



**The Geneva Centre for the
Democratic Control of Armed Forces**

Gender Training and Education in National Armed Forces



Outline

- Training vs. Education
- A two-tiered approach
- Context for training and education
- Contents of education and training curricula
- Role of the CWINF



Training

- Targets behaviour
 - «Minds» not «hearts»
- Limited in scope, practical
- Grounded on clear directives → enforcement of standards
 - Code of conduct
 - Rules of engagement
 - Standard Operating Procedures



Education

- Targets the reasoning behind behaviour
 - «Hearts» → «minds»
- Broad and theoretical
- No clear directives: shades of grey
- Informs the creation of policies



Two-tier system

– Education:

- Design policies
- Adjust directives
- Decision-making level

– Training:

- Apply directives
- Comply with standards
- Non-decision making level



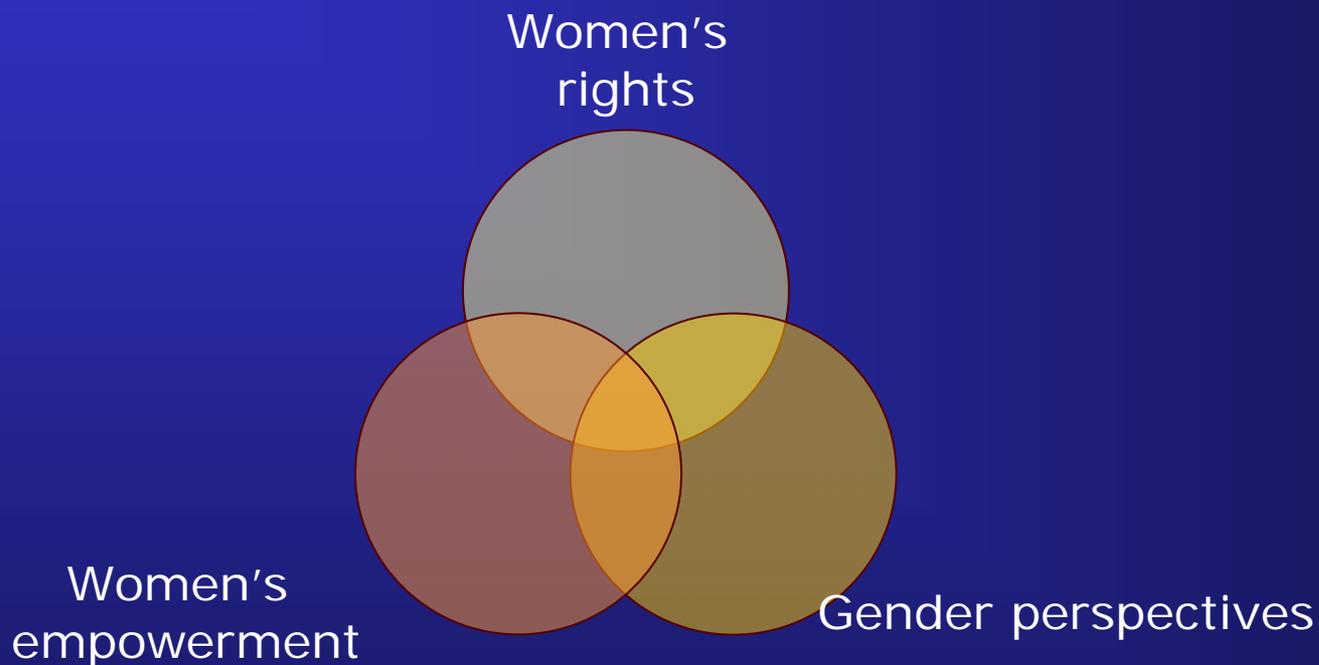
Context

Context adds respectability → integration into regular schedule

- Education:
 - Academies
 - Promotion courses
 - Advancement and refresher courses
- Training
 - Induction
 - Reassignment
 - Pre-deployment



Training and education curricula





Women's rights and protection

Main concern: protection from SEA

- UNSCR 1820
- UN Peacekeepers' Code of Conduct
- Soldier-on-soldier abuse
- Civilians in own country



Women's inclusion and empowerment

Main concern: women as agents of change

- UNSCR 1325
- Emphasis on women's empowerment
 - In the forces
 - In the civilian population
- Domestically, emphasis on force composition



Gender perspectives

Main concern: gender-differentiated analysis and responses

- Instrument of analysis
- Not rights-based
- Forms basis for two previous approaches
- Applicable to military planning, intelligence, operations...



Role of the CWINF

- Research of best practices
- Codified sharing of experiences
- Convening power
- Standard-setting potential
- Inspiration for other actors