



NATO  
+  
OTAN

GENDER TRAINING  
& EDUCATION

# TEMPLATE FOR PRE-DEPLOYMENT GENDER TRAINING TOPICS AND LEARNING OBJECTIVES



Version 2010



**TEMPLATE  
FOR PRE-DEPLOYMENT  
GENDER TRAINING  
TOPICS AND LEARNING  
OBJECTIVES**





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# INTRODUCTION





## INTRODUCTION

On January 27<sup>th</sup> 2010 the NATO Secretary General, Anders Fogh Rasmussen, stated: *“We need to not only integrate gender issues into our planning and our operations, but we must work proactively to develop our capabilities in this field. (...) Greater empowerment and more effective protection of women against the specific dangers they face in armed conflicts is of benefit not only to women, but to all of us. It is a crucial component of a comprehensive approach to security challenges of the 21<sup>st</sup> century”.*

At the last NCGP Conference, in May 2010, the Chairman of the Military Committee (MC), Admiral Giampaolo DI PAOLA, said that gender is an asset to improve operational effectiveness and that it is a force multiplier that helps to win hearts and minds. Admiral DI PAOLA added also that gender is an extensive concept which helps to understand the local structures where NATO forces operate. In such a context the gender perspective has to be perceived as a key component in NATO's new Strategic Concept.

Both these statements emphasize how gender issues are recognised as being relevant and important in the military environment, ten years after the adoption of the United Nations Security Council Resolution 1325.

From a NATO perspective, and bearing in mind that women represent half of the world's population, women remain too often excluded from taking part in maintaining, restoring and defending stability. Their victimisation in conflict situations and marginalisation in peace building efforts continue to have a profound impact on global security.

Today's security issues not only call for military responses. In the current complex security environment the success of a military operation to manage crisis and post-crisis situations, calls for a variety of skills, backgrounds and experiences.

Women have to be considered as agents and as active participants of armed conflicts and crisis situations. Bearing in mind this essential point, the process of peace support operations, in all its stages – design, planning, implementation, monitoring and evaluation of policies and programmes to be implemented - cannot leave out fifty percent of a population. All the stakeholders, women included, are to be called to contribute to the building process and stabilization stage of a secure and safe environment.





# BACKGROUND





## BACKGROUND

In 2009 important steps were taken in the NATO environment in relation to gender issues. The directive **Bi-SC 40-1** “*Integrating UNSCR 1325 and gender perspectives in the NATO Command Structure including measures for protection during armed conflict*” was provided to the military organizations and forces in NATO to implement UNSCR 1325. The directive charges the Alliance to include a gender perspective in NATO-led missions and operations, encouraging a policy of gender mainstreaming and protection of women and girls. It also recognizes that the protection of all children is an obligation that all members of NATO and its Partners are committed to. The document recognises that complementary skills of both male and female are essential to the effectiveness of NATO operations. This topic is perceived as a cross-cutting issue in the NATO structure.

During its annual meeting in 2009, the Committee highlighted some challenges that had to be answered in order to achieve a full implementation of UNSCR 1325. One of the identified challenges was related to gender training. Although some NATO nations had started to train on gender awareness, NATO itself didn't have such a programme. However, training and education have been recognised as indispensable to mainstream gender in operations and daily work. A general awareness throughout the mission's personnel and the presence of gender specialists (male or female) is crucial to succeed in the implementation of a gender perspective in the day by day military activity.

The MC recognized the need for training and endorsed the proposal of the Committee to focus on gender training for all the personnel deployed in NATO military missions and operations in order to enhance interoperability.

Following the MC's response and according to the fact that pre-deployment training is a national responsibility, the main aim of 2010 NCGP annual meeting was the definition and the development of a gender training template to provide common principles as a basis of gender training for NATO nations. This common template would enhance interoperability on the field in NATO-led operations.



**ABOUT  
THE NATO COMMITTEE  
ON GENDER PERSPECTIVES  
(NCGP)**





## ABOUT THE NATO COMMITTEE ON GENDER PERSPECTIVES (NCGP)

In 2009 the former Committee on Women in the NATO Forces (CWINF) became the NATO Committee on Gender Perspectives (NCGP). This evolution shows that the focus is no longer exclusively on the condition of military women as “minority” but mainly on gender issues and the implementation of UNSCR 1325 and the other related resolutions in NATO.

