Economic.** The role of men and women in different economic branches, for example agriculture, industry or finance. The economic position of men and women. Possible legal or social constraints on men and women’s economic activities.  
*Include example from host nation*

**Social.** Number of men, women, boys and girls in population. Ethnicities, socio-economic groups, religions and their respective gender dimensions. Humanitarian situation and demographics, including refugees or IDPs. Health and education such as maternal health, material morbidity and access to education for boys and girls. Family structures. Access and rights in judicial and legal system.  
*Include example from host nation*

**Infrastructure.** Men and women’s ability to freedom of movement and possible constraints to that, including access to vehicles, condition of roads. Access to basic resources such as water, food, electricity etc.  
*Include example from host nation*

**Information.** Information and communication channels reaching men and women, for example tv, radio, printed media, cellphones, internet, and access to technical instruments. Literacy levels for men and women.  
*Include example from host nation*

**Slides:**

![PMESII Model](image)

- Political
- Military
- Economic
- Social
- Infrastructure
- Information

**Note to the instructor:**
Give specific examples from the area the training audience is deploying to. In this section include information on the following topics: Prevalence of rape and sexual violence; Laws and regulations relating to rape and sexual violence – any problems with impunity? This should also be linked to the propaganda (i.e., women and children as heart of the nation) and psychological warfare; Prevalence of violence against women/violence in close relationships?

**Speaking points**

**Focus Areas Host Nation**  
When assessing the security situation in the area of operations, conflict-related sexual and gender-based violence is an important factor. Conflict-related sexual and gender-based violence is “any sexual and/or gender-based violence against an individual or group of individuals, used or commissioned in relation to a crisis or an armed conflict.” (Military Guidelines on the Prevention of, and Response to, Conflict-Related Sexual and Gender-Based Violence)

Both men and women could be subjects and perpetrators of this violence. The prevalence and considerations concerning conflict-related sexual and gender-based violence is important information when assessing the security situation for a population.

**Slides:**
Topic: Gender-based discrimination and gender roles (15 min)

Outcome: Students should be able to tell what gender-based discrimination is. Students should be able to explain the impact of gender-based discrimination and its bearing on the construction of gender roles. Students should be able to interpret the construction of gender roles.

Key Message: Gender-based discrimination is treat someone unfavorably because of that person’s gender. In many cultures, a prominent structure is discrimination against women. As military actors, you can both increase and decrease discriminatory structures in your area of operations. Without a gender perspective and an awareness of gender structures, you might limit men’s and women’s access to their rights and increase discrimination. CEDAW places a positive obligation on states to eliminate gender discrimination, including affirmative action.

Note to the instructor:
Give specific examples from the area the training audience is deploying to.

Speaking points

Gender-based discrimination
Gender-based discrimination means in rough terms to treat someone unfavorably because of that person’s gender. In many cultures, a prominent structure is discrimination against women. Depending on the culture and society, gender-based discrimination will be more or less common. It might be formally dictated, i.e. outlined in laws and policies and practiced by government functions. It could also be informal and a more hidden practice. Other factors than gender, such as religion, class or ethnicity, can also, combined with gender, trigger discrimination. Gender-based discrimination can be single cases but also deeply imbedded into the gender roles in a society.

As military actors, you can both increase and decrease discriminatory structures in your area of operations. Without a gender perspective and an awareness of gender structures, you might limit women’s access to their rights and increase discrimination. But with an awareness of patterns of gender-based discrimination you can limit any negative influence on women in the area.

Impact of gender-based discrimination
Gender-based discrimination can occur in many different domains of society.

To name a few:

Women’s health / Reproductive rights
The special provisions needed for women’s health, in particular reproductive rights, might not be provided in a certain area or situation.

Labour rights
Women and men might not enjoy the same labour rights in terms of for example salary, employment security, working hours etc.
Participation in political life
Women might be formally or informally excluded from political life. Informal discrimination could include practical obstacles for women to engage politically.

Education
Men and women might not have the same access to education or might not be educated on the same terms.

Marriage rights
The right to divorce might not be equal between men and women, for example, women might not have the right to divorce men.

Special protection for rural women
In many societies rural women enjoy fewer rights and more discrimination than urban women.

Slides:

Note to the instructor:
Ask the training audience: ‘can you tell me what CEDAW stands for?’ Include information on if the host nation has ratified CEDAW and if available, information on how well the convention has been implemented.

Speaking points
CEDAW
CEDAW places a positive obligation on states to eliminate gender discrimination, including affirmative action. Specific provisions on reproductive rights, women's health, labor rights, participation in political life, education for women, prohibits forced marriage and gives equal rights to divorce and specific protection for rural women. According to CEDAW: States Parties shall take all appropriate measures to eliminate discrimination against women in the field of health care in order to ensure, on a basis of equality of men and women, access to health care services, including those related to family planning.

Almost all states have ratified CEDAW. However, the implementation and application of the CEDAW remains different between states.

Slides:
Topic: Different security needs (15 min)

Outcome: Students should be able to examine different security needs of men, women, boys and girls.
Key Message: Security threats against men, women, boys and girls are often increased and more prevalent during a conflict. Most security threats are not exclusive to men, women, boys or girls.

Note to the instructor:
Give specific examples from the area the training audience is deploying to. This chapter will start with an exercise asking the training audience of their ideas about security threats to a civilian population and the difference between men, women, boys and girls.
Ask the training audience ‘What are the security threats of the population in the host nation?’
Ask the training audience ‘Can you identify security threats specifically men?’
Ask the training audience ‘Can you identify security threats specifically women?’

Have the training audience answer this question based on their previous knowledge about the host nation or on gender-specific security threats. If the training audience is unable to answer this question, make sure that you can provide them with some examples.

Discuss with the training audience if the answers written on the board are similar to the different security threats in this table.

Speaking points
To detect any security risks facing men, women, boys and girls you can use these questions:
• What is the normal “picture” in the surroundings? What differs?
• Can women or girls be seen? Where and When? Move freely? Leave compound? Using local roads?
• Women participating in any unusual matter in society?
• Living conditions?
• Obvious needs?
• Signs of propaganda?
• Signs of corruption, abuse of power?
• Security threats against women observed?
• Signs of Gender Based Violence / Sexual Exploitation and Abuse/ Trafficking?
Here are some examples of security threats facing men, women, boys and girls, both in peace time and during violent conflict. As you can see, some are gender-specific (such as forced pregnancies) or commonly more prevalent within one gender (such as gang violence). However, other security threats are apparent for both men, women, boys and girls (such as human trafficking).

Although some of these security threats are prevalent even in peace time, they are often increased and more prevalent during a conflict. As a result of the break-down of order and state control, security threats such as for example rape, abduction and violence in general become more frequent and less controlled. Some security threats are also often more specific to armed conflict such as the risk of a combattant and vulnerabilities as internally displaced persons (IDPs).

This table does not show an exclusive or complete list of the security threats of a population. This table aims to show two things:
- That some security threats are more common for women and for men. This means that in a conflict, any actor must analyse the security threats of both men, women, boys and girls to get the whole security situation of the population.
- Most security threats are not exclusive to men, women, boys or girls. For example, being killed in conflict as a combattant could happen to a woman. Men are also subjects of conflict-related sexual and gender-based violence. Girls could be involved in street violence and boys are also sold into prostitution.

