

Fall 2016

Gender Awareness Training: A Comparison of U.S. Military Units to NATO/PFP Military Units

Elizabeth Owens Lape
Old Dominion University

Follow this and additional works at: https://digitalcommons.odu.edu/efl_etds

 Part of the [Military and Veterans Studies Commons](#), and the [Women's Studies Commons](#)

Recommended Citation

Lape, Elizabeth O.. "Gender Awareness Training: A Comparison of U.S. Military Units to NATO/PFP Military Units" (2016). Doctor of Philosophy (PhD), dissertation, Educ Foundations & Leadership, Old Dominion University, DOI: 10.25777/jakn-6372
https://digitalcommons.odu.edu/efl_etds/32

This Dissertation is brought to you for free and open access by the Educational Foundations & Leadership at ODU Digital Commons. It has been accepted for inclusion in Educational Foundations & Leadership Theses & Dissertations by an authorized administrator of ODU Digital Commons. For more information, please contact digitalcommons@odu.edu.

GENDER AWARENESS TRAINING: A COMPARISON OF

U.S. MILITARY UNITS TO NATO/PFP MILITARY UNITS

by

Elizabeth Owens Lape
B.S. May 1983, Purdue University
M.S. December 1988, Old Dominion University

A Dissertation Submitted to the Faculty of
Old Dominion University in Partial Fulfillment of the
Requirements for the Degree of

DOCTOR OF PHILOSOPHY

HIGHER EDUCATION ADMINISTRATION

OLD DOMINION UNIVERSITY

December 2016

Approved by:

Dennis Gregory (Director)

Kathleen Levingston (Member)

Steven Myran (Member)

David T. Fautua (Member)

ABSTRACT

GENDER AWARENESS TRAINING: A COMPARISON OF U.S. MILITARY UNITS TO NATO/PFP MILITARY UNITS

Elizabeth Owens Lape
Old Dominion University, 2016
Director: Dr. Dennis Gregory

United Nations Security Council Resolution (UNSCR) 1325 (UN, 2000), initially adopted on 31 October 2000 and updated with a resolution in 2009 (UN, 2009), proclaimed all peacekeeping personnel – military, police and civilian, will receive training on the protection of women. The purpose of this research was to review and compare how the U.S. military and forces of NATO/Partnership for Peace countries educate and train their military on the overall use of gender as a planning factor in support of this resolution. The researcher conducted a phenomenological qualitative study that consisted of interviewing 12 personnel regarding their country's National Action Plans, any training on gender perspectives available and if there was success in implementation of UNSCR 1325. If not successful, a review of possible barriers was analyzed.

© Copyright 2016, by Elizabeth Owens Lape, All Rights Reserved.

This dissertation is dedicated in loving memory of my mother, Margaret Rossiter Owens (1938-2000) who was a strong supporter of all that I pursued, and of the goals women have increasingly been able to achieve.

ACKNOWLEDGMENTS

There are many people who have contributed to the successful completion of this dissertation. I would like to acknowledge:

- My program advisor/dissertation chair from the advice given in the back of a taxicab in Hong Kong, through the program, until the ink was dry on the dissertation.
- My committee members for their patience and hours of guidance on my research and editing of this manuscript.
- My auditor and research team, Jamilla Glover and Joanne Fish, for the very important parts they played in helping with the results.
- My husband, children, and family members in their continued support and encouragement
- My supportive friends and church family for their faith in me and gracious support throughout the past several years.

TABLE OF CONTENTS

	Page
LIST OF TABLES	viii
LIST OF FIGURES	ix
 Chapter	
I. INTRODUCTION	2
BACKGROUND.....	6
PURPOSE STATEMENT.....	9
RESEARCH QUESTIONS	12
METHODOLOGY	12
II. LITERATURE REVIEW	21
BACKGROUND	22
LEADERSHIP.....	23
INTEGRATION OF WOMEN INTO THE MILITARY FORCES	28
GENDER IN CONFLICT	31
UNITED NATION SECURITY COUNCIL RESOLUTIONS	33
IMPLEMENTATION	40
EDUCATION AND TRAINING	45
MASCULINE VS. FEMININE CULTURE	51
III. METHODOLOGY	56
PURPOSE STATEMENT	57
SIGNIFICANCE OF THE STUDY	58
RESEARCH QUESTIONS	59
RESEARCH DESIGN	60
PROFILE OF PRIMARY RESEARCHER	61
PARTICIPANTS	62
INSTRUMENTATION	63
ASSUMPTIONS AND BIASES	66
DATA COLLECTION	68
DATA ANALYSIS	69
LIMITATION	72
IV. RESULTS	73
DOCUMENT REVIEW FINDINGS.....	74
INTERVIEWS	86
INDIVIDUAL PROFILES	87
INTERVIEW FINDINGS	105

