TRAINING MATERIALS ON GENDER PERSPECTIVE
FOR NATO ALLIES AND PARTNERS

Instructors Guide

Module 1: Strengthening national gender perspective for NATO Allies and partners national headquarters staff in national military headquarters (strategic-operational levels)
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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 must 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 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.

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.
4 NATO/EAPC Policy for the implementation of UNSCR 1325 on Women, Peace and Security and related resolutions, 2014.
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.

\(^5\) 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
\(^7\) 5000/TSC TPX 120?TT-9824/Ser:NU “Gender in Military Operations Training Requirements Analysis Final Report”, 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 andrological 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.\(^{11}\) In recognition of and in response to this need, the following education and training module intended for NATO Allies and partners’ national headquarters staff at the strategic-operational levels was developed. 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.\(^ {12}\) Following the Analysis, a Training Needs Analysis (TNA) Working Group consisting of gender experts both military and civilian was conducted.\(^ {13}\) 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\(^ {14}\) 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 (2013) to illustrate why some tasks are considered to be of higher priority than others. The complete TNA is found at Annex A.

\(^ {11}\) 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 (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.

15 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 3 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</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.</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>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>Ask questions and observe</td>
<td></td>
<td>• ADL (computer/s with internet access is/are required)</td>
</tr>
<tr>
<td>Learning outcome: Students will be able to apply terms and definitions related to gender.</td>
<td></td>
<td></td>
<td>Interactive Instruction</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td>• Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Brainstorming and/or think, pair, share</td>
</tr>
</tbody>
</table>

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</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</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)</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 “Men, war and Conflict” and “Women, war and Conflict.”</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</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>Give an practical example and observe</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>
</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 education, training and exercises.</td>
<td>Ask class “why do we need to integrate gender perspective into our military education, training and exercises?”</td>
<td>Give practical examples and observe</td>
<td>Resolutions, directives and action plans task us to integrate GP into our education, training and exercises.</td>
<td>Power Point</td>
</tr>
</tbody>
</table>

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

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/jftlib](http://www.act.nato.int/jftlib).

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 One is aimed at strategic and operational level for Ministry of Defence and Defence Staff personnel.

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) Support strategic and operational level leadership in implementing international and national framework on gender perspective
2) Support strategic and operational level to integrate gender perspective into military education, training and exercises
3) Support national strategic and operational level staff in integrating gender perspective in planning, execution and assessment of military operations

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

The following pages provide instructor guidance for the 3 lessons listed above. Each lesson begins with an overview of the background and aim, covers the individual learning outcomes for each lesson, lists the duration for the individual lesson and the pre-requisites for the instructor. It also offers guidance on required equipment, issues for consideration, a list of useful references and instructional strategies/methods. The figure below outlines the 3 lessons that comprise Module 1.
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](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:
International and national framework on gender perspective

Background and aim
This basic-level lesson is for all NATO Allies and partners’ national headquarters staff. It is designed to support strategic and operational level leadership in implementing international and national frameworks on gender perspective. This lesson will help all staff members to gain an understanding of NATO’s framework on gender perspective.

Learning outcome
After this lesson (lecture + case study) students should be able to:
1) Use resolutions, directives and declarations that provide the framework for NATO’s implementation of gender perspective.
2) Use resolutions, directives and declarations that provide the framework for national implementation of gender perspective.
3) Use national armed forces framework for implementation of gender perspective.
4) Apply gender perspective in existing and future national policies, directives and procedures.
5) Examine implementation of national gender policies, directives and procedures.

Duration
60 min (ADL 169 + discussion) + 120 min lecture + 120 min case study

Pre-Requisites for the Instructor
Sufficient understanding and comprehension of English is required (international policy is mostly written in English). The 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, and has preferably has taken the NATO accredited Gender Training of Trainers course.

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</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>
<td></td>
<td>ADL (*note this take 45-60 minutes) or Presentation</td>
<td>Students recall key definitions on gender and explain how gender improves operational effectiveness</td>
<td>Ask questions as formulated for the assessment above and observe</td>
<td>Gender perspective is a force multiplier and supports the outcome of the operation and enhances mission effect A sustainable peace is only possible with the equal participation of women and men in the peace process</td>
<td>Power Point</td>
<td>Instructor</td>
</tr>
<tr>
<td>60 min</td>
<td>Introduction to gender in military operations</td>
<td>ADL (*note this take 45-60 minutes) or Presentation</td>
<td>Students recall key definitions on gender and explain how gender improves operational effectiveness</td>
<td>Ask questions as formulated for the assessment above and observe</td>
<td>Gender perspective is a force multiplier and supports the outcome of the operation and enhances mission effect A sustainable peace is only possible with the equal participation of women and men in the peace process</td>
<td>Power Point</td>
<td>Instructor</td>
</tr>
<tr>
<td>30 min</td>
<td>Introduction to NATO’s framework on gender perspective</td>
<td>Presentation</td>
<td>Students should be able to review NATO’s framework on gender perspective</td>
<td>Ask questions and observe</td>
<td>NATO and its partners are committed to ensure implementation of UNSCR 1325 and related resolutions Using a gender perspective in the planning, execution, assessment and reporting of your activities will increase operational effectiveness</td>
<td>Power Point</td>
<td>Instructor</td>
</tr>
<tr>
<td>20 min</td>
<td>Introduction to national framework on gender perspective</td>
<td>Presentation</td>
<td>Students should be able to review national framework on gender perspective</td>
<td>Ask questions and observe</td>
<td>Nations and partners are encouraged to continue implementation of UNSCR 1325 and related resolutions Nations and partners are urged to implement National Action Plans and national armed forces framework on UNSCR 1325 and related resolutions</td>
<td>Power Point</td>
<td>Instructor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation</td>
<td>Students should be able to review national framework on gender perspective</td>
<td>Ask questions and observe</td>
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<td>Power Point</td>
<td>Instructor</td>
</tr>
<tr>
<td>10 min</td>
<td>Introduction of checklist</td>
<td>Presentation and case study (*note this will increase time)</td>
<td>Students should be able to use the checklist</td>
<td>Use checklist and possible case study</td>
<td>See slides 39 and Appendix VII</td>
<td>Power Point</td>
<td>Instructor</td>
</tr>
<tr>
<td>5 min</td>
<td>Summary, conclusion and questions</td>
<td>Presentation</td>
<td>Summary of learning outcomes and opportunity for the students to ask questions</td>
<td>None</td>
<td>None</td>
<td>Power Point</td>
<td>Instructor</td>
</tr>
</tbody>
</table>
NON-SENSITIVE INFORMATION RELEASABLE TO THE PUBLIC

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 six chapters with the following content.

I: Introduction
II: NATO’s framework on gender perspective
III: National framework on gender perspective
IV: National armed forces framework
V: Checklist to support your work
VI: Summary / Conclusions / Questions

**Slides:**

<table>
<thead>
<tr>
<th>Content – Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>I: Introduction</td>
</tr>
<tr>
<td>II: NATO’s framework on gender perspective</td>
</tr>
<tr>
<td>III: National framework on gender perspective</td>
</tr>
<tr>
<td>IV: National armed forces framework</td>
</tr>
<tr>
<td>V: Checklist to support your work</td>
</tr>
<tr>
<td>VI: Summary / Conclusions / Questions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender Perspective in Military Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy / Operational Level</td>
</tr>
<tr>
<td>NATO Allies and partners national headquarters staff</td>
</tr>
<tr>
<td>Lecture 1: International and national framework on gender perspective</td>
</tr>
</tbody>
</table>
**Non-sensitive information releasable to the public**

**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.*

**Speaking points**

After this lecture students should be able to:

1. Use resolutions, directives and declarations that provide the framework for NATO’s implementation of gender perspective.
2. Use resolutions, directives and declarations that provide the framework for national implementation of gender perspective.
3. Use national armed forces framework for implementation of gender perspective.
4. Apply gender perspective in existing and future national policies, directives and procedures.
5. Examine implementation of national gender policies, directives and procedures.

**Slides:**

After this lecture students should be able to:

1. Use resolutions, directives and declarations that provide the framework for NATO’s implementation of gender perspective.
2. Use resolutions, directives and declarations that provide the framework for national implementation of gender perspective.
3. Use national armed forces framework for implementation of gender perspective.
4. Apply gender perspective in existing and future national policies, directives and procedures.
5. Examine implementation of national gender policies, directives and procedures.
Topic: Definition of gender perspective (5 min)

Outcome: Students are 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:
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”.

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)

Refer to Instructor guidance for the ADL and discussion (60 min)

Outcome: Students recall key definitions on gender and are able to explain how gender improves operational effectiveness.
Key Message: Gender perspective is a force multiplier that supports the outcome of the operation and enhances mission effect.

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. 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’?
Participation and strengthening of women as actors

Why is it problematic to talk about the population as a whole?
For example:
Protection of Civilians

Until we know who is affected (men, women, boys or girls) and who among them is most at risk, at what time and place – the protection/security we provide may be unsuitable.
Topic: NATO’s framework on gender perspective (30 min)

Outcome: Students are able to review NATO’s framework on gender perspective
Key Message: NATO and its partners are committed to ensure implementation of UNSCR 1325 and related resolutions. Using a gender perspective in the planning, execution, assessment and reporting of your activities will increase operational effectiveness

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.

Speaking points:

The 3 Pillars of Women, Peace and Security (United Nations Security Council Resolution 1325)
From 1999 and onwards the gender discussion increased at the UN Security Council. The Council looked to the protection of women from sexual abuse in conflict zones, as reported from the Balkans and in DR Congo, the lack of female participation in peace processes and preventing the harm to women happening again in armed conflicts. In 2000, the UN Security Council adopted resolution 1325, a landmark resolution on women, peace and security. This resolution is special because smaller member states and non-permanent members of the Security Council including Namibia, Bangladesh, Jamaica, Mali and Canada provided the most support for the resolution. This shows that women, peace and security was not driven solely by a western-only agenda.

Resolution 1325 has three fundamental pillars to implementing the work on women peace and security.

Prevention means all efforts to prevent violations of men and women’s human rights. Efforts can include preventing gender-based sexual violence, prosecute offenders of sexual violence and strengthen legal support for women’s rights.

An example of working with prevention is to train female police officers and soldiers in Security Force Assistance (also known as Security Sector Reform). Key to preventing violations of human rights is that they are properly reported to the authorities. Often people prefer to report to an officer of their own gender, especially concerning sexual violence. Having trained female police officers and soldiers is important for violations of human rights to be properly reported.

Protection – Since armed conflict affects men, women, boys and girls differently, they may need different sorts of protection. For example, female Internally Displaced Persons (IDPs) fleeing along with their families will need special protection efforts to ensure their security. Using a gender perspective in protection is to see how a situation necessitates different security efforts for women, men, boys and girls.

To create a safe and secure environment, military units can patrol certain areas in order to monitor and deter human rights violations. When choose which areas to patrol, the patterns of movement of both men and women must be taken into consideration. Whereas men work in one area, women might go to the market in another area. These differences in patterns of movement will be detected by using a gender perspective. The security needs of both these men and women must then be considered when choosing where to patrol in order to create a safe and secure environment for the whole population.

Participation – Women and men should participate on equal terms in all levels of the peace process, in the post-conflict work and before, during and after the conflict. At the moment, this is rarely the case and 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.

For example, in Columbia, President Juan Manuel Santos appointed María Paulina Riveros, head of the Interior Ministry’s human rights work, and Nigeria Rentería Lozano, the president’s senior advisor for gender equity, to the negotiating team discussing the ceasefire agreement between the government and the Revolutionary Armed Forces of Colombia (Farc). This was the first time that any woman had been named among the government’s five lead negotiators.

UNSCR 1325 states that the method to achieve protection, prevention and participation is through gender mainstreaming of all activities. This means that a gender perspective should be used in all activities in order to address the whole population (men, women, boys and girls).
**Women, Peace & Security Resolutions**

There are seven resolutions on the topic of Women, Peace and Security. The landmark resolution 1325 came in 2000 but the progress with the implementation was slow. Six more resolutions were adopted from 2008 and forward to promote the implementation of the original UNSCR 1325.

In these resolutions there is a large emphasis on conflict-related sexual violence. Because of these resolutions, the UN has appointed a special representative on conflict-related sexual violence. The resolutions also stress the need for the exclusion of sexual violence crimes from amnesty and calls upon Member States to comply with their obligations for prosecuting persons responsible for such acts, to ensure that all victims of sexual violence, particularly women and girls, have equal protection under the law and equal access to justice, and stresses the importance of ending impunity for such acts as part of a comprehensive approach to seeking sustainable peace, justice, truth, and national reconciliation.

Note that the victims of conflict-related sexual violence are not solely women and girls but also men and boys. Also, women can be the actors and perpetrators of these crimes.

These resolutions also emphasise the need of an increased amount of female peacekeepers. The presence of female peacekeepers, both civilian, police officers and in the military, will enable the operation to engage better with local females. Remember, that in order for both male and female military personnel to engage with local men and women, you need male and female interpreters.

**Slides:**

1. **The 3 Pillars of Women, Peace and Security** (United Nations Security Council Resolution 1325)
   - Prevention
   - Protection
   - Participation

2. **Women, Peace & Security Resolutions**

   - UNSCR 1325 (2000): Prevention, protection and participation
   - UNSCR 1820 (2008): Protection against sexual violence
   - UNSCR 1888 (2009): Reaffirm the importance of 1325 and 1820
   - UNSCR 1960 (2010): Ending impunity
   - UNSCR 2106 (2013): Need for gender education and gender advisors
   - UNSCR 2122 (2013): Female Participation
Note to the instructor: 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.

Speaking points:

**NATO Bi-Strategic Command Directive 40-1 (8 Aug 2012)**
This Directive provides guidance for the integration of Resolutions, Conventions, Protocols and gender perspective into the planning and conduct of NATO-led operations.

It establishes and clarifies the role of Gender Advisor (GENAD) and Gender Focal Point (GFP), as the providers of specific advice and operational support on gender dimensions to the Commander and NATO personnel.

North Atlantic Council endorsement of the NATO Action Plan obligates 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-Strategic Command Directive 40-1 (8 Aug 2012)**
NATO Bi-SC Directive 40-1 orders the implementation of United Nations Security Council Resolution (UNSCR) 1325 and related resolutions in 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.

A gender perspective need 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 need to be as accurate as possible.

The directive furthermore states the tasks and roles of the Gender Advisor (GENAD) and the Gender Focal Point (GFP). It explains why Gender Advisors (GENADs) are needed to ensure that gender is an integrated part of the planning of operations.

GENAD positions are full-time positions that require adequate training, education and experience.

Slides:
Note to the instructor:
Explain the following Gender Advisory Structure.

Speaking points:
The Gender Advisor serves in a peacetime headquarters and at strategic and operational levels, whereas the Gender Field Advisor is deployed at operational and tactical levels.

The GENAD should have direct access to the Commander or the Command Group in order to underline gender perspective as a cross-functional area. The GFP works with similar tasks at the operational and tactical level.

The GENAD reports directly to the Commander and provides support to ensure that planning, execution and evaluation properly integrate a gender perspective.

The GFP is a dual-hatted position that supports the Unit Commander in implementing directives and procedures with a gender perspective. One of the tasks for the GFP is to provide education and training for NATO personnel.

Even though there are these specialists working with a gender perspective within the command and force structure, it is always the responsibility of the Commander to make sure that a gender perspective is properly integrated.
Note to the instructor:
Review the Action Plan and choose actions that are applicable to your training audience. In order to fully understand the Action Plan, it is a good idea to review the NATO/EAPC Policy for the implementation of UNSCR 1325 on Women, Peace and Security and related resolutions. Should you not have a copy of the NATO/EAPC Policy and Action Plan already, you may find the document in the reference list of this training package.

Review the NATO Education and Training Plan for Gender in Military Operations and choose actions that are applicable to your training audience. Should you not have a copy of the Education and Training Plan already, you may find the document in the reference list of this training package.

Slides:
Topic: National framework on gender perspective  (20 min)

Outcome: Students are able to review national framework on gender perspective
Key Message: Nations and partners are encouraged to continue implementation of UNSCR 1325 and related resolutions. Nations and partners are urged to implement National Action Plans and national armed forces framework on UNSCR 1325 and related resolutions

Note to the instructor:
For this chapter national action plans, directives and policies need to be used. In this generic lecture it is impossible to add information about all NATO Allies and partners. You are expected to create these slides yourself, gender advisors or experts dealing with gender within your own organization should be consulted for support.

National Action Plans (NAPs) serve as a tool for governments to articulate priorities and coordinate the implementation of UNSCR 1325 at the national level. Many nations have adopted NAPs and numerous others are currently in the drafting phase. In the good practice examples, civil society has played an important role in the development phase of these NAPs, and will continue providing oversight and monitoring of the implementation once the policy documents are created.

