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**COVER NOTE**

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From:	European External Action Service (EEAS)
To:	Delegations
Subject:	Training Requirements Analysis Report on Gender EU Military Training Discipline

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Delegations will find attached document EEAS(2019) 1115 REV 6.

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# EEAS(2019) 1115 REV 6



European Union Military Staff



## Official document of the European External Action Service of 21/02/2020

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<b>From</b> <b>To</b>	<b>European Union Military Staff</b> <b>Political and Security Committee</b> <b>European Union Military Committee</b> <b><i>CSDP/PSDC; EUMC</i></b>
<b>Title / Subject</b>	<b>Training Requirements Analysis Report on Gender EU Military Training Discipline</b>
<b>[Ref. prev. doc.]</b>	<b>EEAS(2019) 1115 REV 5</b>

Delegations will find attached the Training Requirements Analysis (TRA) Report on Gender EU Military Training Discipline, as agreed by EUMC on 20 February 2020.

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## REFERENCES

- A. EU Policy on Training for CSDP (ST 7838/17, adopted by the Foreign Affairs Council on 3 April 2017).
- B. Implementing Guidelines for the EU Policy on Training for CSDP (ST 5199/1/17 REV1, dated 17 January 2017).
- C. Terms of Reference of EU Military Training Group, ST 14695/18, dated 23 November 2018.
- D. EUMC Strategic Guidance on CSDP Military Training, ST 7355/19, dated 11 March 2019.
- E. Guidelines for EU Military Training Discipline Leader, ST 11192/15, dated 23 July 2015.

## A. BACKGROUND<sup>1</sup>

1. In accordance with EU Policy on Training for CSDP (Ref. A), training for CSDP is driven by requirements, not events. The type, complexity and number of training activities related to a training discipline derive from requirements and shortfalls identified during the conduct of CSDP operations and missions, evolution of the security and defence environment, and civilian and military capability development processes. These requirements are agreed for each identified training discipline<sup>2</sup>.
2. In accordance with the Implementing Guidelines for the EU Policy on Training for CSDP (Ref. B), an EU Military Training Group (EUMTG) was established as the Council Preparatory body for the systematic process of managing CSDP Training Requirements for CSDP Military Training.

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<sup>1</sup> The general overview of the management of the military training requirements at EU level is common for all the disciplines and their associated TRA reports. It is updated regularly with the latest training policy documents.

<sup>2</sup> Discipline for CSDP training: a functional training category that groups distinct training thematic and requirements in support of capabilities for CSDP missions and operations. Thematic are areas within each discipline that group individual and collective performance objectives on a functional basis (Ref. B).

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3. In accordance with its Terms of Reference (Ref. C), the EUMTG should propose strategic priorities for CSDP Military Training and Education (T&E) to the European Union Military Committee (EUMC). These priorities derive from political guidance (e.g. Conclusions of the European Council, Council Conclusions on CSDP, etc.), military capability development process, studies, military concepts, and analysis of lessons from operations and exercises, and other sources as required. The deliverable for this task is the EUMC Strategic Guidance on CSDP Military Training (Ref. D), which includes an annex on Gender with the military role, tasks and priorities in the EU context.
4. On 08 of July 2016, Spain formalised, for the consideration of the EUMC, the offer to lead the Gender EU Military Training Discipline, through the Spanish Military Office for Gender Issues in Operations<sup>3</sup>.
5. On 31 August 2016, the EUMC agreed<sup>4</sup> to nominate Spain as Discipline Leader (DL) for the Gender EU Military Training Discipline. The DL presented a draft Programme of Work, with the main milestones for conducting the Training Requirements Analysis (TRA), which was agreed by EUMTG.
6. The DL started the TRA during the second semester 2017 with a kick-off meeting organised in Madrid. During the process, the DL took into account the priorities set by the EUMC Strategic Guidance on CSDP Military Training, especially the annex on Gender. The DL finalized the TRA in September 2019.

### B. AIM

7. The aim of this document is to present the conclusions of the TRA for the Gender EU Military Training Discipline, to propose a way ahead and to recommend the adoption of measures by the EU Member States (MS).

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<sup>3</sup> ES MILREP Letter to the Chairman EUMC, dated 08 July 2016.

<sup>4</sup> See the Outcome of Proceedings of the EUMC meeting on 31 August 2016, Council doc. 11868/16, dated 01 September 2016.

## C. METHODOLOGY OF THE TRAINING REQUIREMENTS ANALYSIS (TRA)

8. The DL, in coordination with the European External Action Service (EEAS) and other institution's stakeholders, elaborated and distributed two questionnaires. The first one was designed for EU Member States, training and education centres and CSDP missions and operations gender advisors in order to identify the existing level of training, the training opportunities and the training gaps. The second questionnaire was addressed to individuals, both civilian and military, deployed in CSDP missions and operations.
9. The DL organized, and participated in, seminars, workshops, meetings and other events to gather experienced personnel in areas such as training, operations or gender in order to enhance its knowledge of the topic.
10. The DL also analysed Gender Mainstreaming documents, especially those issued by training and education centres.

## D. MAIN FINDINGS AND CONCLUSIONS

11. Most of EU MS train their military personnel in Gender Mainstreaming during the educational stage. It is also very common that MS train their military personnel in Gender during generic basic and pre-deployment training prior to joining UN, NATO or CSDP missions and operations.
12. According to the results of the survey, civilian CSDP missions' staff are better trained in Gender issues than military personnel deployed to CSDP missions or operations. Military personnel receive sufficient gender training in generic Pre-Deployment Courses, but they get rather limited in-mission training.
13. Gender issues in Pre-Deployment and in-mission training are to include CSDP Regulations on Gender, be adapted to the Area of Operations and be oriented to solve practical problems. Both pre-Deployment and in-mission training are beneficial and complementary. CSDP Training in Gender must be standardized and mandatory in all Pre-Deployment training.

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14. Gender advisors must be appointed for CSDP Military Missions and Operations. These advisors should be trained in gender operational planning and lessons identified processes.
15. Exchange of experiences among experts, trainers and mentors are quite beneficial to the enhancement of training in Gender.
16. Training of senior leadership in Gender issues must be prioritized, if not Gender Mainstreaming could be seriously compromised.
17. Three curricula have been prepared by the DL.
18. The first curriculum (Annex G) is oriented to Gender Advisors and Gender Focal Points. It is likely recommended that Staff Officers, Planners and, in summary, all the deployed staff directly related to gender mainstreaming or decision makers follow this training.
19. The second curriculum (Annex H) is oriented to Force Commanders and Key Leaders. It also can be done by Staff Officers and/or Planners if they are not included in the first type of training.
20. The third curriculum (Annex I) is oriented to enlisted personnel up to Platoon Leaders and all the deployed staff that do not have tasks directly related to gender.

### **E. PROPOSED WAY AHEAD**

21. MS and EU Institutions are to carry on the work developed by the DL and organize Training and Education activities to fill the gaps in Gender education.
22. The adapted curricula (Annexes G, H and I) may be followed by MS's Armed Forces during the Pre-Deployment phase of a CSDP Mission or Operation. They could be also followed by the Units once deployed, as in-mission training.
23. These curricula could also be followed to train personnel that may be deployed in CSDP civilian missions.

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24. The ESDC, in charge of “giving a training and education instrument that promotes a European security culture”, could further develop Gender Training and Education in EU bodies and MS.

### F. RECOMMENDATION

25. EUMC is invited to:

- a. Agree on this Report.
- b. Agree that the proposed three *curricula* constitute the minimum common EU military training requirements on Gender.
- c. Task EUMTG, supported by the EUMS, to further investigate ways to implement the proposed way ahead as well as to report back to the EUMC through the EU Military Training and Education Annual Report.

### Annex

Training Requirements Analysis (TRA) for the EU Military Training Discipline  
Gender – Draft January 2020

**Ministry of Defence of Spain**  
**Human Resources General Directorate**  
**Spanish Military Office for Gender Mainstreaming**



**Gender Discipline Leader**  
**Training Requirement Analysis**

**January 2020**

**Drafter: LTC. Juan José LUCERO (ESP A)**



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**TRAINING REQUIREMENT ANALYSIS**

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## TRAINING REQUIREMENT ANALYSIS GENDER TRAINING IN CSDP MISSIONS AND OPERATIONS

### 1. REFERENCES:

- 1.1. Generic standards of behaviour for ESDP Operations, doc 8373/3/05 REV 3, dated 18 May 2005
- 1.2. Implementation of UN SCR 1325 in the context of ESDP, doc 11932/2/05, dated 29 September 2005.
- 1.3. Check list to ensure gender mainstreaming and implementation of UNSCR 1325 in the planning and conduct of ESDP Operations, doc 12068/06, dated 27 July 2006.
- 1.4. Council Conclusions on promoting gender equality and gender mainstreaming in crisis management, dated 13 November 2006.
- 1.5. Implementation of UNSCR 1325 and UNSCR 1820 in the context of training for ESDP missions and operations – recommendations on the way forward, doc 13899/09, dated 30 September 2009.
- 1.6. Package of three draft concepts containing minimum standard training elements on Human Rights, Gender and Child Protection in the context of CSDP, doc 17209/10, dated 1 December 2010.
- 1.7. Implementation of UNSCR on Women, Peace and Security in the context of CSDP missions and operations, doc 7109/125, dated 6 March 2012
- 1.8. Framework process for Managing CSDP Military Training Requirements, doc 17087/14, dated 19 December 2014.
- 1.9. Guidelines for EU Military Training Discipline Leader, doc 11192/15, dated 23 July 2015
- 1.10. Draft EUMC Strategic Guidance on CSDP Military Training 2016, dated 26 May 2016.
- 1.11. Revised indicators for the Comprehensive approach to the EU implementation of the UN Security Council Resolutions 1325 and 1820 on women, peace and security, doc 12525/16, dated 22 September 2016.
- 1.12. EUMC Strategic Guidance on CSDP Military Training. CSDP Military Training Conditions and Priorities. Annex B- Gender. EEAS (2016) 848 REV 2
- 1.13. Implementing Guidelines for the EU Policy on Training for CSDP, doc 5199/1/17, dated 17 January 2017.
- 1.14. EU Policy on Training for CSDP, doc 7838/17 dated 3 April 2017
- 1.15. EU Military training and Education Annual Report 2016, doc 8601/17, dated 28 April 2017.
- 1.16. Upgraded Generic Standards of Behaviour for CSDP Missions and Operations, doc 6877/18, dated 7 March 2018
- 1.17. EU Military training and Education Annual Report 2017, doc 8677/18, dated 4 May 2018.
- 1.18. Terms of Reference of EU Military Training Group, doc 14695/18, dated 23 November 2018
- 1.19. EU Strategic Approach to Women, Peace and Security 2018. Council Conclusions (10 December 2018) Ref. number 15086/18.
- 1.20. EU Action Plan on WPS 2019-2024 (4 July 2019)

## 2. EXECUTIVE SUMMARY

The EU Military Committee has appointed the Ministry of Defence of Spain as EU Gender Military Training Discipline Leader for CSDP missions and operations. A Training Analysis Requirement (TRA) must be done. One of the very first steps should be to analyse the current situation in this field across the European Union Structures to look into whether the education and training are the most appropriate or must they be enhanced.

The Training Analysis Requirement aim is to know the current situation of the gender training in the Armed Forces of the EU Member States prior to be deployed in Common Security and Defence Policy Missions and Operations. To detect gender training lack or shortfalls. To map the training possibilities and to give guidance or directions to Member States Armed Forces to train their military personnel during the Pre Deployment Training phase. In order to achieve this, the set of training themes and its performance objectives have to be defined.

The methodology used has been quite diverse. On the one hand, a survey was undertaken to collect information from different sources. Two questionnaires were prepared and agreed with the European External Action Service (EEAS) and other institution's stakeholders. The questionnaires were sent to different sources of information to know the current situation. The survey was carried out among the EU Member States, the training and education centres and the CSDP missions and operations gender advisors or representatives and part of the staff. On the other hand, a second source of information was provided through the organisation and participation in seminars, workshops, meetings and other events and to gather experienced personnel in areas such as training, operations or gender to enhance the knowledge of the topic. Another baseline for the definition of the curricula has been the wide number of documents about gender mainstreaming published all over the world, and especially those issued by training and education centres.

Although the TRA falls under the European Union Military Training Group (EUMTG), the study also provides information regarding the training of the of the civilian CSDP missions staff. At the beginning of the analysis, the European Union Civilian Training Group (EUCTG) had not yet been created and the DL representative was requested concerning the possibility to extend the analysis also to civilian missions' staff.

In the different annexes is widely explained the findings of the survey.

In the Annex A, a summary of the questions asked in the survey is included.

In the Annexes B and C, it is reflected the training status of the military and civilian staff deployed in thirteen of the sixteen CSDP military and civilian missions and operations.

In the Annex D it is depicted the current status of the twenty EU Member States have replied to the questionnaire through their EU Military Representation in Brussels. It is more than seventy per cent of the countries and representing around ninety per cent of the EU MS Armed Forces.

And in the Annex E it is also summed up the gender training possibilities of different international training institutions offered to all EU Member States, according with the principles of transparency and inclusiveness.

