

## Toolkit of Activities & Case Studies

### Activity 1: NATO's Framework on Gender within the Operation or Mission

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

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

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

### Activity 2: Bi-SC Directive 40-1

How does Bi-SC Directive 40-1 task the military to integrate gender perspective?

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

### Activity 3: NATO OPLAN & Gender Annex

- 1) Locate the Gender Annex to the OPLAN
- 2) Review the Gender Annex to the OPLAN
- 3) Suggest 2-3 areas or parts of the Gender Annex that impact your functional area.

*Guidance: The goal of this activity is to support the training audience to translate the Gender Annex of the OPLAN to their functional area of responsibility. This is to avoid 'gender blind' or 'gender neutral' actions that can cause unintentional consequences in the fulfilment of the end state. For example, the risks of stigmatising women as victims and men as actors.*

### Activity 4: Group Discussion on CR-SGBV

1. Have you, during your military carrier, had to respond to CR-SGBV as a threat to civilians?

2. Do you think your armed forces, including the soldier on the ground, are trained on and aware of appropriate action in response to CR-SGBV?
3. What are the key challenges and risk in military responding to CR-SGBV?
4. What are the opportunities? How can policy translate into action that causes change?

*Guidance: Allow the training audience to speak freely and open up for discussion.*

#### Activity 4: Code of Conduct

Which code of conduct will apply to you during this deployment?

*Guidance/Response: Ask this to the training audience and encourage discussion on how they should act and adhere to code of conduct during their operation or mission. The response is both the national and NATO code of conduct and standards of behaviour.*

How is zero tolerance on sexual exploitation and abuse linked to the credibility of forces in operations and missions?

*Response: It is impossible to conduct any mission or operation with a gender perspective without a commitment to comply with the code of conduct, especially regarding tolerance on sexual abuse and misconduct. NATO troops deployed under a UN mandate are often tasked to protect civilians and address possible violations of human rights. The mission and its forces must be fully committed to these democratic core values and respect for human rights in everything that they do, not only a sole focus on military operations. On and off duty, forces must uphold this moral and not engage in any activity that violate these core values and risk the mission's success in fulfilling its mandate.*

#### Activity 5: Host Nation

Identify (as applicable) existing host nation's National Action Plan

- Tip: Consult [www.peacewomen.org](http://www.peacewomen.org)

Consult the United Nations Development Programme's Gender Development Index (GDI) for reliable statistics on gender roles in the host nation

- Tip: Consult <http://hdr.undp.org/en/content/gender-development-index-gdi>

*Guidance: Other document or agencies that might be relevant when studying the host nation gender framework is:*

- National Gender Policy
- National Department of Women's affairs or of Gender equality
- National Action Plan (NAP) on UNSCR 1325

- National Laws or regulations on land tenure, divorce rights, educational rights etc.

*This activity will assist the training audience immerse and familiarise themselves with the host nation gender framework. By doing so, the training audience gains a better understanding and appreciation of the local history, gender roles and legal framework. At this point, the goal is to instruct the training audience on how/where to locate information for use once deployed in the operation or mission.*

### Activity 6: Host Nation – Security Threats

Write the answers to the following questions on a board:

What are the security threats of the population in the host nation?

Can you identify security threats specifically men?

Can you identify security threats specifically women?

Men	Women	Boys	Girls
<ul style="list-style-type: none"> <li>• Robbery</li> <li>• Assault</li> <li>• Homicide</li> <li>• Gang violence</li> <li>• Forced to rape own family members</li> <li>• Rape and Sexual torture</li> <li>• Human trafficking</li> <li>• Domestic violence</li> <li>• Forced labor</li> <li>• Killed as combatants in armed conflict</li> <li>• Vulnerability as IDP</li> </ul>	<ul style="list-style-type: none"> <li>• Domestic violence</li> <li>• Sexual assault/harassments</li> <li>• Dowry death</li> <li>• Rape</li> <li>• Human trafficking</li> <li>• "Honor killings"</li> <li>• Forced pregnancies</li> <li>• Killed as combatants in armed conflict</li> <li>• Forced sterilization /genital mutilation</li> <li>• Confinement</li> <li>• Acid attacks</li> <li>• Vulnerability as IDP</li> </ul>	<ul style="list-style-type: none"> <li>• Gang violence</li> <li>• Child abuse, rape</li> <li>• Bullying</li> <li>• Abduction</li> <li>• Human trafficking</li> <li>• Buying/selling for prostitution</li> <li>• Child soldiers</li> <li>• Vulnerability as IDP</li> <li>• Violence connected to cultural rhythms</li> <li>• Slave work</li> <li>• Street violence</li> </ul>	<ul style="list-style-type: none"> <li>• Infanticide</li> <li>• Child abuse, rape</li> <li>• Human trafficking</li> <li>• Abduction</li> <li>• Vulnerability as IDP</li> <li>• Forced child marriage</li> <li>• Buying/selling for prostitution</li> </ul>

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

## Activity 7: Host Nation – Different Impact

Take a moment and discuss with your neighbour, give examples on how armed conflict impacts men and women differently.

Think a step beyond the security threats discussed in activity 6.

Give examples on how armed conflict impacts men and women differently.

*Possible responses:*

### **For women**

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

### **For men:**

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

## Activity 8: Host Nation – Consult with Local Women

Do you have any examples of working with or liaising with local women's groups/organisations when in operation?

What information and/or insights could be gained from reaching out to these actors?

*Guidance: As the instructor, you should prepare one example that relates to the host nation that the training audience will be deployed to. This may or may not be based on your own personal experience, but you are advised to speak with individuals/personnel who have deployed to the area of operations (i.e., Gender Advisors or Gender Focal Points).*

### Activity 9: Enhancing Operational Effectiveness

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

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

*Guidance: Ask the training audience to discuss the question above with their neighbour for a couple of minutes and report back to the class. If the training audience does not have any examples or ideas, make sure that the instructor have some examples to give, preferably relating to the training audience's branch or unit's function.*

### Activity 10: Gender as a core competence

How can gender perspective as a core competence improve operational effectiveness?

*Response: Core competence refers to the combination of skills, knowledge, experience and motivation that are critical for military personnel to carry out their tasks. Try not to spend too much time on this exercise and discussion. Try to steer the discussion into competences such as knowing your task, operational area, the conflict context → to then introduce gender as a core competence.*

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

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

*For example, are there any aspects of the operation that do not reach women? This is very useful when for example conducting demining operations. In many*

countries, women have a lower education than men and therefore cannot read. When demining an area, a simple sign where it is written where it is safe to move and where it is not, will not communicate to women who cannot read. And, also it will not communicate with boys and girls who cannot read. This is a great security risk to women. In order to communicate which areas that are safe to women – other strategies than written signs must be used. This is an example of how an operation affect men, women, boys and girls differently.

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

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

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

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

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

### Activity 11: Liaison & Coordination with External Actors

Identify existing coordination meetings on gender-related topics in your area of operations including IOs, GOs, NGOs.

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

#### **Where to Find Out More:**

Humanitarian Kiosk <https://itunes.apple.com/us/app/humanitarian-kiosk/id546482411>

OCHA

<http://www.ochaonline.org>

ReliefWeb

<http://www.reliefweb.int>

Humanitarian Response

<http://humanitarianresponse.info>

UN Logistics Cluster

<http://www.logcluster.org>

Humanitarian Early Warning System

<http://www.hewsweb.org>

Global Disaster Alert & Coordination System

<http://www.gdacs.org>

Humanitarian news and analysis

<http://www.IRINnews.org>