More information about NAPs can be found on this online platform: www.peacewomen.org

Speaking points:
NB: Speaking notes for this section have not been provided and it is the responsibility of the instructor to research and tailor this section to the training audience and the particular nation.

Slides:
Topic: National armed forces framework on gender perspective (20 min)

Outcome: Students are able to review national armed forces framework on gender perspective
Key Message: Nations and partners are encouraged to continue implementation of UNSCR 1325 and related resolutions. Nations and partners are urged to implement National Action Plans and national armed forces framework on UNSCR 1325 and related resolutions

Note to the instructor:
For this chapter, national military directives, policies and documents related to gender need to be used. In this generic lecture it is impossible to add information about all NATO Allies and partners. You are expected to create these slides yourself, gender advisors within your own organization should be consulted for support.

Speaking points:
NB: Speaking notes for this section have not been provided and it is the responsibility of the instructor to research and tailor this section to the training audience and the particular nation.

Slides:
Summary, conclusion and questions (20 min)

Outcome: Motivate students to integrate gender perspective.
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 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:

Key Messages

- Gender perspective is a force multiplier and supports the outcome of the operation and enhances mission effect.
- A sustainable peace is only possible with the equal participation of women and men in the peace process.
- Using a gender perspective in the planning, execution, assessment and reporting of your activities will increase operational effectiveness.
- NATO and its partners are committed to ensure implementation of UNSCR 1325 and related resolutions.
- States and partners are encouraged to continue implementation of UNSCR 1325 and related resolutions.
- States and partners are urged to implement National Action Plans and national armed forces frameworks on UNSCR 1325 and related resolutions.

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Strategy</th>
<th>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</td>
<td></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 take 45-60 minutes) or Presentation</td>
<td></td>
<td>Students recall key definitions on gender and explain how gender improves operational effectiveness</td>
<td>Ask questions as formulated for the assessment above and observe</td>
<td>Gender perspective is a force multiplier and supports the outcome of the operation and enhances mission effect. A sustainable peace is only possible with the equal participation of women and men in the peace process</td>
<td>Power Point See slides 5-20</td>
<td>Instructor</td>
</tr>
<tr>
<td>30 min</td>
<td>Introduction to NATO’s framework on gender perspective</td>
<td>Presentation</td>
<td></td>
<td>Students should be able to review NATO’s framework on gender perspective</td>
<td>Ask questions and observe</td>
<td>NATO and its partners are committed to ensure implementation of UNSCR 1325 and related resolutions Using a gender perspective in the planning, execution, assessment and reporting of your activities will increase operational effectiveness</td>
<td>Power Point See slides 21-32</td>
<td>Instructor</td>
</tr>
<tr>
<td>20 min</td>
<td>Introduction to national framework on gender perspective</td>
<td>Presentation</td>
<td></td>
<td>Students should be able to review national framework on gender perspective</td>
<td>Ask questions and observe</td>
<td>Nations and partners are encouraged to continue implementation of UNSCR 1325 and related resolutions Nations and partners are urged to implement National Action Plans and national armed forces framework on UNSCR 1325 and related resolutions</td>
<td>Power Point See slides 33-35 National Action Plan (if applicable)</td>
<td>Instructor</td>
</tr>
<tr>
<td>20 min</td>
<td>Introduction to national armed forces framework on gender perspective</td>
<td>Presentation</td>
<td></td>
<td>Students should be able to review national armed forces framework on gender perspective</td>
<td>Ask questions and observe</td>
<td>Nations and partners are encouraged to continue implementation of UNSCR 1325 and related resolutions Nations and partners are urged to implement National Action Plans and national armed forces framework on UNSCR 1325 and related resolutions</td>
<td>Power Point See slides 36-38 National armed forces framework on gender perspective</td>
<td>Instructor</td>
</tr>
<tr>
<td>10 min</td>
<td>Introduction of checklist</td>
<td>Presentation and case study (*note this will increase time)</td>
<td></td>
<td>Students should be able to use the checklist</td>
<td>Use checklist and possible case study</td>
<td>See slides 39 and Appendix VII</td>
<td>Power Point See slide 39 Appendix VII</td>
<td>Instructor</td>
</tr>
<tr>
<td>5 min</td>
<td>Summary, conclusion and questions</td>
<td>Presentation</td>
<td></td>
<td>Summary of learning outcomes and opportunity for the students to ask questions</td>
<td>None</td>
<td>None</td>
<td>Power Point See slides 40-42</td>
<td>Instructor</td>
</tr>
</tbody>
</table>
Instructor guidance for lesson 2:
Integrate gender perspective in military education, training and exercises

Background and aim
This basic-level lesson is for NATO Allies and partners’ national headquarters staff at the regiment/brigade level and below working with military education, training and exercises. It is designed to support strategic and operational level leadership and education/training/exercise senior advisors and specialists in implementing gender perspective into national education and training programs and exercises. This lesson will help leadership, senior advisors and specialists gain an understanding of NATO's framework on gender perspective, but also why and how gender perspective needs to be integrated into military education, training and exercises at all levels.

Learning outcome
After this lesson (lecture + case study) students should be able to:
1) Explain and demonstrate why gender perspective needs to be integrated into military education, training and exercises.
2) Apply gender perspective into initial military training.
3) Incorporate gender in military education and individual training on all levels.
4) Incorporate gender in collective training for military units on all levels.
5) Incorporate gender in military exercises on all levels.
6) Incorporate gender in pre-deployment training.

Duration
60 min (ADL 169 + discussion) + 120 min lecture + 120 min case study

Pre-Requisites for the Instructor
Sufficient understanding and comprehension of English is required (international policy is mostly written in English). The 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.

Equipment needed:
Computer with internet access (access to ADL169)
Projector
Screen
Checklist

Issues for Consideration:
Always explain abbreviations and interact as much as possible with the students
Mandatory Preparation:
The instructor must the lesson plan, power point and content resources.

Other useful references:
MC 0458/3 NATO Education, Training, Exercises, and Evaluation (ETEE) Policy, North Atlantic Military Committee

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

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<tr>
<th>Time</th>
<th>Topic</th>
<th>Strategy Method</th>
<th>Related outcome(s)</th>
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<th>Content guidance</th>
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<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>
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<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 5-20</td>
<td>Instructor</td>
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<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 Give an practical example and observe</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 See slides 15</td>
<td>Instructor</td>
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<tr>
<td>40 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 integrated and demonstrate how gender perspective can be integrated into military education, training and exercises.</td>
<td>Ask class In which areas gender perspective contributes to? Ask class ‘why do we need to integrate gender perspective into our military education, training and exercises?’ Give practical examples and observe</td>
<td>Gender perspective is a force multiplier and supports the outcome of the operation and enhances mission effect. Resolutions, directives and action plans task us to integrate gender perspective into our education, training and exercises. The greatest effect is gained if gender perspective is included in the earliest forms of training and education and mainstreamed throughout courses at different levels to achieve lifelong learning.</td>
<td>Power Point See slides 21-43</td>
<td>Instructor</td>
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<tr>
<td>5 min</td>
<td>NATO definitions on education, individual and collective training, exercises, national training and pre-deployment training</td>
<td>Lecture (direct instruction)</td>
<td>Students will be able to use NATO’s definitions on education, individual and collective training, exercises, national training and pre-deployment training</td>
<td>Explain Give practical examples and observe</td>
<td>Education is the systematic instruction of individuals that will enhance their knowledge and skills, and develop competencies. It is the development activity that enables individuals to make a reasonable response to an unpredictable situation. Individual training is the development of skills and knowledge necessary to perform specific duties and tasks. Training is a learned response to predictable situations. Collective training is procedural drills and practical application of doctrine, plans and procedures to acquire and maintain collective tactical, operational and strategic capabilities.</td>
<td>Power Point See slide 44 NATO MC 458/3</td>
<td>Instructor</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Discussion (indirect instruction)</td>
<td>Students will be able to review training and identify gaps and develop and schedule lessons.</td>
<td>Ask class ‘what should our soldiers, sailors and airmen learn about gender perspective during initial training?’</td>
<td>Every individual soldier needs to be able to detect when men and women might be differently affected by the soldier’s actions. Gender perspective is not a separate thing, it has to be part of everything we do.</td>
<td>Power Point See slides 45-58</td>
<td>Instructor</td>
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<tr>
<td>10 min</td>
<td>Initial military training</td>
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<td></td>
<td>Ask class ‘what should our personnel know and be able to do regarding gender perspective?’</td>
<td>Gender perspective needs to be integrated at every level of education, training and exercises. Leadership needs to understand the use and importance of training gender. In leadership training you need to underline the commanders/leaders responsibility in implementing gender perspective (leading, guiding and facilitating). Everyone in all levels in military organisation has to integrate gender perspective into their own daily work and functional responsibility. Gender perspective is not a separate thing, it has to be part of everything we do.</td>
<td>Power Point See slides 51-59</td>
<td>Instructor</td>
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<tr>
<td>10 min</td>
<td>Military education and individual training</td>
<td></td>
<td></td>
<td>Ask class ‘what should our troops and units be able to do regarding gender perspective?’</td>
<td>In collective training troops and units should be train together to integrate gender perspective into their tasks. Examples of different tasks at the tactical level are: patrolling, checkpoints and roadblocks, protecting, security support, monitoring, verification and liaison. At the strategic and operational level HQ, staff will be trained to integrate gender perspective into their work by individual training and exercises.</td>
<td>Power Point See slides 59-67</td>
<td>Instructor</td>
</tr>
<tr>
<td>15 min</td>
<td>Exercises</td>
<td></td>
<td></td>
<td>Ask class ‘how could we practice our gender perspective in our exercises?’</td>
<td>Integrate gender perspective into all structures and processes in exercises. Gender injects should be part of every exercise.</td>
<td>Power Point See slides 68-78</td>
<td>Instructor</td>
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And 'what kind of exercises do we need? How can we build on the skills required during initial military training and individual training?'

Give practical examples and observe

It is very important to include gender-related information into scenarios and storylines.

Gender should be part of the exercise objectives (when planning exercises – gender expertise should be part of planning from the very beginning).

Gender prioritised should become a training objective. Manning is crucial.

| 10 min | Pre-deployment training | Discussion (indirect instruction) | Students will be able to review pre-deployment training identifying gaps and also develop and schedule lessons. | Ask class ‘what should our individuals and troops know and be able to do regarding gender perspective while deployed?’ And ‘how should this be taught? How can we build onto pre-existing skills, knowledge and competencies? Give practical examples and observe | In pre-deployment training focus should be on how gender perspective supports mission, operational effectiveness and tasks in that specific area of operations. | Power Point See slides 79-86 | Instructor |
| 5 min | Summary, conclusion and questions | Discussion (interactive instruction) | Motivate students to integrate gender perspective in military education, training and exercises. | Make sure that students have reached the required learning outcome – that they are motivated to integrate gender perspective into education, training and/or exercises | Summary of learning outcomes and opportunity for the students to ask questions | Power Point See slides 87-89 | Instructor |

**Case Study**

| 10 min | Introduction to the case study | Lecture and demonstration – give the task (direct instruction) | Task is to integrate gender perspective into your own field of expertise and responsibility in planning education, training or exercise. | Make sure that students have reached the required learning outcome: Students are able to support strategic and operational level to integrate gender perspective in military education, training and exercises. | Task | Power Point | Instructor |
| 60 min | Case study | Students own work | Task is to present your work to the rest of the group. | Make sure that students are motivated to integrate gender perspective into education, training and/or exercises. | Individual or group work | Students |
| 50 min | Back Brief | Discussion (interactive instruction) | Task is to present your work to the rest of the group. | Resolutions, directives and action plans task us to integrate GP into our education, training and exercises. Gender perspective needs to be integrated at every level of education, training and exercises. | Students and Instructor |
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 explain why you are teaching this lesson. Explain the agenda/content and method of the lesson. The expected time for the lecture should be mentioned. Time allotted 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: Introduction
II: Gender perspective in military education, training and exercises
III: Gender in initial military training
IV: Gender in individual education and training
V: Gender in collective training for military units on all levels
VI: Incorporate gender in military exercises on all levels
VII: Gender training in pre-deployment training
VIII: Summary / Conclusions / Questions

**Slides:**
Gender Perspective in Military Operations
Content - Chapters
- I: Introduction
- II: Gender perspective in military education, training and exercises
- III: Gender in initial military training
- IV: Gender in individual education and training
- V: Gender in collective training for military units on all levels
- VI: Incorporate gender in military exercises on all levels
- VII: Gender training in pre-deployment training
- VIII: 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.*

**Speaking points**
After this lecture students should be able to:
1. Explain and demonstrate why gender perspective needs to be integrated into military education, training and exercises
2. Apply gender perspective into initial military training
3. Incorporate gender in military education and individual training on all levels
4. Incorporate gender in collective training for military units on all levels
5. Incorporate gender in military exercises on all levels
6. Incorporate gender training in pre-deployment training

**Slides:**

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

Check the Instructor guidance for the ADL and discussion (60 min)

Outcome: Students recall key definitions on gender and are able to explain how gender improves operational effectiveness.

Key Message: Gender perspective is a force multiplier that supports the outcome of the operation and enhances mission effect.
Topic: Definition of gender perspective (5 min)

Outcome: Students are able to explain 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:

Explain what gender perspective, gender equality and gender balance mean.

Speaking points:

Integration of gender perspective: 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 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: 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”.

Gender balance: 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:
**Note to the instructor:**

Give practical examples that will help the training audience understand what gender perspective means in practice and why it is so important to use it. If time allows ask the class “why is it problematic to focus only on ‘protection’?” And also ask “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.

**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 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.

All members of the population must be considered in order to have the best possible situational awareness and understanding, which is key to achieve the best possible operational effectiveness for an operation.

For example, if the 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’?**
  - Participation and strengthening of women as actors.

- **Why is it problematic to talk about the population as a whole?**
  - For example: Protection of Civilians.
Topic: Reason why gender perspective needs to be integrated into education, training and exercises (40 min)

Outcome: Students are able to explain why gender perspective needs to be integrated and demonstrate how gender perspective can be integrated into military education, training and exercises.

Key Message: Gender perspective is a force multiplier and supports the outcome of the operation and enhances mission effect. Resolutions, directives and action plans task us to integrate gender perspective into our education, training and exercises. The greatest effect is gained if gender perspective is included in the earliest forms of training and education and mainstreamed throughout courses at different levels to achieve lifelong learning.

Note to the instructor:
You are encouraged to adjust and/or revise the information in accordance with national military education, training and exercises and depending on the process used by your training audience.

Ask the training audience why we need to integrate gender perspective into our military education, training and exercises. The main purpose of this question is to make the training audience aware of the need to integrate gender perspective into all the levels of military education, training and exercises. Explain how operational requirements require gender knowledge, skills and competences. You might consider mentioning to the training audience again what is meant by Gender Equality.

Start by asking the class: what types of operational requirements can gender perspective contribute to?
You can ask the following check-up questions if applicable:
Can gender be a force multiplier?
How can gender perspective increase security?
Is gender perspective a women’s issue?
Is a male dominated organisation a reason why it is not possible to reach gender perspective?
Are resources correctly allocated? (i.e., “put the money where mouth is”)
You can also use these questions in your training if you task the audience to brainstorm strategies for successful integration of gender perspective in military operations and how to overcome some of the common challenges including stereotypes.
Following this question, you can recap the training audience’s answers before showing the next slide. The main purpose of this question is to underline that gender perspective needs to be integrated into our activities in order to be as effective in all areas as possible.

Speaking points:
Gender Equality ‘refers to the equal rights, responsibilities and opportunities for women and men, 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 (Bi-SC Directive 40-1 REV 1).

Requirements are operational commanders’ performance gaps.
They state what we need to be able to do!

Slides:

What types of operational requirements can gender perspective contribute to?
Note to the instructor:
Start by asking the class ‘why do we need to integrate gender perspective into our military education, training and exercises?’ The lesson then details 4 main reasons why gender perspective needs to be included in education and training.

Speaking points:
Why integrate gender perspective in education and training?
There are four main reasons why we integrate gender perspective.
(1) From the operational standpoint, gender perspective is a force multiplier and another effective tool to achieve the mission mandate.
(2) Gender perspective is cross-cutting and is relevant at all levels, albeit different depths.
(3) It is imperative to integrate gender perspective into all strategic directives and through all planning, execution and assessment phases.
(4) Leadership and the ‘top down’ approach is essential and we have to recognise that integrating gender perspective is always the Commander’s responsibility.