It can be stated that Military Units are normally trained during the Pre deployment (PDT) phase and gender briefings are usually included, together with cultural awareness or human rights lectures. Something similar happens with the military staff (Officers and NCO,s mainly) deployed in multinational Headquarters. Nevertheless, only two thirds of the interviewed military personnel

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have attended gender briefing during their PDT period. Almost sixty percent of the military received induction (IDT) or in mission training (IMT), and a fifteen percent of them did not receive neither PDT nor IDT/IMT. A total of sixty eight (68) individual questionnaires from military personnel have been analysed.

Regarding civilians' missions staff, fifty five percent of its members attended to a PDT, eighty five percent attended in mission training and only an eight per cent did not receive neither PDT nor IMT. A total of fifty one (51) individual questionnaires from civilian staff have been analysed.

For this analysis, either IDT or IMT have the same approach. IDT is received when the staff has just arrived to the Area of Operations while IMT is a training received during the deployment period.

According to the survey statistic results, staff of civilian missions seems to be a little bit better trained in gender, than military personnel deployed in missions or operations. More percentage of military personnel attend a PDT than civilian missions' staff, but this staff receive more in mission training than the military ones.

Three curricula have been prepared according with the needs and responsibilities of the proposed target audience and their relationship with gender mainstreaming.

The first curriculum (Annex G) is oriented to Gender Advisors and Gender Focal Points. It is likely recommended that Staff Officers, Planners and, in summary, all the deployed staff directly related to gender mainstreaming or decision makers follow this training. The main aim of the training is to provide knowledge to incorporate the gender perspective in all the phases of an operation, from the planning to the conduction and the evaluation.

The second curriculum (Annex H) is oriented to Force Commanders and Key Leaders. It also can be done by Staff Officers and/or Planners if they are not included in the first type of training. The main aim of the training is to become Gender Sensitive Leaders by knowing all aspects of gender mainstreaming. Second aim is to be aware that the implementation of the Gender Perspective in an Operation or Mission enhance the operational efficiency.

The third curriculum (Annex I) is oriented from enlisted personnel up to Platoon Leaders and all the deployed staff that do not have tasks directly related to gender. This is, all those who only need to know basic concepts and how to deal with the gender mainstreaming.

## 3. INTRODUCTION

The European Union and its Member States have established gender equality, women's empowerment and the Women, Peace and Security Agenda as a priority to be fully achieved in all activities of European Union including Common Foreign Security Policy (CFSP).

This has been lately reinforced and strengthened by the EU Council adoption of the EU Strategic Approach to Women, Peace and Security 2018. Council Conclusions, dated 10 December 2018.

The EU authorities will balance the training provided in the different Member States, missions and operations to enforce a standardized gender training. Another aim is also to map the training that EU Member States/Institutions or other non EU Nations/Institutions provide to Military and/or Civilian personnel prior to be deployed in a CSDP mission or operation or during it. Additionally, its purpose is to assess the gender training needs at all levels and in all phases.

Gender refers to socially constructed differences, as opposed to the biological ones, intervening women and men; this means that differences that have been learned, are changeable over time, have wide variations both within and between cultures. Gender roles and relations are often altered during and after armed conflict. It is important to note that Gender affects not only women, but Gender roles of both sexes, and that Gender perspective thereby also concerns the role of men. (1).

For this analysis, gender includes aspects related to Women, Peace and Security (WPS). It also includes both the perspective from the Force members towards the local population as well as the internal gender related matters among the members of the deployed Force.

(1) Comprehensive Approach to the EU implementation of the UNSCR 1325 and 1820 on W,P and S definition

## 4. BACKGROUND

In 2013, the EUMS conducted a strategic level analysis whose outcomes were presented in a Study on the Military Training and Education in the EU and a series of proposals divided in short, medium and long term recommendations.

On 26th February 2014, the European Union Military Committee (EUMC) issued the “Action Plan for the short term proposal” and tasked EU Military Group (EUMTG), supported by the EU Military Staff (EUMS) to define the CSDP Military training requirements.

EUMTG defined a number of training disciplines, which should be led by Member States, EU bodies and Multinational Formations, Centres of Excellence, National, Multinational or EU Training Providers or Supranational Institutions.

One of those disciplines was “Gender”. Spanish Ministry of Defence through the Spanish Military Representative to EU Military Committee proposed its candidacy to lead that discipline and it was officially accepted by the EUMC in July 2016.

## 5. AIM

The aim of this final report is to present the conclusions of the Training Requirement Analysis for the training discipline “Gender in Operations” for military personnel deployed in a CSDP mission or operation. The training needs must be checked with the available training possibilities both in the UE Member States and also in Institutions at an International level.

The analysis is as well aimed to detect lack of training or shortfalls and to elaborate adapted curricula to the pol-strategic, strategic, operational or tactical needs.

The project is deeply linked to the EU Women, Peace and Security Agenda and, in a secondary objective, it is foreseen to be used as a pilot experience by the Integrated Approach for Security and Peace Directorate (ISP) of the European External Action Service (EEAS) in the development of the gender training for EU civilian personnel.

### 6. METHODOLOGY

As it has been stated in the Executive Summary, the methodology used has been quite diverse, but it is based in the close contact with many different actors in the gender discipline and in the Common Security and Defence Policy structures, missions and operations, both in the field, in the Member States Capitals and in the EU Headquarters. The aim of this close contact is to gather their feelings, their experience and their inputs to obtain the most accurate and precise picture of the current situation.

The participation in different meetings has allowed knowing many gender experts and advisers, experienced personnel and deployed staff on the ground. The Military office for gender in operations conducts as well different gender courses per year and those activities have also provided significant knowledge.

In November 2017, a kick off seminar was organised in Madrid as a starting point of the study. The aim of the seminar was to gather military and civilian experts in the Gender discipline to contribute in the first steps accomplishing the task.

Although making a survey is not always a successful way to comprehend about the intended matter, two questionnaires were prepared to be distributed and thus have a real feedback of the gender training subject.

By doing the surveys, the intention was to collect information from different sources. Two questionnaires were prepared and agreed with the European External Action Service (EEAS) and other institution's stakeholders. The first one was forwarded to Institutions and the second one to individuals. A summary of the asked questions in the questionnaires are found in the Annex A.

The first questionnaire was addressed to:

- Member States through their EU Military Representation in Brussels.
- International Training and Education gender Institutions.
- CSDP missions and operations GENAD,s. The military missions and operations were reached through the Focal Point of the EU Military Staff (EUMS/ Military Planning and Conduct Capability (MPCC). The civilian missions were reached through a Point of Contact in the Civilian Planning and Conduct Capability (CPCC).

The second questionnaire was sent through the same point of contacts to the Gender Advisors or Gender Focal Points of the missions and operations to be distributed among the deployed personnel on the ground. A total of 119 answered individual questionnaires have been received. 51 from civilian missions' staff and 68 from military personnel. Some of the civilian staff have a military background, being even some of them in active duty, but they have sent the questionnaire as a staff deployed in a civilian mission in. For the period of the survey, they are contracted or seconded staff sent from their nations, for that reason in the survey, they have been considered as civilian personnel.

The questionnaires were sent at the end of June 2018 with a two months deadline delivery in order to begin the analysis. A complete analysis of the survey responses are depicted in Annex B for military personnel and in Annex C for civilian personnel.

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Regarding the Member States, twenty of them answered the questionnaire and provided valuable information. Those Member States are Austria, Belgium, Bulgaria, Croatia, Czech Republic, Finland, France, Germany, Greece, Ireland, Italy, Lithuania, Luxembourg, The Netherlands, Poland, Portugal, Slovakia, Spain, Sweden and United Kingdom.

Although, Cyprus, Denmark, Estonia, Hungary, Latvia, Malta, Romania and Slovenia did not reply to the questionnaire, the received material enables us to perform an accurate and appropriate analysis of a high percentage of the total of the European Union Armed Forces.

An international Community of Interest Workshop was held in Madrid in November 2018. Gender experts, operational staff and gender advisors of civilian and military missions gathered in Madrid for two days. The aim of the workshop was mainly to meet and share experiences and speak about the last updates or tendencies in gender mainstreaming. It was also planned to provide a first impression report of the analysis in which many of the attendees had collaborated.

The presence in the workshop of Training Institutions staff such as two persons from the Nordic Centre for Gender in the Military (NCGM), a specialized organisation belonging to the Swedish Armed Forces was very much appreciated.

Representatives of Member States, European Security and Defence College, European External Action Service and other relevant international organisations attended the Seminar.

Another international Community of Interest Workshop was held in Madrid in November 2019. With a similar aim than the previous year, the inputs and experiences of the participants helped to refine the curricula presented in this analysis.

The guidelines issued in 23 July 2015 by the EUMTG highlights that the already existing doctrine in NATO is to be taken into account and expresses its commitment to cooperate closely, when possible, with the NATO Gender Department Head of each Discipline. This is what is being done in the case of Gender Discipline.

## 7. CONCLUSIONS

Main conclusions are depicted below, taking into consideration the four groups in which the analysis has been based: Individuals (military and civilians), Member States, Training and Centres Institutions and finally CSDP Military Missions and Operations and CSDP Civilian Missions.

### **INDIVIDUALS**

- Pre Deployment Orientation Course on gender must be mandatory.
- Pre Deployment & In-Mission Specific Course has to be fit to host country OR region.
- Training has to incorporate cultural awareness and differences.
- Training has to be oriented to practical problem resolution.
- Case studies and role player must be a basic tool for training.
- Training has to fix on CSDP regulations on sexual exploitation and abuse.
- Training has to underline that Gender is about women, men and children.

### **MEMBER STATES**

- EU Gender Training is a priority and is necessary and urgent.
- Pre deployment training should allow military personnel be ready to be deployed.
- Digital and Standardized training materials could be produced to access online
- Gender Training must be tailored to Mission and Area of Operations to improve operational utility.
- GENAD,s and GFP,s should be appointed in all CSDP missions.
- It is necessary to reinforce that “gender” is not only a “women’s” issues.
- Lessons Learned processes must be launched by EU Authorities
- Gender training must be focused on the planning and conduct of military operations.

### **TRAINING INSTITUTIONS**

- International Multi experience training groups allow most effective training.
- Exchange of experiences of trainers/facilitators improve quality training.
- Apply Gender from Missions to National Defence could benefit National security.
- Re-Deploy EU GENAD in Non UE mission with the same role.

### **CSDP MISSIONS AND OPERATIONS**

- EU Gender Training must be Common, Standardized and Mandatory in all pre deployment trainings.
- Induction training must be more specific, tailored to the mission, efficient and practical.
- It is important to integrate gender perspective into all training, not only dedicated training on Gender Mainstreaming.
- EU has to promote a gender centre in each Member State.
- Member States must bear responsibility to do pre deployment training.
- Training of senior leadership must be prioritized if not Gender Mainstreaming could be seriously compromised.



## 8. PROPOSALS

In the Annexes G, H and I of this document can be found adapted curricula that may be followed by Member States Armed Forces during the Pre deployment (PDT) phase of a CSDP Mission or Operation. It could be also followed by the Units deployed on the ground, when a PDT could not be done, during the Induction Training or In-mission trainings once the elements are deployed.

It also could be followed to train personnel to be deployed in CSDP civilian missions.

## 9. ACKNOWLEDGEMENTS

The drafter of the discipline would like to thank the EU External Action Service Gender Stakeholders for the support given before, during and after the drafting of the Training Analysis Requirement.

Special thanks to Ms. Taina Jarvinen (EEAS - ISP), to Ms. Charlotte Isaksson (EEAS – SG.GENDER), to Ms. Daphne Lodder (EEAS - CPCC), to Ltc. Sterian Bumbaru and Maj. Daren Micallef (EUMS) and to Ms. Charlotta Ahlmark (ESDC). Without their guidance and support this report would have been more difficult to be drafted.

Thanks are also addressed to all Gender Advisors and Gender Focal Points from CSDP missions and operations, especially to Ms. Nikolina Marceta (EUFOR ALTHEA) and Ms. Stacy Ziebell (EUMM Georgia).

I also want to thank some Spanish Armed Forces Reservists to have helped me without conditions during their activity period. Captain Julia Llano, First Lieutenant Jorge Fernández and Second Lieutenants Javier de Carlos and Nicolás Martín.

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## ANNEX A

### QUESTIONNAIRE to be filled by EU Member States, Training Institutions & CSDP Missions/Operations Representatives

1.- Member State:	
2.- Institution:	
3. - Does your Country or Institution have a Training Centre /Platform to prepare personnel to be deployed in missions or operations?	
4. – If answer 3 is affirmative, is the Centre related to EU or international institutions or is it just for national purposes?	
5. – What is the name of the Training Centre?	
6. – Does the Centre provide any kind of gender training?	