The aim of the NCGP is to promote gender mainstreaming into military procedures; and to advise the Military Committee on gender related policies for the Armed Forces of the Alliance, with the support of the NATO Office on Gender Perspectives.

In 2007, according to its mission, the former CWINF developed a set of recommendations “**CWINF Guidance for NATO Gender Mainstreaming**”, in order to contribute to the development of a general approach to the mainstreaming of a gender perspective in NATO’s military operations.

In 2008, the CWINF published a selected list of essential best practices based on national lessons learned to improve gender balance, covering domains such as recruitment, employment, career development, operational planning and operations in addition to education and training, entitled: “**Best practices to improve the gender balance**”.

In 2009, the Committee meeting focused on the implementation of UNSCR 1325 and identified shortfalls within its implementation. Based on national and international experience, the domains to be developed in order to improve the implementation of UNSCR 1325 were identified. The NCGP then prepared the document “**Recommendations on implementation of UNSCR 1325**”.

This year’s annual meeting of the NCGP developed a template for the design of pre-deployment gender training. The template is published in this brochure. Everyone involved in the design and implementation of pre-deployment gender training is invited to refer to this publication.



# METHOD





## METHOD

The outcome of the NCGP's meeting of 2010 is a result of syndicate work with the direct involvement of national delegates of NATO nations, representatives from Partnership for Peace, Mediterranean Dialogue and Contact Countries.

National delegates and representatives were firstly briefed on gender training and education by the Geneva Centre for the Democratic Control of Armed Forces (DCAF). They took part in a gender training session, conducted by DCAF<sup>1</sup> before moving on to the syndicate work. Divided into groups according to experience and knowledge, delegates identified the topics to learn and the related learning objectives through brainstorming sessions.

The NCGP Executive Committee consolidated the output of the syndicate work to draft the table published in this brochure. In a plenary session, all delegates agreed on the format and the content.

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1 DCAF is one of the world's leading Institutions working in the area of Security Sector Reform and Security Sector Governance. It was established in 2000 by the Swiss government as an international foundation with 53 Member States and the Canton of Geneva. DCAF's main divisions are Research, Operations and Special Programmes.

DCAF provides in-country advisory support and practical assistance programmes, develops and promotes appropriate democratic norms at the international and national levels, advocates good practices and conducts policy-related research to make recommendations to ensure effective democratic governance of the security sector



# HOW TO USE THE TABLE





## HOW TO USE THE TABLE

In the following pages the reader will find a table with five columns:

**1. Topics to learn:** The first column defines the main subjects to include in a pre-deployment gender training programme;

a. All the identified topics to learn cover the main aspects of gender issues: gender perspectives, women's empowerment/inclusion and women's rights/protection.

b. It is recommended that all the topics in the table are covered in the pre-deployment gender training for all personnel<sup>2</sup>.

**2. Learning objectives:** The second column specifies the objectives of the gender training for each main topic. The objectives represent the learning targets to cover in order to fulfill each topic.

The reader can see that some learning objectives meet responsibilities of particular military personnel categories. Not all learning objectives are recommended for all personnel, depending on the level of the required gender knowledge or skills.

**3. Targeted public:** The last three columns (Soldiers, NCOs, Officers) describe the specific target audience for each learning objectives.

For a correct interpretation of the table in this publication the reader can ask assistance from the national delegate to the NCGP and/or the NCGP Executive Committee members and/or the NATO Office on Gender Perspectives (dims.win@hq.nato.int).

<sup>2</sup> It is important to note that with so many topics to put in the design of a pre-deployment gender training programme a critical constraint could be represented by time.



# RECOMMENDATIONS





## RECOMMENDATIONS

When setting up a training programme on gender for pre-deploying troops, the NCGP has gathered some practical advice:

1. Use **gender experts** in the design and implementation of pre-deployment gender training. In order to have a clear understanding of the learning objectives defined in the following table, specific gender background and knowledge are needed. Moreover, in the shaping of pre-deployment gender training, experts should define, besides the identified learning objects, the appropriate timing and training methods.
2. Gender trainers ideally operate in mixed-gender teams.
3. If possible and if appropriate, involve the civil society to include their point of view and to start networking;
4. Keep in mind that training is **practical** and grounded on clear directives (as code of conduct, rules of engagement and standard operating procedures);
5. Use gender related scenarios integrated in field/staff exercises;
6. Evaluate the training.



