TRAINING MATERIALS ON GENDER PERSPECTIVE (GP)
FOR NATO ALLIES AND PARTNERS

Instructors Guide

Module 2: NATO Allies and partners’ armed forces national units (Tactical Level)
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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 the second section, this Training Material outlines some of the existing training opportunities, available online and residential courses. The introductory section concludes with an overview of some best practices within NATO, nations and partners on the integration of gender perspective.

Background – why is gender perspective needed?

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

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

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

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

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1. NATO’s Department Head for Gender in Military Operations.
cooperative security. Within the context of NATO’s wider policy objectives and core tasks, NATO will continue to integrate gender perspective into its work and contribute to the implementation of UNSCR 1325 and Related Resolutions.\(^4\)

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

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

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

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

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

\(^4\) NATO/EAPC Policy for the implementation of UNSCR 1325 on Women, Peace and Security and related resolutions, 2014  
\(^5\) Bi-SC Directive 40-1 Integrating UNSCR 1325 and gender perspective into the NATO Command Structure, 2012  
\(^6\) Review of the Practical Implications of UNSCR 1325 for the Conduct of NATO-led Operations and Missions, 2013  
\(^7\) 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.forsvarmakten.se/en/swedint](http://www.forsvarmakten.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.\(^\text{11}\) In recognition of and in response to this need, the following education and training module is intended for NATO Allies and partners armed forces national units. 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.\(^\text{12}\) Following the Analysis, a Training Needs Analysis (TNA) Working Group consisting of gender experts both military and civilian was conducted.\(^\text{13}\) 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\(^\text{14}\) 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 to illustrate why some tasks are considered to be of higher priority than others. The complete TNA is found at Annex A.

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

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

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

\(^{14}\) According to Bi-SC Directive 75-7 (September 2015) 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

[Diagram of learning objectives]
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.

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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 (Tactical 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. The Instructors Guide combine background information, user guidance and specific guidance for each individual lesson, including the most important parts from lesson plan with notes and speaking points for instructor as well as possible slides to use. Each lesson has also a stand-alone lesson plan and power point presentation with notes and speaking points for the instructor. The stand-alone versions are provided in order to help instructors revise and update their own lessons for their national training audiences.
How to use the materials: lesson plans and power point

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

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

<table>
<thead>
<tr>
<th>Learning outcome and Standards</th>
<th>Assessment tool</th>
<th>Assessment</th>
<th>Type and timing of assessment</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></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>Start with asking the class: What is gender? What it is not?</td>
<td></td>
</tr>
<tr>
<td>Learning outcome: Students will be able to apply terms and definitions related to gender.</td>
<td></td>
<td>Continue by showing the class the slides ‘what comes to mind?’ (stereotyping of role of men and women in war and conflict). Ask class to discuss what they associate with &quot;Men, war and Conflict&quot; and &quot;Women, war and Conflict.&quot;</td>
<td></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>Show class the slides and inform that generally people tend to stereotype the role of men and women in war and conflict.</td>
<td></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 Resources</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Introduction, motivation, learning outcome</td>
<td>Lecture (direct instruction)</td>
<td>Students understand the aim of the lecture</td>
<td>None</td>
<td>Learning outcome and agenda</td>
<td>Power Point See slides 3-4</td>
<td>Instructor</td>
</tr>
<tr>
<td>60 min</td>
<td>Introduction to gender in military operations</td>
<td>ADL (*note this takes 45-minutes) Discussion (indirect instruction)</td>
<td>Students recall key definitions on gender and explain how gender improves operational effectiveness</td>
<td>Ask class to tell what they associate with &quot;Men, war and Conflict&quot; and &quot;Women, war and Conflict.&quot;</td>
<td>Gender perspective is a force multiplier and supports the outcome of the operation and enhances mission effect</td>
<td>Computers with internet connection and Power Point See slides 5-19</td>
<td>Instructor</td>
</tr>
<tr>
<td>5 min</td>
<td>Definition of gender perspective</td>
<td>Lecture (direct instruction)</td>
<td>Students should be able to tell what gender perspective means</td>
<td>Explain what gender perspective means 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>
<td>Instructor</td>
</tr>
<tr>
<td>20 min</td>
<td>Reason why gender perspective needs to be integrated into education, training and exercises</td>
<td>Discussion (indirect instruction)</td>
<td>Students will be able to explain why gender perspective needs to be and demonstrate how gender perspective can be integrated into military education, training and exercises.</td>
<td>Ask class &quot;why do we need to integrate gender perspective into our military education, training and exercises?&quot; 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>
<td>Instructor</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/jftlibrary.

Prior to each training session, the instructor should conduct a target audience analysis in order to determine the size of the target population and identify their current skills, knowledge, and competencies. The target audience analysis will reveal any training that the audience may have received prior to the sessions and their background and level of experience. Specific group analysis may only have one target audience; a broad organisational group (i.e., a composite HQ) may include several target audiences. The target population data is essential and most useful when making decisions about the proposed learning programme. It is important to understand the people’s motivations, perceptions and attitudes as they are often large variables in a training program except the current level of knowledge, skill and competence

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

It is the instructor’s responsibility to tailor the training package to suit the specific mission or national needs, to identify any references and directives relevant and to update any procedures and processes described in the package to mission or national standards.
Each module contains:
1. Training guide
2. Power point lecture with possible slides to use with instructions, speaking notes and references
3. A collection of case studies to train content on practical basis
4. 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.
MODULE 2:
NATO Allies and partners’ armed forces national units

Module Two is aimed at NATO Allies and partners’ armed forces national units.

This module consists of three lessons that are aiming to reach a level where a student after the lecture and case study will be able to:
1) Implement national armed forces framework on gender perspective.
2) Integrate gender perspective at the tactical level in military education, training and exercises.
3) Integrate gender perspective in planning, execution and assessment of military operations at the tactical level.

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

ADL 169 “Improving Operational Effectiveness by Integrating Gender Perspective” (45 min) [http://jadl.act.nato.int](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:**

National armed forces framework on gender perspective

**Background and aim**

This basic-level lesson is for all NATO Allies and partners’ national armed forces tactical level unit’s staff. It is designed to support tactical level leadership in implementing national armed forces framework on gender perspective into their work. This lesson will help personnel to gain an understanding of national framework and tools on integrating gender perspective at tactical level.
Lesson Outcome
After this lesson students should be able to:
1) Review national armed forces framework on gender.
2) Explain how gender perspective is included in the national armed forces code of conduct.
3) Write tactical level standard operating procedures and standard operating instructions applying gender perspective.
4) Interpret gender perspective in other policies (i.e., included, but not limited to, soldiers card, TTPs, etc.).

Duration
60 min (ADL 169 and 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), instructor must be able to comprehend national framework on gender perspective/national armed forces framework on gender perspective and should have sufficient knowledge of gender in military operations, preferably has undertaken the NATO accredited Gender Training of Trainers course. Instructor needs to research to be able to provide national examples.

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 (i.e., National Code of Conduct, National Action Plan and other related documents).

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

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

Direct Instruction
- Lecture
- Compare and contrast
- Demonstration
## Lesson schedule overview

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Strategy Method</th>
<th>Related outcome(s)</th>
<th>Related Assessment(s)</th>
<th>Content guidance</th>
<th>Content Resources</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Introduction, motivation, learning outcome</td>
<td>Presentation (direct instruction)</td>
<td>Students understand the aim of the lecture</td>
<td>None</td>
<td>Learning outcome and agenda</td>
<td>Power Point See slides 1-4</td>
<td>Instructor</td>
</tr>
<tr>
<td></td>
<td>Introduction to gender in military operations</td>
<td>Discussion (indirect instruction) and Presentation (direct instruction)</td>
<td>Students recall key definitions on gender and explain how gender improves operational effectiveness</td>
<td>Ask 'what comes to mind?' (stereotyping of role of men and women in war and conflict). Ask class to tell what they associate with &quot;Men, war and Conflict&quot; and &quot;Women, war and Conflict.&quot; Ask class 'why is it problematic to talk about the population as a whole?' Explain what gender perspective means Ask class 'why do we need to integrate gender perspective into our military operations at tactical level? Give an practical example and observe</td>
<td>Gender perspective is a force multiplier and supports the outcome of the operation and enhances mission effect</td>
<td>Power Point See slides 5-18</td>
<td>Instructor</td>
</tr>
<tr>
<td>30 min</td>
<td>National armed forces framework on gender</td>
<td>Presentation (direct instruction)</td>
<td>Students should be able to review national armed forces framework on gender Students should be able to explain the relevance of national armed forces framework Students should be able to explain how framework/gender perspective improves operational effectiveness.</td>
<td>Explain national framework on gender Give practical examples</td>
<td></td>
<td>Power Point See slides 19-30</td>
<td>Instructor</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Description</td>
<td>Key Points</td>
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<tr>
<td>15 min</td>
<td>Code of conduct</td>
<td>Students should be able to explain how gender perspective improves gender equality.</td>
<td>Explain what code of conduct means. Give practical examples (zero tolerance against sexual exploitation and abuse). Explain the link between the internal and external aspects of sexual exploitation and abuse and operational effectiveness. Ask 'how is zero tolerance on sexual exploitation and abuse linked to the credibility of forces in missions and operations?' Explain the importance of zero tolerance and key actions that should be taken.</td>
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<td>It is essential that all NATO personnel uphold the highest standards of personal and professional behaviour, and comply with their national laws and regulations in preventing and reporting on conflict-related SGBV.</td>
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<td>Power Point See slides 31-39</td>
<td>Instructor</td>
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<tr>
<td>30 min</td>
<td>SOP and SOI</td>
<td>Students should be able to review existing tactical level SOPs and SOIs applying gender perspective. Students should be able to write tactical level SOPs and SOIs applying gender perspective.</td>
<td>Explain what is an SOP/SOI and why it is important to integrate gender perspective. Review an SOP with a gender perspective. Give practical examples.</td>
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<td>Writing SOPs with an integrated gender perspective is one way of responding to a higher command’s orders with a gender perspective. Ask yourself the following questions: 1. Does the SOP affect men and women differently? For example, will the set procedure affect women in the armed forces differently than men? If yes… 2. Is this my intention? For example, the SOP might dictate the procedure for</td>
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<tr>
<td>Power Point See slides 40-46</td>
<td>Instructor</td>
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establishing a special women’s network. If no…
3. The SOP needs to be amended to eliminate the negative impact on men or women because of their gender