If answer to 6 is affirmative:

6.1. - List/name the gender related training provided: <i>(Member States are kindly requested to attach a copy of the curricula)</i>	Training 1	Training 2	Training 3
6.2. - List how long each training last.	Training 1	Training 2	Training 3

If answer to 6 is negative:

6.3. - Which Centre is the provider of the gender training? Specify the titles or the subjects of the different Courses. <i>(If possible, attach a copy of the curricula)</i>	Training 1			Training 2			Training 3		
6.4. - Specify also the duration of the different trainings periods.	Months	Weeks	Days	Months	Weeks	Days	Months	Weeks	Days
7. Is the above mentioned gender training specifically focused in the pre-deployment phase of the operations?									
8. Is gender training part of the regular military training and education in your Country? Specify whether it is a course or just a module and the duration of the training									
9. If this kind of training is not provided, is your country planning to provide it in the future?									

10. – Given the EU policy framework explained in the introduction, could you suggest anything that could improve that policy?

11. - Which providers of gender training do you know?	
12. - Which of the providers answered in question 11 have a permanent relation with your Institution or Country?	

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13. - Does your Country send participants to those Centres? If not, do you plan to change that policy by sending participants in a short time period?		
14. - Do you have any feedback of the impact of the received gender training in the development of the mission?		
15. - Does your Country or Institution provide Gender Training to deployed personnel during the mission?	Y	N

If answer to 15 is affirmative:

15.1. - Please list/name the gender in-mission training provided, and also its duration:	Training 1	Training 2	Training 3						
	Weeks	Day s	Hours	Weeks	Day s	Hours	Weeks	Day s	Hours
16. - Do you have any suggestion about improvement of topics in the training? Add any suggestion or comment, they will help to establish a levelled, standardized and effective training in gender for all CSDP missions and operations.									

### **QUESTIONNAIRE to be filled by military or civilian personnel deployed in CSDP Missions/Operations**

1.- Nationality:					
2.- Gender:					
3.- Military Rank / Position:					
4.- Education level:	Primary	Secondary	University	Master or +	
5. – During your military education, have you ever been trained on Gender Mainstreaming? Was it a course or a module? How long did it take?					
6. - Have you ever been deployed in a NATO, CSDP, OSCE or UN mission or operation? List them					

If answer to 6 is affirmative:

6.1. - Have you received any training about <u>gender</u> before being deployed?	Y	N
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If answer to 6.1 is affirmative: (Questions 6.1.1 to 6.1.7. are **exclusively related to gender**)

6.1.1. - Where have you received the training? Is it a National or International Training?	
6.1.2 What was the title /subject of the training?	

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6.1.3. – What was the duration of the training? (Please specify: number of days, hours or minutes)	Day s	Hours	Minute s
--	----------	-------	-------------

In questions 6.1.4 to Rate 1-10, where 10 is fully agree and 1 fully disagree.

6.1.4. - The information received during the training was useful to be sufficiently prepared for the mission/ operation.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

6.1.5. - The quality and the length of the training were satisfactory.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

6.1.6. - Rate 1-10, where 10 is fully agree and 1 fully disagree.

The information received was relevant and useful for the accomplishment of the daily work.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

6.1.7. - Add any suggestion, comment about the training received (Anything missing? Anything that should be included for a more effective training? Anything that should be removed? ).
---

7. - Have you received any in-mission training about gender during the mission/operations you are taking part in or you have taken part in?	Y	N
---	---	---

If answer 7 is affirmative:

7.1. - Where have you received the training? (Detail every in-mission training if you have received more than one course)				
7.2. - What was the title / subject of the training?				
7.3. - What was the duration of the training? (Detail every in-mission training if you have received more than one course). Specify: number of days, hours or minutes)	<table border="1" style="width: 100%;"> <tr> <td>Days</td> <td>Hours</td> <td>Minutes</td> </tr> </table>	Days	Hours	Minutes
Days	Hours	Minutes		

In questions 7.4 to 7.6, Rate 1-10, where 10 is fully agree and 1 fully disagree.

7.4. - The information received during the in-mission training was useful to improve my efficiency in the daily work.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

7.5. - The quality and the length of the in-mission training were satisfactory.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

7.6. - The in-mission training is more efficient than the pre-deployment one, as I am more familiarized with the environment.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

8. - Rate 1-10, where 10 is fully agree and 1 is fully disagree.

It is very important to receive an accurate gender training to successfully accomplish the mission.

1	2	3	4	5	6	7	8	9	10	
9. - Do you know any providers of trainings on gender in operations?							Y	N		

If answer 9 is affirmative:

9.1. - Which ones? Please name institutions or organizations.	
---	--

10. - Rate 1-10 the following statements (1 is the lowest agreement while 10 is the maximum agreement)

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10.1 I have been trained and I understand the UNSCR 1325, about Women, Peace and Security and related resolutions.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

10.2 I have been trained and I understand the Generic Standards of Behaviour for CSDP mission and operations.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

10.3 I was familiar with the code of conduct of every mission I have been deployed in.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

10.4 I have been trained and I have a clear idea of EU policy and concepts such as sexual exploitation and abuse (SEA), child pornography, sexual contact with children and slave trafficking.

1	2	3	4	5	6	7	8	9	10

10.5 I have been trained and I know how to act if I know or I observe any type of sexual harassment.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

10.6 I have been trained and I know how to preserve evidences in case I witness any type of sexual attack.

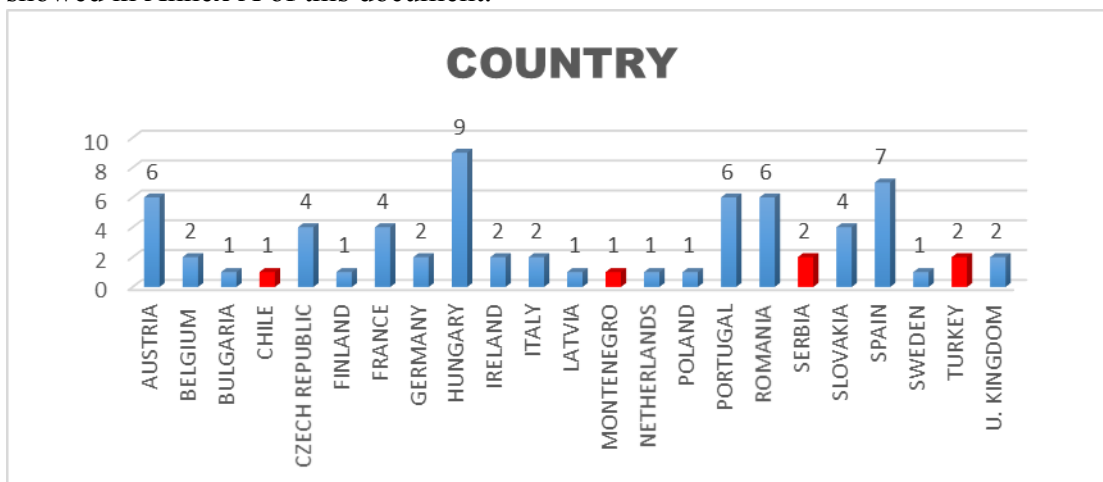
1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

11. - Do you have any suggestion about improvement of topics in the training? Add any suggestion or comment, they will help to establish a levelled, standardized and effective training in gender for all CSDP missions and operations.									
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## ANNEX B

### SURVEY FINDINGS FOR MILITARY STAFF

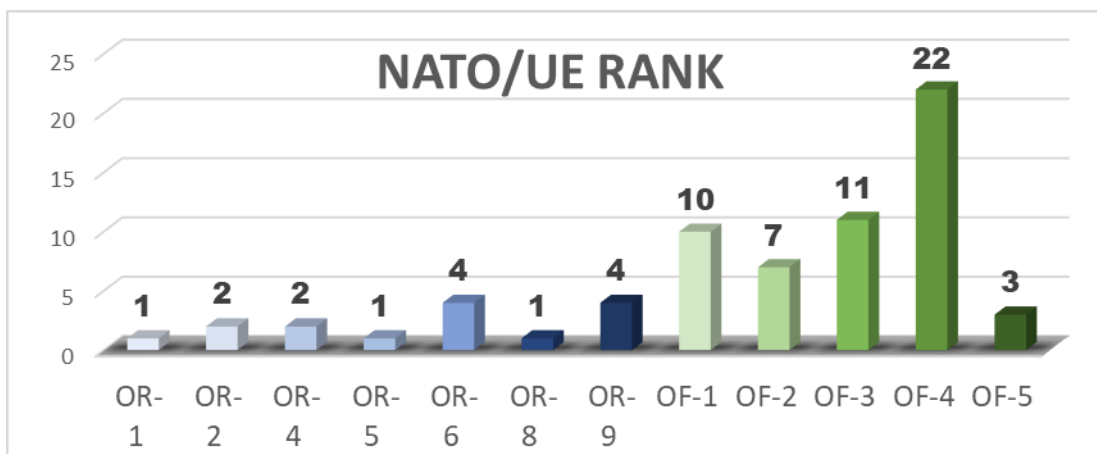
The graphics are related with the questions of the survey (QUESTIONNAIRE for Individuals) and showed in Annex A of this document.



Graphic C.01 (Annex A Question 1)

### NATIONALITY

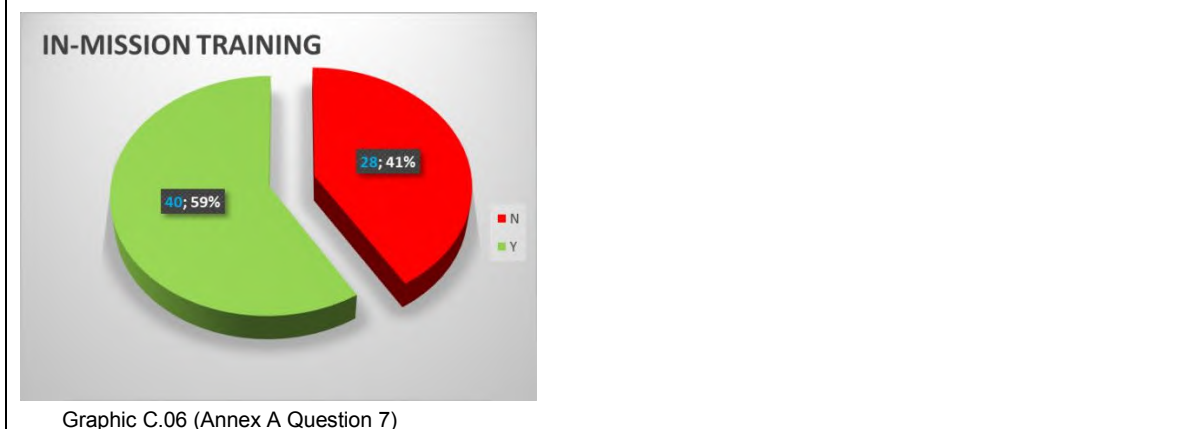
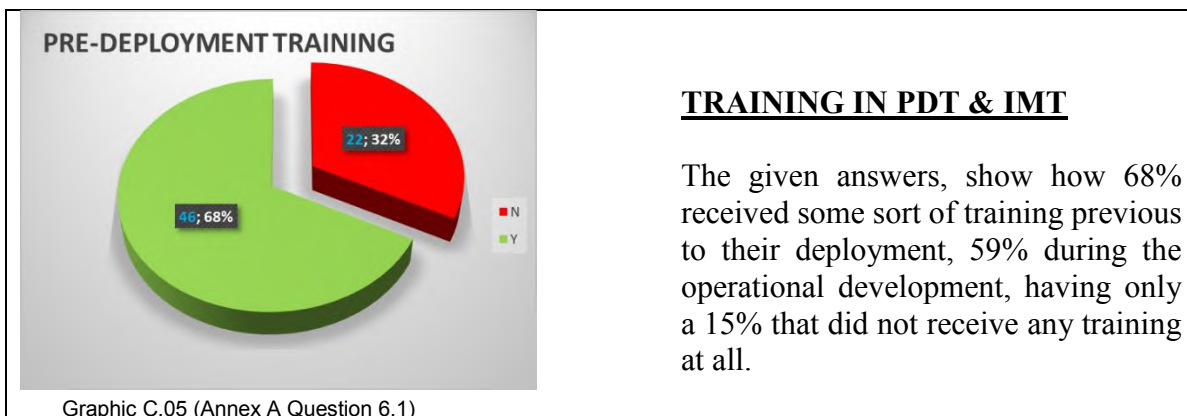
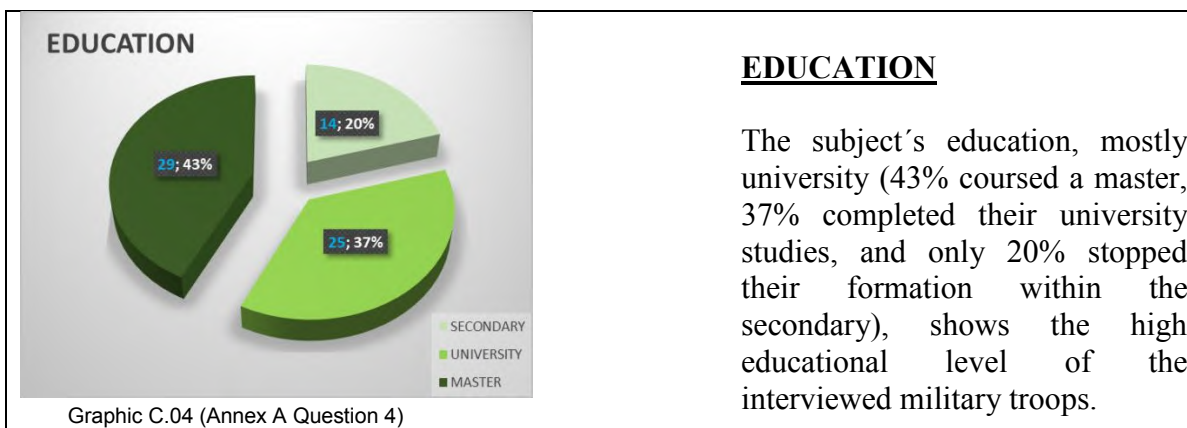
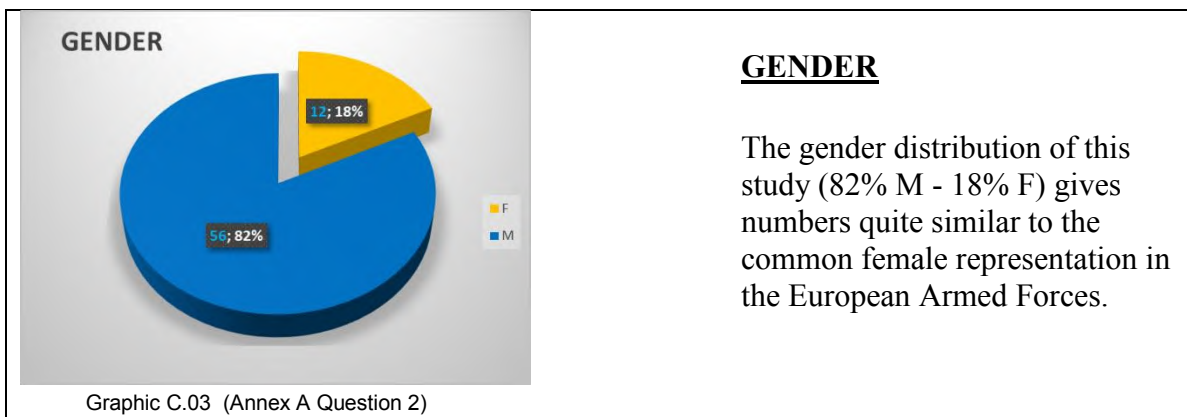
Graphic C.01 represents the interviewed military personnel per countries. In this survey 68 profiles from 23 countries have been analysed, and they may be considered an acceptable sample of the military of most of the European Union. Some personnel (red bars) do not belong to EU Member States Armed Forces, but were deployed in the field and have taken part in the survey.