# PRE-DEPLOYMENT GENDER TRAINING TEMPLATE





# PRE - DEPLOYMENT GENDER TRAINING TEMPLATE

| TOPICS TO LEARN                           | LEARNING OBJECTIVES                                                                                                                                                                                                                                                                                                                                 | Sol-diers           | NCO                 | Offi-cers           |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------|---------------------|
| <b>DEFINITION &amp; CONCEPT GENDER</b>    | <ul style="list-style-type: none"> <li>- To understand the concept of Gender;</li> <li>- To understand the meaning of diversity, equal opportunities, gender differences, gender roles, gender equality and gender mainstreaming</li> </ul>                                                                                                         | X<br><br>X          | X<br><br>X          | X<br><br>X          |
| <b>UNSCR 1325 AND RELATED RESOLUTIONS</b> | <ul style="list-style-type: none"> <li>- To be aware of UNSCR 1325 and related resolutions;</li> <li>- To be able to describe them in outline;</li> <li>- To be aware of the duty that nations have to follow the directions of UNSCR 1325 and related resolutions;</li> <li>- To understand how women add value to operational success.</li> </ul> | X<br><br>X<br><br>X | X<br><br>X<br><br>X | X<br><br>X<br><br>X |
| <b>NATO DIRECTIVE BI-SC 40-1</b>          | <ul style="list-style-type: none"> <li>- To be familiar with NATO-Directive Bi-SC 40-1;</li> <li>- To be aware of the duty that nations have to follow the directions of NATO Directive Bi-SC 40-1;</li> </ul>                                                                                                                                      | X<br><br>X          | X<br><br>X          | X<br><br>X          |

**TOPICS TO LEARN**

**LEARNING OBJECTIVES**

**Sol-  
diers**

**NCO**

**Offi-  
cers**

**NATO  
DIRECTIVE  
BI-SC 40-1**

- To be able to describe the main contents, e.g. specific needs of female personnel;
- To be able to describe the main task of the gender advisor.

X

X

X

X

X

X

**OPERATIONAL  
IMPACT OF  
GENDER**

- To be aware that post-conflict operations and reconstruction efforts have gender dimensions;
- To understand that operating from a gender perspective will lead to more appropriate actions and interventions;
- To be aware of how gender can enhance operational effectiveness;
- To understand gender as a core competence that improves decision making.

X

X

X

X

X

X

X

X

X

X

X

X

**WOMEN  
EMPOWERMENT**

- To have knowledge about the participation of local women (including women's organisations) in the local society;
- To know how to consult with local women (and women's organisations);
- To know how to remove barriers to women's voices.

X

X

X

X

X

X

X

X



**TOPICS TO LEARN**

**LEARNING OBJECTIVES**

**Sol-  
diers**

**NCO**

**Offi-  
cers**

**COOPERATION WITH OTHER ACTORS (STAKEHOLDERS) DEALING WITH GENDER**

- To have knowledge of other actors/networks dealing with women's and gender issues e.g. UN, EU, OSCE, NGOs, other nations, (local) women's organisations, etc.

X

X

**GENDER IN RELATION TO CIMIC/ DEVELOPMENT PROJECTS**

- To be aware of the advantages of incorporating a gender perspective in CIMIC/development projects and how to integrate it in the planning and executing phases.

X

X

**STANDARDS OF BEHAVIOUR/ CODE OF CONDUCT, INCLUDING ANTI-SEXUAL HARASSMENT POLICIES**

- To know the main contents of the standards of behaviour/Code of conduct;

X

X

X

- To have knowledge of the application and reporting system regarding standards of behaviour /Code of conduct;

X

X

X

- To be able to address and to correct verbal and non-verbal behaviour that is not gender correct.

X

X

X

**GENDER AND SECURITY**

- To be aware of the different impact of war and armed conflict on men, women, boys and girls;

X

X

X

- To be aware of the different security needs of men, women, boys and girls;

X

X

X

**TOPICS TO  
LEARN**

**LEARNING OBJECTIVES**

**Sol-  
diers**

**NCO**

**Offi-  
cers**

**GENDER AND  
SECURITY**

- To be aware of the impact of gender-based discrimination for the individual and for society as a whole;
- To be aware of gender-differentiated threats (e.g. location of minefields), gender-differentiated patterns of movement and gender-differentiated searching procedures.