	Page
THEME DESCRIPTIONS	109
RESEARCH QUESTIONS ANSWERED	136
V. ANALYSIS OF THE DATA AND CONCLUSIONS	141
RECOMMENDATIONS	147
RECOMMENDATIONS FOR FUTURE RESEARCH	150
REFERENCES	155
APPENDICES	
A. LIST OF NATIONAL ACTION PLANS	170
B. NATIONAL ACTION PLAN DOCUMENT REVIEW	173
C. NATIONAL ACTION PLAN REVIEW RUBRIC	221
D. INFORMED CONSENT FORM	223
E. INTERVIEW PROTOCOL – ROUND #1.....	227
F. INTERVIEW PROTOCOL – ROUND #2.....	230
VITA.....	231

LIST OF TABLES

Table	Page
1. Historical moments integrating women into the military	9
2. Countries with National Action Plans for UNSCR 1325	42
3. Themes developed based upon concepts in the interview question structure	106
4. Themes developed in the NATO/PfP Group by Country	108
5. Themes developed in the U.S. Group by interview #.....	109
6. Theme and Document Comparison to NATO Action Plan	128

LIST OF FIGURES

Figure	Page
1. Service Member Victims in Reports of Sexual Assault FY07 – FY14	3
2. Iterative framework for the qualitative analysis of UNSCR 1325 implementation with a view towards training and education programs	64
3. Chart of the number of women in the Armed Forces in 2014	127

Chapter I

INTRODUCTION

"The empowerment of woman in unstable countries benefits not only them, but all of us. It is a crucial component of a comprehensive approach to the security challenges of the 21st century."

NATO Secretary General Anders Fogh Rasmussen

The Department of Defense's (DOD) report to the Congressional Defense Committees FY11 stated the number of reported sexual assaults at the U.S. military academies rose in the academic year 2010-2011 compared to the previous year's figures (DOD, 2012a). During that year, there were 80 reports of sexual assault that occurred within the walls of the three main service academies: U.S. Naval Academy, West Point, and the Air Force Academy, compared to 65 reports in the previous year. The report states it is not clear whether this increase is due to a greater reporting of an increase in the number of actual assaults, or the academy making recommendations to assist victims when they come forward to file reports (DOD, 2012a). This report estimated these numbers represented only 10% of the incidents occurring.

There has been an increase in the number of reported sexual assaults on members of the U.S. military by military members over the past years (DOD, 2012a) even though women have been participating in military operations for centuries (Skaine, 1999). Many of the issues regarding sexual assault and sexual harassment towards women are still occurring after years of the services being fully integrated with women (DOD, 2015a). The Secretary of Defense aggressively addressed the subject through initiatives that included prevention measures, how to respond to the victims, training and education, and how to hold the leadership accountable. One of the new developments was a better way to measure an estimate how many service members experienced a sexual assault last year (DOD, 2015a). The FY14 report yielded an estimated

number of 20,300, which is an increase over past years, but the new way of accounting has given the DOD a better picture of the existing trend data on unwanted sexual contact, including a clearer account of how this crime is also perpetrated on men (DOD, 2015a). The total number of reports, to include those that are unrestricted (available to all) and those that are restricted (closed) as reflected in the most recent report are charted in Figure 1.

