

## GENAD 2-2018 Course Pre-Study Assignment

### INSTRUCTIONS

The pre-study package is part of the actual course content. It is **mandatory** to complete the pre-study assignment prior to arrival to NCGM. You should contact NCGM if you have questions to the assignment.

You can download the required documents from the webpage

<http://www.forsvarsmakten.se/en/swedint/information-to-admitted-students/>

From the course schedule you will find suggested time frame for the pre-study and a suggested order to study reference material.

The pre-study task is estimated to take 40 hours of focused work. This makes the required time for the GENAD course 3 weeks, 1 week pre-study and 2 weeks residential course.

1. DCAF Handbook, Teaching Gender in the Military pp. 9-25, "Why and How Gender is Vital to Military Operations"
2. ADL 169 "Improving Operational Effectiveness by Integrating Gender Perspective"
3. Parts (see instructions end this document) of ADL 131 "Introduction to the Comprehensive Operations Planning Directive (COPD)"
4. NCGM booklet, "UNSCR's on Women, Peace and Security, Summary and extracts for Military"
5. Bi-SC Directive 40-1 October 2017 "Integrating UNSCR 1325 and Gender Perspective into the NATO Command Structure"
6. ADL 171 v.2 "Gender Focal Point"
7. ACO Gender Functional Planning Guide
8. ADL 168 "Role of the Gender Advisor"
9. SOP 106 Gender Advisor Functions
10. DPKO Guidelines "Integrating a Gender Perspective into the Work of the United Nations Military in Peacekeeping Operations"
11. UNSCR 1325 and National Action Plan (NAP) for Implementation of UNSCR 1325 (pick the one of your nation or equivalent implementation action plan of your organisation). If your nation has not promulgated an action plan see instruction in the question related to UNSCR and NAP.

Advanced Distributed Learning (ADL) courses (131, 168, 169 and 171) are web-based training enablers. They are delivered over a network using a standard web browser. Register and find more information at <https://jadr.act.nato.int/>. Some further details about access to the ADL platform can be found in the document JADL course catalog 2017 where in the beginning there are instructions on how to register and how to locate courses. If you are using a **non-official e-mail** (like g-mail, Hotmail etc.) **when registering please put the Nordic Centre for Gender in the sponsor or approval information for non-official email addresses box in the initial registration.**

The reference material listed is relevant for your work as a GENAD. Based on the reading and answering of questions, ADL courses and your own reflections, you will use a GENAD job description (preferably your own) by the end of the pre-study week to assess your present competence to work as a gender advisor supporting the Commander and staff. By assessing yourself in relation to a GENAD job description your task is to identify any competence gaps (knowledge-skills-abilities) you might have. You can use the matrix listed below in para 3 to help you perform your self-assessment. The matrix can help you assess your present proficiency level with regards to some key areas like defining the role and tasks for the GENAD. Throughout the residential course, you should monitor your self-assessment and job description to identify your progress. Further information will follow during residential course.

## **ASSIGNMENT**

### **1. Read the documents and study ADL courses.**

Break-down the information and extract the essence. You can use the proposed questions (see below) to structure the information. Finalize the ADL 169, 168, 171 and 131 prior to the residential course.

### **2. Create a notebook.**

Capture all the knowledge reading the material and answering the proposed questions assigned for the pre-study week. Write notes and answers in your notebook. The notebook is your own way of structuring your knowledge and thoughts when going through the pre-study material. It is NOT a formal Gender advisor notebook that has a specific format. It is up to you how you best safe keep your knowledge and thoughts. You are encouraged to further build on and use the notebook during the GENAD Course. You will need this for your performance as GENAD. Your “notebook” will make your job as a GENAD easier by having all your notes from relevant sources in one location. Design your notebook so that it works for you. You can write summaries and extracts, make lists, arrange tasks, create mind-maps, assemble tables and diagrams, draw pictures etc. Remember also to write down references so it’s easier for you to find more detailed information when needed.