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<tr>
<th>Time</th>
<th>Segment</th>
<th>Description</th>
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<tbody>
<tr>
<td>30 min</td>
<td>Policies/Guidelines</td>
<td>Presentation (direct instruction) and Practical exercise (indirect instruction) Students should be able to review tactical level policies applying gender perspective. Students should be able to review policies received by higher commands applying gender perspective. Students should be able to write tactical level policies Explain the importance of reviewing tactical level policies applying gender perspective. Give guidelines and functional areas that could include a gender perspective. Give practical examples Commitment and action points from higher commands need to be translated to tactical level actions in order to achieve effect.</td>
</tr>
<tr>
<td>10 min</td>
<td>Summary, conclusion and questions</td>
<td>Discussion (interactive instruction) Motivate students to integrate gender perspective in on-the-job training and exercises at tactical level Make sure that students have reached the required learning outcome – that they are motivated to integrate gender perspective into their work at tactical level. Summary of learning outcomes and opportunity for the students to ask questions</td>
</tr>
<tr>
<td>+ Case Study 1</td>
<td>Case study</td>
<td>Task is to write a gender analysis of the current situation regarding the SOP/SOI and review the SOP/SOI with a gender perspective Make sure that students have reached the required learning outcome: Students are able to do a gender analysis of the current situation regarding the SOP/SOI and are able to review the SOP/SOI with a gender perspective. Note: If the training audience finds that gender perspective is lacking in the SOP/SOI, ask for suggestions on how the SOP/SOI could be revised. Preferably, ask the to re-write the SOP/SOI with a gender perspective. Divide the training audience into groups of appropriate sizes and select an SOP or SOI that the training audience currently is working with or developing. Ask the training audience to do a gender analysis of the current situation regarding the SOP/SOI. Ask the training audience to review the SOP/SOI with a gender perspective.</td>
</tr>
<tr>
<td>60 min</td>
<td>Case study</td>
<td>Students own work Individual or group work</td>
</tr>
<tr>
<td>50 min</td>
<td>Back Brief</td>
<td>Discussion (interactive instruction)</td>
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<tr>
<td>+ Case Study 2</td>
<td>10 min</td>
<td>Introduction to the case study</td>
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<tr>
<td>60 min</td>
<td>Case study</td>
<td>Students own work</td>
</tr>
<tr>
<td>50 min</td>
<td>Back Brief</td>
<td>Discussion (interactive instruction)</td>
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Lesson Schedule

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

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

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

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

Speaking points:
This presentation has five chapters with the following content.
I: Introduction
II: National framework on gender perspective
III: Gender perspective in national armed forces Code of Conduct
IV: Gender perspective in Standard Operating Procedures/Standard Operating Instructions
V: Gender perspective in other policies
VI: Summary / Conclusions / Questions

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

Also the expected time for the lecture should be mentioned, this depends on the level of experience of the instructor and students and of the gender framework within your nation.
Speaking points

After this lecture students should be able to:
1. Review national armed forces framework on gender
2. Explain how gender perspective is included in the national armed forces Code of Conduct
3. Write tactical level Standard Operating Procedures and Standard Operating Instructions applying gender perspective
4. Interpret gender perspective in other policies (i.e., included (but not limited to) soldiers cards, TTPs, etc.)

Slides:

Aim

After this lecture students should be able to:
1. Review national armed forces framework on gender
2. Explain how gender perspective is included in the national armed forces Code of Conduct
3. Write tactical level Standard Operating Procedures and Standard Operating Instructions applying gender perspective
4. Interpret gender perspective in other policies (i.e., included (but not limited to) soldiers cards, TTPs, etc.)

Topic: Definition of gender perspective (5 min)

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

Note to the instructor:

*Explain what gender perspective means. You can also explain what terms gender equality and gender balance mean.*

Speaking points:

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

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

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

Conflict-related Sexual and Gender-Based Violence: Any sexual and/or gender-based violence against an individual or group of individuals, used or commissioned in relation to a crisis or an armed conflict.
It is also important to keep in mind a general understanding of the term ‘gender balance’, which refers to equal representation of women and men at all levels of employment. Achieving a balance in staffing patterns and creating a working environment that is conducive to a diverse workforce improves the effectiveness of policies and programmes and enhances NATO’s capacity to better serve the entire population.

**Slides:**

**NATO’s Key Definitions on Gender**

- **Integration of gender perspective**: is a way of operating 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 equality**: Women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born female or male.
- **Conflict-related Sexual and Gender-Based Violence**: Any sexual and or gender-based violence against an individual or group of individuals, used or commissioned in relation to a crisis or an armed conflict.

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

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

**Key Message:** Gender perspective is a force multiplier that supports the outcome of the operation and enhances mission effect. Gender perspective is the ability to detect when men, women, boys and girls might be differently affected by a military activity due to their gender.

**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 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.

If possible include areas which are specific for your branch / unit or the tasks of your training audience.

**Speaking points:**

**Why is it problematic to talk about the population as a whole?**

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.
Topic: National Armed Forces Framework on Gender (30 min)

Outcome: Students are able to review national armed forces framework on gender.
Key Message: (As a generic training package cannot offer a specific key message tailored to your individual nation, as the instructor you must come up with the appropriate key message)

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.

The particular slide shows the Canadian National Action Plan (left) and the Malian National Action Plan (right) as examples. As this is a generic training package, you are required to tailor the example to your particular nation and training audience.

Present the frameworks that your national armed forces have on Gender and UNSCR 1325. Should you be unaware of some of the national frameworks that are in place, it could be helpful to look at National Action Plans, policies, directives, action plans, doctrine(s), guideline(s), etc.

Present the documents to the training audience and explain:

- In short, the content and message of the framework
- How, where (the context) in which the framework applies
- The relevance to the training audience – depending on the students’ level and functions, what does the framework mean to them? Try to keep it as close to the tasks and everyday activities as possible.
- Make sure to highlight references to gender perspective in operations as well as gender equality in armed forces.
- If possible, give practical examples of how the framework can be used and when it has been used.

Make sure to have the references to the documents available, so that the training audience can revisit them if required.
Slides:

Topic: Code of Conduct (15 min)
Outcome: Students are able to explain how gender perspective is included in the national armed forces code of conduct.
Key Messages: It is essential that all NATO personnel uphold the highest standards of personal and professional behaviour, and comply with their national laws and regulations in preventing and reporting on conflict-related SGBV. If there is no respect and protection within a unit, the ability to deliver respect and protection for the local population can and will be questioned. Commanders must take immediate action to prevent SEA and to investigate all allegations of misconduct.

Note to the instructor:
This chapter will thus focus on the code of conduct referencing the national armed forces framework on gender; however as a generic training package, it must be tailored to the specific nation.

It is important to highlight that there are internal aspects that relate to our code of conduct: gender equality within our own forces and preventing sexual harassment and discrimination. It also relates to force generation. There are also external aspects in relation to increasing operational effectiveness of our operations by integrating a gender perspective. The internal and external aspects are completely dependent on each other. For example, if internally within our own personnel there are cases of sexual harassment or discrimination, we cannot increase operational effect.

In this training material there are tips and outlines on how the national framework of code of conduct can be presented. However, these slides must be updated and reflect the framework of the national armed forces and the national codes of conduct to reach the learning objectives.

Speaking points:
Uphold Code of Conduct
You will always respond to the code of conduct set out by your national armed forces. However, when serving within a NATO context, the NATO Standards of Behaviour dictate the minimum moral standards expected from forces. These standards include, related to working with a gender perspective:

Not engage in either sexual exploitation or abuse. Sexual Exploitation is any actual or attempted abuse of a position of vulnerability, differential power or trust for sexual purposes, including profiting monetarily, socially or politically. As soldiers or officers deployed in a mission you must be aware of the power relations between you and the population. In order to protect them, you must never abuse any power position you might have and only use the means given to you to ensure what is best for the population. Sexual Abuse is actual or threatened physical act of sexual nature either by force or other coercive conditions. By threatening or hurting any member of the civil population you are disrespecting your responsibility towards that population and dishonoring your troop and your missions. Other than this being a severe violations of the code of conduct, it is a highly immoral act and a misuse of your position as a soldier or an officer.

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

Zero Tolerance Against Sexual Exploitation and Abuse

This means that any soldier or officer must not accept, condone, facilitate or commit acts of sexual exploitation or abuse or in discrimination and harassment. This applies in relation to local population as well as between soldiers, officers and civilian staff.

Anyone involved in any such occurrences are considered not to be trusted conducting their tasks properly. This is why Commanders and the forces are obliged to respond to any such occasions with their sanctioned power and authority. In line with NATO’s Standards of Behaviour and UN’s zero tolerance on SEA, no such occurrences will go unsanctioned.

According to the Military Guidelines on the Prevention of, and Response to, Conflict-Related Sexual and Gender-Based Violence, “it is essential that all NATO personnel uphold the highest standards of personal and professional behaviour, and comply with their national laws and regulations in preventing and reporting on conflict-related SGBV” (para 17a).

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

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

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

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

Examples: rape or threat of sexual violence

Internal/External Elements

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

Slides:
**Topic: SOP/SOI (30 min)**

**Outcome:** Students are able to review existing tactical level SOPs and SOIs applying gender perspective. Students are able to write tactical level SOPs and SOIs applying gender perspective.

**Key Message:** As the usage and writing of SOPs is a quality assurance system, this system also needs to include a gender perspective.

**Note to the instructor:**

As the instructor, you are encouraged to also provide an SOP that includes examples and relates to the tasks and functions of the training audience. Should you be unable to provide an example of an SOP, one is provided.

**Speaking points:**

**What is an SOP?**

**Purpose**

Standard Operating Procedures or SOPs are intended to be specific to the organization or facility whose activities are described and assist that organization to maintain their quality control and quality assurance processes and ensure compliance with governmental regulations.

*If not written correctly, SOPs are of limited value. In addition, the best written SOPs will fail if they are not followed.* Therefore, the use of SOPs needs to be reviewed and re-enforced by the person who have the responsibility over the area in the SOP. Current copies of the SOPs also need to be readily accessible for reference in the work areas of those individuals actually performing the activity, either in hard copy or electronic format, otherwise SOPs serve little purpose. Updated once or perhaps twice in a mission.

**Writing Styles**

SOPs should be written in a concise, step-by-step, easy-to-read format. The information presented should be unambiguous and not overly complicated. The active voice and present verb tense should be used. The term "you" should not be used, but implied. The document should not be wordy, redundant, or overly lengthy. Keep it simple and short. Information should be conveyed clearly and explicitly to remove any doubt as to what is required. Also, use a flow chart to illustrate the process being described. In addition, follow the style guide used by your organization, e.g., font size and margins.

SOPs should be written with sufficient detail so that someone with limited experience with or knowledge of the procedure, but with a basic understanding, can successfully reproduce the procedure when unsupervised. The experience requirement for performing an activity should be noted in the section on personnel qualifications. SOPs are not job descriptions, but can be in addition to one.

**Gender & SOP/SOI: Why is it Important?**

A Standard Operating Procedure (SOP) is a set of written instructions that document a routine or repetitive activity followed by an organisation. The development and use of SOPs are an integral part of a successful quality system as it provides individuals with the information to perform a job properly, and facilitates consistency in the quality and integrity of a product or end-result.

As the usage and writing of SOPs is a quality assurance system, this system also needs to include a gender perspective. As an SOP describes a set procedure, gender perspective must be included when writing an SOP.

At the tactical level, writing SOPs with an integrated gender perspective is one way of responding to a higher command’s orders with a gender perspective. The practical application of a gender perspective is very important to achieve effect. SOPs provide an excellent opportunity to ensure the practical application of higher commands’ gender perspectives. The task for the tactical level is to apply their expertise within the given area or discipline when ensuring the practical application. Sometimes new SOPs must be created to integrate gender perspective, but for the most part a gender perspective must be integrated into existing SOPs.
Through this exercise you can determine if the SOP needs to be amended or not.

Remember the definition of a gender perspective. It 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.

This is an easy method to find out if the SOP/SOI has any unintended effects. Bear in mind that both the objective and the procedure itself should be reviewed. In order to answer these questions you must have good knowledge of your SOP/SOI and of the gender dimensions in the audience affected by the SOP/SOI.

Ask yourself the following questions:

1. Does the SOP affect men and women differently? For example, will the set procedure affect women in the armed forces differently than men? If yes...
2. Is this my intention? For example, the SOP might dictate the procedure for establishing a special women’s network. If no...
3. The SOP needs to be amended to eliminate the negative impact on men or women because of their gender

Through this exercise you can determine if the SOP needs to be amended or not.

How you review and amend an SOP with a gender perspective will of course depend on the SOP. The general idea is to make sure that the procedure does not affect men and women differently and that the procedure comply with national armed forces frameworks on gender perspectives. For example, it could entail including provisions for both women and men in MEDCOY SOP.