For example: The male side of the gender equation
As the military organisation is focusing on providing security in an area it is easy to comprehend UNSCR 1325 and gender through the identification of vulnerable groups in a society. Depending on gender roles, different groups are put at different risks in different contexts. It is most common to speak about women and girls need of protection, leaving out men, assuming they are either the providers of safety or potential perpetrators. Therefore by shifting the focus to men’s vulnerability, you can expose the students to a wider perspective of security. An example is the genocide in Srebrenica, where men were targeted due to the fact that they were unarmed men at recruitment age, and therefore became a prioritised target for their enemies. The same goes for women as actors for peace, keeping the demonstrations held by Liberian women in order to stop the civil war in 2003 in mind as an example.

Slides:
Note to the instructor:
Give practical examples.
Explain to the training audience that the rationale and framework on why we integrate gender perspective is founded in a host of documents, conventions, policies and directives (including the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW), United Nations Security Council Resolutions (UNSCRs) on Women, Peace and Security, the NATO Action Plan, Bi-SC Directive 40-1 (Rev 1) and National Action Plans, policies and directives oblige us to integrate gender perspective into our education, training and exercises). References are provided in the annex.

Speaking points:
Requirements 2/2
Within NATO several Policies, Directives and Guidelines states the order for Nations to train and integrate all levels and units in gender.
- NATO Bi-SC Directive 40-1: Integrating UNSCR 1325 and Gender Perspective into the NATO Command Structure, 2012

UN Security Council Resolutions on Women, Peace and Security
- Nations have signed and approved these documents why they are obliged to fulfill their commitment.
- Most Nations has conducted a National Action Plan for implementing UNSCR 1325 into their own security forces which states several objectives why gender perspective should be integrated in all education and training on all levels.

CEDAW is signed by many countries in the Middle East region but is now criticized by the Muslim Brotherhood in some areas. The Muslim Brotherhood which came to power after the fall of Hosssni Mubark issued a statement against CEDAW and called the document non-Islamic (http://www2.amnesty.org.uk/blogs/womens-action-network-blog/alarming-statement-muslimbrotherhood-egypt-cedaw-calling-it-against). For this reason, be aware of how the convention is received in your area of operation.

Slides:
Note to the instructor: Outline and explain the key aspects of each convention, resolution, policy and directive. Provide practical examples of each.

Speaking points:
CEDAW
- Women's rights! 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. 187 ratifications.
- Convention on the Elimination of all forms of Discrimination Against Women, 1979
- Women's rights are human rights!
- Affirmative action to eliminate gender discrimination
- Reproductive rights
- Women's health
- Labour rights
- Participation in political life
- Education for women
- Prohibits forced marriage, equal rights to divorce
- Special protection for rural women
- Article 42: 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.

UNSCRs on Women, Peace and Security
UNSCR 1325
- "Noting the need to consolidate data on the impact of armed conflict on women and girls,
- 6. Requests the Secretary-General to provide to Member States training guidelines and materials on the protection, rights and the particular needs of women, as well as on the importance of involving women in all peacekeeping and peacebuilding measures, invites Member States to incorporate these elements as well as HIV/AIDS awareness training into their national training programmes for military and civilian police personnel in preparation for deployment, and further requests the Secretary-General to ensure that civilian personnel of peacekeeping operations receive similar training."
UNSCR 1820
- 7. Requests the Secretary-General to continue and strengthen efforts to implement the policy of zero tolerance of sexual exploitation and abuse in United Nations peacekeeping operations; and urges troop and police contributing countries to take appropriate preventative action, including pre-deployment and in-theater awareness training, and other action to ensure full accountability in cases of such conduct involving their personnel;
UNSCR 1888
- 3. Demands that all parties to armed conflict immediately take appropriate measures to protect civilians, including women and children, from all forms of sexual violence, including measures such as, inter alia, enforcing appropriate military disciplinary measures and upholding the principle of command responsibility, training troops on the categorical prohibition of all forms of sexual violence against civilians, debunking myths that fuel sexual violence and vetting candidates for national armies and security forces to ensure the exclusion of those associated with serious violations.
UNSCR 1960
- 15. Encourages Member States to deploy greater numbers of female military and police personnel to United Nations peacekeeping operations, and to provide all military and police personnel with adequate training on sexual and gender-based violence, inter alia, to carry out their responsibilities;
UNSCR 2106
- 8. Recognizes the distinct role of Gender Advisors in ensuring that gender perspectives are mainstreamed in policies, planning and implementation by all mission elements; calls upon the Secretary-General to continue to deploy Gender Advisors to the relevant United Nations peacekeeping and political missions as well as humanitarian operations and to ensure comprehensive gender training of all relevant peacekeeping and civilian personnel;
UNSCR 2122
- 9. Encourages troop- and police-contributing countries to increase the percentage of women military and police in deployments to United Nations peacekeeping operations, and further encourages troop- and police-contributing countries to provide all military and police personnel with adequate training to carry out their responsibilities, and relevant United Nations entities to make available appropriate guidance or training modules, including in particular the United Nations pre-deployment scenario-based training on prevention of sexual and gender-based violence;
UNSCR 1325 has three fundamental pillars to implementing the work on Women, Peace and Security. **Prevention** means all efforts to prevent violations of men and women’s human rights. Efforts can include preventing gender-based sexual violence, prosecute offenders of sexual violence and strengthen legal support for women’s rights.

An example of working with prevention is to train female police officers and soldiers in Security Force Assistance (also known as Security Sector Reform). Key to preventing violations of human rights is that they are properly reported to the authorities. Often people prefer to report to an officer of their own gender, especially concerning sexual violence. Having trained female police officers and soldiers is important for violations of human rights to be properly reported.

**Protection** – Since armed conflict affects men, women, boys and girls differently, they may need different sorts of protection. For example, female Internally Displaced Persons (IDPs) fleeing along with their families will need special protection efforts to ensure their security. Using a gender perspective in protection is to see how a situation necessitates different security efforts for women, men, boys and girls.

To create a safe and secure environment, military units can patrol certain areas in order to monitor and deter human rights violations. When choose which areas to patrol, the patterns of movement of both men and women must be taken into consideration. Whereas men work in one area, women might go to the market in another area. These difference in patterns of movement will be detected by using a gender perspective. The security needs of both these men and women must then be considered when choosing where to patrol in order to create a safe and secure environment for the whole population.

**Participation** – Women and men should participate on equal terms in all levels of the peace process, in the post-conflict work and before, during and after the conflict. At the moment, this is rarely the case and 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.

UNSCR 1325 states that the method to achieve protection, prevention and participation is through gender mainstreaming of all activities. This means that a gender perspective should be used in all activities in order to address the whole population (men, women, boys and girls).

Bi-SC Directive 40-1 REV 1
NATO Bi-SC Directive 40-1 (rev 1.) task NATO to integrate gender perspective into our education, training and exercises.

For example Directive 40-1 states
CHAPTER 2: EDUCATION AND TRAINING
2-7. General Compliance.
NATO troops engaging with local populations during operations must be trained on UNSCR 1325 and related resolutions, gender perspective prior to deployment.

NATO/EAPC Policy for the Implementation of UNSCR 1325 on Women, Peace and Security and Related Resolutions

- NATO and its operational partners will seek to ensure that Gender Advisers are deployed as part of the Command Group; that women are deployed at all levels in NATO-led operations and missions and that both troops and commanders have undergone gender training necessary for their role and level. This will ensure that a gender perspective is integrated and that UNSCR 1325 and related Resolutions are implemented in the context of the NATO-led operation or mission.
- Nations have the primary responsibility for ensuring the implementation of the UNSCRs on Women, Peace and Security. The provision of trained troops and experts on gender issues, as well as a better gender balance in NATO-led forces depend entirely on national decisions.
- Defence and related security capacity building should aim at developing institutions accessible and responsive to the needs of both men and women and at including the promotion of women’s equal participation in national armed forces. This can be achieved by including in the training and education curricula for armed forces and other personnel in the security and defense institutions specific elements focused on gender and UNSCR 1325 and related Resolutions. This includes elements on how to take the protection needs of women into account, as well as to prevent, recognize and respond to conflict-related sexual and gender-based violence.
- National initiatives, including through the development and implementation of National Action Plans and other strategic national initiatives, are essential for making progress in this regard.
- NATO and its partners are committed to show the leadership required to dismantle existing barriers to full implementation of UNSCR 1325 and related Resolutions and will ensure that troops as well as military and civilian leaders have the necessary awareness and knowledge.

NATO Action Plan
National Contributions
Outcome
9. UNSCR 1325 and related Resolutions form an integral part of nations’ defence and security policy and activities.

Actions
9.1. Nations to provide trained troops and experts on gender and UNSCR 1325 and related Resolutions to NATO-led operations and missions.
9.2. Nations to include gender advisory capacity as part of recognised military capability.
9.3. Nations to promote women’s equal participation in national armed forces.
9.4. Nations, in consultation with civil society, to develop, resource, and implement National Action Plans and other strategic initiatives implementing entity

Relevant national authorities
Indications
9.1.1. Percentage of national troops that have undergone national training on gender and UNSCR 13525.
9.1.2. Number of assessments of the quality of national training.
9.1.3. Sex disaggregated data on the composition of national armed forces, including per operation or mission and where possible ranks.
9.1.4. Number of National Action Plans developed amongst Allies and partner nations.

Slides:

**Convention on the Elimination of all forms of Discrimination Against Women (1979)**

Women’s rights are human rights!

**UNSCR 1325**

The 3 Pillars of Women, Peace and Security

- Prevention
- Protection
- Participation

"Nations to provide trained troops and experts on gender and UNSCR 1325 and related Resolutions to NATO-led operations and missions. (NATO/EAPC Action Plan for the implementation of UNSCR 1325 on Women, Peace and Security and related resolutions, paragraph 9.1, 2014)"
**Note to the instructor:**

As the instructor you are responsible for researching your own National Action Plan (if your nation has one). Explain how your how your own National Action Plan and possible military directives task you to integrate gender perspective into your education, training and exercises. Give practical examples what kind of competences requirements can be found from documents mentioned above.

Sum up the lesson so far and ensure that students understand the key messages.

**Speaking points:**

Reviewing education, training and exercises:
Identify your Nation’s National Action Plan on UNSCR 1325
Identify any other documents and directives that give guidance and task to your education, training and exercises
Ensure that gender perspective is mainstreamed throughout the courses and exercises at different levels

**Key messages:**

- Gender perspective is a force multiplier and supports the outcome of the operation and enhances mission effect
- Resolutions, directives and action plans task us to integrate GP into our education, training and exercises.
- The greatest effect is gained if gender perspective is included in the earliest forms of training and education and mainstreamed throughout courses at different levels to achieve lifelong learning.

**Slides:**

- Gender perspective is a force multiplier and supports the outcome of the operation and enhances mission effect
- Resolutions, directives and action plans task us to integrate GP into our education, training and exercises.
- The greatest effect is gained if gender perspective is included in the earliest forms of training and education and mainstreamed throughout courses at different levels to achieve lifelong learning.
Topic: NATO definitions on education, individual and collective training, exercises, national training and pre-deployment training (5 min)

Outcome: Students are able to use NATO’s definitions on education, individual and collective training, exercises, national training and pre-deployment training.

Key Message: Education is the systematic instruction of individuals that will enhance their knowledge and skills, and develop competencies. It is the development activity that enables individuals to make a reasonable response to an unpredictable situation. Individual training is the development of skills and knowledge necessary to perform specific duties and tasks. Training is a learned response to predictable situations. Collective training is procedural drills and practical application of doctrine, plans and procedures to acquire and maintain collective tactical, operational and strategic capabilities. Exercises are collective activities where HQ and/or formations are trained to fulfill their missions, driven by external stimuli and typically evaluated for purposes of readiness assessments.

Note to the instructor:

Explain to the class how NATO talks about education, individual and collective training, exercises, as well as what is meant by national training, initial military training and pre-deployment training. This information is important in order to understand the structure of the rest of the lesson.

Speaking points:

According to MC 458/3 (2014), education is the systematic instruction of individuals that will enhance their knowledge and skills, and develop competencies. It is the developmental activity that enables the individuals to make a reasonable response to an unpredictable situation.

Individual Training: the development of skills and knowledge necessary to perform specific duties and tasks. Individual Training is learned response to predictable situation.

Collective Training: Procedural drills and practical application of doctrine, plans and procedures to acquire and maintain collective tactical, operational and strategic capabilities.

Exercises: Collective activities where HQs and/or formations are trained to fulfill their missions, driven by external stimuli and typically evaluated for purposes of readiness assessments.

National training: Training provided by the NATO Allies and partners to their military.

Pre-deployment training: Training provided to NATO Allies and partners personnel preparing for deployment to a NATO operation or mission.

Slides:
Topic: Initial military training (10 min)

Outcome: Students are able to review initial military training identifying gaps and develop and schedule lessons.
Key Message: Every individual soldier needs to be able to detect when men and women might be differently affected by the soldier’s actions. Gender perspective is not a separate thing, it has to be part of everything we do.

Note to the instructor:
Prior to developing and providing gender training for initial military education at all levels, it is important to review your national military education and identify gaps in gender training. The generic nature of this package means that we are unable to provide such level of detail for all NATO Allies and partners.

Ask the class what should our soldiers, sailors and airmen learn about gender perspective. The main purpose of this question is to make the training audience aware of the need to integrate gender perspective into initial military training. You can also continue discussion on how that could be done.

An example is Lieutenant General Morrison’s speech demonstrating how the importance of code of conduct. Consult: https://www.youtube.com/watch?v=QaqpoeVgr8U

Speaking points:
The 'what':
Every individual soldier needs to be able to detect when men and women might be differently affected by the soldier’s actions.
Start with the code of conduct. Soldiers taking part in initial training will mainly come in contact with gender in an internal context, particularly the code of conduct.
The most important areas are code of conduct and mitigating sexual abuse and sexual harassment in your own national structure.

The 'how':
Gender perspective is not an separate thing, it has to be part of everything we do. The best way to do this is to show an example.

Slides:

What should our soldiers, sailors and airmen learn about gender perspective during initial training?
How should this be taught?
Topic: Military education and individual training (10 min)

Outcome: Students are able to review military education and individual training identifying gaps and develop and schedule lessons.

Key Message: Gender perspective needs to be integrated at every level of education, training and exercises. Leadership needs to understand the use and importance of training gender. In leadership training, you need to underline the commanders/leaders responsibility in implementing gender perspective (lead, guide and facilitate). Everyone in all levels in military organisation has to integrate gender perspective into their own daily work and functional responsibility. Gender perspective is not a separate thing, it has to be part of everything we do.

Note to the instructor:
Ask class what should our personnel know and be able to do regarding gender perspective? The main purpose of this question is to make the training audience aware of the need to integrate gender perspective into individual education and training. You can continue to a discussion on how this could be done.

Speaking points:
What:
The four quadrants or squares are all important focus areas when addressing gender perspective and individual education and training. It is important to understand both the internal and external aspects of a gender perspective. Therefore, military commanders and personnel should understand the documents which are related to both the internal and external aspects. Of course, recognition and improvement needs to begin ‘at home’.

An ideal situation would be that in every organisation, all personnel will be introduced to gender perspective and UNSCR 1325 early-on in their training, condensed to what is important for their individual tasks. For example, the understanding of why it is important to engage with the whole population in a society, why reporting is sex-disaggregated data provides a larger situational picture or how patrolling different areas provides different kinds of security.

At the operational level, the officer will ideally already have the previous mentioned knowledge about how applying a gender perspective at the tactical level positively affects the population and provides the operational level with more and sharper information. There is therefore a great need to deepen the knowledge to include (1) what they are able to do in order to give orders to the tactical level, and (2) understand the larger picture of UNSCR 1325 and their role as military actors. This involves both looking externally to the population in the mission area, but also internally in their own organisation regarding recruitment, harassment and discrimination.

At the strategic level, gender perspective links in to the whole picture; understanding what it requires of the military actor on the ground as an actor to achieve security, as well as a part of a military and political strategy, and finally internally in the own organisation. Each and every level requires their interpretation on gender and UNSCR 1325 in order to keep it relevant to the different students.

How:
As NATO has stated it: The greatest effect is gained if gender perspective is included in the earliest forms of training and education and mainstreamed throughout courses at different levels to achieve lifelong learning.

Gender perspective needs to be integrated into all steering documents upon which the education and training is based on.

Slides:
Note to the instructor:
The following examples are provided but the instructor is strongly recommended to replace these examples with national ones as applicable.
Give practical examples of how gender perspective can be trained as a part of academic education.
Give practical examples of how gender perspective can be trained for leadership.

Speaking points:

Officer’s Programme
The cadets of the Swedish National Defense University (SNDU) meet gender and UNCSR 1325 in their first course, from a perspective of operational effectiveness illustrated by examples from international missions. They learn why it is important to engage with the whole society and their role in achieving security for men, women, boys and girls. This is later tested as a part of a practical field exercised performed later during the same semester. In the exercise they will need to engage with both men and women to get the situational picture and make the correct decisions. This is videotaped and evaluated afterwards in a seminar based forum, where they can draw own conclusions and understand the practical implementations of excluding 50% of the population.

