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INTEGRATION OF GENDER TRAINING INTO EXISTING PRE-DEPLOYMENT TRAINING PROGRAMMES IN UKRAINE

Abstract

Lessons learned from analysis of modern conflicts and post-conflict lessons have revealed the acute need to review the current training programmes in order to adopt them to modern challenges in the field of peacekeeping. Multidimensional operations run under the auspices of the UN or NATO are not aimed at purely military gain anymore, but follow the comprehensive approach in dealing with conflict and post-conflict societies. A complex emergency environment sets a range of tasks for the modern peacekeeper, focusing more and more on dealing with humanitarian issues. Gender awareness is one of the newest and most challenging questions, both during the pre-deployment training of a future peacekeeper and the aftermath during his or her performance in the mission area. Thus, raising this awareness in pre-deployment training will increase the overall efficiency of the personnel during their tour of duty.

This paper deals with the ways of implementing gender training into already set pre-deployment training programmes and shows the strategies for integrating it into the lectures without disrupting the overall training methodology.

Key words – gender, pre-deployment training, training programme

The need for enlarging the content of current courses with a gender perspective is necessary due to the legal framework, binding Ukraine as a State-participant of the international scene in the field of peacekeeping (UNSCRs, BiSCD), as well as the lessons learned from previously and currently deployed Ukrainian personnel in UN/NATO/EU-led missions.

A review of existing national training programmes has revealed the absence of gender related matters. Thus, there is a need to increase gender awareness at national level in order to familiarise the training audience with current policies on gender, teach them the gender term-system, break stereotypes on confusing gender and

sex, feminism and gender, mostly treating women as victims, etc.

The Education and Research Centre for International Peacekeeping already runs gender awareness lectures on each of UN/NATO-standards pre-deployment training (PDT) courses. The further goal to achieve is to tailor the gender-specific issues with the content of the courses, based on the job description of the personnel trained to be deployed as staff officers (UN/NATO), liaison officers, UN military observers, civil-military cooperation officers, military police staff officers and logistics officers.

The target audience needs to be able to understand the concept of gender, be aware when

gender-sensitive issues may occur and how to prevent improper behaviour when dealing with them in the multinational environment of peace support operations.

The primary target for this training is personnel at PDT, but the information briefing for commanding staff or any other decision-making personnel could be delivered in order to get approval and set going changes within training programmes and modules. The learning objectives are to be defined jointly by the respective representatives of the higher decision-making bodies.

The aim of incorporating a gender-related module in any of the PDT programmes is to enable the course participants to recognise gender-sensitive issues in their routine, while performing tasks as staff officers, liaison officers, military observers, military police staff officers, civil-military cooperation officers etc.

The training activity at the Education and Research Center for International Peacekeeping was reviewed from a gender perspective and the following amendments were made:

1. United Nations Staff Officers (UNSO) course:

- the “UN Terminology” module was enriched with a gender-term system exercise, when the students were tasked to compare various terms and descriptions in the field of gender, focusing on differences and similarities, analysing approaches to the issue, making their assumptions (either individually or as a teamwork activity - depending on the number of students). Thus, the students became familiar with a legal framework within the UN-gender approach in the field of peacekeeping;

- the lectures of “Generic Training of the UN peacekeeping personnel” module were enlarged with case studies with gender perspectives. Thus, the course participants became familiar with the peculiarities of gender-sensitive issues when establishing the *liaison* in their area of responsibility (with local populations, local key leaders, local administration etc); the *DDR* (disarmament, demobilisation and re-integration) lecture emphasises how to deal with gender in a post-conflict area and get affected people back to their societies, how to minimise the impact of conflict on the most vulnerable groups etc.;

- the students are also tasked to refer to gender when learning the *OPP* (operational planning process) and when elaborating the proper planning

during map exercises and simulation training. The lecturers and instructors try to stimulate the critical thinking of the group from a gender perspective, both during theoretical classes and scenario training.

2. United Nations Military Observers (UNMO) course:

As with the UNSO training programme, alterations were made to the UNMO course. Besides these, the areas with possible gender-related issues during scenario role-playing exercise were emphasised (performing typical UNMO duties – meeting DPRE camp authorities, local key leaders, local populations, negotiating with them etc.).

3. Multinational Staff Officers course and Military Police Staff Officers course:

The shifts in PDT programmes for NATO-led missions were generally the same as for the UN peacekeeping personnel. The main difference is to disclose the peculiarities in planning and implementation of gender-related tasks. Therefore, students start with the legal framework of a NATO-led operation from the gender perspective (selective reading of BiSCD 40-1 and UNSCR 1325, critical thinking and comparing UN and NATO specifics). In further training, the students encounter gender-sensitive issues in their case studies and scenario role-playing exercises (for instance, they have to recognise the gender-related problem and to cooperate with a gender focal person or gender field advisor, depending on their training level; elaborating advice to the commanding officer on a gender-related case).

In order to tailor the lesson content to the audience level in the area of gender, the depth of knowledge (DoK) of the training audience could be 100 (basic level) or 200 (intermediate level), there might be a need to run a questionnaire during the first week of training or the day before the gender lesson is to be taught. As an option, the lecturer can pre-teach the basics (difference of gender and sex, gender and feminism and break other existing stereotypes) or request the training audience to run the e-learning (for instance, NATO- or UN- ADL course on gender awareness). A training audience analysis should also be carried out, including male/female ratio in the group, their age, background (rank, education, peacekeeping experiences, courses attended), and ability to use a computer (in the case of e-learning).

Taking into consideration the categories above, it is necessary to specify the time scope for newly-integrated training. It will depend on the learning objective – either enriching existing lectures with a gender perspective (this is done simultaneously within the existing lecture timeframe – OPP, DDR, liaison etc.) or starting a separate training activity (45 min.); in the case of e-learning, the time is foreseen in accordance with software developers’ requirements.

Increasing gender awareness will result in achieving learning outcomes, such as ability to recognise gender-sensitive matters and ability to implement these matters when performing tasks at positions in UN/NATO-led missions. The assessment tool will be the efficiency of

performance during back-briefs on case studies, practical exercises or performance while carrying out certain functions with a gender perspective (for instance, making human terrain analysis, delivering information briefings, decision briefings, patrolling, negotiation). The after-course assessment will include the students’ performance in tactical exercises, during role-playing etc.

As an example, we propose a lesson plan for the newly introduced practical exercise **UNSCR 1325 overview and its implementation** in the framework of the UN terminology module at any of the PDT courses for UN peacekeeping missions. This lesson plan meets the requirements for the established timing, methodology and other criteria.

UNSCR 1325 OVERVIEW AND ITS IMPLEMENTATION

Time	Topic	Learning strategy method	Related outcomes	Related assessment	Content guidance	Content resources	Faculty
08.00 08.05	Introduction	-	Familiarisation with the aim of the lecture and expected outcome	-	-	-	Peacekeeping training cell
08.05 08.20	UNSCR 1325 overview: gender definition, scope of related terms	Selective reading, critical thinking, discussion	Understanding definitions, difference between them, clarify any mis-interpretation	Formative assessment, e.g. asking for examples, for putting terms in the proper context	Ensure whole group participation and discussion	.ppt with highlighted keywords, terms, phrases (UNSCR 1325)	
08.25 08.40	UNSCR 1325 implementation	Critical thinking, discussion, examples	Increase awareness based on the Resolution context	Giving proper examples	Ensure each student contributes to implementation examples	white board/ flip-chart to write down the examples	
08.40 08.45	Questions and answers	<i>so what</i> approach	Understanding the focus of the Resolution and its implementation	Questioning	Get feedback from the group on content and performance		

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