*Gender Analysis of SOP/SOI*

By reviewing an SOP/SOI with an integrated gender perspective, this ensures that the product the procedure aims to deliver does not have unintended discriminatory effects on men or women. By analysing if the objective or the procedure are affecting men and women differently in any way, you will have used a gender perspective in writing or reviewing a SOP/SOI.

Speaking points:

**Gender Analysis of SOP/SOI**

By reviewing an SOP/SOI with an integrated gender perspective, this ensures that the product the procedure aims to deliver does not have unintended discriminatory effects on men or women. By analysing if the objective or the procedure are affecting men and women differently in any way, you will have used a gender perspective in writing or reviewing a SOP/SOI.

Remember the definition of a gender perspective. It 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.

This is an easy method to find out if the SOP/SOI has any unintended effects. Bear in mind that both the objective and the procedure itself should be reviewed. In order to answer these questions you must have good knowledge of your SOP/SOI and of the gender dimensions in the audience affected by the SOP/SOI.

Ask yourself the following questions:

1. Does the SOP affect men and women differently? For example, will the set procedure affect women in the armed forces differently than men? If yes...
2. Is this my intention? For example, the SOP might dictate the procedure for establishing a special women’s network. If no...
3. The SOP needs to be amended to eliminate the negative impact on men or women because of their gender

Through this exercise you can determine if the SOP needs to be amended or not.

How you review and amend an SOP with a gender perspective will of course depend on the SOP. The general idea is to make sure that the procedure does not affect men and women differently and that the procedure comply with national armed forces frameworks on gender perspectives. For example, it could entail including provisions for both women and men in MEDCOY SOP.
**Topic: Guidelines/Policies (30 min)**

Outcome: Students are able to review tactical level policies applying gender perspective. Students are able to review guidelines/policies received by higher commands applying gender perspective. Students are able to write tactical level guidelines/policies.

Key Messages: Policies must be reviewed at the tactical level and translated into the planning process and practical procedures on this level. Should policies or orders from a higher command omit gender-specific information or gender perspective, this does not mean that at the tactical level gender perspective should not be integrated. A gender analysis should still be used when using these policies in planning.

**Note to the instructor:**

One possible example is the soldier’s card on Gender Perspectives in Military Operations to the training audience. The soldier’s card is available through the Resource Section of Training Package or on NCGM’s website (http://www.forsvarsmakten.se/en/swedint/nordic-centre-for-gender-in-military-operations/). It may be helpful to refer to the soldier’s card available in the Australian ‘Commanders Guide to Implementing UNSCR 1325 in Military Planning and the Conduct of Operations and Major Exercises: An Artefact from Exercise Talisman Sabre 2015.’

**Speaking points:**

Commitment and action points from higher commands need to be translated to tactical level actions in order to achieve effect. To do this, these policies must be reviewed at the tactical level and translated into the planning process and practical procedures on this level. This applies to specific gender policies as well as policies that integrate gender perspective.

Guidelines and functional areas that could include gender perspectives include:

- Recruitment
- Equipment
- Facilities
- Harassment between colleagues
- Career opportunities
- Balance between work and private life
- Medical and health services
- Social benefits
- Education and Training Opportunities
- Physical training facilities
- Reporting standards

Should policies or orders from a higher command omit gender-specific information or gender perspective, this does not mean that at the tactical level gender perspective should not be integrated. A gender analysis should still be used when using these policies in planning. For example, National Action Plans on implementing UNSCR 1325 is a higher level policy that requires translation at the tactical level in order to be implemented throughout and across the chain of command. Another example are Tactics Techniques and Procedures (TTPs) or soldier’s cards.

A soldier’s card is a small manual that provides instruction on a specific topic. The Nordic Centre for Gender in Military Operations (NCGM) has developed a generic soldier’s card on Gender Perspectives in Military Operations. The soldier’s card is aimed towards all levels and all functions to serve as an aide-memoire when using a gender perspective. Using the soldier’s card enables a quick and easy-to-read review of the key messages of integrating gender perspective in military operations.
Slides:

Guidelines Applying Gender Perspective & Translation to Tactical Level

Guidelines Applying Gender Perspective & Translation to Tactical Level

Topics: Case Studies (120 min)

Note to the instructor:

The two case studies presented below can be adapted depending on the training audience. The instructor can choose the case study that is more relevant to the training audience.

Case Study 1: Write an SOP/SOI with a gender perspective

This is one suggestion of a case study that the instructor can offer to the training audience.

To conduct this case study:

- Divide the training audience into groups of appropriate sizes.
- Select an SOP or SOI that the training audience currently is working with or developing.
- Ask the training audience to do a gender analysis of the current situation regarding the SOP/SOI.
- Ask the training audience to review the SOP/SOI with a gender perspective. It may be helpful to refer back to Chapter 4 for more detailed assistance.

If the training audience finds that gender perspective is lacking in the SOP/SOI, ask for suggestions on how the SOP/SOI could be revised. Preferably, ask the to re-write the SOP/SOI with a gender perspective.

Have the groups present their findings to the plenary. Encourage the training audience to build on each others answers and solutions and discuss their findings.

Case Study 2: Write tactical level gender policies

This is one suggestion of a case study that the instructor can offer to the training audience.

To conduct this case study:

- Divide the training audience into groups of appropriate sizes
- Select either a higher command gender policy or any higher command policy that is relevant to the training audience
- Ask the training audience to do a gender analysis of the current situation regarding the policy.
- Ask the training audience to suggest a tactical level policy that echoes this higher commands with a gender perspective.

Have the groups present their findings to the plenary. Encourage the training audience to build on each others answers and solutions and discuss their findings.
**Topic: Summary, conclusion and questions (5 min)**

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

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

**Note to the instructor:**

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

**Slides:**

- **Overall Key Messages**
  - It is essential that all NATO personnel uphold the highest standards of personal and professional behaviour, and comply with their national laws and regulations in preventing and reporting on conflict-related SGBV.
  - As the usage and writing of SOPs is a quality assurance system, this system also needs to include a gender perspective.
  - Should policies or orders from a higher command omit gender-specific information or gender perspective, this does not mean that all the tactical level gender perspective should not be integrated.

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

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<th>Time</th>
<th>Topic</th>
<th>Strategy Method</th>
<th>Related outcome(s)</th>
<th>Related Assessment(s)</th>
<th>Content guidance</th>
<th>Content Resources</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Introduction, motivation, learning outcome</td>
<td>Presentation (direct instruction)</td>
<td>Students understand the aim of the lecture</td>
<td>None</td>
<td>Learning outcome and agenda</td>
<td>Power Point See slides 1-4</td>
<td>Instructor</td>
</tr>
<tr>
<td>60 min</td>
<td>Introduction to gender in military operations</td>
<td>Discussion (indirect instruction) and Presentation (direct instruction)</td>
<td>Students recall key definitions on gender and explain how gender improves operational effectiveness</td>
<td>Ask ‘what comes to mind?’ (stereotyping of role of men and women in war and conflict). Ask class to tell what they associate with &quot;Men, war and Conflict&quot; and &quot;Women, war and Conflict.&quot; Ask class ‘why is it problematic to talk about the population as a whole?’ Explain what gender perspective means. Ask class ‘why do we need to integrate gender perspective into our military operations at tactical level? Give an practical example and observe.</td>
<td>Gender perspective is a force multiplier and supports the outcome of the operation and enhances mission effect. Gender perspective is the ability to detect when men, women, boys and girls might be differently affected by a military activity due to their gender.</td>
<td>Power Point See slides 5-18</td>
<td>Instructor</td>
</tr>
<tr>
<td>30 min</td>
<td>National armed forces framework on gender</td>
<td>Presentation (direct instruction)</td>
<td>Students should be able to review national armed forces framework on gender</td>
<td>Explain national framework on gender Give practical examples</td>
<td></td>
<td>Power Point See slides 19-30</td>
<td>Instructor</td>
</tr>
</tbody>
</table>
Students should be able to explain how framework/gender perspective improves gender equality.

<table>
<thead>
<tr>
<th>15 min</th>
<th>Code of conduct</th>
<th>Presentation (direct instruction)</th>
<th>Students should be able to explain how gender perspective is included in the national armed forces code of conduct</th>
<th>Explain what code of conduct means</th>
<th>It is essential that all NATO personnel uphold the highest standards of personal and professional behaviour, and comply with their national laws and regulations in preventing and reporting on conflict-related SGBV</th>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Give practical examples (zero tolerance against sexual exploitation and abuse).</td>
<td>If there is no respect and protection within a unit, the ability to deliver respect and protection for the local population can and will be questioned.</td>
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<tr>
<td></td>
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<td></td>
<td>Explain the link between the internal and external aspects of sexual exploitation and abuse and operational effectiveness.</td>
<td>Commanders must take immediate action to prevent SEA and to investigate all allegations of misconduct.</td>
</tr>
<tr>
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<td>Ask ‘how is zero tolerance on sexual exploitation and abuse linked to the credibility of forces in missions and operations?’</td>
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<td>Explain the importance of zero tolerance and key actions that should be taken.</td>
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</table>

Power Point See slides 31-39 Instructor

<table>
<thead>
<tr>
<th>30 min</th>
<th>SOP and SOI</th>
<th>Presentation (direct instruction) and Practical exercise (indirect instruction)</th>
<th>Students should be able to review existing tactical level SOPs and SOIs applying gender perspective</th>
<th>Explain what is an SOP/SOI and why it is important to integrate gender perspective.</th>
<th>Writing SOPs with an integrated gender perspective is one way of responding to a higher command’s orders with a gender perspective.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Students should be able to write tactical level SOPs and SOIs applying gender perspective</td>
<td>Review an SOP with a gender perspective.</td>
<td>Give practical examples</td>
<td>Ask yourself the following questions: 1. Does the SOP affect men and women differently? For example, will the set procedure affect women in the armed forces differently than men? If yes…</td>
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<td>Power Point See slides 40-46 Instructor</td>
</tr>
<tr>
<td>30 min</td>
<td>Policies/Guidelines</td>
<td>Presentation (direct instruction) and Practical exercise (indirect instruction)</td>
<td>Students should be able to review tactical level policies applying gender perspective. Students should be able to review policies received by higher commands applying gender perspective. Students should be able to write tactical level policies.</td>
<td>Explain the importance of reviewing tactical level policies applying gender perspective. Give guidelines and functional areas that could include a gender perspective. Give practical examples.</td>
<td>Commitment and action points from higher commands need to be translated to tactical level actions in order to achieve effect.</td>
</tr>
</tbody>
</table>

| 10 min | Summary, conclusion and questions | Discussion (interactive instruction) | Motivate students to integrate gender perspective in on-the-job training and exercises at tactical level. | Make sure that students have reached the required learning outcome – that they are motivated to integrate gender perspective into their work at tactical level. | Summary of learning outcomes and opportunity for the students to ask questions | Power Point 54-56 | Instructor |

**Case Study 1**

<p>| 10 min | Introduction to the case study | Presentation – give the task (direct instruction) | Task is to write a gender analysis of the current situation regarding the SOP/SOI and review the SOP/SOI with a gender perspective. | Make sure that students have reached the required learning outcome: Students are able to do a gender analysis of the current situation regarding the SOP/SOI and are able to review the SOP/SOI with a gender perspective. Note: If the training audience finds that gender perspective is lacking in the SOP/SOI, ask for | Divide the training audience into groups of appropriate sizes and select an SOP or SOI that the training audience currently is working with or developing. Ask the training audience to do a gender analysis of the current situation regarding the SOP/ SOI. | Power Point 51 | Instructor |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Work Type</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 min</td>
<td>Case study</td>
<td>Students own work</td>
<td>Suggestions on how the SOP/SOI could be revised. Preferably, ask the to re-write the SOP/SOI with a gender perspective. Ask the training audience to review the SOP/SOI with a gender perspective.</td>
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<tr>
<td></td>
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<td></td>
<td>Individual or group work</td>
</tr>
<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 their work at tactical level.</td>
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<tr>
<td><strong>+ Case Study 2</strong></td>
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<tr>
<td>10 min</td>
<td>Introduction to the case study</td>
<td>Presentation – give the task (direct instruction)</td>
<td>Task is to write a gender analysis of the current situation regarding the policy and translate the higher command’s policy with a gender perspective. Make sure that students have reached the required learning outcome: Students are able to do a gender analysis of the current situation regarding the policy and are able to translate this higher command’s policy with a gender perspective. Make sure that students are motivated to integrate gender perspective into their work at tactical level.</td>
</tr>
<tr>
<td>60 min</td>
<td>Case study</td>
<td>Students own work</td>
<td></td>
</tr>
<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.</td>
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</table>
Instructor guidance for lesson 2:
Gender Perspective at the tactical level in military training and exercises

Background and aim
This basic-level lesson is for NATO Allies and partners’ national tactical level units staff working with military on-the-job training and exercises. It is designed to support tactical level leadership and training and exercise planners and coordinators in implementing gender perspective into national on-the-job training programs and exercises. This lesson will help leadership, planners and coordinators to gain an understanding of NATO’s framework on gender perspective and how gender perspective can be integrated into military on-the-job training and exercises at tactical level.