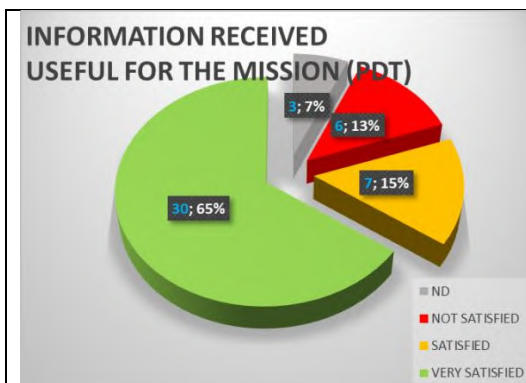


Graphic C.02 (Annex A Question 3)

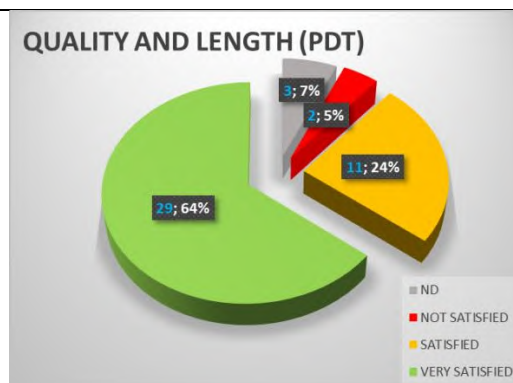
### MILITARY RANK

Graphic C.02 represents that personnel of 12 different military ranks, covering from OF-5 to OR-1 have participated in this study. Most of them are Officers and specially, OF-3 and OF-4, the most usual ranks in Multinational Headquarters.

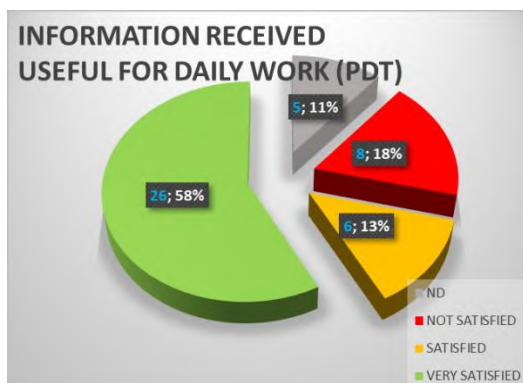




Graphic C.07 (Annex A Question 6.1.4)



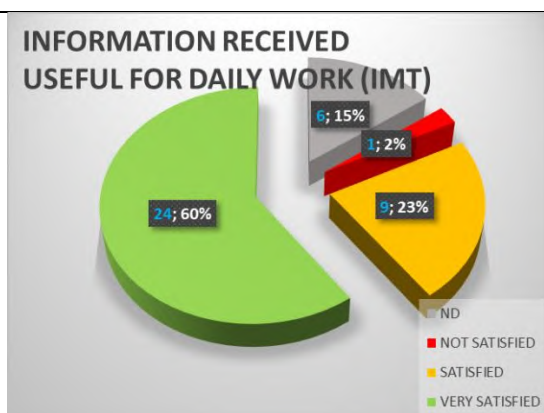
Graphic C.08 (Annex A Question 6.1.5)



Graphic C.09 (Annex A Question 6.1.6)

## PRE-DEPLOYMENT TRAINING

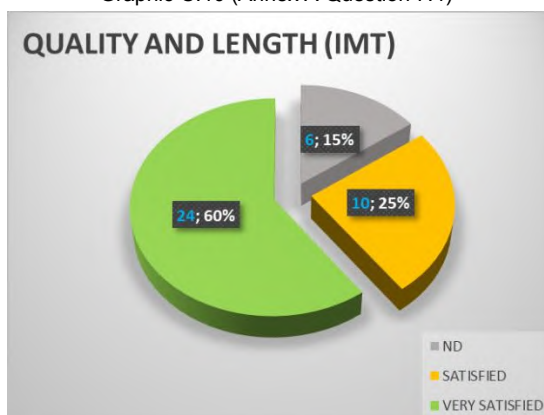
The received pre-deployment training was mainly satisfactory, not only on its length and quality (only 5% were not satisfied), but also found useful both for the mission (13% not satisfied, against 65% very satisfied) and the daily work (18% not satisfied vs 58% and 13% very satisfied, and satisfied respectively)



Graphic C.10 (Annex A Question 7.4)

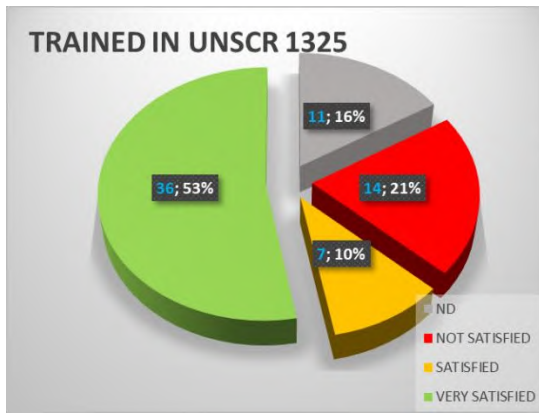
## IN-MISSION TRAINING

The in-mission training has also shown a good feedback among the troops, since numbers of those who have received it, show that the great majority were either satisfied or very satisfied (none of them were unsatisfied with the quality and length, and only 2% consider their formation for daily work not satisfactory).

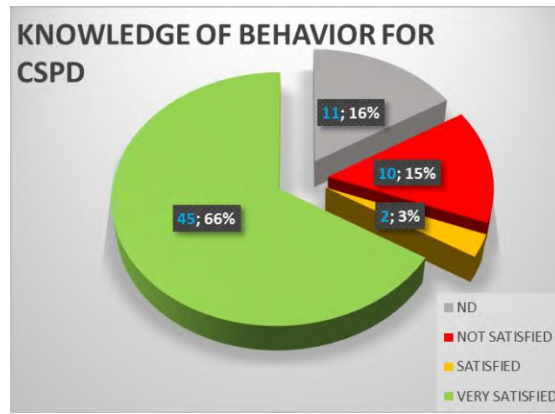


Graphic C.11 (Annex A Question 7.5)

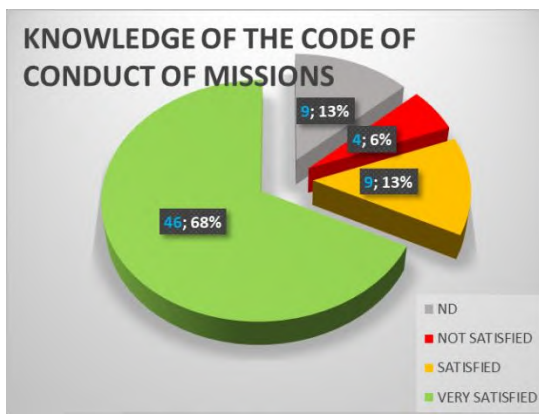




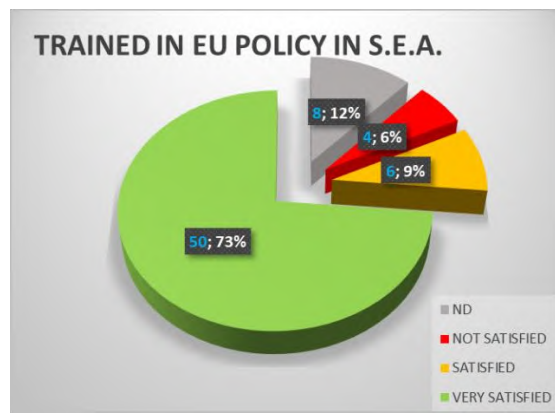
Graphic C.12 (Annex A Question 10.1)



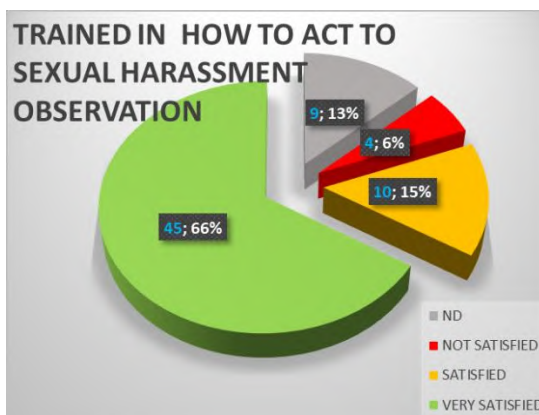
Graphic C.13 (Annex A Question 10.2)



Graphic C.14 (Annex A Question 10.3)



Graphic C.15 (Annex A Question 10.4)



Graphic C.16 (Annex A Question 10.5)



Graphic C.17 (Annex A Question 10.6)