**Slides:**

**Examples of Security Threats**

<table>
<thead>
<tr>
<th>Type of Threat</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>Rape, Torture, Murder, Overt aggression</td>
</tr>
<tr>
<td>Economic</td>
<td>Human trafficking (Sex trafficking)</td>
</tr>
<tr>
<td>Social</td>
<td>Forced marriage, Early marriage</td>
</tr>
<tr>
<td>Political</td>
<td>Forced IDP, loss of control over IDPs</td>
</tr>
<tr>
<td>Psychological</td>
<td>Trauma, PTSD</td>
</tr>
</tbody>
</table>

**Topic: Different impact of war and armed conflict (15 min)**

Outcome: Students should be able to explain the different impact of war and armed conflict on men, women, boys and girls

Key Message: The impact of war and conflict on men and women will change between different conflicts and during different phases of the conflict.

**Note to the instructor:**

As the instructor, you should come up with examples from the area the training audience is deploying to; include considerations based on host nation history.

Give the training audience the following task: Take a moment and discuss with you neighbour, gives examples on how armed conflict impacts men and women differently. Think a step beyond the security threats discussed in the previous chapter. Gather the answers of the student on a board and sum them up.

As the instructor, it is your obligation to tailor and add examples/information specific to the host nation. For example, the comparison of women and men in the host nation in the different phases of conflict (i.e., during and post-conflict).

**Speaking points**

These are some examples of the different impacts of war and armed conflict. Of course, the impact on men and women will change between conflict and during different phases of the conflict. This can only give a general guidance towards some common trends observed.
For women:
- Conflict can sometimes result in a society reverting to more traditional and conservative norms and social structures. These structures could give less power to women and revert to more traditional gender roles. This could be very frustrating for women as progress regarding women’s rights could be taken away. Previous power and influence among women could also be taken away.
- Because of changing norms or simply logistical obstacles because of the turbulent situation, women might have a difficult time to gather and engage politically.
- Civilians fleeing conflict as refugees/IDPs are for the most part women and children, as men to a larger extent take part of the conflict. However, men are also present among refugees and should not be forgotten.
- In some societies, men are the head of family and responsible for supporting the family. With large parts of the male population either participating in the conflict or having been killed, women can be left to support the family. Without the skills necessary, this can become a hardship for the women left behind.

For men:
- A problem mostly facing men or boys during armed conflict is being forced recruited to armed groups. This means that they, sometimes under physical threats, are forced to join an armed group and take part of the war.
- In some conflict situations, men tend to stay with the land and the home when women and children flee the conflict. This is to protect the family’s properties. However, this is a very vulnerable situation for these men.
- As conflict often results in a breakdown of infrastructure and economy, unemployment often comes along. In societies where men are the sole providers of the family, this can put additional stress on unemployed men.
- Changing norms could come as a result of a security threat and a dire situation, but also because of forced radicalization. This put pressure on both men and women in the society, as their gender norms might be forcibly changed.

Slides:

Give examples on how armed conflict impacts men and women differently

Different impact of war and armed conflict

Women:
- Change in more traditional and conservative gender roles
- Less participation in leadership roles
- Refugees or IDPs
- Usually mid-wife or head of family – difficult to support the family

Men:
- Personal involvement
- Having to work to protect
- Personal involvement by being involved in security
- Personal involvement by being involved in conflict
- Personal involvement – change
- More involved

Topic: Roles and participation of local women (15 min)

Outcome: Students should be able to review roles and participation of local women within the host nation. Students should be able to explain that local women and women’s organisations are frequently sidelined in discussions around security.

Key Message: When planning or conducting Key Leader Engagement, ensure gender perspective is included in all communication points. Conduct a gender analysis and include female key leaders in the KLE. Local groups/organisations are relevant and important sources of information. To learn about the gender relations in a society, local women’s organisations will be especially valuable.

Note to the instructor:
As the instructor, you should come up with examples from the area the training audience is deploying to. This chapter should ideally begin with the training audience sharing their own experiences on liaising with local women’s groups. If the training audience do not have any experience of their own, share some own experiences or example. As a last alternative, discuss about hypothetical scenarios and which information and influence that could be gained from local women’s groups.

Explain to the training audience the different activities that consist a KLE. These examples must be tailored to the host nation and include considerations:

1. Ensuring gender perspective is integrated in all communication points.
2. Engaging female key leaders (formal and informal).

**Speaking points**

**Key Leader Engagement**

NATO specifies KLE activities to include:

a. **Bilateral talks (BILAT)** of senior leaders with military and civilian counterparts at their level of influence
b. **Speeches** held at various occasions in the presence of the media and/or key decision makers
c. **Featured interviews** to selected media with wide influence
d. **Conferences** arranged to discuss specific items of interest with influential characters.

**Planning a KLE**

When planning a KLE, you will:

1. Identify desired effects
2. Prepare
3. Execute
4. Debrief/report
5. Reengage

Typically when planning a KLE, female key leaders are often overlooked. As we have seen, this can be overcome through a gender analysis. Operations planning should include how NATO forces can support the implementation of increasing the participation of women at all decision-making levels in conflict resolution and peace processes.

Implementation can be achieved through:

- Peace negotiations
- Female Key Leaders
- Elections
- Gender balanced Security Force
- Freedom of movement to all

Historically and traditionally women’s participation have been low in all sides of the conflict; among military actors address the crisis, among politicians taking key decisions, in peace processes and in judicial institutions. At the moment, women often have less influence than men in these processes. The results of the misrepresentation of women in peace processes is that their rights often are overlooked in the post-conflict work.

In Afghanistan, the ISAF (International Security Assistance Force) mission helped women’s organizations to arrange a female shura. A shura is an Afghan tradition to hold large political meeting. Because of the security situation, few women had the possibility to meet and organize themselves and their involvement in the peace process. By arranging the shura, the ISAF helped with the necessary security arrangement for the women’s organizations to meet and facilitate their participation in the peace process.

A military force can address this requirement by:

- Encourage and support women’s participation in peace processes and peace negotiations.
- Engaging with female key leaders
- Support women’s equal participation in elections
• Have a gender balanced force
• Work for gender balance within host nation security force
• Maintain freedom of movement for both men and women

Local Women’s Organisations
The social environment of any society is very complex. The presence of armed conflict puts even more complexity to the social structures and norms, which includes gender roles and relations. You will never understand the environment better than the population itself. This is why local groups/organisations are relevant and important sources of information. To learn about the gender relations in a society, local women’s organisations will be especially valuable. Many times, a male representative or a male organisation will speak on behalf of women in an area. But the more reliable will probably come from the women themselves. It is important to maintain female representation in decision-making even in conflict situations.

Peace is a long process and will continue long after the military actors have left an area. It is important that the peace process is anchored in the local context and that it has local ownership. This means local ownership by both men and women. Female participation in the early stages of the peace process, on both higher and more local levels, are crucial to maintain local ownership.

Experiences from military engagement in conflict show that local women’s groups often are overlooked. Instead, male representatives are discussing the women’s concerns. For this reason, liaising with local women’s groups have been especially highlighted. However, in a conflict area there can be both male and female organisations working for peace or representing civilians or survivors of the conflict.

Slides:

Key Leader Engagement

Planning a KLE

Local Women’s Organisations

KLE is a way to influence a population by ways of engaging important formal or informal leaders

Outcome: Students should be able to demonstrate consultation with local women and women organisations.

Key Message: Local women and women’s organisations are frequently sidelined in discussions around security. The peace process is anchored in the local context and that it has local ownership. This means local ownership by both men and women.

Note to the instructor:

Have the training audience discuss the questions: “Do you have any examples of working with or liaising with local women’s groups/organisations when in operation?” and ‘What information and/or insights could be gained from reaching out to these actors?’