Learning Outcome
1) Use gender perspective in on-the-job training for soldiers.
2) Use gender perspective in on-the-job training for non-commissioned officers.
3) Use gender perspective in on-the-job training for officers.
4) Apply gender perspective in collective training for military units on tactical level.
5) Apply gender perspective in military exercises on tactical level.
6) Schedule gender training in pre-deployment training.

Duration
60 min (ADL 169) + 200 min lecture (including syndicate work)

Pre-Requisites for the Instructor
Sufficient understanding and comprehension of English is required (international policy is mostly written in English), teacher 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 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 DPKO/DFS Guidelines: Integrating a Gender Perspective into the work of the military in Peacekeeping Operations, United Nations 2010
- Guidance Note Integrating Gender in Military Exercises: A compilation of experiences and examples, Nordic Centre for Gender in Military Operations, 27 February 2015

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
<table>
<thead>
<tr>
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<th>Related Assessment(s)</th>
<th>Content guidance</th>
<th>Content Resources</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Introduction, motivation, learning outcome</td>
<td>Presentation (direct instruction)</td>
<td>Students understand the aim of the lecture</td>
<td>None</td>
<td>Learning outcome and agenda</td>
<td>Power Point See slides 3-4</td>
<td>Instructor</td>
</tr>
</tbody>
</table>
| 60 min| Introduction to gender in military operations (incl. Definition of gender perspective) | Discussion (indirect instruction) and Presentation (direct instruction) | Students recall key definitions on gender and explain how gender improves operational effectiveness | Ask ‘what comes to mind?’ (stereotyping of role of men and women in war and conflict). Ask class to tell what they associate with "Men, war and Conflict" and "Women, war and Conflict."  
Explain what gender perspective means  
Ask class ‘why do we need to integrate gender perspective into our military operations at tactical level?  
Give an practical example and observe  
Gender perspective is a force multiplier and supports the outcome of the operation and enhances mission effect  
Gender perspective is the ability to detect when men, women, boys and girls might be differently affected by a military activity due to their gender. | Working and learning with an integrated gender perspective is not an ‘add on’ of what a soldier, non-commissioned officer or officer should do for his/her everyday duties and tasks. It is supposed to be included as a mindset whenever they plan, conduct and evaluate military operations and activities. | Power Point See slides 5-19 | Instructor |
| 60 min| Definition of on-the-job training                                    | Presentation (direct instruction) | Explain what on-the-job training means  
Give an practical example and observe  
Introduce gender objectives for tactical level tasks and give examples.  
Ask ‘what should military personnel learn about integrating gender perspective into their work? How should this be taught?’ | Working and learning with an integrated gender perspective is not an ‘add on’ of what a soldier, non-commissioned officer or officer should do for his/her everyday duties and tasks. It is supposed to be included as a mindset whenever they plan, conduct and evaluate military operations and activities. | Power Point See slides 22-34 | Instructor |
| 20 min | Collective training | Discussion (indirect instruction) | Students should be able to review collective training identifying gaps and conduct training at tactical level. | Ask class what should our troops and units be able to do regarding gender perspective? And how could we teach them that? How can we build onto the skills required during initial military training and individual training? Give practical examples and observe. | In collective training troops and units should be train together to integrate gender perspective into their tasks. Examples of different tasks at tactical level are: patrols, checkpoints and roadblocks, protection duties, security support, monitor and verify and liaison. | Power Point See slides | Instructor |

<p>| 20 min | Exercises | Discussion (indirect instruction) | Students should be able to review exercises identifying gaps and also conduct exercises at tactical level. | Ask class how could we practice our gender perspective in our exercises? And what kind of exercises we need? How can we build onto the skills required during initial military training and individual training? Give practical examples and observe. | 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. 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 | Power Point See slides 43-52 | Instructor |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Discussion</th>
<th>Question</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 min</td>
<td>Pre-deployment training</td>
<td>Students should be able to review pre-deployment training identifying gaps and conduct training at tactical level.</td>
<td>Ask class what should our individuals and troops know and be able to do regarding gender perspective while deployed? And how could we teach them that? How can we build onto the skills required previous military education and training? Give practical examples and observe</td>
<td>In pre-deployment training focus should be on how gender perspective supports mission, operational effectiveness and tasks in that specific area of operations. It should be complementary to other training and education activities and build on already existing competences.</td>
</tr>
<tr>
<td>5 min</td>
<td>Summary, conclusion and questions</td>
<td>Discussion</td>
<td>Make sure that students have reached the required learning outcome – that they are motivated to integrate gender perspective into on-the-job training and/or exercises at the tactical level</td>
<td>Summary of learning outcomes and opportunity for the students to ask questions</td>
</tr>
</tbody>
</table>

Power Point
See slides 53-65
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 explaining why you are teaching this lesson. Explain the agenda/content and method of the lesson. The expected time for the lecture should be mentioned, this depends on the level of experience of the instructor and students and of the level of gender integration in military operations within your nation. Please consult the lesson plan for this lecture for a detailed outline and general guideline.

Speaking points
This presentation has seven chapters with the following content.
I: 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. It should be be noted that the pre-condition for this training is ADL 169 ‘Improving Operational Effectiveness by Integrating Gender Perspective). Completing this online training will provide the basic understanding of gender perspective in military operations that is needed to comprehend the rest of this lecture.
Also the expected time for the lecture should be mentioned, this depends on the level of experience of the instructor and students and of the gender framework within your nation.
Speaking points
After this lecture students should be able to:
1. Apply gender perspective in military operations planning.
2. Apply gender perspective in the execution of military operations.
3. Apply gender perspective in military operations assessment.
4. Use gender perspective in military reporting structures.
5. Use gender perspective in military lessons learned / lessons identified and best practices.

Slides:

Topic: Definition of gender perspective (5 min)
Outcome: Students are able to tell what gender perspective means.
Key Message: Gender perspective is a force multiplier and supports the outcome of the operation and enhances mission effect.

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

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

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

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

Conflict-related Sexual and Gender-Based Violence: Any sexual and/or gender-based violence against an individual or group of individuals, used or commissioned in relation to a crisis or an armed conflict.
It is also important to keep in mind a general understanding of the term ‘gender balance’, which refers to equal representation of women and men at all levels of employment. Achieving a balance in staffing patterns and creating a working environment that is conducive to a diverse workforce improves the effectiveness of policies and programmes and enhances NATO’s capacity to better serve the entire population.

**Slides:**

NATO’s Key Definitions on Gender

Integration of gender perspective: is a way of operating gender-based differences of women and men reflected in their social roles and interactions, in the distribution of power and the access to resources.

Gender equality: Women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born female or male.

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

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

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

**Key Message:** Gender perspective is a force multiplier that supports the outcome of the operation and enhances mission effect. Gender perspective is the ability to detect when men, women, boys and girls might be differently affected by a military activity due to their gender.

**Note to the instructor:**

Give practical examples that will help your training audience to understand what gender perspective means in practice and why it is so important to use it. If time allows you can 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. If possible include areas which are specific for your branch / unit or the tasks of your training audience.

**Speaking points:**

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.
Topic: On-the-job training (60 min)

Outcome: Students are able to review on-the-job training identifying gaps in gender training. Students are able to practice gender training for on-the-job training. Students are able to include gender perspective in on-the-job-training.

Key Message: Working and learning with an integrated gender perspective is not an ‘add on’ of what a soldier, non-commissioned officer or officer should do for his/her everyday duties and tasks. It is supposed to be included as a mindset whenever they plan, conduct and evaluate military operations and activities.

Note to the instructor:

On-job-training is performed either by an individual employee but could also be applicable for a group or unit. Here you will find examples of tasks where a gender perspective should be considered in military operations on tactical level.

Provide the following gender objectives for tactical level tasks and support the tasks with tailored examples.

Ask the training audience: What should military personnel learn about integrating gender perspective into their job? How should this be taught? The training audience should reflect on these questions.

Speaking points

Gender perspective at 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 helps 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.
Method of reviewing on-the-job training

To review existing training and examine if there is an integrated gender perspective or if a component might need to be developed by a trainer, instructor or mentor, the following list provides suggestions of how the instructor can review the training materials and content to suggest possible changes:

1. Is there gender or gender perspective a learning or training objective? If not, is it the trainer’s role and responsibility to ensure that existing training is adjusted to NATO doctrine, framework and guidelines. If gender is a learning objective or part of one, it encourages the trainer to highlight examples, situations and activities where gender perspective makes sense.

2. Are there any GENAD/GFA/GFPs trained in this on-the-job training? If GENADs and GFPs are trained or positioned within the same training audience (group, unit or company), they can assist commanding officer and fellow students to improve their own knowledge and capability to act with gender perspective in mind.

3. Are there any learning activities highlighting gender perspective? Learning activities could be roleplays with actors, exercises and scenarios in simulation etc. The instructor should also look for gender specific information in plans, orders, and other training documents beneficial for the outcome.

4. Is current and existing training applicable to all students and all target audiences? What is offered and to whom?

5. Is there any gender support available for the on-the-job training? If a GENAD or a GFP is available for support, they can assist in helping to create training materials with gender integrated content, act in roleplays and exercises but also advice when the personnel do their actual job on situations, actions and activities that require a gender specific handling and address.

Working and learning with an integrated gender perspective is not an ‘add on’ of what a soldier, non-commissioned officer or officer should do for his/her everyday duties and tasks. It is supposed to be included as a mindset whenever they plan, conduct and evaluate military operations and activities. Two different ways to train gender perspective in on-the-job training is to:

1. Highlight and give practical examples of situations when different needs of men, women, boys and girls occur.

2. During training, include elements that expose participants to situations where gender perspective is crucial. I.e. gathering sex-disaggregated data for intelligence, describe a simulated car accident, a search operation, or a checkpoint that include men and women.