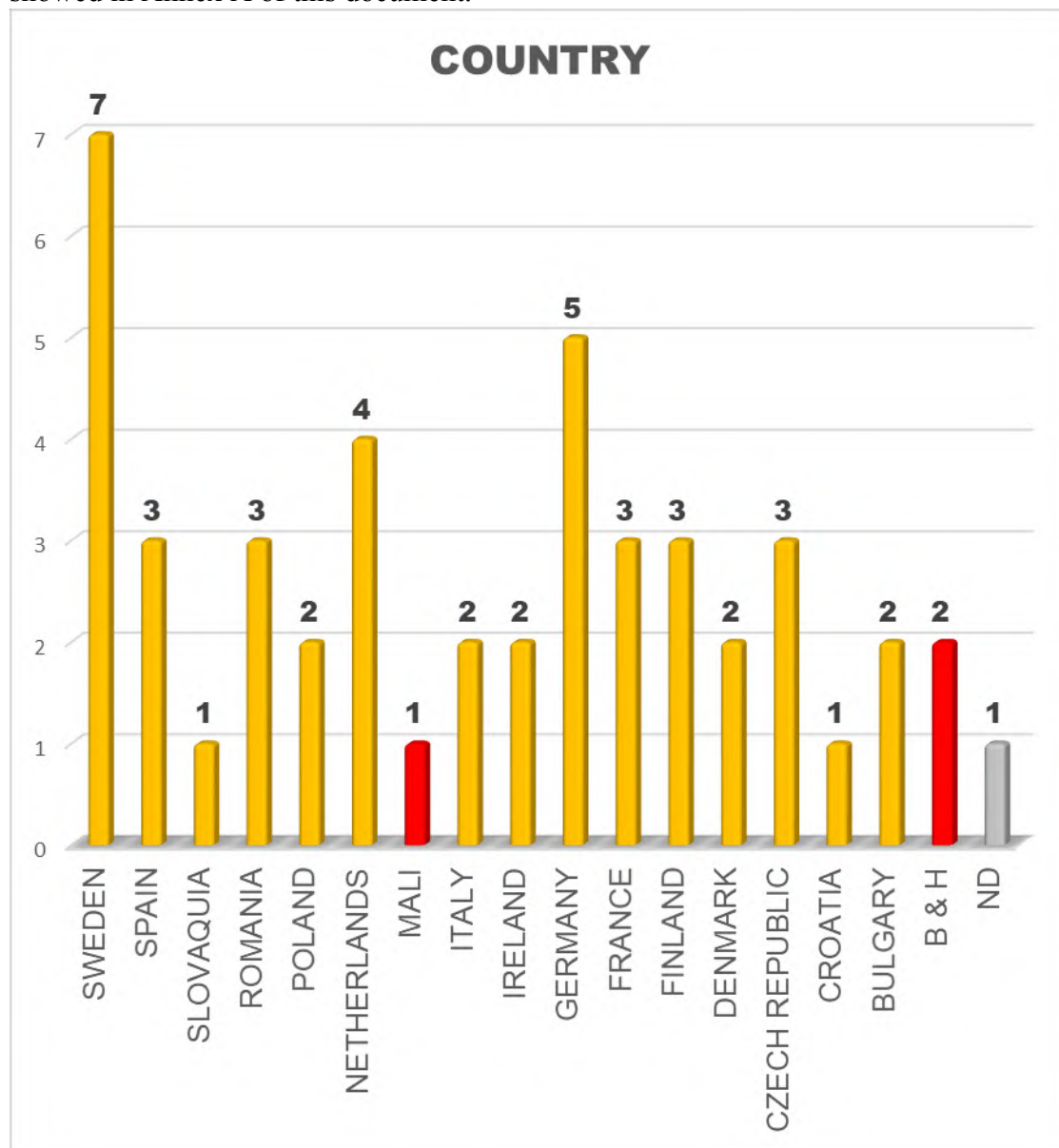
## OVERALL SATISFACTION

Their overall satisfaction with their knowledge of Gender Mainstreaming related to their work and development (UNSCR 1325, EU policy in S.E.A., code of conduct in missions, behaviour for CSPD...) is mainly very satisfactory, as shown by the figures, with the only exception of how to preserve evidence, something not very common in their daily routine, that needs to be improved, but even on this issue, only 19% were not satisfied.

ANNEX C

**SURVEY FINDINGS FOR CIVILIAN MISSIONS' STAFF**

The graphics are related with the questions of the survey (QUESTIONNAIRE for Individuals) and showed in Annex A of this document.

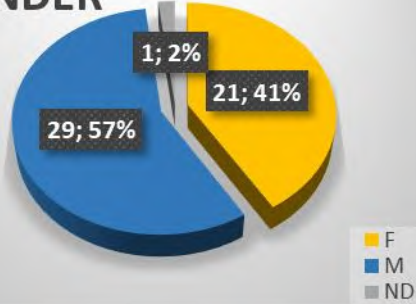


Graphic D.01 (Annex A Question 1)

**NATIONALITY**

In the case of civilian personnel, 51 profiles have been analysed, which is also a good representation, from 18 different countries, what gives us an acceptable reflex of available personnel from most of the European Union. Some personnel (red bars) do not belong to EU Member States, but were deployed in the field and have taken part in the survey.

**GENDER**

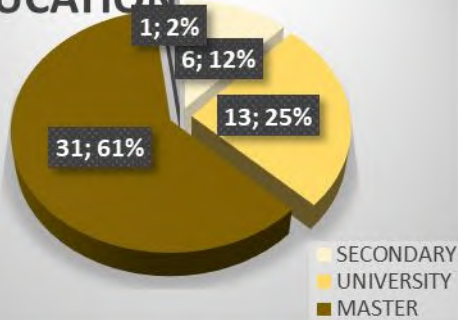


Graphic D.02 (Annex A Question 2)

**GENDER**

The gender distribution of this study (57% M - 41% F) gives numbers quite similar to the common female representation in the European Union civilian missions.

**EDUCATION**

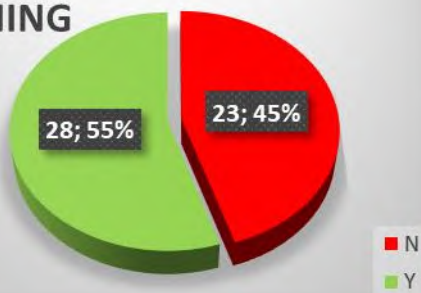


Graphic D.03 (Annex A Question 4)

**EDUCATION**

The subject's education, mostly university (61% coursed a master, 25% completed their university studies, and only 12% stopped their formation within the secondary), shows the high educational level of the interviewed personnel.

**PRE-DEPLOYMENT TRAINING**

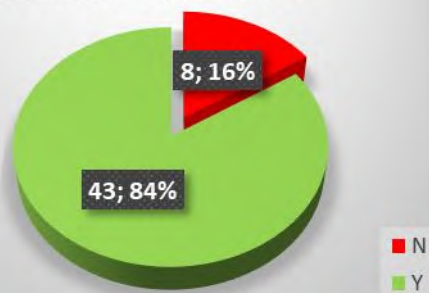


Graphic D.04 (Annex A Question 6.1)

**TRAINING**

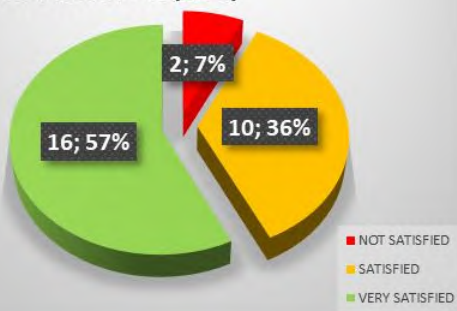
The given answers in the survey, show that previous to their deployment 55% of the personnel received some sort of training, 84% during the operational development, having only 4% that did not receive any training at all.

**IN-MISSION TRAINING**



Graphic D.05 (Annex A Question 7)

**INFORMATION RECEIVED USEFUL FOR THE MISSION (PDT)**

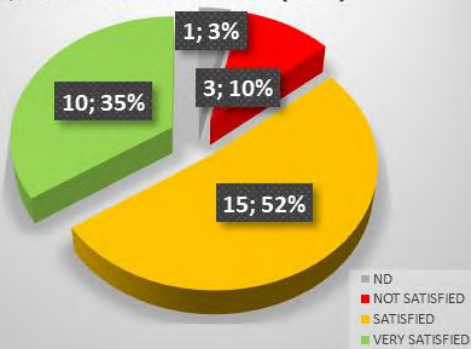


Graphic D.06 (Annex A Question 6.1.4)

**PRE-DEPLOYMENT TRAINING**

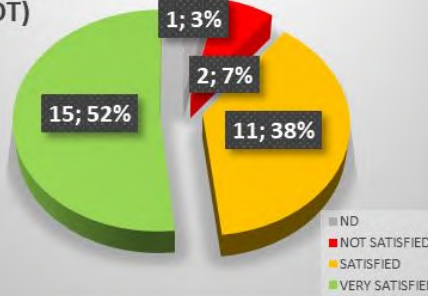
The received pre-deployment training was mainly satisfactory, not only on its length and quality (only 3% were not satisfied), but also found useful both for the mission (7% not satisfied, against 57% very satisfied) and the daily work (7% not satisfied Vs 52% and 38% very satisfied, and satisfied respectively).

**QUALITY AND LENGTH (PDT)**



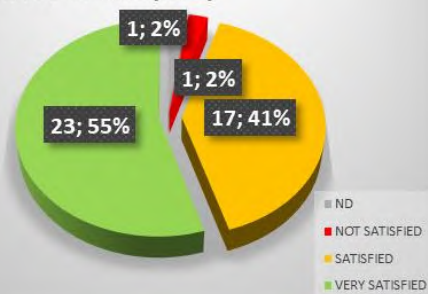
Graphic D.07 (Annex A Questions 6.1.5)

**INFORMATION RECEIVED USEFUL FOR DAILY WORK (PDT)**



Graphic D.08 (Annex A Question 6.1.6)

**INFORMATION RECEIVED USEFUL FOR DAILY WORK (IMT)**

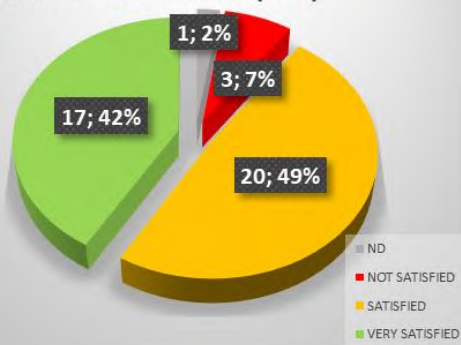


Graphic D.09 (Annex A Question 7.4)

**IN-MISSION TRAINING**

Also the in-mission training had good reception among the consulted individuals, since numbers of those who have received it, show that the great majority were either satisfied or very satisfied (7% of them were unsatisfied with the quality and length, and only 2% consider their formation for daily work not satisfactory).

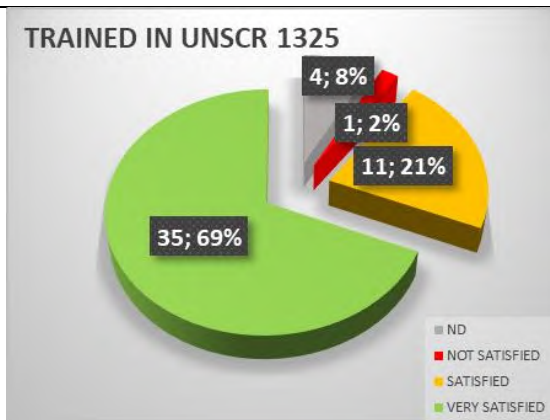
**QUALITY AND LENGTH (IMT)**



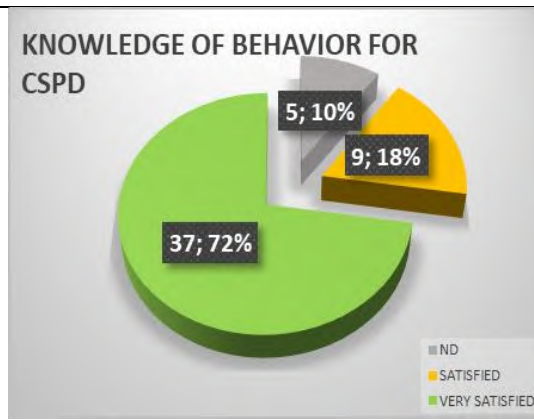
Graphic D.10 (Annex A Question 7.5)



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Graphic D.11 (Annex A Question 10.1)



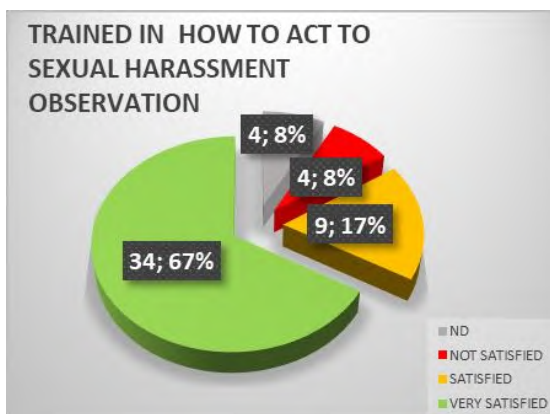
Graphic D.12 (Annex A Question 10.2)



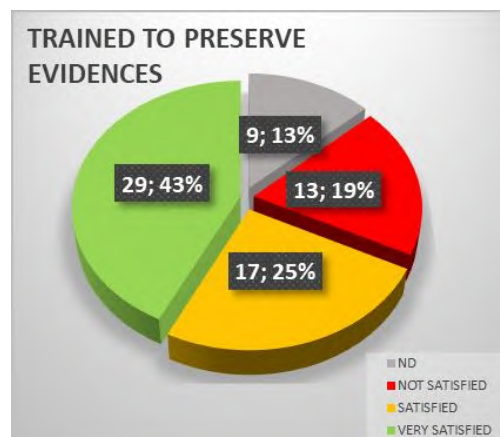
Graphic D.13 (Annex A Question 10.3)



Graphic D.14 (Annex A Question, 10.4)



Graphic D.15 (Annex A Question 10.5)



Graphic D.16 (Annex A Question 10.6)

## OVERALL SATISFACTION

Their overall satisfaction with their knowledge of Gender Mainstreaming related to their work and development (UNSCR 1325, EU policy in S.E.A., code of conduct in missions, behaviour for CSPD...) is mainly very satisfactory, as shown by the figures, with the only exception of how to preserve evidence, something not very common in their daily routine, that needs to be improved, but even on this issue, only as high as 27% were not satisfied.

### CURRENT SITUATION IN GENDER MILITARY TRAINING IN EU MEMBER STATES

Normally most of EU Member States (MS) Armed Forces train their personnel in Gender Mainstreaming during their educational stages. It is also very common to train their personnel in Gender topics during the basic training periods and also during the pre-deployment trainings prior to be assigned in UN, NATO or CSDP missions.