Give them a moment to talk to their neighbour. Ask them to present a couple of their answers to the rest of the training audience. As the instructor, you should prepare one example that relates to the host nation that the training audience will be deployed to. This may or may not be based on your own personal experience, but you are advised to speak with individuals/personnel who have deployed to the area of operations (i.e., Gender Advisors or Gender Focal Points).
Slides:

- Do you have any examples of working with or liaising with local women’s groups/organisations when in operation?
- What information and/or insights could be gained from reaching out to these actors?

Topic: Summary, conclusion and questions (5 min)

Outcome: Motivate students to integrate gender perspective in the planning, execution and assessment of military operations.

Key Message: Overview through ‘Key Messages’ slide with summary of learning outcomes and an opportunity for the students to ask questions.

Note to the instructor:
Make sure that students have reached the required learning outcome. You might need adjust and revise slides and if you have done that make sure that you adjust and revise the key messages in accordance with the new teaching material. It is highly recommended to include remarks specific to your nation.

Read out loud the quote by Kofi Annan ‘Never walk into an environment and assume you understand it better than the people who reside there…’

Speaking points
When deploying to a new operation or mission area, you are likely to have some preconceived notions about the particular mission area and its people. This includes social norms and gender roles. However, without knowledge about the population and the society, these notions are likely to be based on stereotypes and prejudices, meaning that they are not necessarily true. No one understands the area better than the people who reside there. For this reason, you must include information from the population and consult on the gender roles and relations in the mission area. In this way, your comprehension of the mission area will be based on facts from the population, not your preconceived understanding.

Slides:

"Never walk into an environment and assume you understand it better than the people who reside there…” - Kofi Annan

As military actors, you can both increase and decrease discriminatory structures in your area of operations. Without a gender perspective and an awareness of gender structures, you might limit women’s access to their rights and increase harmful practices.
- Gender-based discrimination is treated unfairly because of that person’s gender. In many cultures, a prominent structure is discrimination against women.
- Gender-based discrimination is treated unfairly because of that person’s gender. In many cultures, a prominent structure is discrimination against women.
- Security threats against men, women, boys and girls are often increased and more prevalent during a conflict.
- The peace process is embedded in the local context and that it has local ownership. This means local ownership by both men and women.

Overall Key Messages

Questions & Answers
### Sum up of the lesson – lesson schedule overview

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Strategy Method</th>
<th>Related outcome(s)</th>
<th>Related Assessment(s)</th>
<th>Content guidance</th>
<th>Content Resources</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Introduction, motivation, learning outcome</td>
<td>Presentation (direct instruction)</td>
<td>Students understand the aim of the lecture</td>
<td>None</td>
<td>Learning outcome and agenda</td>
<td>Power Point See slides 1-4</td>
<td>Instructor</td>
</tr>
<tr>
<td>60 min</td>
<td>Host nation gender framework</td>
<td>Syndicate/individual task Presentation (direct instruction)</td>
<td>Students should be able to review host nation gender framework and use gender analysis</td>
<td>Introduce activity: 1) identify existing host nation action plan (if applicable); 2) Gender Development Index on gender roles in host nation. Introduce host nation including gender perspective. Introduce activity profile. Explain how to use gender analysis. Research and provide examples from the host nation and the area the deployment area.</td>
<td>In an area or in a country, there might be different groups of civilians and combatants. To understand these different groups, you must understand their different background and affiliations. Gender roles and relations often depend on demographic factors such as ethnicity, residence, religions etc. As a military force, you want to operate with the best possible understanding of your operational environment. Having an understanding of the gender roles and relations in this environment is part of that critical understanding. Use sex-disaggregated data. When assessing the security situation in the area of operations, conflict-related sexual and gender-based violence is an important factor.</td>
<td>Power Point See slides 5-18</td>
<td>Instructor</td>
</tr>
<tr>
<td>15 min</td>
<td>Gender-based discrimination and gender roles</td>
<td>Discussion (indirect instruction) and Presentation (direct instruction)</td>
<td>Students should be able to tell what gender-based discrimination is. Students should be able to explain the impact of gender-based discrimination and its bearing on the construction of gender roles. Students should be</td>
<td>Explain what is gender-based discrimination and its impact. Give examples of gender-based discrimination. Ask the class if they know what CEDAW stands for? Introduce CEDAW.</td>
<td>Gender-based discrimination is treat someone unfavorably because of that person’s gender. In many cultures, a prominent structure is discrimination against women. As military actors, you can both increase and decrease discriminatory structures in your area of operations. Without a gender perspective and an awareness of gender structures, you might limit men’s and women’s access to their rights and increase discrimination. CEDAW places a positive obligation on states to eliminate gender discrimination, including</td>
<td>Power Point See slides 19-23</td>
<td>Instructor</td>
</tr>
<tr>
<td>Time</td>
<td>Topic</td>
<td>Activities</td>
<td>Information</td>
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<td>15 min</td>
<td>Different security needs</td>
<td>Discussion and practical exercise (indirect instruction) and Presentation (direct instruction)</td>
<td>Students should be able to interpret the construction of gender roles. Research and provide examples from the host nation and the area the deployment area.</td>
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<tr>
<td>15 min</td>
<td>Different impact of war and armed conflict</td>
<td>Discussion (indirect instruction) and Presentation (direct instruction)</td>
<td>Students should be able to examine different security needs of men, woman, boys and girls. Ask class what are some security threats the population are likely to face? Ask can you identify security threats specifically for men? For women? Give examples of different security threats for men, women, boys and girls. Research and provide examples from the host nation and the area the deployment area.</td>
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<tr>
<td>15 min</td>
<td>Roles and participation of local</td>
<td>Presentation (direct instruction)</td>
<td>Students should be able to review roles. Explain Key Leader (KLE) Engagement When planning or conducting Key Leader Engagement, ensure gender perspective is</td>
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<tr>
<td>Time</td>
<td>Activity</td>
<td>Description</td>
<td>Notes</td>
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<tr>
<td>62</td>
<td>Women and Discussion (indirect instruction) and participation of local women within the host nation. Students should be able to explain that women and women’s organisations are frequently sidelined in discussions around security. and planning a KLE. Give practical examples on how to liaise with local women's groups. Research and provide examples from the host nation and the area the deployment area. included in all communication points. Conduct a gender analysis and include female key leaders in the KLE. Local groups/organisations are relevant and important sources of information. To learn about the gender relations in a society, local women’s organisations will be especially valuable.</td>
<td>Instructor</td>
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<tr>
<td>15 min</td>
<td>Consult with local women Discussion (indirect instruction) and Presentation (direct instruction)</td>
<td>Students should be able to demonstrate consultation with local women and women organisations. Ask class for examples of working with/or liaising with local women's group or organisations? Ask class what information and/or insights could be gained from reaching out to these actors? Research and provide examples from the host nation and the area the deployment area. Local women and women’s organisations are frequently sidelined in discussions around security. The peace process is anchored in the local context and that it has local ownership. This means local ownership by both men and women.</td>
<td>Power Point See slides 43-46</td>
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<tr>
<td>35 min</td>
<td>Discussion (group work) Motivate students to integrate gender perspective into their work when deployed. How can you integrate gender perspective into your assigned task? Which information/tools/capacity will you need to carry out your tasks to that it will generate full effect for both men, women, boys and girls?</td>
<td>Information: For example, if you are going to move around in an area your might need information about men and women's gender roles in that society, the normal tasks of boys and girls etc. Tools: For example, you might need to ask specific questions to get the right information or might need a specific reporting system. Capacity: Do you have the necessary knowledge and skills to solve any situation? For example, if you come into contact with a survivor of sexual violence whilst on patrol?</td>
<td>Power Point See slide 48</td>
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Instructor guidance for lesson 3:
Translate the Operational Impact of Gender Perspective

Background and aim
This basic-level lesson is for NATO Allies and partners’ national armed forces personnel deploying to NATO operations and missions. It is designed to support national pre-deployment training in implementing gender perspective in order to be more effective at operations or missions. This lesson will help personnel to understand operational impact of gender.