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 pedagogical 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.

The Key Leader Seminar of the Nordic Centre for Gender in Military Operations
Every year, the Nordic Centre for Gender in Military Operations (NCGM) conducts a two-day Key Leader seminar. In this seminar Flag Officers, Key leaders, Ambassadors and senior Civilian Representatives get insights on how to implement gender perspective in military operations and how gender perspective will contribute to increase the achievement of the overall political military, strategic and operational objectives. As such, the seminar addresses the comprehensive approach as the method to establish a successful foundation for organisational development in order to fully integrate gender perspective into military operations. In order to achieve a long term solution on implementing gender perspective in military operations the seminar will present several highly respected guests and lecturers, who will share their experience, best practices and lessons learned. The participants will also through panel discussions as well as round table discussions share own experiences in order to receive a wider picture of successful ways to integrate gender in all planning, execution and evaluation of military operation.

Slides:

Practical Example:
Swedish Officer’s Education

Practical Example:
Gender Coach Programme

Practical Example:
Gender Key Leader Seminar
Topic: Collective training (10 min)

Outcome: Students are able to review collective training identifying gaps and also develop and schedule lessons.

Key Message: In collective training troops and units should be train together to integrate gender perspective into their tasks. Examples of different tasks at the tactical level are: patrolling, checkpoints and roadblocks, protecting, security support, monitoring and verification and liaison. At the strategic and operational level HQ, staff will be trained to integrate gender perspective into their work by individual training and exercises.

Note to the instructor:
Ask the class what should our troops and units be able to do regarding gender perspective? The main purpose of this question is to make the training audience aware of the need to integrate gender perspective into collective training. You can continue a discussion how that could be done.

Speaking points:
Target audience categories can be different levels: strategic, operational and tactical level
At each level, staff work on different things and have different tasks, therefore the content of training as well as the methods should vary accordingly

Gender perspective at the strategic level
For example at the strategic level, the activities comprise the development of strategic military guidance, military planning, force generation, current operations and operational advice.
• Strategic military guidance and policy includes the relevant principles and objectives of women, peace and security mandates.
• Military operations planning and liaison with other mission components include assessment of any differences in security priorities of woman and men.
• Military planning to enhance conditions of service assess and meet the specific needs of male and female military personnel.
• Force generation planning and activities incorporate strategies to improve progressively the balance in the numbers of male and female military.
• Monitoring and reporting activities of military components in peacekeeping missions evaluate the progress of military efforts to implement mandates of women, peace and security.
• Operational advise and support underlines human rights principles, including the rights of women and girls and their equal participation.

Gender perspective at the operational level
At the operational level, military tasks span the range of activities required to translate strategic guidance and direction from military concept of operations into field-level duties and coordination, in accordance with a mission’s mandate. Depending on the scope of the mandate, these military tasks may include activities to ensure protection, information operations, monitoring and verification of implementation of peace agreements, liaison and support for national security forces.

Gender Objectives for Operational-Level Tasks:
• Military protection activities, including all measures to ensure the protection of civilians, to support the delivery of humanitarian assistance and protect UN facilities and personnel respond to the priorities of both women and men. Give an example.
• Security support activities take account (with respect to planning and implementation) of the impact on women and women’s role in and contribution to peace and security processes. Give an example.
• Monitoring and verification activities undertaken by the military component of peacekeeping operations draw on the contributions and perspectives of both women and men in the host country. Give an example.
• Military liaison activities in the area of operation foster an integrated approach to implementation of mandates on women, peace and security.
Gender perspective at the tactical level

At the tactical level, military activities involve the translation of concepts and guidance into tasks that can be implemented. These include activities related to the protection of civilians, patrolling, checkpoint duties, humanitarian aid support and assistance to national security forces.

Gender Objectives for Tactical-Level Tasks:

- Patrol duties drawn on the contributions of women in order to enhance information operations and help to facilitate increased protection for woman and girls. Give an example.
- Checkpoint and roadblock duties include appropriate provisions for conducting searches of both women and men and involve gender- and culturally-sensitive procedures. Give an example.
- Protection tasks including the protection of civilians accord adequate priority to addressing the specific protection concerns of woman and girls. Give an example.
- Security support tasks including DDR, as well as support for elections and national security forces, take account of the impact on women and their role in and contribution to these processes. Give an example.
- Monitoring and verification tasks assess differences in security risks facing women and men, and local women consulted during information operations. Give an example.
- Military liaison tasks are performed by mixed teams and reach out to both woman and men in the local population.

Slides:

<table>
<thead>
<tr>
<th>Gender perspective at strategic level</th>
<th>Gender perspective at operational level</th>
<th>Gender perspective at tactical level</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Strategic military guidance and policy</td>
<td>- Military protection activities</td>
<td>- Patrol duties</td>
</tr>
<tr>
<td>- Military operation planning</td>
<td>- Security support activities</td>
<td>- Checkpoints and roadblock duties</td>
</tr>
<tr>
<td>- Military planning to enhance conditions of service</td>
<td>- Monitoring and verification activities</td>
<td>- Search operations</td>
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<td>- Force generation</td>
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<td>- Monitoring and reporting</td>
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<td>- Security support tasks</td>
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<td>- Operational advice and support</td>
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<td>- Monitoring and verification tasks</td>
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<td></td>
<td></td>
<td>- Military liaison tasks</td>
</tr>
</tbody>
</table>

NON-SENSITIVE INFORMATION RELEASABLE TO THE PUBLIC
Topic: Exercises (15 min)

Outcome: Students are able to review exercises identifying gaps and also develop and schedule lessons.

Key Message: Integrate gender perspective into all structures and processes in exercises. Gender injects should be part of every exercise. It is very important to include gender-related information into scenarios and storylines. Gender should be part of the exercise objectives (when planning exercises – gender expertise should be part of planning from the very beginning).

Gender prioritised should become a training objective. Manning is crucial.

Note to the instructor:

Ask class how could we practise gender perspective in our exercises? The main purpose of this question is to make the training audience aware of the need to integrate gender perspective into exercises.

When integrating gender perspective into exercises, start with reviewing the exercise in its current state by going through training objectives, scenarios, incidents and injects, manning lists etc. In this way, you will get a clear idea of gender perspective currently in the exercise and identify any gaps that needs to be filled.

Depending on the training objective, levels and training audience, gender perspective needs specific attention. Bear in mind however that all levels should be trained on using a gender perspective and all exercises should thus be reviewed to maintain this standard.

Reference: Guidance Note Integrating Gender in Military Exercises: A compilation of experiences and examples, Nordic Centre for Gender in Military Operations, 27 February 2015

Speaking points:

There are five key methodological points to keep in mind when reviewing the integration of gender perspective in an exercise.

Gender perspective as a training objective? Depending on the training audience and the scope of the exercise, the most efficient way to ensure that gender in integrated into the exercise is to have gender perspectives as a training or sub-training objective. In this way, a gender perspective must be used in all exercise planning and staffing up until evaluation.

GENAD/GFA/GFPs trained in the exercise? As NATO missions are required to have military gender advisors, gender field advisors and gender focal points (see NATO Bi-SC Dir 40-1 (Rev 1)) they should also be trained in exercises as appropriate. Most importantly for the capacity building of the advisors but also for other units to interact with.

Are there incidents/injects highlighting gender perspective? In terms of creating events/incidents/injects with a clear gender perspective, different methods have been observed. One method is to create a free-standing "gender-incident". While such incidents are relevant, relying only on one incident relating to women risk oversimplifying and being unrealistic. Another method is to incorporate gender perspectives in a number of mainstream events. This requires a bit more work from the subject matter expert in supporting other units and in following up on the results, but have the benefit of mainstreaming gender and showing its relevance in different areas. Later on in this presentation, you will learn what to think about when writing injects and incidents.

Training the whole training audience on a gender perspective? Even if GENAD/GFA/GFPs are trained in the exercise or not, gender perspective is a training requirement to all NATO units going on missions. Thus, incidents or injects with a gender perspective should not only touch upon a smaller group of the training audience or only the GENAD/GFA/GFPs, but reach the whole training audience.

Gender support in MEL/MIL, scenario-building, response cell and as gender mentors? With or without GENAD/GFA/GFPs in the exercise, a gender perspective must be integrated into exercises on all levels. To reach this goal, gender expertise must be involved in all part of exercise planning. If there are staff trained with specific gender functions there should be available gender mentors to enhance and make sure their training reached the required standard.

Slides:
Speaking points:

Content review of exercises
- Sex-disaggregated data in the scenario?
  It is essential for any exercise to have a scenario that contains the information needed for the training audience (TA) to carry out their roles and respond to injects in a realistic manner. Certain information may be intentionally left out from the scenario and made available by response cells (RC) after the TA have identified the need and requested the information. A very common challenge is that scenarios lack information about the role of men, women, girls and boys (i.e., sex-disaggregated data) in society and how they are affected by and involved in conflict.
- Female participation as well as protection in scenario and incidents/injects?
  The situation of women is often addressed in terms of vulnerability and protection, which is important but leaves out many other aspects relevant to a gender analysis. Only referencing women and gender in terms of protection leads to a stereotypical understanding of gender roles in conflict and does not allow the TA to train on the full scope of gender perspectives that are required. Gender-related challenges and opportunities may include female participation before, during and after conflict depending on the scenario.
- Gender perspectives reflecting the situations for men and boys as well as women and girls?
  A challenge in exercises is that information and injects only refer to local population and not to men, women, boys and girls. In these cases, referring to the local population often refers to men’s situation, thus specific information on women are often required for the training audience even to be able to make a gender analysis. Yet, challenges or opportunities related to gender roles are not limited to women and both men and women should be included into a gender analysis. When using sex-disaggregated data, for example, it does not only entail adding data on women, but breaking down data on the local population on men and women as appropriate.

Writing MEL/MIL with gender perspectives
It is preferable that gender is explicitly mentioned as a part of training objectives to ensure incidents developed have a gender perspective but regardless, gender perspectives can be included in most scenarios. In terms of creating events/incidents/injects with a clear gender perspective, different methods have been observed. One method is to create a free-standing “gender-incidents”, for example a visit by the Executive Director of UN WOMEN or the SRSG on Sexual Violence in Conflict, the Government calling for a gender-working group or a specific situation relating to women. It is common to see one incident of sexual violence and/or trafficking in persons affecting women and that this is considered the “gender-incident” as most other incidents are assumed to relate to male actors. While such incidents are relevant, relying only on one incident relating to women risk oversimplifying and be unrealistic. It may be equally relevant to consider incidents where women show political agency such as violent protest, detention of women human rights defenders or dealing with women combatants in enemy troops. It is also interesting to use non-traditional incidents as eye-openers, exposing gender stereotypes, such as terrorist attacks carried out by women or sexual violence against men. It is important to remember that gender-perspectives include both men and women and seeing how operations affect them differently.

Another method is to incorporate gender perspectives in a number of mainstream events. This requires a bit more work from the subject matter expert in supporting other units and in following up on the results, but have the benefit of mainstreaming gender and showing its relevance in different areas. For example, gender perspectives could be included in mine action incidents created by logisticians whereby mine awareness have been conducted by informing men but suddenly women report injuries after coming across mines where there is no reported mine field. An inject on children associated with armed conflict could include both boys and girls as combatants arming an illegal checkpoint and the patrol unit which needs to contain the treat and detain the children only have male members. This would both bring concerns of protection of children as well as special considerations for females in detention. A medical incident may include a need for emergency medical care provided for survivors of sexual violence. Injects requiring liaison with civilian women at risk could highlight the need for female soldiers in the patrol unit etc.

As the exercise comes to life, the mainstreamed approach results in the gender SME having to coordinate well with other SMEs and ensure the colleagues in gaming are well supported to know what results to expect and adapt gaming. It is also good to plan for how the TA may respond and prepare alternatives for next step. If the TA does not pick up on the lack of engagement with women, for example, perhaps the next incident should aggravate the situation. A system of rewards may also be useful, for example positive media reports after correct action has been taken to apprehend child soldiers with special consideration of protection for the girl. If the TA recognises the need to revise mine awareness campaign to address women, they might be rewarded with access to relevant information, such as the location of a previously unknown mine-field.

Tips when writing exercise scenarios
A very common challenge is that scenarios lack information about the role of men, women, girls and boys in society and how they are affected by and involved in conflict. Without such information there will be little evidence to base gender analysis and gender perspectives into other functions on. If such information does not exist in the scenario, it should be prepared well in advance of the start of the exercise as it takes time to develop, ensure consistency with the scenario and insert.

Reference: Guidance Note Integrating Gender in Military Exercises: A compilation of experiences and examples, Nordic Centre for Gender in Military Operations, 27 February 2015
There are a few tips to ensure that gender perspective is integrated when writing exercise scenarios:
Include sex-disaggregated information related to the local population and key actors

Information must be based on analysis tools
Make sure that relevant information for planned incidents and injects is made available
For example, statistical data on maternal mortality, literacy and percentage of women in parliament are easy and useful starting points. Low literacy levels for women in comparison to men and an inject in which women have not received certain information could result in the GENAD/GFA/GFPs advising that information be disseminated by radio, images or other means. High numbers of women in parliament but no women on the key leader engagement plan (KLEP) should signal a need to update the KLEP.

It is crucial to include gender perspective in any background analysis that forms part of the scenario, such as constructed reports of civil society or think-tanks. When assessing which gender-related information should be available or prepared for the training audience, it is important to consider the analysis method used. If, for example, using the PMESII model during the mission planning process, gender-related information on all analysis categories should be available and/or prepared.
As well as considering the analysis model that will be used, scenario information must reflect the incidents or injects planned for the exercise. If, for example, a demonstration conducted by a female policy is planned as an incident, there should be sex-disaggregated information on the participants of the demonstration ready.

Note to the instructor:
Give practical examples of how gender perspective can be trained during exercises. One Example you can use is the exercise ARRCADE FUSION. We would strongly recommend you to replace this example with your national one.
Reference: Guidance Note Integrating Gender in Military Exercises: A compilation of experiences and examples, Nordic Centre for Gender in Military Operations, 27 February 2015

Speaking points:
Writing exercise scenarios with gender perspectives
The training objectives and the main events will ultimately decide what kind of information will be relevant to the training audience, but often information on the following topics should be included in a gender analysis: patterns of movement, income-generating activities as well as care-taking activities and social activities, access to resources, socio-economical status, political influence, security situation, legal rights and access to judicial system, education levels, social norms and hierarchies, gender relations in relation to religion and ethnicity etc.
For more guidance on how to integrate gender perspectives in military exercises please review Guidance Note Integrating Gender in Military Exercises compiled by the Nordic Centre for Gender in Military Operations. In the guidance note you can find advice and recommendation as well as suggested incidents and injects.

Practical Example: Arcade Fusion 2013-2014
The aim in the final exercise of the ARRC (Allied Rapid Reaction Corps) series of exercises ("Crawl, Walk, Run") was to achieve full operational capability as Joint Task Force HQ. There was two gender components deployed, one was placed on operational level as Gender Advisor at Main Headquarters (as part of the command group) and the second as the Gender Advisor in the Exercise Management (Excon, Grey Cell). The ARRC approach is characterized by its expeditionary "mind set", multinational design and inclusive approach (Comprehensive Approach) at the operational functions, from tactical to strategic level. ARRC sees itself as a learning organization and as a platform for experimental work. ARRC's motto Train as We Fight and Expect the unexpected embossed eminently exercise and demanded both endurance that adaptation to a high operational tempo with frequent recorder.
The position and location of a Gender Advisor in the Main HQ and one at Excon stems from the NATO Bi-Strategic Command Directive 40-1 REV 1 which aims to integrate UNSCR 1325 and the use of a gender perspective in the NATO chain of command and operational planning. The task as the Gender Advisor in the Main HQ was included to support the implementation of the Directive and, based on an inclusive approach linked to operational planning advice the head of the ARRC (COMARRC) and staff on matters relating to human rights (HR) and gender. This included participation in operation planning, train and mentor other parts of the staff and coordinating Gender Focal Points located on the headquarters departments, especially G2, G3, G5 and G9. Other tasks were training initiatives aimed at headquarters as a whole, the preparation of material at COMARRC participation in HR and gender-related meetings and conferences, and media reporting.

The position as the Gender Advisor Excon entailed working closely with other staff in the Grey Cell, but also other parts of Excon, not least the tactical level, which was represented by a two division. By jointly developing injects and coordinating with the scenario developers situations with a clear gender perspective could be created to impact the operational and even strategic level. The role of the Gender Advisor Excon was also to train personnel outside the exercise. For example, was a training session conducted for the ARRC Gender Focal Points outside exercise, since the GENAD contribution was in place and that staff rotation meant that many Gender Focal Points lacked training. In this way was Gender Advisor Main HQ and Gender Advisor Excon able to support the ARRC for future exercises and possible task.