**Slides:**

- Gender perspective at tactical level
  - Patrol duties
  - Checkpoints and roadblock duties
  - Search operations
  - Medical care
  - Security support tasks
  - Monitoring and verification tasks
  - Military liaison tasks
  - Collection and analysis of intelligence
  - Guidance to subordinate units and staff

- Method of reviewing on-the-job training with an integrated gender perspective
  - Gender perspective as a learning or training objective?
  - GENAD/GFA/GFP trained in this on-the-job training?
  - Any learning activities highlighting gender perspective?
  - Training the whole target audience on a gender perspective?
  - Gender support in on-the-job training?

- What should military personnel learn about integrating a gender perspective into their work?
  - How should this be taught?

**Note to the instructor:**

The syndicates should prepare a written plan over a role-play scenario of two different situations where an integrated gender perspective should be taken in consideration. Some possible suggestions of different equipment might include vehicles, clothes and accessories, table and chairs, medical equipment etc. Add timings for the syndicate leaders if necessary. Each role-play should last for 10 minutes and should be followed by a back brief.

The outcome for the training audience of both examples of the checkpoint and traffic accident is to realize that if you face a mixed group consisting of both men and women you need to consider several factors. Are our forces it allowed to talk, touch, examine females if there is no permission of her husband or male relative? What are the benefits with a mixed unit managing a checkpoint/ handling a traffic accident? How can you solve a situation if you are not prepared to whom you will meet?

Also, discuss if there are other solutions to each scenario with your students. What could be other ways to train individuals or groups on how to train on gender perspective?
Topic: Collective training (20 min)

Outcome: Students should be able to review collective training identifying gaps and conduct training at tactical level.
Key Message: In collective training troops and units should be train together to integrate gender perspective into their tasks. Examples of different tasks at tactical level are: patrols, checkpoints and roadblocks, protection duties, security support, monitor and verify and liaison.

Note to the instructor:

Ask the class what troops and units should be able to do regarding gender perspective in collective training and performing collective tasks? 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 this could be done.

It should be highlighted that gender is a cross-cutting theme that affects several activities within an organization and military mandate. It is the responsibility of all military personnel up to the commander to carry out the implementation to reach the international standards.

Speaking points

Definition of collective training
Collective training is provided to troops and units according regulated doctrines, plans and procedures such as SOPs and TTPs to give an example. The collective training is performed by the group together and not by individual employees alone.

Review pre-existing learning activities
Following questions are important to ask in the role as instructor, teacher or mentor training units and troops. For collective training you have several guiding documents regulating drills and procedures of how your target audience should perform their duties and tasks (plans, directives, SOPs, TTPs etc.) During training it is important to identify all possible situations that the unit might come across and have to solve for example, situations involving the civilian population, military, religious and political leaders, opposing forces, and representatives from international, governmental, and non-governmental organisations.

Focus areas

The 4 main focus areas for all gender perspective training are linked with:
1. Code of conduct / Military attitude / Standards of behaviour
   • SOP / FRAGOs
2. Sexual exploitation and abuse, sexual harassment
   • There are both national legal frameworks and Armed Forces policy to prevent incidents. For example, the consequences for not properly handling cases of SEA or sexual harassment will negatively impact the credibility of delivering security or protection from conflict-related sexual and gender-based violence.
3. The different security needs of men and women
   • Translate the tasks from a higher command and understand how security actions need to be delivered with a gender perspective. Know how different gender analysis tools can be supporting the staff.

4. Internal and external use of gender perspective.
   • Ensure the understanding of the connection of gender perspective (how commander’s intent guides forces in the implementation of gender perspective) and the external use of gender perspective (how the staff can mentor the host nation security forces in their integration of gender perspective)
   • Example search capacity: Internally the need of female/male search personnel has to be identified in the early face of force recruitment assessed to the mandate to be properly trained and equipped for functioning in this capacity. Externally the effect of the search capacity for any situation with a effective and respected manning regardless of culture or national legal framework.

Slides:

Topic: Exercises (20 min)

Outcome: Students should be able to review exercises identifying gaps and also conduct exercises at tactical level.

Key Message: 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

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

Note to the instructor:

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, the 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.

Give practical examples of how gender perspective can be trained during exercises.  
One Example you can use is the exercise ARRCADE FUION. It is strongly recommended to replace this example with your national one.

Speaking points

Method of reviewing exercises

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

On screen: 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 be 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.

Writing MEL/MIL with an integrated gender perspective
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-incident”, 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.
Speaking points

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 effected 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.

Writing exercise scenarios with an integrated gender perspective

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 advices and recommendation as well as suggested incidents and injects.
Topic: Pre-deployment training (30 min)
Outcome: Students should be able to review pre-deployment training identifying gaps and conduct training at tactical level.

Note to the instructor:
The NCGP Template for Pre-Deployment Gender Training and NATO accredited courses (including online training) could be beneficial when developing national pre-deployment training with gender perspective. Consult separate Training Needs Analysis on Pre-deployment Training.

Ask the class What should our troops and units know and be able to do regarding gender perspective while deployed? 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 this could be done.

It should be noted that there are 3 separate lesson plans with 3 according lectures for the pre-deployment audience aware of the need to integrate gender perspective into collective training. You can continue a discussion how this could be done.

It is highly recommended to include remarks specific to your nation.

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

Note to the instructor:
Make sure that students have reached the required learning outcome and can continue to the case study part of the lesson. You might need adjust and revise slides 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.
Overall Key Messages

- Working and learning with an integrated gender perspective is not an option for NATO, but a fundamental requirement. It is not just a legal requirement, but a requirement that reflects the values and principles of the Alliance. A gender perspective needs to be included as a matter of routine when they plan, conduct and evaluate military operations and activities.
- At the tactical level, military activities involve the translation of concepts and policies into tasks that deliver determined actions. These activities need to be gender-sensitive in planning, decision making, and support and assistance to national security forces.
- To be gender-sensitive, the gender perspective should be integrated when writing plans. Suggestions for action should be adapted to the local population and key actors. Information should be based on analyses that make sure that necessary information for planned incidents and impacts is made available.
- The local population will see the root causes and ultimately decide on the effectiveness. It is important to adapt the training materials to the training audience, but other information on the following topics should be included in a gender analysis.

Questions & Answers

NCGM – NATO’s Department Head for Gender in Military Operations

ACT – Leading NATO Military Transformation

NATO

Slides:
### Sum up of the lesson – lesson schedule overview

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Strategy Method</th>
<th>Related outcome(s)</th>
<th>Related Assessment(s)</th>
<th>Content guidance</th>
<th>Content Resources</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Introduction, motivation, learning outcome</td>
<td>Presentation (direct instruction)</td>
<td>Students understand the aim of the lecture</td>
<td>None</td>
<td>Learning outcome and agenda</td>
<td>Power Point</td>
<td>Instructor</td>
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<td>See slides 3-4</td>
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<tr>
<td>60 min</td>
<td>Introduction to gender in military operations (incl. Definition of gender perspective)</td>
<td>Discussion (indirect instruction) and Presentation (direct instruction)</td>
<td>Students recall key definitions on gender and explain how gender improves operational effectiveness</td>
<td>Ask ‘what comes to mind?’ (stereotyping of role of men and women in war and conflict). 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>Power Point</td>
<td>Instructor</td>
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<td>Students should be able to tell what gender perspective means</td>
<td>Ask class ‘why is it problematic to talk about the population as a whole?’</td>
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<td>See slides 5-19</td>
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<td>Explain what gender perspective means</td>
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<td>Ask class ‘why do we need to integrate gender perspective into our military operations at tactical level?’</td>
<td>Give an practical example and observe</td>
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<td>Give an practical example and observe</td>
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<td>Introduce gender objectives for tactical level tasks and give examples.</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>
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<td>Ask ‘what should military personnel learn about integrating gender perspective into their work? How should this be taught?’</td>
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<tr>
<td>60 min</td>
<td>Definition of on-the-job training</td>
<td>Presentation (direct instruction)</td>
<td>Explain what on-the-job training means</td>
<td>Working and learning with an integrated gender perspective is not an ‘add on’ of what a soldier, non-commissioned officer or officer should do for his/her everyday duties and tasks. It is supposed to be included as a mindset whenever they plan, conduct and evaluate military operations and activities.</td>
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<td>Power Point</td>
<td>Instructor</td>
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<td></td>
<td></td>
<td></td>
<td>Give an practical example and observe</td>
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<td></td>
<td>See slides 22-34</td>
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</tbody>
</table>

**Note:** The faculty column indicates the instructor responsible for the segment.
| 20 min | Collective training | Discussion (indirect instruction) | Introduce role playing exercise from Gender Training of Trainers Course with 2 syndicates for checkpoint and traffic accident. Describe method and time then review in plenary both examples.  
Present the lesson plan (Montenegro) from the Gender Training for Officers.  
Give examples. |
|---|---|---|---|
| 20 min | Exercises | Discussion (indirect instruction) | 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  
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 |
| | | | Power Point See slides 43-52 | Instructor |
30 min  | Pre-deployment training | Discussion (indirect instruction) | Students should be able to review pre-deployment training identifying gaps and conduct training at tactical level. | Ask class what should our individuals and troops know and be able to do regarding gender perspective while deployed? And how could we teach them that? How can we build onto the skills required previous military education and training? 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. It should be complementary to other training and education activities and build on already existing competences. | Power Point See slides 53-65 | Instructor |

5 min  | Summary, conclusion and questions | Discussion (interactive instruction) | Motivate students to integrate gender perspective in on-the-job training and exercises at tactical level. | Make sure that students have reached the required learning outcome – that they are motivated to integrate gender perspective into on-the-job training and/or exercises at the tactical level | Summary of learning outcomes and opportunity for the students to ask questions | Power Point | Instructor |
Instructor guidance for lesson 3: 
Gender perspective in planning, execution and assessment of military operations

Background and aim 
This basic-level lesson is for all NATO Allies and partners’ national armed forces tactical level unit’s staff. It is designed to support tactical level leadership in implementing national armed forces framework on gender perspective into their work. This lesson will help personnel to gain an understanding of national framework and tools on integrating gender perspective at tactical level.

Learning outcome 
After this lesson (lecture + case study) students should be able to: 
1) Review national armed forces framework on gender.
2) Explain how gender perspective is included in the national armed forces code of conduct.
3) Write tactical level standard operating procedures and standard operating instructions applying gender perspective.
4) Interpret gender perspective in other policies (i.e., included, but not limited to, soldiers card, TTPs, etc.).

Duration 
60 min (ADL 169 and 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), teacher 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 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 
National operational planning process manual or handbook
NATO Bi-SC Directive 40-1 (rev 1.)
NATO Comprehensive Operations Planning Directive
Office of the UN SRSG on Sexual Violence in Conflict ‘Early Warning Indicators of Conflict-Related Sexual Violence’

**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>
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<th>Related Assessment(s)</th>
<th>Content guidance</th>
<th>Content Resources</th>
<th>Faculty</th>
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<tbody>
<tr>
<td>5 min</td>
<td>Introduction, motivation, learning outcome</td>
<td>Presentation (direct instruction)</td>
<td>Students understand the aim of the lecture</td>
<td>None</td>
<td>Learning outcome and agenda</td>
<td>Power Point</td>
<td>Instructor</td>
</tr>
<tr>
<td>60 min</td>
<td>Introduction to gender in military operations (incl. Definition of gender perspective)</td>
<td>Discussion (indirect instruction) and Presentation (direct instruction)</td>
<td>Students recall key definitions on gender and explain how gender improves operational effectiveness</td>
<td>Ask 'what comes to mind?' (stereotyping of role of men and women in war and conflict). 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>Power Point See slides 5-18</td>
<td>Instructor</td>
</tr>
<tr>
<td>40 min</td>
<td>Gender perspective in military operations planning at tactical level</td>
<td>Discussion (indirect instruction)</td>
<td>Students will be able to explain national planning process.</td>
<td>Ask class ‘what information and data we need in order to integrate gender perspective into planning at the tactical level?’</td>
<td>Gender perspective need to be implemented from the start of the planning process.</td>
<td>Power Point See slides 19-30</td>
<td>Instructor</td>
</tr>
</tbody>
</table>
planning at tactical level.

practical examples on how to use the model.