Learning outcome
After this lesson (lecture + case study) students should be able to:
1) Demonstrate how gender can enhance operational effectiveness.
2) Explain how gender as a core competence will improve decision making.
3) Explain how gender balanced force will improve operational effectiveness.
5) Explain how liaison and coordination with external actors (including IOs, GOs, NGOs) enhances the sustainability of the operation or mission.

Duration
180 minutes (Pre-deployment Lesson 1 + ADL 169 are prerequisite for this lesson). If you add more exercises or group tasks for the students, be aware that you might need to add an additional 60 minutes to this lesson.

Pre-Requisites for the Instructor
Sufficient understanding and comprehension of English is required (international policy is mostly written in English), instructor must be able to comprehend national framework on gender perspective/national armed forces framework on gender perspective and should have sufficient knowledge of gender in military operations, preferably has undertaken the NATO accredited Gender Training of Trainers course. Instructor needs to research to be able to provide examples from the host nation and the area the deployment area.

**Equipment needed**
- Computer with internet access (access to ADL 169)
- Projector
- Screen
- Checklist

**Issues for Consideration**
Always explain abbreviations and interact as much as possible with the students

**Mandatory Preparation**
The instructor must review the instructor guide, lesson plan, power point and content resources.

**Other useful references**
- UN Security Council Resolutions 1325, 1820, 1888, 1889, 1960, 2106, 2122

**Instructional Strategies and Methods**
Self-study, study with a partner or collective study
- ADL (computer/s with internet access is/are required)
- Case study
- Interactive Instruction
  - Discussion
  - Brainstorming and/or think, pair, share
- Direct Instruction
  - Lecture
  - Compare and contrast
### Demonstration

#### Lesson schedule overview

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Strategy Method</th>
<th>Related outcome(s)</th>
<th>Related Assessment(s)</th>
<th>Content guidance</th>
<th>Content Resources</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Introduction, motivation, learning outcome</td>
<td>Presentation (direct instruction)</td>
<td>Students understand the aim of the lecture</td>
<td>None</td>
<td>Learning outcome and agenda</td>
<td>Power Point See slides 1-4</td>
<td>Instructor</td>
</tr>
<tr>
<td>20 min</td>
<td>Enhancing operational effectiveness</td>
<td>Discussion (indirect instruction) and Exercise (indirect instruction)</td>
<td>Students should be able to explain gender perspective and how gender is a cross-cutting theme</td>
<td>Recall definition of gender perspective; ask a student to provide the definition. Give examples how gender perspective enhances operational effectiveness.</td>
<td>Gender perspective is a capability to enhance and broaden our understanding of the operational environment, notably the society and its social and (in some cases) patriarchal structures and relationships. This enhanced understanding is very useful in almost every task that a military force carries out. Gender is a cross-cutting theme and gender perspective contributes to enhanced operational effect.</td>
<td>Power Point See slides 5-10</td>
<td>Instructor</td>
</tr>
<tr>
<td>15 min</td>
<td>Gender perspective as a core competence</td>
<td>Discussion and practical exercise (indirect instruction) and Presentation (direct instruction)</td>
<td>Students should be able to give examples of military core competencies.</td>
<td>Ask the class what are the core competencies that military personnel need in an operation or mission? Ask how can gender as a core competence improve operational effectiveness? Explain how to assess your operation or activity by using the core competence of gender perspective by asking: does my</td>
<td>Having gender perspective competence is key in most military operations. Using a factor-deduction-conclusion analysis model demonstrates ways in which a gender perspective could enhance the operational effect and addresses challenges facing the operation or mission. A gender analysis should support the integration of gender perspective in the following core documents</td>
<td>Power Point See slides 11-20</td>
<td>Instructor</td>
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</table>
operation affect men, women, boys and girls the same way based on their gender? If yes, is this my purpose? If no, how can I change my effect?
Give examples and explain how to evaluate effect.
Give examples of integrating gender perspective into core documents (and how this is supported by a gender analysis).
If possible, provide examples from the host nation and the area the deployment area.

10 min  | Gender balanced force  | Discussion (indirect instruction)  | Students should be able to explain how a gender balanced force will improve operational effectiveness. Ask class what is gender balance? And is gender balance of our own forces necessary to carry out the task/mandate?
Give practical examples  | Gender balance refers to equal representation of women and men at all levels of employment. Achieving a balance in staffing patterns and creating a working environment that is conducive to a diverse workforce improves the effectiveness of policies and programmes and enhances NATO’s capacity to better serve the entire population.
Gender balance does not refer to a 50-50 force.
Gender balance should not be confused with gender perspective. Both men and women can use gender perspective. Having a gender perspective is thus not dependent on having women in the force.  |

35 min  | Security Force Assistance  | Presentation (direct instruction)  | Students should be able to explain Security Force Assistance. Explain what is meant by Security Force Assistance and how to apply gender  | The very core of security force assistance is to provide security to a population. However, risks to security and threats may be very different to different people, and especially |

Power Point  See slides 21-25  | Instructor

Power Point  See slides 26-34  | Instructor
Students should be able to demonstrate the integration of gender perspective in Security Force Assistance.

Students should be able to demonstrate application of equal opportunities within Security Force Assistance.

Students should be able to practice internal and external methods of Security Force Assistance.

- Explain the internal and external aspects of Security Force Assistance.
- If possible, provide examples from the host nation and the area the deployment area. It is recommended to add a practical exercise linked with the host nation and the operation or mission.
- Differences between genders. Both in and after a conflict, men and women might define security very differently.
- Local ownership is key to a successful security force assistance process.
- Both internal and external aspects of security force assistance must be addressed and integrated for the host nation.
- Breaches in the code of conduct will risk the success of security force assistance and cause the operation to lose credibility.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>30 min</td>
<td>Liaison and coordination with external actors</td>
<td>Students should be able to explain the importance of liaison and coordination with external actors (including IOs, GOs, NGOs). Students should be able to demonstrate consultation with external actors (including IOs, GOs, NGOs). Explain the difference between external actors and the importance of liaison and coordination. Give a task to the class to identify existing coordination meetings on gender-related topics in your area of operations including IOs, GOs and NGOs. Provide examples from the host nation and the area the deployment area. Local organisations can provide a local understanding of the situation. They can also be useful when trying to understand the gender relations and structures within the deployment area. Sharing information will enhance everyone’s understanding.</td>
</tr>
<tr>
<td>5 min</td>
<td>Summary, conclusion and questions</td>
<td>Motivate students to integrate gender perspective in to their work when deployed. Students should be Make sure that students have reached the required learning outcome – that they are motivated to integrate gender perspective into their Summary of learning outcomes and opportunity for the students to ask questions</td>
</tr>
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</table>
Lesson Schedule

This specific guidance combines the most important parts from the lesson plan with notes and speaking points for instructor as well as possible slides from the Power Point material.

Topic: Introduction, motivation and learning outcome (5 min)

Outcome: Students understand the aim of the lecture.
Key Message: How the lesson will be conducted.