Following information is related to the Member States that have shared the requested information and have completed the questionnaires through their Military Representation.

Information about specific EU MS has been reported back in the questionnaires.

#### AUSTRIA

Austria has a Training Centre called Austrian Armed Forces International Centre (AUTINT). It is a national institution, providing a wide variety of mission-specific and pre-deployment training for national/international military personal, national/international police officers (in cooperation with the Austrian Ministry of the Interior), including UN and OSCE observers.

AUTINT provides gender training in close cooperation with other institutions for professional military education and training.

Gender training events are part of the regular military and civil training.

- As specialized training courses (e.g. general staff course, staff course, training of military-diplomatic staff, 2 days or 2-4 training units (depending on the target audience), or
- Modules in Advanced officer and NCO training courses (2 days).

Gender training is also an integrated part of pre-deployment training. For military personnel, pre-deployment training at AUTINT covers Code of Conduct (CoC), Child Protection, Human Trafficking (HT), Sexual Exploitation and Abuse (SEA), etc.

Specific gender training events ("*gender perspectives in military missions*") have been conducted since 2012. Since April 2018, AUTINT additionally offers an interdisciplinary "Protection of Civilians (PoC)-Course" for commanders at the tactical level.

In 2012 different Ministries of the Republic of Austria developed an interdisciplinary training program for Protection of Civilians in armed conflicts (PoC; operational level). This PoC-Course is conducted twice a year. Since 2012 about 181 (52 women) national and international personnel have graduated from this PoC-Course. Training contents for this, but also other courses focus on UNSCR 1325 "Women, Peace and Security (WPS)".

## **BELGIUM**

BEL Civil-Military Engagement Group (Ci-MEG) is the BEL Ops Gender Competence Centre. Ci-MEG provides a TWO-day Gender Focal Point (GFP) in operations course, open to international participation. The course covers, amongst others, Gender & International Humanitarian Law (IHL), experience briefs by BEL and international subject matter experts, CRSGBV & SEA and tools & methods to brief military commanders on gender related issues.

During pre-deployment trainings, Ci-MEG briefs detachments on gender in the operations area as part of a cultural awareness briefing.

Gender Training will start when joining the Armed Forces (all ranks) with a general gender Training and there will be additional and adapted mandatory Gender Trainings in order to be promoted.

It is also Belgium's intention to create an internal Defence Gender Network. The next step would also be to establish structural contacts with the different Gender competence centres and with their Military partners' GENADs.

Belgium claims that the different competent centres could develop specific Gender Trg materials for the different operational theatres allowing the Gender Trg to get more practical meat on the bone. It claims that for small countries like BEL is impossible to develop these Gender Trg Exercises packages.

## **BULGARIA**

Bulgaria has an International Centre called Crisis Management and Disaster Response (CMDR) Centre located in Sofia. CMDR provides courses and implements WPS international agenda in all of them. In addition a new Gender Focal Point course is established for strategic and operational level of knowledge (LoK). Additionally, there are several trainings provided on a national level.

The gender perspective, including the topic of sexual harassment, is part of educational programs or modules in higher military academies and colleges. This issue is part of the pre-deployment preparation for missions and operations. It is also a part in the educational programmes for the initial military training in the military units.

The Bulgarian MoD will implement the new EU Strategic documents on WPS very soon. Bulgaria uses to send MoD personnel to the International courses provided or certified by the European Security and Defence College.

## **CROATIA**

Croatia has a Training Centre called International Military Operations Centre (IMOC) located in Rakište. It does not provide generic gender training although gender related topics have been incorporated in various training activities.

Courses such as UN and NATO Staff Courses, UN Protection of Civilian, Liaison and Monitoring Teams Pre-deployment, etc. include learning objectives related to Gender Mainstreaming, Protection of children, Sexual Abuse and Exploitation, Conflict related Sexual and Gender-Base Violence.

NCGM ADL 169 "Improving Operational Effectiveness by Integrating a Gender Perspective" is mandatory for participation in operations and missions. From the perspective of Croatian Armed Forces, the pre-deployment gender training has a high impact on the mission planning process. Croatia doesn't provide gender training to deployed personnel during the mission.

Croatia suggests the development of specialised training modules to contribute to higher effectiveness and interoperability to personnel, both in their postings in missions and operations abroad as well as in their national Units. Croatia suggests to develop a set of standardised training materials which could be digitally distributed to member states.

## CZECH REPUBLIC

Czech Republic has a Training Centre called Foreign Operation Pre-deployment Training Centre into Military Academy (TCMA) based in Vyskov. It provides a specific module training lasting four hours. It organizes pre-deployment courses for Czech, allied and PfP soldiers and civilians who are to be deployed to serve on foreign missions and operations.

The Training Command - Military Academy is responsible for modernisation, upgrading and development of training facilities within Czech Military Training Areas and helps develop and equip training grounds and areas of military units.

The TCMA also provides a four hours module on gender training as a part of the regular military training. Czech Republic Armed Forces planned to send GENADS to receive training into NORDEFECO during 2018, but it wasn't possible.

## FINLAND

Finland is very much concerned with Gender aspects of operations. It has a training centre called the Finnish International Centre (FINCENT). The Centre is specialised on training of military observers.

Finland is also member of Nordic Centre for Gender in Military operations (NCGM) situated in Sweden and has permanently assigned one Officer in that organisation. NCGM is specialized on gender training for all crisis management personnel.

During the pre-deployment training (PDT) phase, everyone is taught the basics on UNSCR 1325, International Law, International Humanitarian Law, Human Rights obligations, local conditions in the area of operation and about the local customs and practices. The PDT is done in the Pori Brigade. Troops Commanders, leaders or SME,s receive additional training on the gender perspective in FINCENT (1 day) or in NCGM (3 days).

The National Defence University lectures on UNSCR 1325 training and education for all undergraduate and graduate officer students and continuing education for higher officers. This last part is under development. Training modules are not finalised yet.

Finland's point of view is that training and education of personnel is needed. The number of soldiers who deeply understand the idea of gender and WPS perspectives is still low.



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## FRANCE

France has only two Training Centres for National purposes. The CPOIA (*Commandement pour les opérations interarmées*, Joint Operations Command) and the EMSOME (*État-major spécialisé pour l'outre-mer et l'étranger*). Both of them conduct training sessions for PDT for military operations. They do not provide specific gender training but all personnel is trained in the prevention of Sexual Exploitation and Abuse (SEA).

The Centre that provides gender training is the Department of Legal Affairs. The main aim is to train the trainers on SEA prevention. Gender training is part of the Legal Advisors' (LEGAD) training. Several modules are taught during different training sessions.

France is committed to enhance the gender training in accordance with FR national action plan and especially since the adoption of the NATO guidelines on the prevention and response to crisis related sexual and gender-based violence.

France has links with the International Institute of Humanitarian Law (IIHL) in San Remo, Italy, where gender mainstreaming is trained.

## GERMANY

Germany has some Training Centres but only for National purposes. The German Armed Forces United Nations Training Centre (DEU UN Trg Centre) and the Leadership Development and Civic Education Centre, used for different trainings as well as for Mission Rehearsal Trainings (MRT). The first of them frequently exchanges training instructors with United Nations Training Centres of other nations.

They deliver different gender training with the following duration:

- Training in Women, Peace and Security for Peacekeeping personnel. (60 min.)
- Educational endowment for Islamic shaped cultures/Information for women. (60 min.)
- Training board cultural conceive for troops multipliers. (150 min.)

There is as well a one hour module in the military basic training in the German Army.

## GREECE

Greece has two Training Centres but only for National purposes. The Multinational Peace Support Operations Training Centre (MPSOTC) and the NATO Maritime Interdiction Operations Training Centre (NMIOTC).

Both Centres provide Gender training. The MPSOTC offers Gender awareness and the NMIOTC provides Gender perspective in Maritime Operations. Training modules range from one to two hours. Both training centres provide also in mission training for the deployed personnel.

Greek Armed Forces also incorporates Gender training within National Service military training.

## IRELAND

Ireland has a training centre called United Nations Training School Ireland for national and international purposes. The School works as part of the NATO Training Group to develop PSO training materials. It is in the process of seeking UN accreditation for its current offered international courses and welcomes international military and civilian students to its international courses.

Irish Armed Forces deliver different gender training with the following duration:

- PDT briefings for personnel serving on peace support operations. Different lectures with a total duration of six hours.
- The Gender Perspective is seen as a crosscutting issue and is taught on the below mentioned international courses, with a total duration of four hours;
  - Protection of Civilians
  - Civil Military Relations
  - Human Rights
- The Gender Perspective is taught on career courses for Officers and NCOs as part of a PSO block of instruction. They dedicate a total of two hours.

Gender is also part of the regular military education. Gender modules are included in all induction and career course syllabi for all ranks within the Defence Forces. This is lecture/syndicate work based and of one (1) hour duration.

Gender Focal Point Training is provided at all levels of the organisation to include pre-deployment training. This training consists of a one (1) day training course of seven (7) hours duration – 9 x 45 minute training periods focusing on the following – An introduction to gender, 1325, CRSGBV, Defence Forces Action Plan and roles of a gender focal point.

Irish AAFF usually send military personnel to International courses abroad. They also have experienced and lessons learned have been taken from their PSO deployments. Once troops are deployed, they use to receive induction training from the Gender Focal Point of the mission.

## ITALY

Italian AAFF does not have a specific training Centre. All Personnel who has to be deployed, receives specific training, by their Commands/units, tailored for the theatre of operation. It is based on joint guidelines and directives of the armed forces that provide troops.

Gender awareness training is part of basic and the further military training at all levels and ranks and is delivered both by male and female personnel. Advanced gender awareness training is also included into leadership training. Before and during deployment, specific training is delivered to all military personnel.

Various initiatives (like brief seminary and some courses) are taken in order to prompt all personnel to respect the core values of equal opportunities and gender equality, as fundamental part of interpersonal relationships, based on respect for differences.

Furthermore, there are 2 specific courses (one of three weeks for Officers and one of two weeks for NCOs) aimed to enable personnel as Commanders' advisor on gender equality inside the Italian Armed Forces and on gender perspective implementation in operations.

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Regarding International courses, all military personnel is encouraged to attend NCGM ADL courses. Italian AAFF, sends often Officers to CSDP and NCGM courses to update them in this discipline.

### **LITHUANIA**

Lithuanian Armed Forces has a training Centre for national purposes. It is called General Adolfas Ramanauskas Combat Training Centre. It provides pre-deployment training which includes training on Gender in Military Operations. The lectures explain gender definition, gender roles in different cultures, importance of gender mainstreaming, key players and key documents, with a duration of one hour.

Regarding military education, Gender awareness training is included into cadets training programs at General Jonas Žemaitis Military Academy of Lithuania, which usually sends one student per year to the NCGM.

### **LUXEMBOURG**

Luxembourg Army has a training Centre only for national purposes. All military personnel receive a gender awareness training during their military education.

### **THE NETHERLANDS**

The Netherlands AAFF has a training Centre called the Peace Operations School. All military personnel prior to be deployed follow a mandatory pre deployment course. It includes a gender session (1 hour). The Centre is mainly for national purposes, but sometimes it also provides courses for NATO e.g. Military Observers course.

The Netherlands also has a bilateral initiative with Spain. The ESDC Spanish/Dutch Gender Course "A comprehensive approach to Gender in Operations". This initiative provides four courses per year, two in Europe and two in Africa.

For the first time in August 2018, the Dutch AAFF has organised a Gender Train-the – Trainer Course, co-organized with the NCGM. The training has an 8 days duration. Recently they have started a project with the aim to include gender in all the courses and training in their Armed Forces. From the questionnaire, it can be extracted that the training should be practical and that the instructors need to be gender advisers with mission experience.

### **POLAND**

The Polish AAFF has a training Centre called the Military Training Centre for Foreign Operations. It is used for National and international purposes.

They include a one hour duration gender training in the different courses they provide. The subject is: Directives and UN Security Council Resolution no. 1325 (2000) and other law regulations concerning gender. They also include one hour training for soldiers and civilian employees during the military education.

Polish AAFF usually send participants to the Baden-Wuerttemberg State Police College.

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## PORTUGAL

The Portuguese AAFF does not have a joint training centre, each branch has its own dedicated training facility. The training provided to the personnel being deployed, according to the branches, are as follows:

- Navy: Marine Corps School and School of Naval Technologies
- Army: Different entities
- Air Force: Air Force Training of Survival Centre

They deliver the following courses:

- Navy
  - Gender training lectures conducted during all NCO Initial Training Course (1 day)
  - Gender training lectures conducted during all NCO Training for Promotion to Chief Petty Officer (1 day)
- Army
  - Gender training module (2 lectures) addresses generic definitions, framework, gender perspective at a tactical level; and the integration of gender perspective into planning and execution of operations (Staff Officers – 2 hours)
- Air Force
  - Gender Perspective Module integrated in the Military Sociology subject delivered to all Air Force Academy students- 8 hours
  - Gender Perspective Lecture to all Lieutenants attending the Captain Promotion Course – 2 hours
  - Gender Perspective Lecture to all Master Sergeants attending the Senior Master Sergeant Promotion Course – 2 hours

As showed in the precedent paragraph and even though some training is already being conducted in the three branches, there are some on-going tasks in order to address this matter in a more adequate fashion through the design of course syllabus.