Figure 1. Reports of Sexual Assault to DoD, FY 2007 - FY 2014

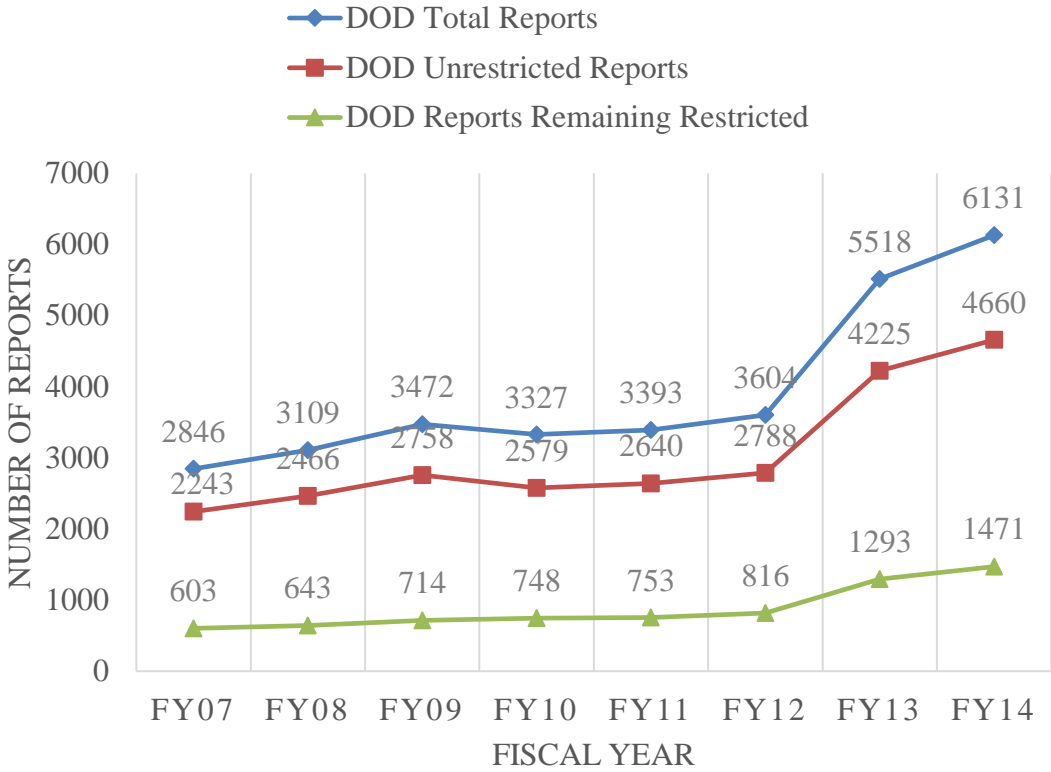


Figure 1. Reports of Sexual Assault to DoD, FY 2007 - FY 2014. Adapted from *Department of Defense annual report on sexual assault in the military - Fiscal Year 2014*, p. 7.

Assault on women is not only a factor within the armed forces, but in general society also. Beachum (2008) stated:

The level of male violence against women in this society is out of control. Despite decades of feminist activism, boys and girls are still sexually abusing, battering, raping, and murdering girls and women at alarming rates. While this violence has no single cause, the dehumanization and objectification of women in the media is surely one of the contributing factors. Consider the pervasiveness of sexual harassment that women suffer from men in school, the workplace, on the street. Men aren't biologically programmed to harass women. (p. 48)

Sexism, which is described as discrimination based on gender (Merriam-webster.com, 2013), in many cases results in a disadvantage to women (Beauchum, 2008). Misogyny is defined as the distrust or hatred of women (Merriam-webster.com, 2013). Sexism is often accompanied by misogyny which results in negative beliefs regarding the abilities of the female gender (Beauchum, 2008). Misogyny is “an unfortunate part of American masculine culture” and the “contemporary male culture is impacted by this theme” (Beauchum, 2008, p. 47). History must be learned so that the social injustices from the past are not repeated and must be remembered in order to make forward progress (Blount, 2008).

There has also been a long history in the education field of not recognizing social injustice regarding the exclusion of women, minorities, and persons with different sexual orientations (Blount, 2008). Social justice theory can assist in intervening in all circumstances around the world, though culturally some biases will be more difficult to overcome (Beauchum, 2008). Understanding our own history and how prior biases systematically limited opportunities to women is critical to extracting the military community from continuing to repeat these well-established patterns of social injustices (Blount, 2008).