Note to the instructor:
Introduce yourself and explaining why you are teaching this lesson. Explain the agenda/content and method of the lesson. The expected time for the lecture should be mentioned, this depends on the level of experience of the instructor and students and of the level of gender integration in military operations within your nation. Please consult the lesson plan for this lecture for a detailed outline and general guideline.

Speaking points
I: Enhancing operational effectiveness
II: Gender as a core competence will improve decision making
III: Gender-balanced force improves operational effectiveness
IV: Security Force Assistance
V: Liaison and coordination with external actors
VI: Summary / Conclusions / Questions

Slides:

Gender Perspective in Military Operations
Pre-deployment
National armed forces personnel deploying to NATO operations and missions

Lecture 3:
Operational impact of gender perspective

Content - Chapters
II: Enhancing operational effectiveness
III: Gender as a core competence will improve decision making
IV: Security Force Assistance
V: Liaison and coordination with external actors
VI: Summary / Conclusions / Questions
Note to the instructor:
Explain the aim and learning outcomes of this lesson. Tell the students what they are expected to be able to do after this lesson. It should be noted that the pre-condition for this training is ADL 169 ‘Improving Operational Effectiveness by Integrating Gender Perspective’. Completing this online training will provide the basic understanding of gender perspective in military operations that is needed to comprehend the rest of this lecture.

Speaking points
After this lecture students should be able to:
1) Demonstrate how gender can enhance operational effectiveness.
2) Explain how gender as a core competence will improve decision making.
3) Explain how a gender balanced force will improve operational effectiveness.
5) Explain how liaison and coordination with external actors (including IOs, GOs, NGOs) enhances the sustainability of the operation or mission.

Slides:

<table>
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<th>Slide</th>
<th>Text</th>
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| 1. Aim | After this lecture students should be able to:
1. Demonstrate how using a gender perspective can enhance operational effectiveness.
2. Explain how gender awareness as a core competence will improve decision making.
3. Explain how a gender balanced force will improve operational effectiveness.
5. Explain how liaison and coordination with external actors (including IOs, GOs, NGOs) enhances the sustainability of the operation or mission. |

Topic: Enhancing Operational Effectiveness (20 min)
Outcome: Students should be able to explain gender perspective and how gender is a cross-cutting theme. Students should be able to explain that gender is cross-cutting theme in military tasks. Students should be able to integrate gender perspective into branch or unit’s functional responsibility.
Key Message: Gender perspective is a capability to enhance and broaden our understanding of the operational environment, notably the society and its social and (in some cases) patriarchal structures and relationships. This enhanced understanding is very useful in almost every task that a military force carries out. Gender perspective is a cross-cutting theme and contributes to enhanced operational effect.

Note to the instructor:
The instructor should include tasks and examples that relate to the tasks of the training audience and the operational environment the training audience is deploying to. If the training audience cannot provide a sufficient answer, you might encourage them to re-take ADL 169. As the instructor, you need to ensure that the responses from the training audience are also tailored to the deployment area. Ask the training audience to discuss the question above with their neighbour for a couple of minutes and report back to the class. If the training audience does not have any examples or ideas, make sure that the instructor have some examples to give, preferably relating to the training audience’s branch or unit’s function.

Speaking points
Gender perspective as a cross-cutting theme
Gender perspective is a capability to enhance and broaden our understanding of the operational environment, notably the society and its social and (in some cases) patriarchal structures and relationships. This enhanced understanding is very useful in almost every task that a military force carries out.

**Safe & Secure Environment:** to provide a safe and secure environment for the whole population consisting of men, women, boys and girls, you need a developed understanding of the patterns of movement, activities and security threats facing men, women, boys and girls. Liaising with and asking local women or local women’s organisations/groups about the security threats facing them is sometimes the only way to learn about the women’s situation in the area of operations. However, with knowledge of the whole population you will be more effective and successful in providing safe and secure environment to them. Without a gender perspective, you risk missing the security concerns of half of the population.

**Liaison/Communication Information:** to work with an integrated gender perspective means that you must also try to as much as possible learn about local men and women in your area of operations. Direct communication and liaison work will give you much knowledge and understanding about the local gender structures and relationships. You will get the most reliable information if you communicate directly with women about topics that concern them. If we don’t recognise and consider the gender perspective, we miss great parts of the correct information of what’s going on in the area of operation and we will likely fail to provide security to the entire civilian population.

With liaison work, you must take the local culture and customs on how to contact certain groups into account.

**Collecting Human Intelligence:** when collecting human intelligence, you will get better results if you consider and analyse the whole population. By focusing solely on men, you will only consider half of the population and risk losing a lot of information. Often, men and women can provide different information. This is why the Intelligence Preparation of the Battlefield (IPB) should be conducted with a gender perspective.

**Prioritise Reconstruction:** since men and women might have different situations, activities and needs, their need for reconstruction might differ. If you include the need and concerns of both men and women in the decision-making and prioritisation, your decision will inevitably benefit as many men and women as possible.

**Security Force Assistance:** working with a gender perspective is important to building a sustainable security force. If the security force can bring security to both men and women, they will enjoy a wider public support.

**Situational Awareness:** regardless of the task at hand, a military force always strives to obtain the best situational awareness of the area of operations as possible. With information from men and women and information on men and women, we learn more about the operational environment, the actors in the conflict and how we can support the host nation. With this information feed into the Operational Planning Process (OPP) the planning will generate a better result.

**Integrate gender perspective**

Gender perspective is defined in Bi-SC 40-1 REV 1 as ‘a way of assessing gender-based differences of women and men reflected in their social roles and interactions, in the distribution of power and the access to resources.’

By using a gender perspective you will have the ability to understand if and when, men, women, boys and girls are affected differently by conflict or different stages of conflict. To have a gender perspective is to have the knowledge and understanding that men and women because of their gender can affected differently by conflict and the military mission. This perspective gives the military force a better situational awareness and the ability its increase its operational effect.
Speaking points

Group Work

In the previous slide we have seen how a gender perspective was useful in a range of tasks. Now consider your branch or unit’s function, how and where can you use a gender perspective?

Slides:

How can you use a gender perspective in your branch or within your unit’s functional responsibility?

How would integrating gender perspective impact the result of your work?

Topic: Gender perspective as a core competence

Outcome: Students should be able to give examples of military core competencies. Students should be able to explain how gender perspective is core competence. Students should be able to review how gender as a core competence will improve operational effectiveness.

Key Messages: Having a gender competence is key in most military operations. Using a factor-deduction-conclusion analysis model demonstrates ways in which a gender perspective could enhance the operational effect and addresses challenges facing the operation or mission. A gender analysis should support the integration of gender perspective in the following core documents.

Note to the instructor:

Ask the training audience ‘What are the core competences that military personnel need in an operation or mission?’

Ask the training audience ‘How can gender perspective as a core competence improve operational effectiveness?’

To further understanding, the analytical tool that is presented could be enhanced with an example from the area of operations the training audience will deploy to.

Speaking points

Assess your operation or activity with a gender perspective

Having a gender competence is key in most military operations. Almost everything that the military force does will have some bearing on the civilian population, and probably different bearing on men and women. In that way, few tasks and activities are gender-neutral. To find the gender perspective in the operation or in the activity, the following though exercise could be used.

1) Does my operation affect men, women, boys and girls in the same was based on their gender?

For example, are there any aspects of the operation that do not reach women? This is very useful when for example conducting demining operations. In many countries, women have a lower education than men and therefore cannot read. When demining an area, a simple sign where it is written where it is safe to move and where it is not, will not communicate to women who cannot read. And, also it will not communicate with boys and girls who cannot read. This is a great security risk to women. In order to
communicate which areas that are safe to women – other strategies than written signs must be used. This is an example of how an operation affect men, women, boys and girls differently.