Portuguese AAFF, usually send military personnel from the three branches to different gender courses outside and inside Portugal. They believe that in order to be able to address the gender matter adequately, and integrate the Gender perspective in every level, all CSDP military missions and operations should have military gender advisors (GENAD) and designated gender focal points (GFP).

They also state that the training must be focused on how military personnel can integrate gender in their tasks and on why they should do it and that the training should be mandatory in pre-deployment phase and during the mission or operation.

## SLOVAKIA

The Slovak AAFF has a training centre called Peace Support Operations Training Unit (PSO TU), only for national purposes.

The Centre provides Gender Mainstreaming training consisting of a lecture of 45 minutes as part of each PDT. Lectures trains:

- Basic terms
- Impact of conflict on women and men
- Gender perspective in operations
- Standards of behaviour during deployment in operations

## SPAIN

The Spanish AAFP has a training centre called ARMY INTERNATIONAL COMMISSIONS TRAINING CENTRE (SEFORCI). It is foreseen to train individuals to be deployed in International HQ,s and it is only for national purposes. During the PDT, the Combat and Support Units are trained in their respective facilities, compounds and exercises training areas.

Spanish Armed Forces deliver different gender training with the following duration:

- Personal Management in Operations. There is a specific part related to gender mainstreaming. 15 minutes
- Protocol against sexual harassment. 50 minutes
- Trafficking in human beings. 30 minutes. It includes formation provided by National Police and Red Cross
- Perspective of gender and psychological preparation for the mission. 30 minutes.
- Trafficking in human beings for the purpose of sexual exploitation. 30 minutes.

Spanish Armed Forces includes regular gender training during the education phase:

- OFFICERS EDUCATION: There are several lectures in the subject: “Basic Military Education” related to good manners and social behaviour that include gender mainstreaming.
- NON-COMMISSIONED OFFICERS EDUCATION: There is a subject “Equality and gender policies” with several lectures. The objective is to provide knowledge about legal norms related to gender equality in the Armed Forces.
- Spanish AAFP usually send Officers and NCO,s to different International Gender training providers.

There are several initiatives and support related to gender mainstreaming during the education.

- There are subjects in the education plans that can be learned “on-line”, whether total or partial by pregnant students or with dependent children.
- All the education activities are strictly organized under the principles of equality and opportunity; to accomplish the regulations: article 6.1 of the Military Career Law 39/2007 and the Law 3/2007 for the effective equality of men and women.
- The only differences between men and women are due to the application of different regulations to promote gender equality. The physical tests are different (Presidency Order 2784/2007) both to access and during the military education.
- There are also some special measures to protect maternity during education (RD 293/2009, art 3.1) in order to avoid inequality during the courses.

Spanish AAFP also organizes a week duration course under the direction of the Doctrine and Training Army Command (MADOC) called “Gender Advisor for Operations”. Individuals from the different branches and also Police Forces take part in this course previously to be deployed as GENAD in UN, NATO, UE missions or operations.

As stated in a previous paragraph, MoD of Spain together with the MoFA, has a bilateral initiative with the Netherlands. The ESDC Spanish/Dutch Gender Course. A comprehensive approach to Gender in Operations. This initiative provides four courses per year, two in Europe and two in Africa.

Last but not least, MoD of Spain is Discipline Leader in Gender in the Military training for CSDP missions and operations.

## SWEDEN

The Swedish AAFB has several training centres as shown below:

- Nordic Centre for Gender in Military Operations (NCGM-international and national).
- Swedish Armed Forces International Centre (SWEDINT)
- Lifeguard Regiment – International education department (IntUtbe- national)
- The Military Academy Karlberg (MHS K)
- The Military Academy Halmstad, MHS H (Operation Unifier).

The NCGM organises several training as shown below:

- Gender Advisor Training of gender perspective in military planning process. 3 weeks
- Gender Training of Trainers. 2 weeks
- Gender Focal Point (Nordic). 3 days
- Key Leader Seminar. 2 days
- Commanding Officer Seminar. 3 days
- Gender Focal Point: 3 days

The MHS K organises two training as shown below:

- Gender Mainstreaming. 2 days
- Gender Coach Program.

Related to military education, the Swedish AAFB, is organised as written below:

- The Military Academies (NCO cadets and OF Cadets), and higher officers courses at the National Defence University, have modules in different parts of the leadership training, and training in Law of Armed Conflicts where UNSCR 1325 and related UNSCR are processed as part of their education.
- Basic knowledge about UNSCR 1325 and the gender perspectives is a part of the handbook for Swedish soldiers in their mandatory reading as conscripts.
- IntUtbe have pre-deployment modules supported by NCGM, minimum 2 hrs (However, larger contingents has up to one day).
- NCGM's courses are for specialized positions in missions.

As for its foreseeable future, The Swedish Armed Forces is currently strengthening its national capability in operationalization of WPS in training, exercise, and national operations, adopting gender mainstreaming, in accordance with the National Action Plan, and other applicable national judicial frameworks. First milestone will be met in year 2020, during the Total Defence exercise.

## UNITED KINGDOM

The British AAF the training is provided by the Stability Unit (SU) which is a cross-governmental unit. Within the SU there is a Lessons Learned Team. The Team provides the training for their seconded staff. It is just for National Purposes.

The centre provides a training called HMG Gender, Conflict and Stability (GCS), with a two days duration. The course is offered four times a year and is always full with attendees. Participants on the course provide verbal and written feedback during the course. Post-course (3 to 6 months) the participants provide reflections on the extent to which the course helped them to deliver their work objectives more effectively.

The Stabilisation Unit covers the cost of flights for seconded staff who attend the course during their employment in the mission/operation.

They believe that EU's gender policy framework will benefit from implementing any lessons from Lessons Learned processes for example, the 2017 Baseline Study and the 2018 First Progress report's recommendations. For instance, providing gender training for all CSDP staff and requiring it to be mandatory for all CSDP managers, encouraging and incorporating gender advisors into the CPCC and EUMS. These progress reports should be updated bi-annually to maintain momentum and foster change.

UK considers crucial to adapt and update the training regularly in order to reflect new information and ideas. For example, ensuring there is an appropriate feedback mechanism for participants to assess the effectiveness of the training. Additionally, undertaking regular 'lessons learned' exercises and subsequently acting upon the recommendations from these exercises.

It is important for the training to incorporate material on the role of masculinity in order to highlight that understanding the role of gender does not mean focusing exclusively on women.

The training could also benefit from incorporating an intersectional approach to gender. This would mean addressing how interconnecting systems of power can affect our understanding of gender, for example the intersection between gender and race.

### TRAINING INSTITUTIONS AND EDUCATION POSSIBILITIES

There are several Training Institutions that teach Gender Mainstreaming. Among the best known are:

- Nordic Centre for Gender in the Military (NCGM). It is a Training Institution located near Stockholm and integrated in the Swedish Armed Forces International Centre (SWEDINT). Its staff is of various nationalities. It is related to the Nordic Defence Cooperation (NORDEFECO). It offers the following courses:
  - Gender Advisor Course (3 weeks)
  - Gender Training of Trainers Course (9 days)
  - Gender Key Leader Seminar on Gender (3 days)
  - Commanding Officers Seminar on Gender (3 days)
  - Nordic Gender Focal Point Course (2 days)
- The Nordic Centre offers also some on line courses, that can be requested, and shown below:
  - Gender Perspective
  - Gender Focal Point
  - Improving Operational Effectiveness by Integrating Gender Perspective.
- Folke Bernadotte Academy (FBA). It is Swedish government agency with the overall objective to contribute to lasting peace and development. FBA provides gender training for pre-deployment purposes, but most of its gender training is not related to immediate deployment, but targeting organizational development for gender mainstreaming. It offers the following courses:
  - Gender Adviser Course (1 week)
  - Integrating a gender perspective in CSDP (3 days)
  - Gender sessions for pre-deployment training for civilian experts (2 hours)
  - Gender mainstreaming training for Gender Focal points, both at FBA and in CSDP-missions (2-3 days)
  - Gender mainstreaming training for CSDP management. (1-2 days)
- Baden-Wuerttemberg State Police College. It is a German Institution located in Böblingen. It offers the following courses:
  - Women, Peace and Security (5 days)
  - Investigating and Preventing Sexual and Gender Based Violence in Conflict Environments (10 days)
  - Inclusive Mediation in Peace Operations (5 days)
- Bilateral Spanish Dutch Initiative (BSDI). It is a Spanish and Dutch cooperation that offers two courses per year. One in Madrid (ESP) and the second in Delft (NDL). Additionally this BSD initiative organises two more courses yearly in Kenia mainly focused to African personnel, although staff of EU Member States have taken part occasionally.
  - Comprehensive approach on Gender in Operations (5 days)



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- The Geneva Centre for Security Sector Governance (DCAF). This Centre is dedicated to making states and people safer through more effective and accountable security and justice. Since 2000, DCAF has facilitated, driven and shaped Security Sector Reform (SSR) policy and programming around the world.

Apart of the courses and collaborations all over the world, DCAF Web Site offers different e-learning courses, such as:

- Police Integrity
  - Policing and Police Reform in Complex Environments
  - Fundamentals of Strategic Advising in Reform Environment
  - Introduction to Security Sector Reform
- 
- Austrian Study Centre for Peace and Conflict Resolution (ASPR). ASPR is located in Castle of Schlaining, Austria. Austria has committed itself to particularly supporting the implementation of Protection of Civilians in Armed Conflict agendas and mandates and the ASPR has been a key partner in these efforts. It organises the Protection of Civilians in Armed Conflict Course (6 days), certified by the ESDC. Additionally ASPR organises as well the following courses:
    - ENTRi Security Sector Reform course (Europe's New Training Initiative for Civilian Crisis Management). (4 days)
    - IPT Core Course for Peacebuilders. (13 days)
    - ESDC Core Course on Security Sector Reform. (9 days)
    - ESDC Course on Recovery and Stabilisation Strategies. (6 days)
- 
- The International University Centre for Peace Missions of Helsinki España. It offers training in subjects such as Conflict prevention and Peace Building. Addresses gender mainstreaming in a cross cutting way in all its training. It is focused mainly in civilian staff to be deployed on the field. Train on courses such as:
    - Rapid Expert Assistance Teams for Conflict Prevention, Crisis Management and Post Conflict Rehabilitation REACT (5 weeks)
    - International Terrorism (5 days)
- 
- Crisis Management and Disaster Response Centre. (CMDR) Sofia, Bulgaria. It offers training in subjects such regarding Crisis Management, Crisis Response, Disaster Management, among other topics. Concerning Gender, CMDR offers twice a year the following course:
    - Gender Focal Point Course (5 days)
    - CMDR also offers Gender modules / lectures within all CMDR courses, as follows:
    - Crisis Management and Disaster Response Exercise Planners Training Course
    - Strategic Decision Making for Crisis Response Operations Course
    - Resilience Through Civil Preparedness Course (Pilot)
    - Crisis Management and Disaster Response Course
    - Crisis Response Operations Planners Professional Development Course
    - Disaster Management Course

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- European Security and Defence College

After the adoption of the new "EU Policy on Training for CSDP" in April 2017, the European Security and Defence College (ESDC) organizes different pre deployment trainings. For this purpose ESDC, together with its partner institutions, organizes Pre-Deployment Training for CSDP missions and operations on a regular basis. This course is aimed at seconded and contracted personnel, already selected to be shortly deployed to the field. Courses information may be requested to the email address:

[secretariat-esdc@eeas.europa.eu](mailto:secretariat-esdc@eeas.europa.eu)

### Other Training Centres extracted from Surveys

- Austrian Armed Forces International Centre (AUTINT). Vienna, Austria
- International Military Operations Centre (IMOC). Rakitje. Croatia
- International Institute of Humanitarian Law (IIHL). San Remo, Italy.
- Peace Keeping Operational Training Centre at the Australian Defence Force Academy, (POTC ADF). Canberra, Australia.
- Multinational Peace Support Operations Training Centre (MPSOTC), Kilkis, Greece.

There are other International Training Centres offering Gender training but they are not reflected in this analysis. EU and EUMTG strongly support the well-known principles of transparency and inclusiveness. Consequently, any training opportunities that are not open to all EU MS and EEAS bodies, cannot be considered as EU training opportunities and are not included in this Training Requirement Analysis.