Give practical examples of how disaggregated data can support us to do our tactical level operation analysis.

Explain class national operational planning process and tips on how to integrate gender perspective into military operations at the tactical level.

Give practical examples and observe

On the tactical level, gender analysis can provide useful knowledge that will be necessary to carry out orders from higher command.

On tactical level we are using analysis and data from strategic and operational level, but also collecting data and information for their use.

Gender perspective in the execution of military operations at tactical level

Discussion (indirect instruction) and Presentation (direct instruction)

Students will be able to use gender perspective in:
- PatROLS
- Search operations.
- Execution of check points
- Outreach and engagement operations
- Demining.

Ask class ‘how does gender perspective improve our operational effectiveness at the tactical level?’

Ask class how they would apply gender perspective into:
- PatROLS
- Search operations.
- Execution of check points
- Outreach and engagement operations
- Demining.

Give practical examples and observe

Gender perspective priorities in internal and external focus.

Examples:
- Patrolling
- Search operations
- Execution of check points
- Outreach and engagement operations
- Demining

Give practical examples.

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?
<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Activity Type (direct instruction)</th>
<th>Learning Outcomes</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 30 min| Gender perspective in military reporting at tactical level | Presentation                       | Students will be able to explain national military reporting structures at tactical level. | There is a clear link between disaggregated data and situational awareness. Important in reporting with a gender perspective:  
  - Reporting on sex-disaggregated data  
  - Integrated into existing reporting format – not reported on separately.  
  - Reporting on tactical level support higher level decisions  
  By translating and reporting to higher commands on gender dimensions, the tactical level supports the direction and tasks given by the operational and strategic levels. |
| 30 min| Gender perspective in military lessons learned process | Presentation                       | 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. | Previous experiences can inform future performance and tasks.  
Power Point See slides 55-58 |
| 5 min | Summary, conclusion and questions     | Discussion                          | Motivate students to integrate gender perspective in planning, execution and assessment of | Summary of learning outcomes and opportunity for the students to ask questions  
Power Point 64-66 |
<table>
<thead>
<tr>
<th>Case Study 1</th>
<th>Military operations at tactical level.</th>
<th>Planning, execution and assessment of military operations at tactical level.</th>
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</thead>
<tbody>
<tr>
<td><strong>10 min</strong></td>
<td><strong>Introduction to the case study</strong></td>
<td>Presentation – give the task (direct instruction)</td>
<td>Task is to write military operations plans that include a gender perspective</td>
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<td>Divide the training audience into groups of appropriate sizes and select a plan or order that is relevant to the training audience, preferably a plan that they have been a part of developing.</td>
<td>Power Point</td>
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<tr>
<td><strong>60 min</strong></td>
<td><strong>Case study</strong></td>
<td>Students own work</td>
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<tr>
<td><strong>50 min</strong></td>
<td><strong>Back Brief</strong></td>
<td>Discussion (interactive instruction)</td>
<td>Task is to present your work to the rest of the group</td>
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<td>Ask the training audience to do a gender analysis of the current situation regarding the plan. Ask the training audience to review the plan with a gender perspective.</td>
<td>Students and Instructor</td>
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</table>

+ **Case Study 2**

| **10 min** | **Introduction to the case study** | Presentation – give the task (direct instruction) | Task is to identify indicators to measure effectiveness of gender implementation in military operations |
| | | Divide the training audience into groups of appropriate sizes and select an MOE that contains some gender-specific indicators that the training audience is familiar with or have written themselves. | Power Point | Instructor |
| **60 min** | **Case study** | Students own work |  |
| **50 min** | **Back Brief** | Discussion (interactive instruction) | Task is to present your work to the rest of the group |
| | | Ask them to discuss if the MOE indicators effectively integrate gender perspective. Remind them that indicators are factors that can be measured and observed. Ask the training audience to suggest amendments to the MOE indicators based on their group discussions. | Students and Instructor |

+ **Case Study 3**

<p>| <strong>10 min</strong> | <strong>Introduction to the case study</strong> | Presentation – give the task (direct instruction) | Task is to report with a gender perspective |
| | | Divide the training audience into groups of appropriate sizes and select a report that | Power Point | Instructor |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Group Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 min</td>
<td>Case study</td>
<td>Students own work</td>
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<tr>
<td>50 min</td>
<td>Back Brief</td>
<td>Discussion (interactive instruction)</td>
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<td>Task is to present your work to the rest of the group</td>
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<td>the training audience if familiar with or have written themselves.</td>
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<td>Ask them to discuss if the reporting format and the report content is missing any gender perspectives.</td>
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<td>Ask if the reporting is based on a gender analysis of the situation.</td>
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<td>Individual or group work</td>
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<td>Students</td>
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<tr>
<td>10 min</td>
<td>Introduction to the case study</td>
<td>Presentation – give the task (direct instruction)</td>
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<tr>
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<td>Task is to write lessons learned with a gender perspective</td>
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<td>Make sure that students are able to write military lessons observed, identified and learned applying gender perspective.</td>
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<td>Divide the training audience into groups of appropriate sizes and select a situation (either real or fictional) that relates to the everyday activities of the training audience.</td>
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<td>Have them write a quick observation (in the format suggested by your national lesson learned process). Ask the groups to make sure to integrate a gender perspective and analyse any possible gender factors.</td>
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<td>Students and Instructor</td>
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</table>
Lesson Schedule

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

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

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

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

Speaking points
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. It should be be noted that the pre-condition for this training is ADL 169 'Improving Operational Effectiveness by Integrating Gender Perspective'. Completing this online training will provide the basic understanding of gender perspective in military operations that is needed to comprehend the rest of this lecture. Also the expected time for the lecture should be mentioned, this depends on the level of experience of the instructor and students and of the gender framework within your nation.
**Speaking points**

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

**Slides:**

**Aim**

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

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

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

**Note to the instructor:**

*Explain what gender perspective means. You can also explain what terms gender equality and gender balance mean.*

**Speaking points:**

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

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

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

66
Conflict-related Sexual and Gender-Based Violence: Any sexual and/or gender-based violence against an individual or group of individuals, used or commissioned in relation to a crisis or an armed conflict.

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

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

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

Key Message: Gender perspective is a force multiplier that supports the outcome of the operation and enhances mission effect. Gender perspective is the ability to detect when men, women, boys and girls might be differently affected by a military activity due to their gender.

**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 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.

If possible include areas which are specific for your branch / unit or the tasks of your training audience.

**Speaking points:**

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.
**Topic: Gender perspective in military operations planning at tactical level (40 min)**

**Outcome:** Students are able to explain national planning process. Students are able to tell key areas for integration of gender perspective in planning process at tactical level. Students are able to explain how gender analysis will support military planning at tactical level.

**Key Message:** Gender perspective is a force multiplier that supports the outcome of the operation and enhances mission effect. Gender perspective is the ability to detect when men, women, boys and girls might be differently affected by a military activity due to their gender.

**Note to the instructor:**

*Ask the training audience:* What information and data do we need in order to integrate gender perspective into planning at the tactical level?

**Speaking points:**

The military planning process is supported by several different analyses and/or assessments. Since using a gender perspectives inform the process about important factors in the area of operations, a gender analysis should be included into the planning process. A gender analysis should be a short thorough-process that considers gender dimensions in responding to certain/specific questions but also a longer and more detailed process that overviews the gender dimensions in a whole society. On the strategic/operational levels, a gender analysis will outline the broader gender dimensions in the conflict dynamics. On the tactical level, a gender analysis can provide useful knowledge that will be necessary to carry out orders from higher command. A gender analysis should be conducted at every level of military planning. For the tactical level, the analysis should focus on gender dimensions that are relevant to the task and area of operations for the unit.

It is through the gender analysis that the unit learns about the area of operations and the gender dimensions. A gender analysis is thus essential to understanding the area of operations and necessary to be able to operate with a gender perspective. With a proper gender analysis, based on sex-disaggregated data from the area of operations, the unit avoids stigmatising gender roles or drawing conclusions based on preconceptions about gender in their planning. The gender analysis makes sure that the information fed into the planning process is accurate and relevant to the operations. With a gender analysis, along with other analysis and assessments, the unit makes sure not to miss out on important information.
Slide:

What information and data do we need in order to integrate gender perspective into planning at the tactical level?

Note to the instructor:

The process of doing a gender analysis, or any analysis really, is quite similar. Here is an overview of the different steps. This model can be adapted to individual use and used in many different ways. The advantages of using the same model is that you can more easily communicate among yourself as well as with higher commands using the same model.

Speaking points:

Conducting a Gender Analysis

The outlined process is quite obvious and is most likely how your thoughts are already structured. The first is to identify an aim with the analysis, basically asking: why am I doing this analysis? Second, you gather information, to have something to base the analysis on. You then process the information and finally analyze it. In the end, you will have an output that you will be able to use and take forward.

This is a tool to use as a simple thought-process but also to follow in order to write down and document every step. It is really a way for you to take the theory of gender and gender analysis into a practical method. By using this tool and process when conducting a gender analysis, you will have properly analysed a factor. This logical and structured tool can be applied to both small and large tasks when you conduct a gender analysis. If your staff or unit has a gender advisor he or she should be contacted for support or most likely will have conducted a gender analysis.

Aim

The gender analysis feed 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 G2 (intelligence) cell will be able to provide you with some information. Also G5 (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 reliant 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.

Note to the instructor:
The chart shows how an internal and an external focus can be applied when looking at both representation/participation but also integrating and using a gender perspective. This is not an exclusive matrix if the factors that are relevant in a gender analysis but can be one example.

Speaking points:
Internal & External Focus
A gender analysis can be applied in different contexts and for different tasks. It can be used to gain knowledge about a new area of operation, in a more external focus. But it can also be used internally, to examine the gender structures within our own armed forces. The method will be similar but the factors examined in the gender analysis might differ.

The above chart shows how an internal and an external focus can be applied when looking at both representation/participation but also integrating and using a gender perspective. This is not an exclusive matrix if the factors that are relevant in a gender analysis, but could be used as inspiration.
When working with a gender analysis internally, it will focus on factors relating to:
Manning policies and equal opportunities:
- Male and female personnel within own force – in all functions and at all levels
- Work environment
- Access to resources and material
- Organisation of mission/operation/activity:
- Pre-deployment training
- Analysis (prior and present)
- Planning
- Reporting (assessment, lessons observed)
- Evaluation
- Report eventual operational deficiencies
- When working with a gender analysis externally, it will focus on factors relating to:
  - Liaison, intelligence, support:
  - Interaction with local women and men
  - Support both women and men different security needs
  - Participation, interaction and cooperation with partners, including women’s organizations
  - Mandate interpretation and execution:
  - How the main assignments are selected and prioritized
  - Execution of selected and prioritized activities
  - Adaption to local developments

**Slides:**

**Speaking points:**
These factors have a primarily external focus and are useful when gaining knowledge about a society or a culture. Depending on the operations, analysis of these factors will help you gain useful knowledge about the area of operations that can guide the planning on your level.
The gender analysis should be guided by your task and the end goal of your mission, meaning that different factors will be relevant depending of what you do.