If yes on the first question, the second question to ask is then:

2) If my operation affects men, women, boys and girls differently, is this my aim?

Sometimes the intended operational effect is different for men and women. As in the example when ISAF Afghanistan arranged a high-level female political meeting on peace and security, the meeting was only intended for women. However, if the aim is not that the operation should affect women and men differently, you must ask the following question:

If the response is no to the second question, then ask:

3) If it is not my aim that the operation should affect men and women differently, how can I change the effect?

In answering the third question, having a gender competence and an understanding of the men and women in the operational area will be key.

**Slides:**

- What are the core competences that military personnel need in an operation or mission?
- How can gender perspective as a core competence improve operational effectiveness?

**Note to the instructor:**

The instructor should include tasks and examples that relate to the tasks of the training audience and the operational environment the training audience is deploying to. This slide supports military planners, staff personnel with an understanding of gender perspective in operational planning. It may not be applicable to the entire training audience, you should tailor this slide accordingly.

**Speaking points**

**Factor-Deduction-Conclusion Analysis**

The matrix showing a simple factor-deduction-conclusion analysis model shows more ways in how a gender perspective could enhance the operational effect and addressing challenges facing the mission.

In a fictitious scenario the following formulation might appear:

- Having realised that information and liaising with the female population is imperative to a proper situational awareness, the military force must figure out how to have more tactical units engaging with the female population.
- The deduction of the problem might show that the mission is not considered credible by the female population and that the mission does not have their support.
- The conclusion is that we must approach the problem in a culturally respectful manner and make sure that the mission engage with the whole population, men, women, boys and girls.
- Another problem formulation might be:
- In the upcoming election there is a risk that no or few female voters will take part. The military’s mission and mandate is to provide security surrounding the mission.
If the female voters do not vote, it will risk the credibility of the election of being democratic, since half of the voters were missing. Also, the mission will have failed its mission since they were supposed to provide security to the whole population.

The conclusion is that special attention must be devoted to female voters and their security when voting.

These two analyses show how a good situational awareness and a gender perspective could enhance the understanding and thus the resolution of a challenge.

**Slides:**

**Factor-Deduction - Conclusion Analysis**

**Why Gender Perspective in Measures of Effect?**

**Note to the instructor:**

NATO Indicators provide the training audience a clear example of measurable indicators.

**Speaking points**

The following indicators could be used to measure the operational effect when using a gender perspective.

Indicators related to Operational Impact and implementation of gender perspective:

1) Number and percentage of units tasked with engaging civilian populations with access to female interpreters.
2) Number and percentage of women consulted who initiate or allow subsequent engagement by NATO personnel within x period of time.
3) Number and percentage of NATO-led needs assessments related to development projects that include consultations with women.
4) Number and percentage of patrol reports that include documentation of engagement with women and the outcomes of those engagement activities.
5) The number and percentage of engagements by NATO personnel with the local population that directly reduced physical threats to NATO personnel and equipment (collection of this data would need to be disaggregated by sex).

Other operational indicators could for example be:

- Women recruited to local security forces
- Information provided by both female and male citizens
- Registration to vote/participation in elections
- Number of men and women enlisting in the military
- Reports of violation of human rights

Indicators must be developed in accordance with the mission objective and the mandate. This means that different indicators will measure different objectives and mandate. The measurement of effect must always be conducted in relation to the specific mission and its objectives.

**Slides:**
Note to the instructor:
A gender analysis should support the integration of gender perspective in the following core documents.

Speaking points
As previously discussed, in any military mandate and in all activities and processes, there will be interaction with the human terrain. As such, a gender analysis is essential.

This process is supported by the Gender Advisor who translates the analysis to support overall decision-making in line with operational priorities. This is one way to extract gender-related information to support better understanding of the operational environment and how to assess security. Remember that simply compiling or mapping information is not enough to make an analysis. It is the interpretation and the relevance for the operation or mission that transforms the information and data into an analysis that will be useful to situational awareness and planning.

The integration of gender perspective will be a valuable contribution to any operations planning process. It is imperative that gender perspective is integrated into the core document and not sidelined. For example in:
- Mission analysis brief
- Decision brief
- CUB (Commander’s update briefing)
- OPLAN
- Annex
- SOP (Standard operating procedure)
- TTP (Tactical and technical procedure)
- COA (Course of action)
- FRAGO (Fragmentary order)
- KLEP (Key leader engagement plan)

Slides:
Topic: Gender-balanced force (10 min)

Outcome: Students should be able to explain how a gender balanced force will improve operational effectiveness.

Key Messages: Gender balance refers to equal representation of women and men at all levels of employment. Achieving a balance in staffing patterns and creating a working environment that is conducive to a diverse workforce improves the effectiveness of policies and programmes and enhances NATO’s capacity to better serve the entire population. Gender balance does not refer to a 50-50 force. Gender balance should not be confused with gender perspective. Both men and women can use gender perspective. Having a gender perspective is thus not dependent on having women in the force.

Note to the instructor:
Ask the training audience: What is gender balance?
Ask the training audience ‘is gender balance of our own forces necessary in order to carry out the task/mandate?’

Speaking points
The NATO Action Plan for the Implementation of NATO/EAPC Policy on Women, Peace and Security (2014-2016) identified the outcome of an ‘improved gender balance within troops and officers deployed in NATO-led operations and missions.’ The actions to achieve this outcome include: ‘strive for a better gender balance when requesting troop contributions’ and ‘nations to deploy women at all levels in NATO-led operations and missions.’

It is important to note that gender balance does not refer to a 50-50 force. Gender balance refers to equal representation of women and men at all levels of employment. Achieving a balance in staffing patterns and creating a working environment that is conducive to a diverse workforce improves the effectiveness of policies and programmes and enhances NATO’s capacity to better serve the entire population.

Gender balance should not be confused with gender perspective. Both men and women can use gender perspective. Having a gender perspective is thus not dependent on having women in the force. However, sometimes using gender perspective in operations planning will inform you that you will need female military personnel to carry out a task.

How we address a situation with an integrated gender perspective will depend on the situation, conflict context and the society we are operating in. That is why a thorough gender analysis of the local society always must inform operations planning. Operations planning also look at our own capabilities and whether we are capable to solve a situation or carry out a task. Gender perspective in this type of planning assesses if we have the gender compositions of our own forces necessary to carry out a task.

There are many situations where a better gender-balanced mixed unit is crucial for the execution of a mandate or a task

- In certain cultural settings, only women can engage with women. In those cases, women in the force are imperative to receiving information from the whole population.
  - In these cases female interpreters are key to the success.
In checkpoints or other situations where people are searched, only women are suitable to search other women.
In Security Force Assistance we must lead by example, meaning that women in our own forces might inspire host nation security forces.
On some topics, for example occurrences of sexual violence, both women and men tend to be more open to speaking about their experience of sexual violence with a woman, rather than with a man.

It is important to take into account that every situation will put different requirements to strive for a gender-balanced force. The assessment depends on the conflict and cultural context and the tasks of the mission. It is important to keep in mind that engaging the female population is the responsibility of the force/unit commander and not the responsibility of your female personnel.

Slides:

Topic: Security Force Assistance (35 min)

Outcome: Students should be able to explain Security Force Assistance. Students should be able to demonstrate the integration of gender perspective in Security Force Assistance. Students should be able to practice internal and external methods of Security Force Assistance.