Here follows a number of recommendations for Gender Advisors in future related exercises:

- Implementation in the autumn of 2014 was the first time that the function Gender Advisor was found at both operational level (Main HQ) and Excon Grey Cell. There was only a Gender Advisor at Main HQ in 2013, but none in gaming (Excon). The results of the Gender Advisor structure during the exercise in 2014 proved to be very successful, with several advances compared to previous years. However, this requires that both the Gender Advisors have experience of similar work previously. Since the gender-related expertise in the ARRC was very low (there was only one position and this was only for 50%) put the requirements for independence, ability to prioritize to create relevant advice and injects, and a well suited approach for the target audience of the Gender Advisors.

- For the Gender Advisor Excon the focus should be on creating injects which have a direct impact on the target audience (in this case the operational HQ Main) and which continue for a longer part of the exercise. This is accomplished by studying the documents published before the start of the exercise, cooperating with the exercise management and scenario developers to get an overview of upcoming events and interact with other staff in Excon on their upcoming injects.

Slides:

**Writing exercise scenario**

*Examples of information domains where ex-disaggregated data is often needed:*
- patterns of displacement
- income-generating activities as well as care-taking activities and social activities, access to resources,
- socio-economic data,
- political influences,
- security situations,
- legal and access to judicial systems, education levels,
- social norms and hierarchies,
- gender relations in relation to religion and ethnicity etc.

**Practical Example:**

ARRCADE FUSION 2013-2014
Topic: Pre-deployment training (10 min)

Outcome: Students are able to review pre-deployment training identifying gaps and also develop and schedule lessons.
Key Message: In pre-deployment training focus should be on how gender perspective supports mission, operational effectiveness and tasks in that specific area of operations.

Note to the instructor:
The final product depends on the level of gender training within your nation and time allocated for gender in pre-deployment training. You may also want to refer to Module 3 of this package covering pre-deployment training. We encourage you to attend the NATO accredited Gender Training of Trainers course at the Nordic Centre for Gender in Military Operations, NATO’s Department Head for Gender in Military Operations.

Ask class what do we need to learn during pre-deployment training? The main purpose of this question is to make the training audience aware of the need to integrate gender perspective into pre-deployment training.

Explain class how NATO Bi-SC Directive 40-1 (rev 1.) tasks us to integrate gender perspective into our education, training and exercises.

Give practical examples.

Introduce the NATO Template for Pre-Deployment Gender Training. We would strongly recommend you to add a national example to this part.

Speaking points:
Focus areas
All of these areas need to be adequately addressed and covered.
1. Code of conduct
2. Sexual exploitation and abuse, sexual harassment
3. The different security needs of woman and men
4. Internal and external use off gender perspective.

NATO Bi-SC Directive 40-1

Pre-Deployment Training. Prior to new operations and missions NATO on Military Strategic and Operational level must as deemed appropriate give inputs and recommendations regarding gender dimensions on the specific area of operation. Incorporate lessons learned from NATO, EU, UN operations and missions, in addition to information from international women’s and non-governmental organisations. Pre-deployment training should, at minimum, include:
a. Highlighting the importance of protection, rights and needs of women, girls and boys;
b. Providing information on how to engage with, and increase the participation of, local women and how to exchange information with women;
c. Offering cultural awareness training based on an analysis of gender relations in the JOA;
d. Demonstrating how integrating gender perspective can serve as a force enabler, and support the effectiveness of NATO-led operations; and
e. Gaining an understanding of measures with respect to international law regarding the rights and protection of women and girls, especially civilians, during armed conflicts as well as NATO Standards of Behaviour (see Annex B).
f. Pre-deployment training should aim to be specific and focused on the particular JOA, rather than generically ‘raising awareness’.

Representatives Should:
• Conduct ourselves in a professional and disciplined manner, at all times.
• Display the highest levels of integrity, dignity, and respect.
• Respect the local laws, customs and practice through awareness and respect for the culture, religion, traditions and gender issues.
• Adhere to the procedures and rules of engagement set out by our chain of command.
• Not bring discredit upon NATO through improper personal conduct, failure to perform duties or abuse of our positions.
• Not commit any illegal act of unnecessary violence or threat to anyone in custody;
• Not commit any act that could result in physical, sexual or psychological harm or suffering, especially related to women and children.
• Not abuse alcohol, use or traffic drugs.
• Be respectful of the local population.
• Have pride in our position as a representative of NATO and never abuse or misuse your authority.
Practical example: NATO Template for pre-deployment gender training
For example, the template mentions the topic of Gender and Security and suggests the following applicable for officers, NCOs and soldiers:
- To be aware of the different impact of war and armed conflict on men, women, boys and girls;
- To be aware of the different security needs of men, women, boys and girls;
- To be aware of the impact of gender-based discrimination for the individual and for society as a whole;
- To be aware of gender-differentiated threats (e.g. location of minefields), gender-differentiated patterns of movement and gender-differentiated searching procedures.

**Note to the instructor:**
Make sure that students have reached the required learning outcome – that they are motivated to integrate gender perspective into education, training and/or exercises.

**Summary, conclusion and questions (5 min)**
Outcome: Motivate students to integrate gender perspective.
Key Message: Overview through ‘Key Messages’ slide with summary of learning outcomes and an opportunity for the students to ask questions.

**Key Messages**
- Applying gender perspective will improve operational effectiveness and strengthening the military capability.
- 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.
- Gender perspective needs to be integrated at every level of education, training and exercises.

**Questions & Answers**

NON-SENSITIVE INFORMATION RELEASABLE TO THE PUBLIC
### 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>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 (&quot;note this takes 45-minutes)</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 5-20</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 See slides 15</td>
<td>Instructor</td>
</tr>
<tr>
<td>40 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 integrated and demonstrate how gender perspective can be integrated into military education, training and exercises.</td>
<td>Ask class in which areas gender perspective contributes to? Ask class ‘why do we need to integrate gender perspective into our military education, training and exercises?’ Give practical examples and observe</td>
<td>Gender perspective is a force multiplier and supports the outcome of the operation and enhances mission effect. Resolutions, directives and action plans task us to integrate gender perspective into our education, training and exercises. The greatest effect is gained if gender perspective is included in the earliest forms of training and education and mainstreamed throughout courses at different levels to achieve lifelong learning.</td>
<td>Power Point See slides 21-43</td>
<td>Instructor</td>
</tr>
<tr>
<td>5 min</td>
<td>NATO definitions on education, individual and collective training, exercises, national training and pre-deployment training</td>
<td>Lecture (direct instruction)</td>
<td>Students will be able to use NATO’s definitions on education, individual and collective training, exercises, national training and pre-deployment training</td>
<td>Explain Give practical examples and observe</td>
<td>Education is the systematic instruction of individuals that will enhance their knowledge and skills, and develop competencies. It is the development activity that enables individuals to make a reasonable response to an unpredictable situation. Individual training is the development of skills and knowledge necessary to perform specific duties and tasks. Training is a learned response to predictable situations. Collective training is procedural drills and practical application of doctrine, plans and procedures to acquire and maintain collective tactical, operational and strategic capabilities.</td>
<td>Power Point See slide 44 NATO MC 458/3</td>
<td>Instructor</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Discussion Format</td>
<td>Group Activity</td>
<td>Key Points</td>
<td>Resources</td>
<td>Instructor</td>
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<tr>
<td>10 min</td>
<td>Initial military training</td>
<td>Discussion (indirect instruction)</td>
<td>Students will be able to review initial military training identifying gaps and develop and schedule lessons.</td>
<td>Ask class ‘what should our soldiers, sailors and airmen learn about gender perspective during initial training?’ And ‘how should this be taught?’ Give practical examples and observe</td>
<td>Every individual soldier needs to be able to detect when men and women might be differently affected by the soldier’s actions. Gender perspective is not a separate thing, it has to be part of everything we do.</td>
<td>Power Point See slides 45-58</td>
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<tr>
<td>10 min</td>
<td>Military education and individual training</td>
<td>Discussion (indirect instruction)</td>
<td>Students will be able to review military education and individual training identifying gaps and develop and schedule lessons.</td>
<td>Ask class ‘what should our personnel know and be able to do regarding gender perspective?’ And ‘how should this be taught? How can we build on the skills required during initial military training?’ Give practical examples and observe</td>
<td>Gender perspective needs to be integrated at every level of education, training and exercises. Leadership needs to understand the use and importance of training gender. In leadership training you need to underline the commanders/leaders responsibility in implementing gender perspective (lead, guide and facilitate). Everyone in all levels in military organisation has to integrate gender perspective into their own daily work and functional responsibility. Gender perspective is not a separate thing, it has to be part of everything we do.</td>
<td>Power Point See slides 51-59</td>
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<tr>
<td>10 min</td>
<td>Collective training</td>
<td>Discussion (indirect instruction)</td>
<td>Students will be able to review collective training identifying gaps and also develop and schedule lessons.</td>
<td>Ask class ‘what should our troops and units be able to do regarding gender perspective?’ And ‘how should this be taught? How can we build onto the skills required during initial military training and individual training?’ Give practical examples and observe</td>
<td>In collective training troops and units should be train together to integrate gender perspective into their tasks. Examples of different tasks at the tactical level are: patrolling, checkpoints and roadblocks, protecting, security support, monitoring, verification and liaison. At the strategic and operational level HQ, staff will be trained to integrate gender perspective into their work by individual training and exercises.</td>
<td>Power Point See slides 59-67</td>
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<tr>
<td>15 min</td>
<td>Exercises</td>
<td>Discussion (indirect instruction)</td>
<td>Students will be able to review exercises identifying gaps and also develop and schedule lessons.</td>
<td>Ask class ‘how could we practice our gender perspective in our exercises?’ And ‘what kind of exercises’</td>
<td>Integrate gender perspective into all structures and processes in exercises. Gender injects should be part of every exercise. It is very important to include gender-related</td>
<td>Power Point See slides 68-78</td>
<td></td>
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<tr>
<td>Time</td>
<td>Activity</td>
<td>Objectives</td>
<td>Notes</td>
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<tr>
<td>10 min</td>
<td>Pre-deployment training</td>
<td>Discussion (indirect instruction)</td>
<td>Students will be able to review pre-deployment training identifying gaps and also develop and schedule lessons. Ask class ‘what should our individuals and troops know and be able to do regarding gender perspective while deployed?’ And ‘how should this be taught? How can we build onto pre-existing skills, knowledge and competencies? Give practical examples and observe. In pre-deployment training focus should be on how gender perspective supports mission, operational effectiveness and tasks in that specific area of operations.</td>
<td>Power Point See slides 79-86</td>
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<tr>
<td>5 min</td>
<td>Summary, conclusion and questions</td>
<td>Discussion (interactive instruction)</td>
<td>Motivate students to integrate gender perspective in military education, training and exercises. Make sure that students have reached the required learning outcome – that they are motivated to integrate gender perspective into education, training and/or exercises. Summary of learning outcomes and opportunity for the students to ask questions.</td>
<td>Power Point See slides 87-89</td>
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<tr>
<td>10 min</td>
<td>Introduction to the case study</td>
<td>Lecture and demonstration – give the task (direct instruction)</td>
<td>Task is to integrate gender perspective into your own field of expertise and responsibility in planning education, training or exercise. Make sure that students have reached the required learning outcome: Students are able to support strategic and operational level to integrate gender perspective in military education, training and exercises. Task.</td>
<td>Power Point</td>
<td></td>
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<tr>
<td>60 min</td>
<td>Case study</td>
<td>Students own work</td>
<td>Individual or group work</td>
<td>Students</td>
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<tr>
<td>50 min</td>
<td>Back Brief</td>
<td>Discussion (interactive instruction)</td>
<td>Task is to present your work to the rest of the group. Make sure that students are motivated to integrate gender perspective into education, training and/or exercises. Resolutions, directives and action plans task us to integrate GP into our education, training and exercises. Gender perspective needs to be integrated at every level of education, training and exercises.</td>
<td>Students and Instructor</td>
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</table>
Instructor guidance for lesson 3:
Gender perspective in planning, execution and assessment of military operations

Background and aim
This basic-level lesson is for NATO Allies and partners’ national headquarters staff working with military operations planning, execution and assessment. It is designed to support strategic and operational level leadership, planners, assessment and lessons learned experts in implementing gender perspective into military operations planning, execution and assessment. This lesson will help students to gain an understanding of NATO’s framework on gender perspective, but also why and how gender perspective needs to be integrated into military operations planning, execution and assessment at all phases and levels.

Learning outcome
After this lesson (lecture + case study) students should be able to:
1) Apply gender perspective into military operations planning.
2) Apply gender perspective in the execution of military operations.
3) Apply gender perspective in military operations assessment.
4) Apply gender perspective in military reporting structures.
5) Apply gender perspective in military lessons learned / lessons identified and best practices.

Duration
60 min (ADL 169 + discussion) + 120 min lecture + 120 min case study

Pre-Requisites for the Instructor
Sufficient understanding and comprehension of English is required (international policy is mostly written in English). The 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 (GToT).

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
NATO Bi-SC Directive 40-1 (REV 1)
NATO Comprehensive Operations Planning Directive

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>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 take 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 'women, war and conflict' and 'men, war and conflict'</td>
<td>Gender perspective is a force multiplier, supports the outcome of the operation and enhances mission effect.</td>
<td>Power Point See slides 5-20</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 See page 15</td>
<td>Instructor</td>
</tr>
<tr>
<td>50 min</td>
<td>Gender perspective in military operations planning</td>
<td>Discussion (indirect instruction)</td>
<td>Students will be able to explain the NATO Operational Planning Process. Students will be able to tell key areas for integration of gender perspective in planning process. Students will be able to explain how gender analysis will support military planning.</td>
<td>Ask class ‘why do we need to integrate gender perspective into our military operations planning?’ Ask class ‘what information and data is required in order to use gender perspective in our planning?’ Give practical examples and observe</td>
<td>Review of military levels and different tasks of military staff. Key areas for integration of gender perspective in all branches and special staff. Gender perspective needs to be included and implemented from the very start of the planning process. Using a gender analysis will improve our situational awareness and therefore our ability to conduct more effective operations.</td>
<td>Power Point See slides 21-41</td>
<td>Instructor</td>
</tr>
<tr>
<td>40 min</td>
<td>Gender perspective in the execution of military operations</td>
<td>Discussion (indirect instruction) and Lecture (direct instruction)</td>
<td>Students will be able to apply gender perspective in: - Crisis response operations. - Peace support operations. - Stability operations. - Counter insurgency operations. - Humanitarian assistance operations. - Collective defense operations. - Security force assistance. - Homeland defense.</td>
<td>Do we have the ability to address all situations? Do we have situational understanding? Explain Give practical examples and observe</td>
<td>The internal and external elements of gender perspective and how they are interconnected and interrelated. Tools: Composition of the units (for example Mixed Engagement Teams)</td>
<td>Power Point See slides 42-53</td>
<td>Instructor</td>
</tr>
<tr>
<td>Time</td>
<td>Activity Description</td>
<td>Activity Type</td>
<td>Objectives</td>
<td>Evaluation</td>
<td>Notes</td>
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<tr>
<td>30 min</td>
<td>Gender perspective in military operations assessment</td>
<td>Discussion (indirect instruction) and Lecture and demonstration (direct instruction)</td>
<td>Students will be able to apply gender perspective in monitoring the progress of military operations. Ask class how they would apply gender perspective in monitoring and in MOEs and MOPs? Explain Give practical examples and observe</td>
<td>Assessment takes place during the planning process and after execution. It supports decision-making. Measures of performance – are we doing things right? Measures of effectiveness – are we doing right things? Gender perspective will support you in identifying key indicators and elements of successful implementation.</td>
<td>Power Point See slides 54-60</td>
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<tr>
<td>20 min</td>
<td>Gender perspective in military reporting</td>
<td>Lecture (direct instruction)</td>
<td>Students will be able to explain national military reporting structures. Explain Give practical examples and observe</td>
<td>Reporting on gender dimensions should be integrated with other standard reporting procedures and lessons learned/best practices mechanisms.</td>
<td>Power Point See slides 61-66</td>
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<tr>
<td>20 min</td>
<td>Gender perspective in military lessons learned process</td>
<td>Lecture and demonstration (direct instruction)</td>
<td>Students will be able to explain military lessons observed, identified and learned process (or best practices process). Students will be able to write military lessons observed, identified and learned applying gender perspective. Explain Give practical examples and observe</td>
<td>Military lessons learned need to integrate gender perspective.</td>
<td>Power Point See slides 67-72</td>
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<tr>
<td>10 min</td>
<td>Summary, conclusion and questions</td>
<td>Discussion (interactive instruction)</td>
<td>Motivate students to integrate gender perspective in the planning, execution and assessment of military operations. Ensure that students have reached the required learning outcome and that they are motivated to integrate gender perspective into planning, execution and assessment of military operations.</td>
<td>Summary of learning outcomes and opportunity for the students to ask questions</td>
<td>Power Point 73-75</td>
<td></td>
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</tr>
</tbody>
</table>
### Case Study

<table>
<thead>
<tr>
<th>10 min</th>
<th>Introduction to the case study</th>
<th>Lecture and demonstration – give the task (direct instruction)</th>
<th>Task is to integrate gender perspective into your own field of expertise and responsibility in planning, execution or assessment of military operations.</th>
<th>Make sure that students have reached the required learning outcome: Students are able to support strategic and operational level to integrate gender perspective in planning, execution and assessment of military operations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 min</td>
<td>Case study</td>
<td>Students conduct own work</td>
<td>Make sure that students are able to write military operational plans that include gender perspective.</td>
<td>Make sure that students are able to write MOEs and MOPs including gender perspective.</td>
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<td>Make sure that students are able to write military reports applying gender perspective.</td>
<td>Make sure that students are able to write military lessons observed, identified and learned applying gender perspective.</td>
</tr>
<tr>
<td>50 min</td>
<td>Back Brief</td>
<td>Discussion (interactive instruction)</td>
<td>Task is to debrief rest of the group.</td>
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</table>

**Task**

- Students

**Power Point**

- Individual or group work

**Instructor**

- Students and Instructor
Lesson Schedule

This specific guidance combines the most important parts from lesson plan with notes and speaking points for instructor as well as possible slides from 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 explain why you are teaching this lesson. Explain the agenda/content and method of the lesson. The expected time for the lecture should be mentioned. Time allotted 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: Introduction
II: Gender perspective in military operations planning
III: Gender perspective in the execution of military operations
IV: Gender perspective in military operations assessment
V: Gender perspective in military reporting
VI: Gender perspective in military lessons learned process
VII: Summary / Conclusions / Questions

Slides:
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.*

Speaking points

- After this lecture students should be able to:
  1. Apply gender perspective into military operations planning.
  2. Apply gender perspective in the execution of military operations.
  3. Apply gender perspective in military operations assessment.
  4. Apply gender perspective in military reporting structures.
  5. Apply gender perspective in military lessons learned / lessons identified and best practices.