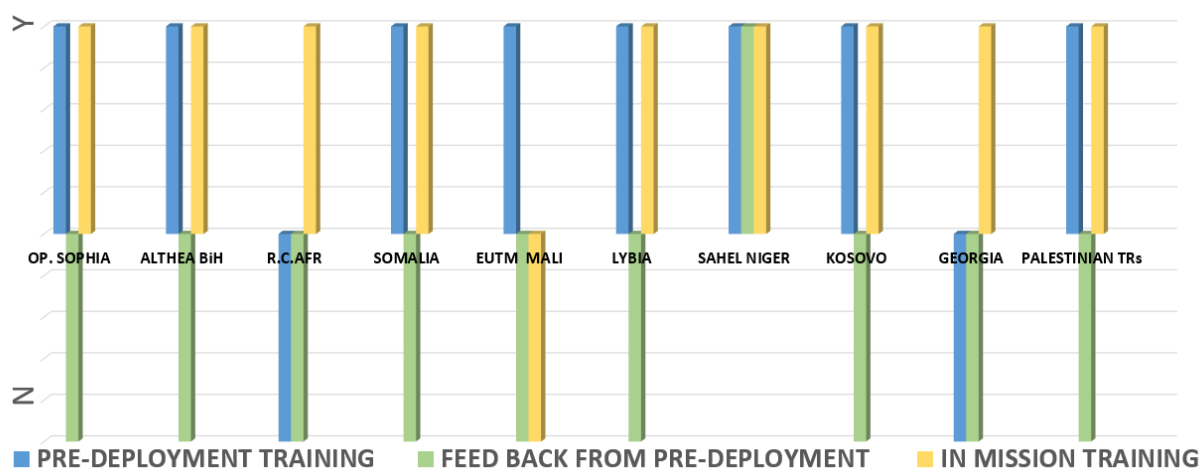
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## ANNEX F

### SURVEY FINDINGS FOR CSDP MISSIONS AND OPERATIONS

Ten mission representatives from the sixteen active missions have replied to the questionnaire. Find below a summary table with the missions which feedback was received.

Military						Civilians		
Operations			Missions			Missions		
	Yes	No		Yes	No		Yes	No
EUFOR ALTHEA	X		EUTM RCA	X		EUBAM Libya	X	
EUNAVFOR Sophia	X		EUTM Mali	X		EUCAP Sahel Niger	X	
EUNAVFOR Atalanta		X	EUTM Somalia	X		EULEX Kosovo	X	
						EUMM Georgia	X	
						EUPOL COPPS PT	X	
						EUAM Ukraine		X
						EUCAP Sahel Mali		X
						EUCAP Somalia		X
						EUAM Iraq		X
						EUBAM Rafah		X



This graphic shows an extracted summary from the CSDP civilian missions that have replied to the Questionnaire. The marked answers are simply yes or no. Blue bars show whether PDT has been received by the majority of the staff. Yellow ones show the same information regarding the in mission training. PDT lasts normally from one hour to three days training. Green bars express that the Gender Advisor or whoever has filled the questionnaire, has had feedback from most of the staff.

### Gender Extended Curriculum with Thematic and Performance/Learning Objectives

This curriculum is oriented to Gender Advisors and Gender Focal Points. It is likely recommended that Staff Officers, Planners and, in summary, all the deployed staff directly related to gender mainstreaming or decision makers follow this training. The main aim of the training is to provide knowledge to incorporate the gender perspective in all the phases of an operation, from the planning to the conduction and the evaluation. Some chapters can be removed or modified according to the needs or the available time.

The duration of the training could be among three and five days, according if point 10 of this proposed curricula (Exercises based on real cases) is included in the delivery or not.

The training should be done during the pre-deployment phase. The target audience has to deploy being gender sensitive and for that, the best option is to do it before to be deployed.

#### 1. Introduction to Key Gender Concepts.

1.1. - Introduction to Gender Perspective. Differentiation between sex and gender

1.2. - Gender equality, roles, norms and stereotypes. Gender statistics and indicators.

1.3. - Conceptual framework. Agenda Women, Peace and Security history.

1.4. –Gender perspective in Armed Forces (Code of Conduct)

1.5. – Glossary & Terminology

#### 2. CSDP Integrated Approach launched by EU Global Strategy.

2.1. - Common Security and Defence Policy history. Multidimensional approach from security to gender.

2.2. - Multi-lateral approach engaging all players present in a conflict: Military training and education (EUMS proposal short, medium and long term proposals) to define the CSDP military training requirements for missions and operations. Implementation of generic standards with relevant stakeholders.

2.3. - EU Action Plan on Women, Peace and Security.

#### 3. International Humanitarian Law (IHL).

3.1. - The importance of Human rights, democracy and the rule of law. Integral values of the EU. Key principles of IHL.

3.2. - The human rights dimension at all stages of the EU missions and operations and in line with the EU's commitments.

3.3. – When does IHL apply? What does IHL cover? Restrictions in weapons and tactics.

3.4. – International conventions and Customary IHL.

3.5. - The responsibility to protect: UNSRC 1325 and related UNSC Resolutions.

3.6. – Criminal responsibility when IHL rules are not observed.

3.7. - Identify and recognize the impact and relevance of international humanitarian law (in missions and operations) to effectively respond to the different needs of men and women in crisis situations.

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## 4. Protection of civilians and children in armed conflicts.

- 4.1. - Human Rights in the context of Human Security and CSDP (core values)
- 4.2. - Different security needs based on differentiation of sexes towards a Human security approach
- 4.3. - Understanding host nation's history, gender roles and legal framework (different impact depending on them)
- 4.4. - Translating the importance of gender on the impact it can have on the operation and its effectiveness.
- 4.5. - Importance of liaison and coordination mechanisms with external Actors Present in missions/operations.

## 5. The prevention of Conflict Related Sexual Violence (CRSV) and Sexual Gender Based Violence (SGBV).

- 5.1. – Definitions of CRSV and SGBV. Different legal implications
- 5.2- Harassment definition & UNSSCR 1820 and UNSCR 1960 (list of perpetrators and sanctions)
- 5.3. - Definition of Sexual harassment
- 5.4. - Harassment and new technologies

## 6. Sexual Exploitation and Abuse (SEA).

- 6.1. - Sexual exploitation meaning (illegal, submission, benefit, third parties children included.)
- 6.2. - Sexual abuse meaning (generic act for a person's sexual freedom prejudice)
- 6.3. - Zero tolerance in the EU policy.
- 6.4. - Obligation to report if necessary (knowledge or suspicion) according to SEA established mechanisms.
- 6.5. - Obligation of members of CSDP missions and operations to create and maintain an environment that prevents SEA.
- 6.6. - All forms of sexual contact with children are prohibited and will be sanctioned

## 7. Introduction to SSR (& DDR) processes.

- 7.1. - Introduction to SSR, border management, stabilisation efforts/action and DDR.
- 7.2. - Mainstreaming gender perspective in SSR and DDR
- 7.3. - SSR keys
  - a) Prevention, facing complexities involved in SSR and the rule of law
  - b) Implementing human rights in behaviour & attitude in the host country
  - c) EU impartiality/neutrality commitments to protect and promote the work of Human Rights Defenders
  - d) Transitional justice issues
- 7.4. – Promotion of policies for the intervention of expert personnel for the planning and execution of Disarmament, Demobilization and Reintegration (DDR) operations.
- 7.5. - Principle of equal treatment and opportunities for women and men in the planning and implementation of activities for DDR, as well as specialized training for all personnel involved in such processes

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7.6. – Encourage the participation of local women’s groups and women leaders, to cooperate jointly in the planning and execution of DDR operations, taking into special account the actions that are carried out for women and girls who are members of armed groups.

### 8. Human trafficking.

8.1. – Definition.

8.2. - Charter of fundamental rights of the European Union (Human trafficking as gross violation of Human Rights).

8.3. - Protocol to prevent, suppress and punish trafficking persons.

### 9. Gender Perspective in Counterterrorism and Violent Extremism.

9.1. – Definition and explanation.

9.2. – Update about the prevention of counterterrorism.

### 10. Integration of a Gender Perspective in the Military Operations.

10.1. - Gender in the Planning Process of an Operation.

10.2. - Gender Perspective versus Gender Mainstreaming.

10.3. - Gender analysis.

10.3.1. – Aim

10.3.2. – Different models of analysis

10.3.3. –The importance of the Sex-disaggregated data

10.3.4. – Profiles. Roles and responsibilities. Control of resources in a population

10.3.5. – Causes and Consequences

10.3.6. – Application of gender analysis in the Operational Orders.

### 11. Exercises based on real cases. Adapted to Thematic and Performance Objectives

### Gender Curriculum for Key Leaders with Thematic and Performance/Learning Objectives

This curriculum is oriented to Force Commanders and Key Leaders. It also can be done by Staff Officers and/or Planners. The main aim of the training is to become Gender Sensitive Leaders by knowing all aspects of gender mainstreaming. Second aim is to be aware that the implementation of the Gender Perspective in an Operation or Mission enhance the operational efficiency.

The duration of the training is foreseen to be done in one/two days, according with time availability and the gender experience of the audience.

The training is highly recommended to be done during the pre-deployment phase. The target audience has to deploy being gender sensitive and for that, the best option is to do it before to be deployed.

#### 1. Introduction to Key Gender Concepts.

1.1. - Introduction to Gender Perspective. Differentiation between sex and gender

1.2. - Gender equality, roles, norms and stereotypes. Gender statistics and indicators.

1.3. - Conceptual framework. Agenda Women, Peace and Security history.

1.4. –Gender perspective in Armed Forces (Code of Conduct)

#### 2. CSDP Integrated Approach launched by EU Global Strategy.

2.1. - EU Action Plan on Women, Peace and Security.

#### 3. Protection of civilians and children in armed conflicts.

3.1. - Human Rights in the context of Human Security and CSDP (core values)

3.2. - Different security needs based on differentiation of sexes towards a Human security approach

3.3. - Understanding the importance of gender on the impact in a military operation and its effectiveness.

#### 4. The prevention of Conflict Related Sexual Violence (CRSV) and Sexual Gender Based Violence (SGBV).

4.1. – Definitions of CRSV and SGBV. Different legal implications

4.2- Harassment definition & UNSSCR 1820 and UNSCR 1960 (list of perpetrators and sanctions)

4.3. - Definition of Sexual harassment

4.4. - Harassment and new technologies

#### 5. Sexual Exploitation and Abuse (SEA).

5.1. - Sexual exploitation meaning (illegal, submission, benefit, third parties children included.)

5.2. - Sexual abuse meaning (generic act for a person's sexual freedom prejudice)

5.3. - Zero tolerance in the EU policy.

5.4. - Obligation to report if necessary (knowledge or suspicion) according to SEA established mechanisms.

5.5. - Obligation of members of CSDP missions and operations to create and maintain an environment that prevents SEA.

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5.6. - All forms of sexual contact with children are prohibited and will be sanctioned

### **6. Integration of a Gender Perspective in the planning and conduction of Military Operations.**

6.1. - Gender in the Planning Process of an Operation.

6.2. - Gender Perspective versus Gender Mainstreaming.

6.3. – The importance of the application of a gender analysis in the Operational Orders.



### **Gender Basic Curriculum with Thematic and Performance/Learning Objectives**

This curriculum is oriented from enlisted personnel up to Platoon Leaders and all the deployed staff that do not have tasks directly related to gender. This is, all those who only need to know basic concepts and how to deal with the gender mainstreaming.

The duration of the training is foreseen to be done in one day.

The training should be done during the pre-deployment phase. If that is not possible, it can also be done during the deployment in an in-mission training.

#### **1. Introduction to Key Gender Concepts.**

1.1. - Introduction to Gender Perspective. Differentiation between sex and gender

1.2. - Gender perspective in Armed Forces (Code of Conduct)

#### **2. International Humanitarian Law (IHL).**

2.1. - The importance of Human rights, democracy and the rule of law. Integral values of the EU. Key principles of IHL.

2.2. - The responsibility to protect: UNSCR 1325 and related UNSC Resolutions.

#### **3. The prevention of Conflict Related Sexual Violence (CRSV) and Sexual Gender Based Violence (SGBV).**

3.1. – Definitions of CRSV and SGBV. Different legal implications

3.2- Definition of Sexual harassment & UNSSCR 1820 and UNSCR 1960 (list of perpetrators and sanctions)

3.3. - Harassment and new technologies

#### **4. Sexual Exploitation and Abuse (SEA).**

4.1. - Sexual exploitation meaning (illegal, submission, benefit, third parties children included.)

4.2. - Sexual abuse meaning (generic act for a person's sexual freedom prejudice)

4.3. - Zero tolerance in the EU policy.

4.4. - Obligation of members of CSDP missions and operations to create and maintain an environment that prevents SEA.

#### **5. Human trafficking.**

5.1. - Definition

5.3. - Protocol to prevent, suppress and punish trafficking persons

### ACRONYMS

BSDI	Bilateral Spanish Dutch Initiative
CMPD	Crisis Management and Planning Directorate
CPCC	Civilian Planning and Conduct Capability
DL	Discipline Leader
EEAS	European External Action Service
ESDC	European Security and Defence College
EUCTG	European Union Civilian Training Group
EUMTG	European Union Military Training Group
EUMS	European Union Military Staff
FBA	Folke Bernadotte Academy
IDT	Induction Training
IMT	In-Mission Training
ISP	Integrated Approach for Security and Peace Directorate
MPCC	Military Planning and Conduct Capability
NCGM	Nordic Centre for Gender in the Military
PDT	Pre-Deployment Training
PSO	Peace Support Operations
TRA	Training Requirement Analysis