Key Messages: The very core of security force assistance is to provide security to a population. However, risks to security and threats may be very different to different people, and especially differences between genders. Both in and after a conflict, men and women might define security very differently. Local ownership is key to a successful security force assistance process. Both internal and external aspects of security force assistance must be addressed and integrated for the host nation. Breaches in the code of conduct will risk the success of security force assistance and cause the operation to lose credibility.

Note to the instructor:
This Chapter should be re-structured to fit the training audience and the task that they are going to carry out. Explain to the training audience what is meant by gender perspective in security force assistance (SFA). If possible (and as applicable), use examples from the area they are deploying to.

Speaking points

Defining Security
The very core of security force assistance is to provide security to a population. However, risks to security and threats may be very different to different people, and especially differences between genders. Both in and after a conflict, men and women might define security very differently. For a man, security might be to have arms to protect the family from intruders. For a woman, security might be to have food for the day to feed the family. But also, security for a man might be to be able to seek medical help for an injury. And for a woman, security can also be to have a job and a safe income. Depending on a range of factors, security will be defined differently for different people.
When designing but also when carrying out security force assistance, this must be kept in mind. The ultimate end is for the security forces to provide security to the population and to be able to do so, both you and your local counterpart must be aware of the different security concerns.

**Gender Perspective in Security Force Assistance**

When conducting security force assistance, there is no blueprint or set design. The process and assistance must be tailor-made for each situation and context. This way of working demands a proper gender analysis of the security sector and the objectives of security force assistance. Military personnel must be knowledgeable about the gender relations and roles in their security force and in the community at large to be able to work with an integrated gender perspective. In some contexts, the community might be adverse to women participating in the security force. In other contexts, this might be acceptable by all. In both of these contexts, the challenges and opportunities of security force assistance will be different.

It is also important to remember that in an international mission, you must always respect the norms and social structures locally. Even though you might have a method or a system in your national security force that works well, this might not be applicable to the area of operations. Imposing systems that do not fit the local social norms does not create a long-term solution. This is why a proper analysis of the local gender dimensions must be done and security force assistance designed accordingly. Local ownership is key to a successful security force assistance process.

**How to apply gender perspective in SFA?**

To succeed with applying gender perspective in security force assistance (SFA), you must be able to use both gender-aware interventions and gender-specific interventions.

**Gender-integrated interventions** means that all interventions and activities within SFA must be carried out with a gender perspective. You must always keep in mind how your activities might affect men, women, boys and girls differently.

**Gender-specific interventions** are interventions specifically aimed at women in the security forces or women in civilian populations. For example, this might be specific recruitment campaigns, training strategies or information campaigns to name a few.

It is important to bare in mind that both types of interventions are needed to successfully integrate gender perspective.

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**Slides:**

- **Defining Security**
  - Methods or system in national security forces might not apply to other social contexts
  - Analyse the gender dimensions in each context

- **Gender Perspective in Security Force Assistance**
  - No blueprint

- **How to apply gender perspective in SFA?**
  - Gender-integrated interventions
  - Gender-specific interventions

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**Note to the instructor:**

There are both internal and external aspects of security force assistance for the host nation.

**Speaking points**

Internal – the host nation security force
When assessing gender perspective in security force assistance and working with the host nation’s security force both internal and external concerns should be addressed. Internal issues includes internal structures and the experiences of men and women within the security force. Challenges internally can include recruitment and retention of women, gender discrimination in career and advancement possibilities, work responsibilities and harassment of female personnel, including physical and sexual harassment.

To address such gender-specific challenges, the support to the host nation’s security forces can include campaigns encouraging women to join the security forces and mandatory accountability on code of conduct. Opportunities may also include oversight of the equipment suited for both men and women and adjusted training for both men and women in order to reach the same performance level for testing. However, the opportunities to apply gender perspective internally when supporting local security forces will change depending on the context.

These are example of gender-specific interventions, but gender perspective must be kept in mind always when doing security force assistance.

External – the host nation security force
When it comes to the operations and activities that the host nation’s security forces conducts externally, the security considerations for men, women, boys and girls might be different therefore, must be addressed by the security forces. Gender perspective in operational planning is thus necessary for the host nation’s security forces as well.

As a result of conflict and the collapse of the security sector, the local population might have a negative attitude towards the security forces. Sometimes, the local security force has been a source of non-security for the population. An important task is to be able to restore faith within the security sector. This might entail different strategies to regain the confidence of local men and women. NATO forces must serve as role models in upholding the code of conduct and all mandates. As support, NATO should stress the pride of the security force as security providers to the local population.

Overall Considerations
As we are supporting host nation’s security force with integrating gender perspective, both internally and externally, we must recognize our own role in ensuring efficiency. As support and mentors, we should act as role models and good example in order to convey this message.

First of all we must maintain an internal standard with regards to gender perspectives. To be able to advocate the importance and necessity of a gender-balanced force, we must also prove this point within our own forces. If we can provide equal opportunities to men and women within our own troops, our chances are higher of supporting a third party to implement such policies. The same goes for any harassment or breaches of code of conduct internally. If there is a lack of professionalism within our national forces or in the mission, we cannot expect to be able to advocate a non-harassment message to external security forces.

Second, as well as being a role model regarding internal gender perspectives, we must be able to show that we use a gender perspective in our external operations and activities. A key factor to achieve this is doing no harm to the population. Any cases of sexual exploitation or abuse will damage our credibility as a supporting partner to the host nation’s security forces. Such occurrences will be particularly dangerous when trying to restore the population’s faith in the security forces.

Simply put: we must do as we teach. We support the host nation’s security forces on how to integrate gender perspective but this also means that we must set the right example by doing it ourselves.

Slides:
**Topic: Liaison and coordination with external actors (30 min)**

Outcome: Students should be able to explain the importance of liaison and coordination with external actors (including IOs, GOs, NGOs). Students should be able to demonstrate consultation with external actors (including IOs, GOs, NGOs).

Key Messages: Local organisations can provide a local understanding of the situation. They can also be useful when trying to understand the gender relations and structures within the deployment area. Sharing information will enhance everyone’s understanding.

**Note to the instructor:**

The instructor should include organisations and actors that are relevant to the context the training audience are deploying to. Open up for discussion and provide a list of external actors in the area the training audience is deploying to. Ask which actor(s) may be relevant to liaise with. Identify UN, INGO, community based organizations, women’s groups, traditional leaders, local authorities, shelters, local law enforcement and judiciary.

**Speaking points**

**External Actors**

An International Organization can be defined as an organization established by a treaty or other instrument governed by international law and possessing its own international legal personality. IOs generally have States as members, but often other entities can also apply for membership. This can for example be the UN, OSCE, NATO, OECD, WB etc. IOs can often provide compiled report on a topic or lesson learned from many areas.

Governmental organizations can be governmental organization in your home country, but also host nation authorities. For example, Ministry of Women Affairs, Ministry of Defense or National Human Rights Commission/Ombudsman. GOs can give you the national direction on certain topics, for example gender.

A non-governmental organization (NGO, also often referred to as "civil society organization" or CSO) is a not-for-profit group, principally independent from government, which is organized on a local, national or international level to address issues in support of the public good. Task-oriented and made up of people with a common interest, NGOs perform a variety of services and humanitarian functions, bring public concerns to governments, monitor policy and programme implementation, and encourage participation of civil society stakeholders at the community level. Some are organized around specific issues, such as human rights. NGOs have often been active in a country for a long time, meaning that they have a lot of experience and information to give. It is however important to note that NGOs can have different ideological or political affiliations. Also, some NGOs remain neutral in conflict and cannot engage with any military actors.