Slides:

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

Check the Instructor guidance for the ADL and discussion (60 min)

Outcome: Students recall key definitions on gender and are able to explain how gender improves operational effectiveness.

Key Message: Gender perspective is a force multiplier that supports the outcome of the operation and enhances mission effect.
Topic: Definition of gender perspective (5 min)

Outcome: Students are able to explain 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: Explain what gender perspective, gender equality and gender balance mean.

Speaking points:
Integration of gender perspective: 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 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: 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”.

‘Gender balance: 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:
Note to the instructor:
Give practical examples that will help the training audience understand what gender perspective means in practice and why it is so important to use it. If time allows ask the class “why is it problematic to focus only on ‘protection’?” And also ask “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.

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 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. All members of the population must be considered in order to have the best possible situational awareness and understanding, which is key to achieve the best possible operational effectiveness for an operation.
For example, if the 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:
Topic: Gender perspective in military operations planning (50 min)

Outcome: Students are able to explain the NATO Operational Planning Process. Students are able to discuss key areas for integration of gender perspective in the operational planning process. Students are able to explain how gender analysis will support military planning.

Key Message: Gender perspective needs to be introduced from the very beginning of the planning cycle and not ‘added on’ during the execution/assessment phase. A gender analysis, based on proper information, will improve situational awareness and improve the ability to plan, execute and assess operations to achieve the military/mission objectives.

NB: The outcome and key messages above are applicable to the rest of this section, however in order to facilitate understanding, this section has been broken down into several areas.

Note to the instructor:
Give practical examples that will help the training audience understand why and how gender perspective can be integrated into military operations. NATO Bi-SC Directive 40-1 has listed a number of key areas for each division/branch to take into consideration during the working process. The main purpose is to review the military levels and different tasks of military staff and how gender perspective can be integrated into those tasks.

Speaking points:
Why do we need to integrate gender perspective into our military operations planning?
Gender perspective is cross-cutting and needs to be integrated and included throughout all phases. Gender is the responsibility of all levels, starting at the Commander, supported by the staff including GENAD. Gender is not only the responsibility of the GENAD.

Gender perspective can equally be interpreted as a ‘red thread’ woven throughout the tasks of military staffs. In this chapter we will focus on military planning. In the following chapters gender perspective to operations execution and assessment will be explained.

Key areas for integration of gender perspective: (address gender perspectives that may have an impact on)

| J 1 | Code of conduct/Standards of behaviour |
| J 2 | Information collection, HUMINT |
| J 3 | Integration of gender awareness in execution of operations. |
| J 4 | Cooperate with medical branch on medical matters and awareness of sexual gender based violence |
| J 5 | Support the long term Operational Planning and products with a gender perspective such as Campaign plan and Operational design |
| J 6 | What communication devises do we use |
| J 7 | Collective training and exercise |
| J 8 | Contracting and procurement |
| J 9 | Engagement and liaison |
| Special staff | Assessments and advice (GENAD, LEGAD, POLAD, DEVAD etc.) |

NON-SENSITIVE INFORMATION RELEASABLE TO THE PUBLIC
**Note to the instructor:**

Give practical examples that will help the training audience to understand why and how gender perspective can be integrated into military operations planning. To facilitate understanding, the NATO Comprehensive Operational Planning Directive (COPD) can be used as a base. These slides should be adjusted and/or revised in accordance with national military decision-making processes/national planning processes and directives. The slides provide an overview of the key phases of the COPD and how gender perspective should be integrated throughout all phases. The main purpose is to highlight that gender perspective needs to be included and implemented from the very start of the planning process.

**Speaking points:**

In the first phase of planning you need to establish and obtain a situational understanding of your Area of Operations. In this initial phase, a properly conducted gender analysis is vital. It is particularly important that gender perspective is introduced from the very beginning (Phase 1) and not 'added on' during the execution/assessment phase. The following slides will explain how to support a gender analysis. The aim at this stage is to develop a broad understanding of the potential operating environment (i.e. state, government, population, economic, demographics, social, rule of law and political) and society’s gender roles.

Should your nation have a GENAD or Gender Focal Points, they should be member of the planning team. The challenge of a single GENAD or GFP in a complex and busy planning environment is to effectively support, communicate and contribute in a timely fashion. It is important to develop a single clear understanding of the place of gender perspective in the potential operation. This must be reflected at all levels, between levels and by the respective Command Groups. Close cooperation and interaction with all the planning group staff branches and elements as well as with external agencies (where authorised) will help to ensure the avoidance of repetition or redundancy in the work or analysis conducted and also avoid contradictions between members of the planning team.

- Based on triggers from initiating directives and available documents and information, identify gender perspectives in the potential or developing crises and initiate Gender Analysis process. This activity will continue throughout the planning process, execution and transition.
- J2 to ensure all data needed for establishing a Situational Awareness (SA), including a gender analysis are in place. Responsible for Requests for Information (RFIs) in order to fill information gaps (internal at this stage only).
- J5 responsible that gender perspective will be ensured throughout the planning process. Should be done by correct manning (use of available GENAD and GFPs)
- Gender perspective to be integrated into any intelligence preparation of the operating environment.
- Gender perspective ensured to support any systems analysis and actor identification work in the Joint Operations Planning Group (JOPG).
- Gender perspective included in Comprehensive Preparation of the Operational Environment (CPOE) and Theatre Civil Assessment (TCA) when initiated and considers threats and risks.
- Ensure the Gender Advisor is included in the OPP.
- Liaise with gender related civilian organisations and share information if authorised.
- Ensure gender perspective is considered when identifying any potentially useful Crisis Response Measures (CRMs).
What is a gender analysis?

In a gender analysis, we study the relation between men and women in their respective roles, status, social positions and privileges.

**Gender roles** describes the tasks, activities and behaviour that each society considers to be appropriate for men or for women. Gender roles are different in every society and they also change over time.

Our puzzle pieces are information about the gender roles of men and women, their resources, their position in society and how they both differ and relate to each other. We put these pieces of information together to get the full picture of the gender roles in our area of operations. By analysing these pieces of information together and ask what they mean when they are put together, we perform a gender analysis.

Gender Analysis is defined as the systematic gathering and examination of information on gender differences and social relations in order to identify and understand inequities on gender. It could also be understood as ‘methods used to understand the relationship between men and women in the context of the society. For example, military planning activities should assess the different security concerns of women and men, girls and boys in the area of operation or take account of power relations in the community to ensure women and men have equal access to assistance where the military is engaged in supporting humanitarian assistance. Other examples would include understanding how customary conflict-resolution mechanisms affect women and men differently and how their social status may change as a result of war.’ (Bi-SC Directive 40-1)

Why is it necessary to conduct gender analysis

By analysing the relations between men and women we make sure that we actually see and notice the similarities and differences between the two groups. With a gender analysis, we can interpret the data and the information that we receive and use it in an effective way. Unless we study these relations systematically, we run the risk of not noticing all relevant gender relations.

Without properly analysing gender roles and relations, we run the risk of stereotyping.
Conduct gender analysis in military operations

It is through a gender analysis that we apply a gender perspective in military operations. By experience we have learned that through accurate and careful assessment of gender-related information/sex-disaggregated data, this method will enhance the operational effect of the mission. Without a gender analysis we will overlook the impact and effect our activities have on men, women, boys and girls. And by extension how that affects the military operation or mission. This analysis is beneficial and can expose hidden dangers or security risks. This is valuable information that will support the planning and information gathering processes. In an operation, there are multiple interests and challenges that must be factored into planning. Therefore the advice on gender perspective must be logical and structured, ensuring that the very best and useful advice is provided.

Conduct gender analysis

**Aim:** The gender analysis feeds into the planning process thereby reaching the operation or mission objectives. First you have to assess the aim of the task. For example, this could be to protect a polling station during an election or create a safe and secure environment around a refugee camp. In the earliest stages of planning, the aim might not be clear, in this case, an assumed task and an assumed aim can be used.

**Gathering information:** When the aim and reason for conducting a gender analysis is identified, the information gathering begins. All information relevant to the task is necessary. Identify available sources, supporting staff and branches, reports and publications, open sources, organisations (both international and non-governmental) All available information should be disaggregated and collected with a gender perspective. Consider this the fish net stage. As a fish net, you gather everything you can get. Where do you look? Of course, your J2 (intelligence) cell will be able to provide you with some information. Also J5 (plans) can give you certain information. Recces and/or liaison teams could be a good source of information. You may consider open source information from books, articles and the internet. Organisations outside your own, for example EU, UN, other IOs or NGOs, might have information that is interesting for you. Keep in mind that an NGO operating in a specific area might have information that no one else has.

**Process:** When the data and information gathering is done the process phase begins. Processing the information is to validate the sources and the quality. Is the source reliable and is the information current? Make sure that the information collected meet the identified aim and that it contains sex-disaggregated data. Identify any information gaps. Summarize the information, sort and structure it so it appears understandable, sort out irrelevant information and if necessary, complement with further information gathering to fill any information gaps. When done, the analysis phase takes place. With all this information in hand, you must process it to make everything understandable and relevant. You will want to figure out: what can I do with this information? At this stage, you will want to reduce the information to that which is relevant and relevant to you and your original aim. Based on the remaining information, you will assess its quality. Is it reliable? Can I trust this information? When cross-referencing, does it match with other sources of information? If you received information from an individual or organisation, you should assess what they might gain from framing the information in a certain way? At this stage, you should assess if you have an information gap. Sex-disaggregated data is essential. For example, if there were 100 people present for a demonstration, how many males and females were there? The arrow downwards on the slide represents the possibility that you might need more data or information.

**Analysis:** In the analysis phase the puzzle begins. By analysing each piece of information, matching it with the rest it will be possible to identify patterns, relations and draw conclusions connected to the identified aim. To recap: you have an aim, you have data and information, you have reduced this data and information to what is relevant. At this stage, you analyse the material by simply putting the puzzle pieces together. What conclusion can I make of this information? What does it mean for the operation or mission? For example, if local women typically take a route from point A to point B and we are patrolling heavily on the same route, in some cultures, we might hamper the freedom of movement of these local women. In some areas of operations, local women might not be allowed by local men to be in the vicinity of military forces. This would be one conclusion of the analysis.

**Output:** Used properly, gender analysis will provide you with a well-thought out conclusion. What should you do with the conclusion? You will communicate it with your commander and planning staffs. The output could be recommendations, request for information, limitations or risks.

**Communication:** Once you have finalised your output, you should consider how, when and to whom to communicate it with. For example, it could be provided in written form as a part of a report or briefed to the commander.

**Resources:** You also want to consider the resource implications of your output. Does your suggestion entail a particular expertise or staffing? If so, you want to suggest this as a part of your output.
**Non-Sensitive Information Releasable to the Public**

**Slides:**

<table>
<thead>
<tr>
<th>Slide</th>
<th>What is a gender analysis?</th>
<th>Why is it necessary to conduct a gender analysis?</th>
<th>Why gender analysis in military operations?</th>
<th>Conducting a Gender Analysis</th>
</tr>
</thead>
</table>
|       | Adding pieces of information about gender roles and gender relations to the analysis | To ensure that we integrate a gender perspective  
To base our planning on real information and not stereotypes | To ensure integration of gender perspective  
To provide valuable information to the planning and information gathering process  
To improve situational awareness |  
|       |  |  |  |  |

**Note to the instructor:**

Give practical examples on how gender perspective can be integrated into military operations planning process phase two – at operational appreciation of the strategic environment. Explain the planning process in more detail if necessary. You can use the NATO Comprehensive Operational Planning Directive (COPD) as a base, but you are encouraged to adjust and/or revise the slides in accordance with national military decision-making processes/national planning processes and directives. The aim of this part is to help students to understand how to broaden the understanding of gender perspective operating environment, integrate into the planning group, support the operational commander (through the Chief of Staff) and understand and support higher commands in the development of SACEUR's Strategic Assessment (SSA) and the Military Response Options (MROs), or equivalent products related to your national planning process. Make sure that students can follow the planning process phases. This should be as interactive as possible, try to engage students to use the knowledge, skills and competence they already have on this topic.

**Speaking points:**

Phase 2 is the Operational Appreciation of the Strategic Environment. The aim is to broaden the understanding of gender perspective in the operating environment, integrate into the JOPG, support the operational commander (through the Chief of Staff) and understand and support higher commands in the development of SACEUR’s Strategic Assessment (SSA) and the Military Response Options (MROs):

- Early view and comment/contribute to draft input for SSA (or your national equivalent)
- Early view and comment/contribute to draft input for MROs (or your national equivalent) with a focus on implications of options from a gender perspective and the required Complimentary Non Military Actions necessary for the success of each of the MROs.
- Influence and help orientate elements of Draft Planning Guidance from higher command that address or affect/are affected by gender (i.e., through the “Operational Advice” provided on the MROs by the operational level).
- Develop a “potential” theatre gender analysis at the operational level (primarily land focused) and provide key points to the operational staff.
- If subordinates are identified, share gender related information with GFP/GENAD if authorised.
- Liaise with gender related civilian organisations and share information if authorised.
- Identify if there is sexual and gender-based violence ongoing and identify measures available to protect against it. This information should be used in Phase 3 and 4 from factor analysis to reporting.
Slides:

Note to the instructor:
Give practical examples on how gender perspective can be integrated into military operations planning process phase three – at operational estimate. Explain the planning process in more detail if necessary. You can use the NATO Comprehensive Operational Planning Directive (COPD) as a base, but you are encouraged to adjust and/or revise the slides in accordance with national military decision-making processes/national planning processes and directives. The aim of this part is to help students to understand how gender perspective can be integrated into mission analysis (looking for the ‘what’) and COA development (looking for the ‘how’). Make sure that students can follow the planning process phases. If possible provide examples of good products (mission analysis and COA) that have gender perspective integrated into them. This should be as interactive as possible, try to engage students to use the knowledge, skills and competence they already have on this topic.

Speaking points:
Phase 3 is the Operational Estimate. The purpose of this phase is twofold: mission analysis (looking for the ‘what’) and COA development (looking for the ‘how’).

If available, the GENAD’s should be fully involved in the development of the operational estimate. The breadth of potential contribution identified below means that though the GENAD may be asked to support one individual planning team within the JOPG there will be times when the GENAD will need to provide input to multiple teams that are addressing different elements/options of the same crisis. It is here that GFPs, if available, will provide invaluable support.