### **3. Assess your own present/future GENAD job-description.**

Apply the information you have gathered during the pre-study week and identify the competences needed to be successful in fulfilling your position as a GENAD. Describe briefly your role as GENAD and take your job description and perform a self-assessment in relation to this in order to identify any competence gaps that you have and would like to mitigate during the course. Write down your self-assessment maximum two normal pages (approximately 800 words). Upon completion, send your self-assessment **NLT 2018-10-23** to [lg-swedint-ncgm@mil.se](mailto:lg-swedint-ncgm@mil.se). For participants without a current or planned GENAD position, NCGM can provide a sample of a GENAD job description. Requests can be sent to Deputy Course Director [anu.kaar@mil.se](mailto:anu.kaar@mil.se).

## Job-description evaluation matrix

	<b><u>NOT YET PROFICIENT</u></b>	<b><u>PROFICIENT</u></b>	<b><u>HIGHLY PROFICIENT</u></b>
<b><u>Defining Responsibilities</u></b>	Listing irrelevant GENAD duties. Does not recognize the role and responsibilities as a GENAD.	Provides information that helps to understand what tasks GENAD will and will not perform.	Differentiates relevant duties as GENAD. Explains why GENAD is needed in the organization.
<b><u>Providing Descriptions</u></b>	Does not recognize the context.	Provides enough information to adequately portray the scope of the GENAD's involvement.	Defines the context.
<b><u>Explaining roles</u></b>	Does not recognize the necessity of GENAD.	Explains how the GENAD will interact with other actors.	Demonstrates effectively the role of GENAD.
<b><u>Identifying competences</u></b>	Does not list relevant qualifications.	Recognizes essential qualifications relevant to GENAD.	Identifies strengths and gaps.

**QUESTIONS**

These are a selection of pre-study questions to help guide you through and highlight the key points of the pre-reading materials. However, you do not have to present the answers to each and every question in you pre-study assignment. In the pre-study assignment, you should focus on self-assessment in relation to the job description and base this on the information acquired when going through the pre-study materials.

**DCAF ARTICLE**

1. Review the content of this article and list in your own words the main arguments/key points of the article.
2. How does the changing character of conflict relate to the importance of a gender perspective in military operations?
3. Identify the differences of the gender perspective at the strategic, operational and tactical level according to the article.
4. Assess the main arguments of this article. Do the arguments presented provide you with the needed basis to convince the target audience (Commander and Staff) of the GENAD on the importance of gender perspective for operations?

**NCGM Booklet on UNSCR**

1. Describe the role of these resolutions on women, peace and security to GENAD work?
2. How can military actions support the resolutions?

## **NATO Bi-SC 40-1**

1. What is the aim of this document?
2. What are some key definitions and what are they about?
3. If we want to work towards full integration which concept of integration do we need to consider?
4. Which topics do you need to take in account if you want to implement gender perspective in operations?
5. What are some of the duties and tasks of GENAD and GFP and how can GENAD support other divisions/branches within HQ?

## **ACO FUNCTIONAL PLANNING GUIDE**

1. What is the purpose with this document?
2. What does a gender advisory structure look like? Explain how gender an advisor structure supports the planning process and conduct of operations.
3. Identify which annex of the ACO Functional Planning Guide is relevant to your job. Deep dive into that one and find out what do you need to do in the planning process on your level.
4. Where and how does your level connect with those other two levels?
5. How to contribute to the production or review of a specific annex of the OPLAN on gender perspective?

## **SOP 106 GENDER ADVISOR FUNCTIONS**

1. Who is the target audience for this document?
2. What is the aim of this document?
3. Describe how developing the ability to better identify populations' security needs can affect operational effectiveness.

## **DPKO GUIDELINES**

1. What is the purpose with this document?
2. Identify on which military level you operate as a GENAD according the DPKO Guidelines. Deep dive into gender objectives, considerations and checklists. Find out what you need to do on your level.
3. Identify how the activities on the other levels influence your activities.

4. What are some differences between ACO Functional Planning Guide and DPKO Guidelines?
5. Why it is relevant to know gender terms and definitions by heart?

### **UNSCR 1325 AND NATIONAL ACTION PLAN**

Read the UNSCR 1325 and look for the following concepts; Prevention, Protection, Participation and gender mainstreaming. How are these concepts manifested in the National Action Plan (NAP) of your own Nation? **Be prepared to discuss this on the 2<sup>nd</sup> Day of the Course as syndicate work.**

If your nation has not promulgated a National Action Plan on 1325 you should choose one of the following Action Plans

NATO/EAPC action plan on 1325 from 2016.