There can also be other non-organized or more roughly organized actors to liaise with. For example, religious leaders, women and student associations, academics, professional organizations, and the many other parts of the national civil society.

**Importance of liaison with external actors**
A conflict situation is often very complex. All actors engaged in the area of operations face similar challenges, which is why it is important to share information and integrate gender perspective. It is important to note that the sharing of information should be also done in consideration of classification and sensitivity of material.

Many civilian non-governmental organization have been engaged in conflict areas for a long time. They will most likely have a better understanding of the environment in the area of operations. Military forces can benefit from liaison and coordination with external actors. Local organizations can provide a local understanding of the situation. They can also be useful when trying to understand the gender relations and structures within the deployment area.

Slides:

- International Organisations (IOs)
- Governmental Organisations (GOs)
- Non-Governmental Organisations (NGOs)
  - International
  - Local
- Other non-organised actors

Note to the instructor:
The goal of this activity is to have the training audience identify existing coordination meetings on gender-related topics in the area of operations.

Topic: Summary, conclusion and questions (5 min)

Outcome: Motivate students to integrate gender perspective in the planning, execution and assessment of military operations.
Key Message: Overview through ‘Key Messages’ slide with summary of learning outcomes and an opportunity for the students to ask questions.

Note to the instructor:
Make sure that students have reached the required learning outcome. You might need adjust and revise slides and if you have done that make sure that you adjust and revise the key messages in accordance with the new teaching material. It is highly recommended to include remarks specific to your nation.

**Slides:**

**Overall Key Messages**
- Gender perspective is a capability to enhance and broaden our understanding of the operational environment, notably the society and its social and (in some cases) patriarchal structures and behaviors. Gender perspective is very useful in almost every task that a military force carries out.
- Gender perspective is a cross-cutting theme and contributes to enhanced operational effect.
- Having a gender perspective is key in most military operations.
- Both internal and external aspects of security force assistance must be addressed and integrated for the host nation.
- A gender perspective enhances operational effectiveness and can prevent local organizations from local understanding of the situation. Sharing information will enhance everyone’s understanding.

**Questions & Answers**

**Sum up of the lesson – lesson schedule overview**

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Strategy Method</th>
<th>Related outcome(s)</th>
<th>Related Assessment(s)</th>
<th>Content guidance</th>
<th>Content Resources</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Introduction, motivation, learning outcome</td>
<td>Presentation (direct instruction)</td>
<td>Students understand the aim of the lecture</td>
<td>None</td>
<td>Learning outcome and agenda</td>
<td>Power Point See slides 1-4</td>
<td>Instructor</td>
</tr>
<tr>
<td>20 min</td>
<td>Enhancing operational effectiveness</td>
<td>Discussion (indirect instruction) and Exercise (indirect instruction)</td>
<td>Students should be able to explain gender perspective and how gender is a cross-cutting theme</td>
<td>Recall definition of gender perspective; ask a student to provide the definition. Give examples how gender perspective enhances operational effectiveness.</td>
<td>Gender perspective is a capability to enhance and broaden our understanding of the operational environment, notably the society and its social and (in some cases) patriarchal structures and relationships. This enhanced understanding is very useful in almost every task that a military force carries out. Gender is a cross-cutting theme and gender perspective contributes to enhanced operational effect.</td>
<td>Power Point See slides 5-10</td>
<td>Instructor</td>
</tr>
<tr>
<td>15 min</td>
<td>Gender perspective as a core competence</td>
<td>Discussion and practical exercise</td>
<td>Students should be able to give</td>
<td>Ask the class what are the core competencies</td>
<td>Having gender perspective competence is key in most military operations.</td>
<td>Power Point See slides 11-20</td>
<td>Instructor</td>
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**Gender balanced force**

- **10 min**

<table>
<thead>
<tr>
<th>Action</th>
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<tbody>
<tr>
<td>(indirect instruction) and Presentation (direct instruction)</td>
</tr>
<tr>
<td>Examples of military core competencies.</td>
</tr>
<tr>
<td>Students should be able to explain how gender perspective is core competence.</td>
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<tr>
<td>Students should be able to review how gender as a core competence will improve operational effectiveness.</td>
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<tr>
<td>That military personnel need in an operation or mission?</td>
</tr>
<tr>
<td>Ask how can gender as a core competence improve operational effectiveness?</td>
</tr>
<tr>
<td>Explain how to assess your operation or activity by using the core competence of gender perspective by asking: does my operation affect men, women, boys and girls the same way based on their gender? If yes, is this my purpose? If no, how can I change my effect?</td>
</tr>
<tr>
<td>Give examples and explain how to evaluate effect.</td>
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<tr>
<td>Give examples of integrating gender perspective into core documents (and how this is supported by a gender analysis).</td>
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<tr>
<td>If possible, provide examples from the host nation and the area the deployment area.</td>
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<tr>
<td>Using a factor-deduction-conclusion analysis model demonstrates ways in which a gender perspective could enhance the operational effect and addresses challenges facing the operation or mission.</td>
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<tr>
<td>A gender analysis should support the integration of gender perspective in the following core documents.</td>
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<tr>
<td>Gender balance refers to equal representation of women and men at all levels of employment. Achieving a balance in staffing patterns and creating a working environment that is conducive to a diverse workforce improves the effectiveness of policies and</td>
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<tr>
<td>Power Point See slides 21-25</td>
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<tr>
<td>Instructor</td>
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</tbody>
</table>
Give practical examples programmes and enhances NATO’s capacity to better serve the entire population.

Gender balance does not refer to a 50-50 force.

Gender balance should not be confused with gender perspective. Both men and women can use gender perspective. Having a gender perspective is thus not dependent on having women in the force.

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
<th>Activity</th>
<th>Objectives</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 min</td>
<td>Security Force Assistance</td>
<td>Presentation (direct instruction)</td>
<td>Students should be able to explain Security Force Assistance. Students should be able to demonstrate the integration of gender perspective in Security Force Assistance. Students should be able to demonstrate application of equal opportunities within Security Force Assistance. Students should be able to practice internal and external methods of Security Force Assistance.</td>
<td>Explain what is meant by Security Force Assistance and how to apply gender perspective. Explain the internal and external aspects of Security Force Assistance. If possible, provide examples from the host nation and the area the deployment area. It is recommended to add a practical exercise linked with the host nation and the operation or mission.</td>
</tr>
<tr>
<td>30 min</td>
<td>Liaison and coordination with external actors</td>
<td>(Indirect instruction), Presentation (direct instruction) And Brainstorming and/or think, pair, share</td>
<td>Students should be able to explain the importance of liaison and coordination with external actors (including IOs, GOs, NGOs). Students should be able to demonstrate consultation with</td>
<td>Explain the difference between external actors and the importance of liaison and coordination. Give a task to the class to identify existing coordination meetings on gender-related topics in your Local organisations can provide a local understanding of the situation. They can also be useful when trying to understand the gender relations and structures within the deployment area. Sharing information will enhance everyone’s understanding.</td>
</tr>
</tbody>
</table>
external actors (including IOs, GOs, NGOs).
area of operations including IOs, GOs and NGOs.
Provide examples from the host nation and the area the deployment area.

| 5 min | Summary, conclusion and questions | Discussion (interactive instruction) | Motivate students to integrate gender perspective in to their work when deployed.
Students should be able to translate the operational impact of gender. | Make sure that students have reached the required learning outcome – that they are motivated to integrate gender perspective into their work when deployed. | Summary of learning outcomes and opportunity for the students to ask questions | Power Point | Instructor |