If a GENAD and/or GFP is not available the below mentioned tasks should be done by other members of the operational planning group.

Phase 3A – Mission Analysis. The JOPG needs to have gone through a “Gender Analysis” process prior to this phase so that gender perspective is in a position to contribute to all aspects of the Mission Analysis. What comes out of the gender analysis may well lead to changes and adjustments to the process which should be considered a natural evolution.

- Synchronise operational gender understanding with a higher level HQ.
- Clarification of any gender related guidance in Strategic Planning Directive (SPD) (or your national equivalent), if required.
- Identify and address any gender related perspectives in Commander’s Planning Guidance.
- Identify gender perspectives to be considered/addressed by the Operational Liaison and Reconnaissance Team (OLRT).
- Identify and bring forward any appropriate gender lessons learnt.
- Contribute to the Planning Group’s understanding of the operating environment.
- Conduct gender analysis as part of own analysis of the given Mission and Objectives.
- Consider the potential of the active inclusion of local women in conflict resolution and peace building.
- Integrate gender perspective to Centre of Gravity Analysis.
- Support identification of Critical Operational Requirements (including information and Preconditions for Success).
- Identify interaction requirements with relevant IOs/NGOs and national Actors.
- Integrate gender perspective in the development of the Operational Design (including Operational Framework and conditions). A focus should be considered on:
  - Effects and actions. Changes in the system state produced by actions will invariably have an impact on gender and the development of gender related Measures of Effectiveness (MOEs) to compliment the effects must be initiated now and developed throughout Phase 3A and 3B.
  - Complimentary Non-Military Actions. These actions, conducted by others, are necessary to the successful completion of the mission and will invariably involve the International Community. The GENAD should contribute to the development of the Complimentary Non Military Actions as they provide other potential contributors to address gender where it is relevant to the mission.
- Integrate gender perspective in the development of the Full CIMIC Estimate (FCE).
Integrate gender perspective in the development of the Initial Force Estimate. Consider at this early stage issues such as GFA, the gender composition of the force (i.e. female soldiers for searching of women and for female engagement activities).

Integrate gender perspective in the decision that identifies the actor systems to be influenced and gain an understanding of why and how (where possible).

Integrate gender perspective in the development of the Operational Planning Guidance (OPG) (consideration to be given to the necessity of a gender paragraph).

Continue liaison with subordinate GFP/GENAD/GFA (any direct gender reference in the OPG should not come as a surprise to any subordinate).

Include any gender related CRMs.

Phase 3B – COA Development. With a comprehensive understanding of the mission, the commander’s intent and the direction of the planning the JOPG must ensure that all the COAs are developed with a gender perspective understanding and not in isolation. Even the most kinetic of COAs needs to consider gender perspective.

- Synchronise operational gender understanding with a higher level HQ
- Support subordinates’ understanding of planning guidance regarding gender perspective.
- Develop an understanding of the potential gender structure of the forces available for the operation under planning (liaison with a higher level HQ essential).
- Courses of Action (COAs) should have an integrated gender perspective (conducted gender analysis):
  - Review effects and actions (gender perspective). Identification of advantages and disadvantages of each COA should include an integrated gender perspective.
  - Troop to Action analysis should have gender perspective included.
- Gender perspective should be considered (analysed) in wargame.
- Gender perspective should contribute to Commander’s Critical Information Requirement (CICRs) where appropriate.
- Ensure gender perspective is included when developing MOEs and MOPs throughout this phase.
- Ensure gender perspective is included when developing the Operational Planning Directive (OPD) (consideration to be given to the necessity of a gender paragraph).

**Slides:**

**Gender Perspective in Phase 3**

**Gender Perspective in Phase 3**

**Gender Perspective in Phase 3**

**Gender Perspective in Phase 3**

**Gender Perspective in Phase 3**

**Note to the instructor:**

Give practical examples on how gender perspective can be integrated into military operations planning process phase four – at CONOPS and OPLAN. Explain the planning process in more detail if necessary. You can use the NATO Comprehensive Operational Planning Directive (COPD) is used as a base, but you are encouraged to adjust and/or revise the slides in accordance with national military decision-making processes/national planning processes and directives. The aim of this part is to help students to understand how gender perspective can be integrated into CONOPS and OPLAN. Make sure that students can follow the planning process phases. If possible provide examples of good products (CONOPS and OPLAN, or parts of those products) that have gender perspective integrated into them. This should be as interactive as possible, try to engage students to use the knowledge, skills and competence they already have on this topic.

**Note to the instructor:**

Give practical examples on how gender perspective can be integrated into military operations planning process phase four – at CONOPS and OPLAN. Explain the planning process in more detail if necessary. You can use the NATO Comprehensive Operational Planning Directive (COPD) is used as a base, but you are encouraged to adjust and/or revise the slides in accordance with national military decision-making processes/national planning processes and directives. The aim of this part is to help students to understand how gender perspective can be integrated into CONOPS and OPLAN. Make sure that students can follow the planning process phases. If possible provide examples of good products (CONOPS and OPLAN, or parts of those products) that have gender perspective integrated into them. This should be as interactive as possible, try to engage students to use the knowledge, skills and competence they already have on this topic.
Speaking points:
At this time the JOGP (including GENAD) needs to have a comprehensive understanding of the key gender perspectives relating to the selected COA and ensure that these are properly reflected in the CONOPS and OPLAN. This will rarely be limited to a “Gender” paragraph in the Main Body and Gender Annexes and Appendices, more likely gender will suffuse the plan and therefore other specialist areas may need gender advice in the development of elements of the Main Body (i.e. Coordinating Instructions) and individual annexes. The below mentioned tasks should be done by the operational planning group in order to integrate gender perspective.

Phase 4A – CONOPS Development:
- Synchronise operational gender understanding with a higher level HQ.
- Support subordinates’ understanding of Operational Planning Directive, including the gender perspective relations.
- Develop a gender paragraph for the CONOPS and be prepared to develop an annex.
- Support development of all Coordinating Instructions for the CONOPS (i.e. Force Protection, targeting, StratCom, civil engagement).
- Be prepared to advice on ROE and develop an understanding of them.
- Understand and contribute to the development of the Operations Assessment concept. This relates back to Phase 3 and the development of effects, actions and MOEs/MOPs.
- Ensure appropriate gender perspective in the C2 and reporting chains.
- Contribute to the development of the Operational Requirements (including requirements of equipment and personnel).
- Contribute to the development of the Reporting Concept.
- Reporting:
  - Ensure gender is not stove-piped in the reporting process but is an integral part of the whole (and is measurable).
  - Make sure that there are sharing mechanisms between NATO and civilian organisations.
  - Make sure that there is effective reporting regarding UNSCR 1325 and associated resolutions.
  - Be prepared to contribute to identification of relevant CRMs and advise on timing to implement if required.
  - Review gender perspectives of subordinate CONOPS (when available).

Phase 4B – OPLAN Development: JOGP will continue to develop the OPLAN with a integrated gender perspective included throughout the process:
- Review Gender Analysis to ensure it remains appropriate and up to date.
- Synchronise operational gender understanding with a higher level HQ.
- Support subordinates’ (GFP/GENAD) understanding of the CONOPS and draft OPLAN as it develops (gender perspectives).
- Develop a gender paragraph for the OPLAN normally based on the CONOPS.
- Prepare Gender Annexes and Appendices and coordinate this with subordinates.
- Monitor the Force Generation process and be prepared to adapt and adjust gender elements of the plan depending on resource availability.
- Contribute to deployment planning of gender related resources through the movements staff, force generation representatives and a higher level HQ GENAD (if applicable to your nation).
- Develop an understanding of the legal agreement developed for Host Nations/s.

Slides:

NON-SENSITIVE INFORMATION RELEASABLE TO THE PUBLIC
Note to the instructor:

Give practical examples on how gender perspective can be integrated into military operations planning process phase five – at execution. Explain the planning process in more detail if necessary. You can use the NATO Comprehensive Operational Planning Directive (COPD) as a base, but you are encouraged to adjust and/or revise the slides in accordance with national military decision-making processes/national planning processes and directives. The aim of this part is to help students to understand how gender perspective can be integrated into execution. Make sure that students can follow the planning process phases. If possible provide national examples of how gender perspective has been integrated into execution. This should be as interactive as possible, try to engage students to use the knowledge, skills and competence they already have on this topic.

Speaking points:

Phase 5 – Execution. The purpose of this phase is the execution of the approved operations plan. Early in the execution phase there will be the need to ensure that the gender elements of the plan are clearly understood by the J3 staffs who takes responsibility for execution from J5. There is the continuous need to review the initial Gender Analysis and update it. Perhaps most important is the need to monitor and match gender resources to tasks and to report progress.

- Synchronise and coordinate with the higher level HQ and subordinates.
- Source additional gender requirements.
- Include gender perspective in the assessment of the operation (inc relevance of current plans).
- Ensure reporting system includes gender perspective are in place and effective.
- Integrate gender perspective in civ-mil interaction
- Include gender perspective into the Operational Estimate.
- Include gender perspective in ad hoc and transition planning.

Slides:

Ensure that gender elements of the plan are clearly understood and are being monitored
Update and review gender analysis
Monitor and match gender resources/tasks and report progress

NON-SENSITIVE INFORMATION RELEASABLE TO THE PUBLIC
**Note to the instructor:**

Give practical examples on how gender perspective can be integrated into military operations planning process phase six – at transitions. Explain the planning process in more detail if necessary. You can use the NATO Comprehensive Operational Planning Directive (COPD) as a base, but you are encouraged to adjust and/or revise the slides in accordance with national military decision-making processes/national planning processes and directives. The aim of this part is to help students to understand how gender perspective can be integrated into transition. If possible provide national examples of how gender perspective and gender activities have been integrated into transition phase. This should be as interactive as possible, try to engage students to use the knowledge, skills and competence they already have on this topic.

**Speaking points:**

Phase 6 – Transition. Focus will be on the smooth transition, including gender perspective, of the actions and projects to the host nation/s or others to ensure the benefits are not lost:

- Synchronise and coordinate with the higher level HQ and subordinates.
- Source additional gender requirements.
- Coordinate with authorised IO and NGOs for transition actions.
- Coordinate with HN for transition actions.
- Coordinate with any Follow on Force.
- Contribute to the assessment of the operation.
- Contribute to the lessons learned process.

**Slides:**

![Gender Perspective in Phase 6](image_url)

Gender actions and projects should be transferred to host nation/s or others to ensure that benefits are not lost.
Topic: Gender perspective in the execution of military operations (40 min)

Outcome: Students are able to apply gender perspective in crisis response operations, peace support operations, stability operations, counter-insurgency operations, humanitarian assistance operations, collective defence operations security force assistance and homeland defence.

Key Message: Applying gender perspective will improve operational effectiveness and strengthening the military capability with gender equality. For our forces to be effective and professional, the internal elements of gender perspective must be upheld. The internal and external elements of gender perspective are interconnected.

Note to the instructor:
Start by asking the class ‘Do we have the ability to address all situations? Do we have situational understanding? The following slides are some examples of types of military operations. You should tailor it to the types of operations that are relevant for your training audience. It is best to focus on the types of operations or the missions in which your nation is involved. Give practical examples on how gender perspective can be integrated into your nation’s military operations. This should be an interactive session, try to engage students to use the knowledge, skills and competence they already have on this topic.

Speaking points:
UNSCR 1325 has an internal and external focus. The internal aspects relate to our code of conduct: gender equality within our own forces and preventing sexual harassment and discrimination. It also relates to force generation. Externally it relates to increasing operational effectiveness of our operations by integrating a gender perspective.

It is important to highlight that the internal and external aspects are completely dependent on each other (as shown by the arrows). For example, if internally within our own personnel there are cases of sexual harassment or discrimination, we cannot increase operational effect. We must lead by example.

Slides:
Note to the instructor:  
Ask the class 'how would you apply gender perspective into different operations (peace support operations, stability operations etc.)? Give practical examples. This should be an interactive session, try to engage students to use the knowledge, skills and competence they already have on this topic.

Speaking points:

Peace Support Operations

Gender aspects to take in consideration for Peace Support Operations: (1) Include local women in the peace negotiations (2) Engage the entire population to increase situational understanding (3) Ensure risks and security for men, women, boys and girls are addressed (4) Include female military personnel in the military force to be able to engage the entire local population. Example: A military unit was planning an operation late autumn, when rain and snow was likely to appear and the ground was soon to be frozen in the host nation. The Commander wanted a massive operation with heavy vehicles and maximum protection. There were a number of consequences for the local population in the remote villages in the mountains.

- As it was late in the season they were not likely to be able to restore the roads before winter.
- In the villages there are mostly women and children as the men are working in areas far away.
- The children have a long way to the school and are depending on buses to be able to get there.
- Women have to go by bus to midwives to give birth, to go by donkey would take about 8 hours.

Are the consequences unavoidable or is there another way?
The solution was to use airborne recce system in advance to increase protection and minimise risks and to use lighter vehicles when conducting the operation, avoiding negative unnecessary consequences.

Disaster Support Operations

Disaster will affect men, women, boys and girls differently. When conducting disaster relief operations this should be taking in consideration to be able to provide support to the entire population. These are some clear examples of the different vulnerabilities for women during a disaster:

Cultural restraints can impact on a women's ability to respond such as;

- Clothing limits their mobility
- Lack of life-saving skills as swimming/climbing
- Can’t leave home without male companion
- Less access to information; No awareness of early warning and how to react
- Less access to education (lack of general knowledge/awareness on survival basics in a disaster situation)
- Depending on the host nation, may not be able to be rescued by male personnel or treated by male doctor
- Gendered division of labour
- Women spend more time indoors
- Women's role as a primary caregiver. This means they will have increased prioritization and responsibility of children and elderly
- Less access to transportation
- Less access to medical facilities
- Physically weaker

Disaster will affect men differently because men will most likely be more exposed in certain situations to the disaster due to:

- Traditional heroic roles
- Role as family provider and protector
- Heightened exposure to criminality
- Loss of female partner results in changed family structure which can have negative impact due to traditional gender role
- Men more predisposed to Post Traumatic Stress Syndrome due to male role of not expressing emotions
Counter-Insurgency Operations

For any COIN operation, the centre of gravity is the population. To be able to win the populace support and decrease the populace support for the insurgency it is important to engage the population in a culturally accepted manner. In some cultures this means that you need female soldiers to engage the female population. For example,

- If a house will be searched there should be male and female personnel among the military. This will ensure the possibility to search all members of the household and the rooms where women and children are staying (meaning rooms to which only women have access) in a culturally accepted manner.
- It can be a good idea to bring the village elders or other representatives as witnesses to make sure you will not get accused of harassing anyone or destroying anything.
- A female military interpreter should be used to the greatest extent possible while talking to women and children. If this is not an option a female local interpreter should be used for this purpose.
- Before you conduct a search in a home, whenever possible, try to alert the family and the house before you enter. For example, in Afghanistan this gave women a chance to cover their hair in the way they find proper; ask the family elders to gather women and children either in one room you have already searched or outside the house but still inside the walls.
- Personnel should avoid being alone with women while conducting a search.

Security Force Assistance

The NATO Security Force Assistance (SFA) framework has been defined as: ‘the assistance provided by NATO, in a bi-dimensional comprehensive way, to generate and organise, train, enable, advise, and mentor foreign security forces and their supporting institutions’ (NATO Strategic Concept 2010). For example, with International Security Assistance Force (ISAF) completion at the end of 2014, NATO’s training, advice and assistance for the Afghan security forces and institutions will continue through a follow-on NATO-led mission called Resolute Support (RS). This non-combat mission is directed primarily to support of Afghan ministries and institutions, as well as the higher command level of the Afghan security forces. One of the objectives of Afghan Security Institutions (ASI) and Afghan National Security Forces (ANSF) is to respect gender equality. Through integrating UNSCR 1325 and a gender perspective, RS will, in all phases, support the ASI and ANSF in operating in accordance with the rule of law, human rights and UNSCR 1325. Activities will now focus on the execution of building capacity and capability within ANSF with Afghan ownership.

Information Operations

With Information Operations the local population is targeted, this means men, women, boys and girls who might have different means to receive information. To be able to reach out to the entire population, different means of information dissemination is needed. In order to appropriately respond, a gender analysis needs to be conducted and the following questions posed: Where are we conducting these? When are we conducting them? How are we reaching out to the population? Whom do we want to influence?

Civil-Military Cooperation

The core functions of CIMIC are Civil-Military Liaison, Support to the Force and Support to Civil Actors and their environment. Having a broader look at the society in which a military operation is conducted by applying a gender perspective will improve the effectiveness of CIMIC activities. Civil-Military Liaison aims to establish and maintain liaison with civil actors at appropriate levels, facilitating cooperation, harmonization, information sharing, concerted or integrated planning and conduct of operations. This includes a timely identification of stakeholders (including male and female key leaders), the development of a liaison structure (including liaison with local women organizations) and the organisation of CIMIC information. To be able to liaise with the entire population it is essential that CIMIC teams include female operators.