X

X

X

X

X

X

**GENDER BASED  
VIOLENCE AND  
VIOLATION OF  
HUMAN RIGHTS**

- To have an understanding of gender based violence and violation of human rights;
- To know how to react on gender based violence.

X

X

X

X

X

X

**GENDER IN  
RELATION TO  
THE SPECIFIC  
CULTURE**

- To be aware of cultural differences;
- To be able to behave in a culturally acceptable way with local men and women;
- To have knowledge of the basic local language skills and non verbal language.

X

X

X

X

X

X

X

X

X



**TOPICS TO  
LEARN****LEARNING OBJECTIVES****Sol-  
diers****NCO****Offi-  
cers****GENDER IN  
RELATION TO  
HUMAN  
RIGHTS/LOCAL  
LEGISLATION**

- To have knowledge of human rights and local legislation/traditional laws in relation to gender.

X

X

X

**GENDER IN  
RELATION TO  
REFUGEES**

- To be aware that a gender approach can improve the situation for IDPs in refugee camps.

X

X



PREVIOUS  
PUBLICATIONS

ABBREVIATIONS

REFERENCE TEXTS





## PREVIOUS PUBLICATIONS

Available on the official Committee web site:  
[http://www.nato.int/cps/en/natolive/topics\\_50327.htm](http://www.nato.int/cps/en/natolive/topics_50327.htm)

### **1. CWINF Guidance for NATO Gender Mainstreaming**

- published in 2007;

### **2. Best Practices to improve Gender Balance**

- published in 2008;

### **3. Gender Training and Education**

- published in 2009

## ABBREVIATIONS

|       |                                                          |
|-------|----------------------------------------------------------|
| Bi-SC | Bi-Strategic Command                                     |
| CIMIC | Civil-Military Cooperation                               |
| CWINF | Committee on Women in NATO Forces                        |
| DCAF  | Geneva Centre for the Democratic Control of Armed Forces |
| EAPC  | Euro-Atlantic Partnership Council                        |
| EU    | European Union                                           |
| IDF   | Internally Displaced Person                              |
| MC    | Military Committee                                       |
| NCO   | None Commissioned Officer                                |
| NGO   | Non-Governmental Organisation                            |
| NCGP  | NATO Committee on Gender Perspectives                    |
| OSCE  | Organization for Security and Co-operation in Europe     |
| UN    | United Nations                                           |
| UNSCR | United Nations Security Council Resolution               |

## REFERENCE TEXTS

1. UNSCR 1325 on Women, Peace and Security, 31 Oct 2000
2. Bi-SC 40-1 on the integration of UNSCR 1325 and gender perspectives in the NATO Command structure including measures for protection during armed conflict.  
(See: [http://www.nato.int/nato\\_static/assets/pdf/pdf\\_2009\\_09/20090924\\_Bi-SC\\_DIRECTIVE\\_40-1.pdf](http://www.nato.int/nato_static/assets/pdf/pdf_2009_09/20090924_Bi-SC_DIRECTIVE_40-1.pdf))
3. Euro-Atlantic Partnership Council document EAPC(C)D(2007)0022, Implementing UNSCR 1325 on Women, Peace and Security, 10 Dec 2007
4. Terms of Reference of the NATO Committee on Gender Perspectives MC 0249/2, 20 May 2009  
(See: [http://www.nato.int/nato\\_static/assets/pdf/pdf\\_2009\\_06/20090611\\_Signed\\_MC\\_0249\\_2\\_FINAL\\_ENG\\_NU.pdf](http://www.nato.int/nato_static/assets/pdf/pdf_2009_06/20090611_Signed_MC_0249_2_FINAL_ENG_NU.pdf))
5. “Operational Effectiveness and UN Resolution 1325 – Practices and Lessons Learned from Afghanistan” by different authors.  
(See: <http://www2.foi.se/rapp/foir2760.pdf>)
6. “Gender makes sense” (See: Publication from the CIMIC Centre of Excellence – The Netherlands  
(See: [http://www.nato.int/ims/2008/win/opinions/gender\\_booklet\\_ccoe\\_v12.pdf](http://www.nato.int/ims/2008/win/opinions/gender_booklet_ccoe_v12.pdf))







**More information related to the Committee on  
Women in the NATO Forces can be found on the web page:**

[http://www.nato.int/issues/women\\_nato/index.html](http://www.nato.int/issues/women_nato/index.html)