Download: [http://www.nato.int/nato\\_static\\_fl2014/assets/pdf/pdf\\_t\\_2016\\_07/160718-wps-action-plan.pdf](http://www.nato.int/nato_static_fl2014/assets/pdf/pdf_t_2016_07/160718-wps-action-plan.pdf)

African Union Gender Policy from 2009.

Download: [www.peacewomen.org/member-states](http://www.peacewomen.org/member-states)

Your nation's defence action plan on 1325.

The different NAPs, regional RAPs and AU Gender Policy plan can be found on the following homepage

[www.peacewomen.org/member-states](http://www.peacewomen.org/member-states)

### **Instructions concerning ADL 131**

ADL 131 is comprehensive and time demanding. In order to reduce time spent on this ADL following instructions apply as preparation for the GENAD course.

The main element is that you become familiar with the different phases that the planning process is divided in and get an idea on some of the processes and products produced during the different planning phases. When you in the pre-study get to reading the ACO Gender Functional Planning Guide you should be able to link ADL 131 to what you read in the Gender Functional Planning Guide.

Mandatory parts of ADL 131 for pre-study to Gender Advisor course.

Please Note: Version 2.0 of the Comprehensive Operations Planning Directive was released in October of 2013, which made some changes to terminology and procedures. This course will be updated as soon as possible to reflect these changes, and we recommend you re-visit the course later to see the updated information.

The course has not been updated yet.

The below listed is the minimum requirement to look through of the ADL 131 Introduction to Comprehensive Operations Planning Directive as part of the pre study assignment for the Gender Advisor course.

This extract has been made as a result of feedback during the gender Advisor course in order to reduce time consumption during pre-study assignment. When going through the ADL 131 please look at the various schematics presented in order for you to recognize some of them during the Gender Advisor course.

Please note that the below mentioned move between slides sometimes requires knowledge of the abbreviations used.

## **ADL 131**

### **Course Introduction**

Presents an overview of the COPD and an introduction to planning video.

All slides. 1-11

### **Module 1, Introduction**

**Background and overview**, slide 5 to 11

**NATO strategic concept**, slide 4 and slide 9 Core task 1, slide 12 and 13 Core task 2, slide 16 and 17 Core task 3.

**NATO crises management process**, slide 7, 8, 9, 10, 11

(29 member countries Montenegro 2017 (slide incorrect showing 28), slide 9

**NATO Operations planning system**, slide 4, 6, 8, 11, 12-14, 17.

**Joint Operations in changing conflict environments**, slide 5, 16-19

If you are familiar with the international development of conflict environments you can skip this part entirely.

**NATO's contribution to a comprehensive approach**, slide 3, 7, 14-17, 21

**Commander and staff, the entire lesson should be taken** in order to understand different WG, boards and interaction between Commander and staff.

It is the old ISAF mission, now Resolute Support Mission

## **Module 2, Situational awareness and Knowledge development**

### **Introduction to knowledge development**

**The video sections can be reached by moving the blue play line indicator. The text with the section in the video will highlight.**

Slide 4 video sections, Strategic awareness, Develop systems perspective

Slide 5, video sections, Identify main actors, determine knowledge requirements, maintain knowledge and information, analyse systems, CPOE products.

### **Operational Art and Design**

**The video sections can be reached by moving the blue play line indicator. The text with the section in the video will highlight.**

slide 2

Slide 4 video sections, Mission Command, Mission Command: Mission vs task

Slide 5 video sections, Operational art and design1, NATO response to crises, Operational Challenges, Operational Art and Design2, Operational Design, End-state and objective, Determining Strategic objectives, End-state and Objectives

Slide 6 video sections, Centre of Gravity tests, Centers of Gravity Iraq 2003, Centers of Gravity 2004, CoG analysis, Determine Decisive Points, Determine Lines of Operation, Operational Design

## **Module 3, Strategic Level**

**Introduction to Strategic level**, slides 3-10, orientation through the different phases

## **Module 4, Operational Level**

**Introduction to operational level planning**, slides 3-14, orientation through the different phases

**TOPFAS operational planning tool**, skip entire lesson

## **Module 5, Operations Assessments**

**Introduction to Operations Assessments** slides 3, 5, 9–10, 12-14, 16-18, 23-25, 27-28.

Here please note what assessment is used for and the difference between MOP and MOE.