When it comes to Support to the Force, CIMIC plays a proactive role by contributing to the planning and conduct of operations. This includes, in cooperation with other military functions:

- Provision of information on the civil situation (everything that is non-military), taking into account the gender dimensions of the civil situation
- Providing an assessed civil situation picture
- Evaluating the civil situation, identify civil key indicators and sensitive factors – such as gender - having a critical impact on the conduct of operations as well as the impact of the military activities on the civil environment
- Recommending military activities to mitigate the critical impact
- Conducting gender related CIMIC activities including CIMIC projects
- Promoting force acceptance
- Contributing to influencing the civil society in the mission area
- Facilitating access to civilian resources when needed

Within a comprehensive approach or integrated mission, military Support to Civil Actors and their environment will generally only be conducted if it is required to create conditions supportive for the accomplishment of the military mission within the context of the mandate. This may include a wide spectrum of resources such as information, personnel, equipment, communications facilities, specialist expertise or training. Enabling this can be a role for CIMIC. If the military will decide to support civilian actors it is important to do this with a gender perspective.
Slides:

**Peace Support Operations**
- Peacekeeping
- Conflict prevention
- Peace making
- Peace building

**Humanitarian Assistance Operations**
- Disaster relief operations
- Humanitarian aid
- Assistance to affected populations

**Counter Insurgency Operations**
- Armed conflict
- Fighting the insurgents
- Support to national governments
- Counterinsurgency activities

**Security Force Assistance**
- Support recruitment and retention of women in the security force
- Gender balanced forces

**Information Operations**
- Gathering information
- Disseminating information
- Influencing public opinion

**Civil-Military Cooperation**
- Civilian-Military Liaison
- Support to the forces
- Coordination with local authorities

**Sense of a Population**
- Centre of Gravity
- Engagement of local women
- Gender-balanced force

**Conflict Prevention**
- Peacekeeping
- Conflict prevention
- Peace building

**Peace Making**
- Mediation
- Negotiation
- Peace agreements

**Peace Building**
- Rule of law
- Democratic institutions
- Economic development
**Topic:** Gender perspective in military operations assessment (30 min)

Outcome: Students are able to apply gender perspective in monitoring the progress of military operations.
Key Message: Gender perspective will support in identifying key indicators and elements of successful implementation.

**Note to the instructor:**

Start by asking the class "How would you apply gender perspective in monitoring and Measures of Effectiveness and Measures of performance?" The following slides are some examples, might need to be tailored depending on your training audience. Give practical examples on how gender perspective can be integrated into monitoring and MOE’s and MOP’s. Explain directive and indirect indicators (Direct indicators: will immediately answer to the objective without a guaranteed result. (i.e. when comparing previous years, there has been an increase participation in public democratic elections). Indirect indicators: are indicators that appear to respond to the objective without a guaranteed result. (i.e just because the queues to the voting facility were very long does not mean that more people were voting but perhaps that the voting procedure was extremely time consuming). Make sure that students do understand, monitoring, indicators, MOE’s and MOP’s. This should be an interactive session, try to engage students to use the knowledge, skills and competence they already have on this topic.

**Speaking points:**

Operations take place in dynamic environments where changes in the political, military, economic, social, infrastructure and information domains are constantly happening. The military need to have a feedback process in order to determine the effectiveness of their operations and to make recommendations for change.

In NATO this feedback process is called Operational Assessment and it is critical to inform on progress being made in creating desired effects and achievement of objectives, which in turn allows for adjustments to be made to the plan, and for the decision making of military and political leadership to be informed. Operations Assessment provides an important input in the knowledge development process, which builds up and maintains a holistic understanding of the situation and operating environment. Assessment takes place during the planning process and after execution. It supports decision-making.

Why is gender perspective in MOE important? To answer the question how gender perspective can make a difference to security in NATO operations: Identify key elements for successful implementation, key elements are areas of tasks, operations and activities that effect men, women, girls and boys differently. Identify indicators to measure effectiveness of gender implementation in military operations. Indicators are factors that can be measured and observed.

**Slides:**

- **Assessment:**
  - Takes place during the planning process and after execution.

- **Different Measures**:
  - MOE give an overview of progress in execution of the plan.
  - MOE gives an overview of the need for the plan and what achievement.

- **Example: MOE & Gender**:
  - <50%: - of female voters in the area of operations voted during elections
  - >50%: - of female hygiene kits delivered to the affected area

- **Why gender perspective in MOE?**
  - To answer the question how gender perspective can make a difference to operational effectiveness.

**Non-Sensitive Information Releasable to the Public**
Topic: Gender perspective in military reporting (20 min)

Outcome: Students are able to explain national military reporting structures.
Key Message: Reporting on gender dimensions should be integrated with other standard reporting procedures and lessons learned / best practices mechanisms. Reports should include information about the situation of men and women, boys and girls; the impact of military interventions; and statistics disaggregated by sex.

Note to the instructor:
Introduce general reasons as 'why we report' and the importance of doing so with an integrated gender perspective. Provide an overview of the 'why' 'how' 'when' and 'include' aspects of gender and reporting. Questions to cover in reporting are introduced and based on Bi-SC Directive 40-1. Give as many practical examples as possible. This should be an interactive session, try to engage students to use the knowledge, skills and competence they already have on this topic.

Speaking points:

Gender & Reporting

Strong and effective monitoring and reporting mechanisms should always be in place, making sure that human rights violations, conflict-related sexual and gender-based violence and indications of domestic or international trafficking of human beings are reported, addressed and handled.

To the greatest extent possible, reporting on gender dimensions should be integrated with other standard reporting procedures and lessons learned / best practices mechanisms. 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)?
- 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.

Gender & Reporting

Why: As part of the Comprehensive Approach framework. Stated in the Bi-SC Directive 40-1 as a concept of integration. To be able to assess outcome and progress.

How: With strong monitoring and reporting mechanisms in place human rights violations, conflict-related sexual and gender-based violence, domestic and international trafficking are reported, addressed and handled.

When: Through chain of command. According to SOPs. Upon request.

Include: Situation of men, women, boys and girls separately. Impact of NATO interventions on men, women, boys and girls. Sex-disaggregated data
What to report?

When responding to the question ‘What to report?’ there is typically a tendency to focus on the following questions:

- What do people do?
- What needs/interests?
- How many women?
- How many men?
- Who is included?
- Who is talking?
- What interventions?
- What has changed?

However, in focusing on solely these questions, we overlook equally important questions that provide more in-detail responses.

- Who does what?
- Whose needs/interests?
- Which women?
- Which men?
- Who is excluded?
- Who is listening?
- Impact of interventions?
- Impact of change?

Slides:

Data on the population and reports should always be broken down by age and sex and other relevant factors such as ethnicity and religion.

Not only...
- What do people do?
- What needs interest?
- How many women?
- How many men?
- Who is talking?
- What interventions?
- What has changed?

But Why...
- Who does what?
- Whose needs/interests?
- Who is talking?
- Whose needs/interests?
- Impact of interventions?
- Impact of change?
Topic: Gender perspective in the military lessons learned process (20 min)

Outcome: Students are able to explain military lessons observed, identified and learned process (or best practices process). Students are able to write military lessons observed, identified and learned applying gender perspective.

Key Message: Military lessons learned need to integrate gender perspective.

Note to the instructor:
Give examples and ideas on gender perspective related to military lessons learned process. This should be tailored to the process used within your national armed forces. A template example of a gender lessons learned following the NATO Lessons Learned Process is also provided.

Speaking points:

NATO Lessons Learned Process

TITLE: Mixed Engagement Teams (male and female team members) more efficient to engage the entire local population.

OBSERVATION: The Engagement Teams (called Mission Teams) of the PRT operating in Uruzgan province, Afghanistan (ISAF) had male and female team members in each team and were able to engage the entire local population in a cultural excepted manner.

DISCUSSION: The PRT has been deployed particularly to support tasks concerning development and diplomacy. To be able to conduct these tasks the PRT consisted of a staff and several Mission Teams. The fact that the PRT was a mixed team and every Mission Team that was sent out included a woman, made it relatively easier to connect with local women. While male PRT members could only speak with local men, female PRT members could establish contact with men and women alike. Female military PRT members were accepted by the local men. Women soldiers could also talk with Afghan women having received their husbands’ permission, something which was usually not a problem. Women soldiers from the Mission Teams were sometimes even invited by the men to visit their homes to talk to their wives.

In addition deploying women proved to be an effective strategy for getting local men to volunteer specific information. The PRT had the impression that many Afghan men found Western women to be interesting. Informants were, according to the PRT Commander, prone to be more open and more accepting to female staff. Talking to a female officer even “loosened men’s tongues” which provided the PRT with very useful information about the area of responsibility. Negotiations conducted by female PRT members were sometimes more successful than those conducted by their male counterparts. As a result women were chosen to represent the PRT at certain meetings, including those with local administrators. They were also in a better position to raise, when possible, certain women’s issues at these meetings. Consequently women’s contribution in terms of establishing contact with local male population in the mission area was seen as effective.

CONCLUSION: Mixed Engagement Teams are more efficient to engage the entire population in the AOO. During force generation it is important to ensure all teams consist of adequate, trained male and female team members.

RECOMMENDATION: Ensure all PRT Mission Teams that will be deployed to the AOO consist of adequate, trained male and female team members. Action body: Human Resources (during force generation).

Lessons learned can often focus on a problem that needs solving. But the process is equally important for positive events when the expectations of the activity were exceeded. When a problem has occurred and it becomes an obstacle to the organization or activity to reach its potential, this is of course something that we want to solve so that the problem does not happen again. However, when the expectations in an activity are exceeded and the outcome is better than expected, you of course want to keep this effect and maintain the success.

One example is from ISAF and Afghanistan, where a Gender Field Advisor was involved in the planning process regarding patrolling. He was reviewing the patrol route and one of the location that was going to be patrolled. It was a women’s bazaar. The concept behind women’s bazaar is that it is a free zone from Afghan women where they can meet and do their daily business without male presence. The unit that was planned to patrol this bazaar consisted of only men. The Gender Field Advisor saw several potential dangers with having male-only team patrolling this bazaar. First, it would interrupt the peace of the women since it was not socially accepted for men to be in the bazaar. This could also create tension and potentially create a dangerous situation, for the unit and for the civilians present. In order to avoid such a situation, the Gender Field Advisor suggested to either include female soldiers in the team and have them patrol inside the bazaar. By such a simple measure, a potentially dangerous situation could be avoided (NCGM ‘Whose Security?’)

Identified lessons observed and documented experiences will benefit the whole mission and the whole organization in order to enable them to improve and implement changes. It is also a way to have lessons observed analyzed and documented. Collecting and writing lessons observed and feed them into a Lessons Learned process is to build the organization's institutional memory.
Slides:

- Both Good & Bad Experiences
- Women’s Bazaar
- Gender in Lessons Learned Process

Topic: Summary, conclusion and questions (20 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 and can continue to the case study part of the lesson. 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:

- Key Messages
- Questions & Answers

- Aligning gender perspective with improving operational effectiveness and efficiency and enhancing military capability with gender-sensitive
  training
  
  - Shaping gender-sensitive processes and tools at the beginning of the
    planning cycle and not added on during the execution assessment phase
  
  - A gender analysis, based on proper information, will improve situational
    awareness and improve the ability to plan, execute and assess operations to
    achieve the optimum result
  
  - Gender analysis should be an integral part of the National Security
    Council, the Internal elements of gender perspective must be aligned. The
    internal and external elements of gender perspective are interconnected.
  
  - Improving gender integration should be integrated with other standard
    reporting procedures or through human resource management

  • Improving assessments, ways and means of military interventions; and
  • Military lessons learned need to integrate gender perspectives.
## 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>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 take 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 ‘women, war and conflict’ and ‘men, war and conflict’</td>
<td>Gender perspective is a force multiplier, supports the outcome of the operation and enhances mission effect.</td>
<td>Power Point See slides 5-20</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 Give an practical example and observe</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 See page 15</td>
<td>Instructor</td>
</tr>
<tr>
<td>50 min</td>
<td>Gender perspective in military operations planning</td>
<td>Discussion (indirect instruction)</td>
<td>Students will be able to explain the NATO Operational Planning Process. Students will be able to tell key areas for integration of gender perspective in planning process. Students will be able to explain how gender analysis will support military planning.</td>
<td>Ask class ‘why do we need to integrate gender perspective into our military operations planning?’ Ask class ‘what information and data is required in order to use gender perspective in our planning?’ Give practical examples and observe</td>
<td>Review of military levels and different tasks of military staff. Key areas for integration of gender perspective in all branches and special staff. Gender perspective needs to be included and implemented from the very start of the planning process. Using a gender analysis will improve our situational awareness and therefore our ability to conduct more effective operations.</td>
<td>Power Point See slides 21-41</td>
<td>Instructor</td>
</tr>
<tr>
<td>40 min</td>
<td>Gender perspective in the execution of military operations Discussion (indirect instruction) and Lecture (direct instruction)</td>
<td>Students will be able to apply gender perspective in: • Crisis response operations. • Peace support operations. • Stability operations. • Counter insurgency operations. • Humanitarian assistance operations. • Collective defense operations. • Security force assistance. • Homeland defense.</td>
<td>Do we have the ability to address all situations? Do we have situational understanding? Explain Give practical examples and observe</td>
<td>The internal and external elements of gender perspective and how they are interconnected and interrelated. Tools: • Composition of the units (for example Mixed Engagement Teams)</td>
<td>Power Point See slides 42-53</td>
<td>Instructor</td>
<td></td>
</tr>
<tr>
<td>30 min</td>
<td>Gender perspective in military operations assessment</td>
<td>Discussion (indirect instruction) and Lecture and demonstration (direct instruction)</td>
<td>Students will be able to apply gender perspective in monitoring the progress of military operations.</td>
<td>Ask class how they would apply gender perspective in monitoring and in MOEs and MOPs? Explain Give practical examples and observe</td>
<td>Assessment takes place during the planning process and after execution. It supports decision-making. Measures of performance – are we doing things right? Measures of effectiveness – are we doing right things? Gender perspective will support you in identifying key indicators and elements of successful implementation.</td>
<td>Power Point See slides 54-60</td>
<td>Instructor</td>
</tr>
<tr>
<td>20 min</td>
<td>Gender perspective in military reporting</td>
<td>Lecture (direct instruction)</td>
<td>Students will be able to explain national military reporting structures.</td>
<td>Explain Give practical examples and observe</td>
<td>Reporting on gender dimensions should be integrated with other standard reporting procedures and lessons learned/best practices mechanisms.</td>
<td>Power Point See slides 61-66</td>
<td>Instructor</td>
</tr>
<tr>
<td>20 min</td>
<td>Gender perspective in military lessons learned process</td>
<td>Lecture and demonstration (direct instruction)</td>
<td>Students will be able to explain military lessons observed, identified and learned process (or best practices process). Students will be able to write military lessons observed, identified and learned applying gender perspective.</td>
<td>Explain Give practical examples and observe</td>
<td>Military lessons learned need to integrate gender perspective.</td>
<td>Power Point See slides 67-72</td>
<td>Instructor</td>
</tr>
<tr>
<td>10 min</td>
<td>Summary, conclusion and questions</td>
<td>Discussion (interactive instruction)</td>
<td>Motivate students to integrate gender perspective in the planning, execution and assessment of military operations.</td>
<td>Ensure that students have reached the required learning outcome and that they are motivated to integrate gender perspective into planning, execution and assessment of military operations.</td>
<td>Summary of learning outcomes and opportunity for the students to ask questions</td>
<td>Power Point 73-75</td>
<td>Instructor</td>
</tr>
</tbody>
</table>
### Case Study

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Task</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>Introduction to the case study</td>
<td>Lecture and demonstration – give the task (direct instruction)</td>
<td>Task is to integrate gender perspective into your own field of expertise and responsibility in planning, execution or assessment of military operations.</td>
</tr>
<tr>
<td>60 min</td>
<td>Case study</td>
<td>Students conduct own work</td>
<td>Make sure that students have reached the required learning outcome: Students are able to support strategic and operational level to integrate gender perspective in planning, execution and assessment of military operations.</td>
</tr>
<tr>
<td>50 min</td>
<td>Back Brief</td>
<td>Discussion (interactive instruction)</td>
<td>Students conduct their own work and task is to debrief rest of the group.</td>
</tr>
</tbody>
</table>

**Task**
- Case study
- Students conduct own work

**Power Point**
- Individual or group work

**Instructor**
- Students

**Discussion**
- Discussion (interactive instruction)