These are some factors that could be relevant in your gender analysis and that might not be highlighted through other analytical models:

**Activity factors:** When considering the activity profile of actors, for example the day-to-day activities, make sure to not only consider income-generating activities but also unpaid labour, care-taking activities and community work or social activities.
**Resource factors:** In a resource profile of actors consider that actors might be dependent on resources or use them without having legal ownership to them. For example, an actor might have access to or even control a resource even though someone else is the owner.

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

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

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

**Slides:**

- **Gender Analysis**

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**Note to the instructor:**

If the training audience is familiar with the PMESII analytical model, this slide could be added to the presentation to explain how a gender analysis could be conducted using the PMESII domains. For an enhanced learning experience, include example from the unit or the training audience under each domain.

In continuation of the PMESII model, encourage the training audience to use and apply early warning indicators published from the Office of the UN Special Representative to the Secretary General on Sexual Violence in Conflict. These full list of indicators can be found in a PDF copy in the Resources section of this training package. In this diagram there are gender-specific factors that might be an indicator of sexual violence. This shows how using sex-disaggregated data and a gender perspective can lead to better-informed conclusions.

**Speaking points:**

**PMESII Model**

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

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

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

**Economic.** The role of men and women in different economic branches, for example agriculture, industry or finance. The economic position of men and women. Possible legal or social constraints on men and women’s economic activities.
Social. Number of men, women, boys and girls in population. Ethnicities, socio-economic groups, religions and their respective gender dimensions. Humanitarian situation and demographics, including refugees or IDPs. Health and education such as maternal health, material morbidity and access to education for boys and girls. Family structures. Access and rights in judicial and legal system.

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

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

Using the PMESII Model
These factors have a primarily external focus and are useful when gaining knowledge about a society or a culture. Depending on the operations, analysis of these factors will help you gain useful knowledge about the area of operations that can guide the planning on your level.

The gender analysis should be guided by your task and the end goal of your mission, meaning that different factors will be relevant depending of what you do.

These are some factors that could be relevant in your gender analysis and that might not be highlighted through other analytical models:

- **Activity factors**: When considering the activity profile of actors, for example the day-to-day activities, make sure to not only consider income-generating activities but also unpaid labour, care-taking activities and community work or social activities.

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

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

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

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

Slides:
Note to the instructor:
Present the tips on this slide that are useful for the training audience ensure that the training audience understands the national operational planning process.

Speaking points:
Tips on how to Integrate Gender Perspective into Military Operations Planning
Regardless of your nation's specific planning procedure or objective, the following provides a few tips on how to integrate gender perspective into the planning process. Note that this is not an exclusive list of actions to integrate gender perspectives into planning.

Tips:
- To do any revisions or integrate a gender perspective, the Commander's support and responsibility in accordance with national framework on gender must be clear.
- Commander's intent should include the intent to review the plans with a gender perspective and by using a gender analysis. The Commander's support is very important to being able to integrate a gender perspective into planning.
- Make sure that the recommendations from the gender analysis are integrated into the main documents of the planning documents, i.e., Commander's intent or work plans. To only have a gender perspective in a separate gender annex will not integrate gender properly.
- Plans with a gender perspective from higher commands must be translated into the local context and the tactical level planning. Simply ask yourself, what does this entail for me/us?
- Review current plans and re-assess them with a gender perspective. Do a gender analysis of the current situation, ensure inclusion of recommendations from that gender analysis to have gender perspective properly integrated into plans. The review should be conducted branch-wise with the support of appropriate gender expertise.
- Designated personnel, with the right training, time and resources, should be in charge of evaluating the gender perspectives in plans made on the tactical level
- All staff must have the appropriate training on gender to be able to integrate a gender perspective into planning.

Review plans
Remember the definition of a gender perspective: A gender perspective is the ability to detect if men, women, boys or girls are affected differently by my action. Examine the effects of your plan by answering the following questions:

- How does my plan affect men and women? Are they affected differently because of their gender?
- How is my plan affected by men and women? Do they affect the plan differently because of their gender?

To be able to answer these questions you must have a proper gender analysis that provides the situational awareness regarding gender roles and dimensions.

If you realise that men and women are affected in different and significant ways, you should inquire about the measures you can take. Remember that if men and women are affected differently by a plan, the plan is less likely to fulfill its objective.

Slides:
**Topic:** Gender perspective in the execution of military operations at tactical level (40 min)

Outcome: Students are able to use gender perspective in: patrols, search operations, execution of check points, outreach and engagement operations and demining.

Key Message: Using a gender perspective, considering men, women, boys and girls at all stages, will increase the effect of patrolling. Search operations require a good understanding of the local culture and social norms, especially gender dimensions. Checkpoints can be used to ensure a safe and secure environment in an area. When executing a checkpoint with a gender perspective, the role of men and women as both combatants and civilians must be taken into account. Men and women must be involved in outreach and engagement operations as both have their specific perceived security threats, stakes in the conflict, information about the situation and are affected by the conflict and the presence of a mission. To ensure an enhanced freedom of movement for both men and women, you must have knowledge about their patterns of movement to effectively carry out demining efforts.

**Note to the instructor:**
Note that due to the generic nature of this training package, we are only providing some types of military tasks, the training should be tailored to the tasks the unit does (navy, airforce, army but also infantry, medical, logistics etc)

Ask the training audience: How does gender perspective improve our operational effectiveness at the tactical level?

**Speaking points:**

**Patrolling**
Patrolling can give the mission a comprehensive overview over the situation in the local area. Patrolling units have an opportunity to engage and liaise with the local population. With informed knowledge of the security situation, patrolling can also be used as a protection strategy by patrolling areas and routes where security threats can rise. Planning and conducting patrolling with a gender perspective means that the patrolling is planned so that opportunities to liaise with both men and women are given. In this way, the mission can learn about the security situation for both men and women. By having a gender perspective in patrolling, the patrolling will give a better situational awareness to the mission.

When planning, conducting or assessing patrolling with a gender perspective, make sure to consider:  
- Where do men, women, boys and girls move around? What are their patterns of movement? Having this information is useful to ensure an opportunity to liaise with them.  
- Can the mission’s patrolling have any negative impact on men or women? For example, destroying roads with heavy vehicles or scaring off civilians from using the same routes that the military is using?  
- Can the mission address specific security threats by patrolling certain areas? For example, areas where the have been attacks of sexual violence on women or men.  
- Are the patrolling units collecting information from and on men, women, boys and girls? This is important in order to receive sex-disaggregated data for further analysis.  
- Do the patrolling units need to be mixed teams (with both male and female soldiers) considering the cultural and social context?  
- Is the mission consulting the patrolling routes with both men and women in the area?

This is not an exclusive list of consideration. The context and the situation on the ground might raise more important considerations for patrolling. It is important to note that depending on the context and the situation patrolling presence in areas where many women are could increase their security, but also sometimes scare them off and remove them to less secure areas. This is why the local context, the experiences of the people and consultation with the people are important in planning and assessing patrol routes.

**Search Operations**
Search operations, especially in relation to people’s private sphere and home, require a good understanding of the local culture and social norms, particularly with respect to gender dimensions. Should this be overlooked, a search operation could have unintended negative effects, for example giving the mission a bad reputation and thus, making the local population reluctant to cooperate. The considerations will highly depend on the context, but remember that social norms also can change within a community depending on such aspects as ethnicity or class.
When planning, conducting or assessing a search operations with a gender perspective, consider the following:

- Who is likely to be present at the scene? Men, women, boys or girls?
- Does the social context call for female soldiers or female interpreters to engage with the women?
- Does the situation allow/call for the presence of members of the local community to act witnesses and vouch that the situation is handled properly?
- Can the search operation have a negative impact on the civilians present, for example, if there are only women present, is there a risk that they will be blamed for the incident and put to risk?

This is not an exclusive list of consideration. The context and the situation on the ground might raise more important considerations for search operations.

In some contexts, it might be inappropriate for a male soldier to be left alone with a female. Mitigate these risks by using gender-mixed teams.

Execution of Checkpoints

Checkpoints can be used to ensure a safe and secure environment in an area. When executing a checkpoint with a gender perspective, the role of men and women as both combatants and civilians must be taken into account. As civilians, both men and women must be treated with respect and in accordance with the force’s code of conduct.

However, both men and women could be combatants with hostile intent and that is why both men and women should be searched and treated in due order. The checkpoint should be set up with a gender perspective in mind and with respect for both men and women. These are some possible considerations for such a situation:

- Separate search facilities for men and women? Separate holding areas for men and women?
- The need for female officers to interact with local women, and possibly the need for female interpreters. It is important to make sure that the checkpoints have the necessary provisions to search and control both men and women.
- Consulting both local women and men and their perceived security threats in the locations of the checkpoints.

This is not an exclusive list of consideration. The context and the situation on the ground might raise more important considerations for the execution of checkpoints.

Outreach & Engagement Operations

In a conflict situation, both women and men are important actors. Both have their specific perceived security threats, stakes in the conflict, information about the situation and are affected by the conflict and the presence of a mission. This is why both men and women must be involved in outreach and engagement operations. The reasons for involving women as well as men in these activities are many; it could strengthen women’s positions on society and build favourable conditions after the conflict, give opportunities to address specific security threats and set up security provisions for women as well as men, give the mission more information about the situation in the area and ultimately give the mission wider support in the population. Addressing the whole population instead of just half of the population, will give the mission increased operational effect in all its activities.

When carrying out outreach and engagement operations with a gender perspective, make sure to:

- Identify women’s networks and influential women in the local area to liaise with
- Spread information in a way that both men and women can take part of the information considering their situations
- Avoid to let men speak on behalf of women or vice versa
- Make sure to inquire about the security threats facing both men and women
- To the extent possible, coordinate and liaise with local and international NGOs and actors
- If the context calls for it, make sure that the liaison teams are mixed, i.e. with both male and female soldiers

This is not an exclusive list of consideration. The context and the situation on the ground might raise more important considerations for outreach and engagement operations.

Demining

Demining efforts can give a local population a freedom of movement and remove security threats. Mine fields are a threat to both men and women and planning of demining must have a gender perspective. In order to ensure an enhanced freedom of movement for both men and women, you must have knowledge about their patterns of movement. In this way, the mission can prioritize different areas to improve the security situation for both men and women. Before demining could be conducted, information
about mine field must be spread to the population. Men and women might have different abilities to receive information considering literacy levels or communication channels. With a gender perspective, the mission can make sure that such information reaches both men and women.

When planning and conducting demining efforts, make sure to consider:

- The patterns of movement for both men and women, for example where they live, where they work, where they move in their daily life.
- The risks facing boys and girls when they are playing, going to school or carrying out duties. Remember that children might not have the same abilities to receive information as adults.
- Consult both men and women when prioritizing demining areas.
- Spread information to both men and women

This is not an exclusive list of consideration. The context and the situation on the ground might raise more important considerations for demining.

Slides:

**Outreach & Engagement Operations**

- Addressing the whole population, instead of just half of the population, will give the mission broader operational effect in all its activities.

**Demining**

- Ensure safety of movement for both men and women.
- Contact both men and women in problematic areas
- Making sure the message reaches men and women

**Topic: Gender perspective in military operations assessment at tactical level (30 min)**

Outcome: Students will be able to apply gender perspective in the monitoring of military operations (as per national standards and policies). Students will be able to assess measures of effectiveness and performance including gender perspective (if applicable for the nation).

Key Message: Assessment takes place during the planning process and after execution. It supports decision making. Gender perspective will support you in identifying key indicators and elements of successful implementation.

**Note to the instructor:**

Depending on the knowledge and experience of your training audience you can delete this slide or change it. This slide is meant to ensure that the training audience understands what an operations assessment is. The above mentioned definition is the NATO definition.

**Question for the training audience:** How would they apply gender perspective in monitoring and in MOEs and MOPs?

- If needed, the following examples and additional information may be used.
  - Direct indicators: will immediately answer to the aim we produced. (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).

**Speaking points:**

- **Operations Assessment**
  - 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 support decision-making.

**Different Measures**

**Measure of Performance:**
“Is the bridge destroyed?”

**Measure of Effectiveness:**
“Is the logistic flow of the enemy interrupted?”

Gender perspective should be integrated all ready in the planning phase and included in existing MOEs for the planned military operations and activities. A MOE must be specific (precise), measurable (countable in numbers) and observable (able to observe by sight).

**How would they apply gender perspective in monitoring and in MOEs and MOPs?**
- 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.

**Topic: Gender perspective in military reporting at tactical level (30 min)**

**Outcome:** Students are able to explain national military reporting structures at tactical level.

**Key Message:** Report using sex-disaggregated data. Gender perspective should be integrated into existing reporting structures, not reported on separately. Internal elements related to the national code of conduct need to be upheld. A functioning reporting system providing sex-disaggregated data is key to integrating a gender perspective into operational planning.

**Note to the instructor:** It is most effective if the training audience is first introduced to the reporting standards in the national armed forces. Should your particular nation conduct reporting with an integrated gender perspective, show this to the training audience and give them examples of how it can be used.
Remind the training audience that following questions can be used to expand the way we think about participation (to engage and include women as equal agents of peace) and influence. The second list (to the right) takes the questions on the left list one step further, ensuring a greater, more in-depth knowledge.

Reporting should not solely focus on the external elements of engaging the local population but should also maintain and internal focus.

Provide general tips to the training audience. Provide the results from the practical example of using sex-disaggregated data in UNIFIL.

**Speaking points:**

**Tips on gender perspective and reporting:**

- Make sure to whenever possible report on sex-disaggregated data, meaning data on both men, women (if applicable, boys and girls). The easiest way to achieve this is to simply separate the data into men and women and present it both put together and separately. Sex-disaggregated data can show many underlying trends and results that otherwise would not be apparent.
- Reporting with a gender perspective and on gender factors should always be made within existing reporting standards and reporting formats. This is to achieve gender mainstreaming and integrate gender perspectives into the main planning. Gender perspectives should not be reported on separately from other factors.
- Reports with a gender perspective from tactical level will support decision making on higher level. If a trends becomes apparent because of tactical level reporting his can be adjusted on higher levels.

It is important to mention that there are also internal elements related to the national code of conduct that need to be upheld: i.e. gender equality within our own forces and preventing sexual harassment and discrimination. By reporting on sex-disaggregated data, the unit can discover trends and root causes.

**Slides:**

**Topic:** Gender perspective in military lessons learned process (30 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: 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.
Note to the instructor:
An example of a gender lesson learned:

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 culturally acceptable 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).

Speaking points:
All experiences whether good or bad, are very valuable to the development of military operations. 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:
Topic: Case Studies (120 min)

Note to the instructor: The three case studies presented below can be adapted depending on the training audience. The instructor can choose the case study that is more relevant to the training audience.

Case Study 2: Identify indicators to measure effectiveness of gender implementation in military operations
This is one suggestion of a case study that the instructor can offer to the training audience.
To conduct this case study:
- Divide the training audience into groups of appropriate sizes.
- Select an MOE that contains some gender-specific indicators that the training audience is familiar with or have written themselves.
- Ask them to discuss if the MOE indicators effectively integrate gender perspective. Remind them that indicators are factors that can be measured and observed.
- Ask the training audience to suggest amendments to the MOE indicators based on their group discussions.

Have the groups present their findings to the plenary. Encourage the training audience to build on each others answers and solutions and discuss their findings.

Case Study 3: Reporting with a gender perspective
This is one suggestion of a case study that the instructor can offer to the training audience.
To conduct this case study:
- Divide the training audience into groups of appropriate sizes.
- Select a report that the training audience if familiar with or have written themselves.
- Ask them to discuss if the reporting format and the report content is missing any gender perspectives.
- Ask if the reporting is based on a gender analysis of the situation.
- Ask the training audience to suggest amendments to the reporting format and the reporting content based on their group discussions.

Have the groups present their findings to the plenary. Encourage the training audience to build on each others answers and solutions and discuss their findings.

Case Study 4: Lessons Learned with a gender perspective
This is one suggestion of a case study that the instructor can offer to the training audience.
To conduct this case study:
- Divide the training audience into groups of appropriate sizes.
- Select a situation (either real or fictional) that relates to the everyday activities of the training audience.
- Have them write a quick observation (in the format suggested by your national lesson learned process). Ask the groups to make sure to integrate a gender perspective and analyse any possible gender factors.

Have the groups present their findings to the plenary. Encourage the training audience to build on each others answers and solutions and discuss their findings.
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:

Topic: Summary, conclusion and questions (5 min)

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

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

Slides:
### 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>
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</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Introduction, motivation, learning outcome</td>
<td>Presentation (direct instruction)</td>
<td>Students understand the aim of the lecture</td>
<td>None</td>
<td>Learning outcome and agenda</td>
<td>Power Point</td>
<td>Instructor</td>
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<tr>
<td>60 min</td>
<td>Introduction to gender in military operations</td>
<td>Discussion (indirect instruction) and Presentation (direct instruction)</td>
<td>Students recall key definitions on gender and explain how gender improves operational effectiveness</td>
<td>Ask ‘what comes to mind?’ (stereotyping of role of men and women in war and conflict). Ask class to tell what they associate with &quot;Men, war and Conflict&quot; and &quot;Women, war and Conflict.&quot; Ask class ‘why is it problematic to talk about the population as a whole?’ Explain what gender perspective means Ask class ‘why do we need to integrate gender perspective into our military operations at tactical level? Give an practical example and observe</td>
<td>Gender perspective is a force multiplier and supports the outcome of the operation and enhances mission effect</td>
<td>Power Point</td>
<td>Instructor</td>
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<tr>
<td>40 min</td>
<td>Gender perspective in military operations planning at tactical level</td>
<td>Discussion (indirect instruction)</td>
<td>Students will be able to explain national planning process.</td>
<td>Ask class ‘what information and data we need in order to integrate gender perspective into planning at the tactical level?’ Introduce how to conduct a gender analysis and how it supports military operations planning at the tactical level; provide explanation of the internal and external focus. Introduce the PMESII analytical model. Give</td>
<td>Gender perspective need to be implemented from the start of the planning process. Through gender analysis we can improve our situational awareness and therefore conduct more effective operations. Gender analysis - the systematic gathering and examination of information on gender differences and social relations in order to identify and understand inequities on gender</td>
<td>Power Point</td>
<td>Instructor</td>
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<td>Time</td>
<td>Session</td>
<td>Discussion</td>
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| 40 min | Gender perspective in the execution of military operations at tactical level | Students will be able to use gender perspective in:  
  - Patrolls  
  - Search operations  
  - Execution of check points  
  - Outreach and engagement operations  
  - Demining.  
  Ask class 'how does gender perspective improve our operational effectiveness at the tactical level?'  
  Ask class how they would apply gender perspective into:  
  - Patrolls  
  - Search operations  
  - Execution of check points  
  - Outreach and engagement operations  
  - Demining.  
  Give practical examples and observe.  
  Gender perspective priorities in internal and external focus.  
  Examples:  
  - Patrolling  
  - Search operations  
  - Execution of check points  
  - Outreach and engagement operations  
  - Demining.  
  Give practical examples. | Power Point  
  See slides 31-39 | Instructor |
| 30 min | Gender perspective in military operations assessment at tactical level | Students will be able to apply gender perspective in monitoring the progress of military operations at tactical level.  
  Explain to class operations assessment and the different measures (i.e., measures of performance and measures of effectiveness). Give practical examples.  
  Explain why gender perspective is integrated into measures of effectiveness and give examples.  
  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? | Power Point  
  See slides 40-47 | Instructor |
Give practical examples on how to write MOEs and MOPs including gender perspective at tactical level. Gender perspective will support you in identifying key indicators and elements of successful implementation.

| 30 min | Gender perspective in military reporting at tactical level | Presentation (direct instruction) | Students will be able to explain national military reporting structures at tactical level. Explain national reporting system and review general tips on integrating gender perspective into reporting. Give examples on what to report to encourage class to expand the way we think about participation (to engage and include women as agents of peace) and influence. Give practical examples on how to write reports applying gender perspective. | There is a clear link between disaggregated data and situational awareness. Important in reporting with a gender perspective: 
- Reporting on sex-disaggregated data 
- Integrated into existing reporting format – not reported on separately. 
- Reporting on tactical level support higher level decisions By translating and reporting to higher commands on gender dimensions, the tactical level supports the direction and tasks given by the operational and strategic levels. Power Point See slides 48-54 Instructor |

| 30 min | Gender perspective in military lessons learned process | Presentation (direct instruction) | 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 military lessons observed, identified and learned process. Give practical examples on how to write military lessons observed, identified and learned at tactical level applying gender perspective. | Previous experiences can inform future performance and tasks. Power Point See slides 55-58 Instructor |

<p>| 5 min | Summary, conclusion and questions | Discussion (interactive instruction) | Motivate students to integrate gender perspective in planning, execution and assessment of Make sure that students have reached the required learning outcome – that they are motivated to integrate gender perspective into | Summary of learning outcomes and opportunity for the students to ask questions Power Point 64-66 Instructor |</p>
<table>
<thead>
<tr>
<th>Case Study 1</th>
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<tbody>
<tr>
<td><strong>10 min</strong></td>
<td><strong>Introduction to the case study</strong></td>
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<tr>
<td>Presentation – give the task (direct instruction)</td>
<td>Task is to write military operations plans that include a gender perspective</td>
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<tr>
<td>Divide the training audience into groups of appropriate sizes and select a plan or order that is relevant to the training audience, preferably a plan that they have been a part of developing.</td>
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<td>Power Point</td>
<td>Instructor</td>
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<tr>
<th>Case Study</th>
<th>Students own work</th>
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<tr>
<td><strong>60 min</strong></td>
<td><strong>Case study</strong></td>
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<tr>
<td><strong>50 min</strong></td>
<td><strong>Back Brief</strong></td>
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<tr>
<td>Discussion (interactive instruction)</td>
<td>Task is to present your work to the rest of the group</td>
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<tr>
<td>Ask the training audience to do a gender analysis of the current situation regarding the plan. Ask the training audience to review the plan with a gender perspective.</td>
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<td>Students</td>
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<th>Case Study 2</th>
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<tr>
<td><strong>10 min</strong></td>
<td><strong>Introduction to the case study</strong></td>
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<tr>
<td>Presentation – give the task (direct instruction)</td>
<td>Task is to identify indicators to measure effectiveness of gender implementation in military operations</td>
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<tr>
<td>Divide the training audience into groups of appropriate sizes and select an MOE that contains some gender-specific indicators that the training audience is familiar with or have written themselves.</td>
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<td>Power Point</td>
<td>Instructor</td>
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<td>Students and Instructor</td>
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<td><strong>10 min</strong></td>
<td><strong>Introduction to the case study</strong></td>
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<tr>
<td>Presentation – give the task (direct instruction)</td>
<td>Task is to report with a gender perspective</td>
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<tr>
<td>Divide the training audience into groups of appropriate sizes and select a report that</td>
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<td>Power Point</td>
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<td>Case study</td>
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<td>Introduction to the case study</td>
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