Women's oppression can be considered culturally biased as society tends to associate men with power and women with nurturing qualities. (Sandberg, 2013). Women learn at a young age to be nurturers and caretakers while their male counterparts are often rewarded for being strong and unemotional (Hubbard & Datnow, 2000). There has been a gradual increase in the number of women in the US who are coming out of the workforce (Boushey, 2008). The reason given by the media is that mothers - especially older, highly educated mothers - are now "opting out" of employment in favor of full-time motherhood. Even the military has been concerned about integrating women into the infantry units due to the purpose of women as "procreators and nurturers" (Wojack, 2002, p. 70).

Just as men and women may be treated differently in the workplace, there is also evidence there are gender differences in simple methods of communication. Brescoll's research found that "women without political experience are acutely aware of the fact that talking more than others at work may not be a successful way to communicate their power to others" (2011, p. 637). She stated that women will typically listen and absorb the information before speaking. Gray (1992) noted that "Men mistakenly expect women to think, communicate, and react the way men do, women mistakenly expect men to feel, communicate, and respond the way women do." (p.2). Pease (2000) discussed "Women's intuition" noting that it "is mostly a woman's acute ability to notice small details and changes in the appearance or behavior of others." (p. 19). People from cultures around the world behave different and it is important to understand these differences. Frictions can arise between men and women because "...boys and girls grow up in what are essentially different cultures, so talk between women and men is cross-cultural conversation." (Tannen, 1990, p.18). Finally, Gilligan (1993) described the differences between men and women and how they "arise in a social context where factors of social status and power

combine with reproductive biology to shape the experiences of males and females and the relations between the sexes” (p. 2). Dantley & Tillman (2008) stated that “Public intellectuals” need to view the social and cultural background of the situation to try and understand the reasoning behind why the social injustice is occurring.

Though the United Nations Security Council Resolution (UNSCR) 1325 (UN, 2000) on women, peace and security was adopted on 31 October, the U.S. did not deliver a National Action Plan until December 2011 (The White House, 2011). It is not clear why there was such a large gap between the time resolution was passed and the National Action Plan was drafted.

Background

UNSCR 1325

United Nations Security Council Resolution (UNSCR) 1325 (UN, 2000), initially adopted on 31 October 2000 and updated with a resolution in 2009 (UN, 2009), proclaimed that all peacekeeping personnel – military, police and civilian, receive training on the protection, rights and the needs of the women, as well as on the importance of women in all peacekeeping and peace building measures (Lyytikäinen, 2007). Enforcing such a resolution can be difficult as there are often barriers to leaders accepting the issue as one that needs to be changed. These barriers can be time, resources, community values, policies and lack of a desire (Cameron-McCabe, 2008). Even though the resolution has been in place since 2000, countries have been slow to adopt their implementation plans (Tirman, 2011). There are currently 37 countries that have passed National Action plans with the first being the Danish plan in June 2005 followed by the Norwegian plan in March 2006 (PeaceWoman, 2013).

U.S. National Action Plan

The U.S. National Action Plan on Women, Peace and Security was not passed until December 2011 (The White House, 2011). The goal of the U.S. National Action Plan is to give power to half of the world's population to assist in the security of women. The Plan describes the course the United States Government will take to accelerate, institutionalize, and better coordinate our efforts to advance women's inclusion in peace negotiations, peace building activities, and conflict prevention; to protect women from sexual and gender-based violence; and to ensure equal access to relief and recovery assistance, in areas of conflict and insecurity (p. 1).

Additionally, the plan will be guided by five principles:

1. Engaging and protecting women as agents of peace and stability when promoting security and rebuilding societies.
2. Complementing existing initiatives to advance gender equality and women's empowerment.
3. Including the views and participation of a wide variety of groups
4. Coordinating between all relevant departments and agencies of the government in order to maximize the impact of the plan including integrated it into relevant United States foreign policy initiatives.
5. Holding the agencies accountable for the implementation of the policies and initiatives endorsed in the plan. (p. 1)

Department of Defense Implementation Guide

The U. S. National Action Plan (White House, 2011) required that all affected departments develop their implementation plan within 150 days of the signing of the National plan. The Department of Defense (DOD) Implementation Guide for the U.S. National Action

Plan on Women, Peace and Security was signed by the Chairman of the Joint Chiefs of Staff on April 5, 2012 (DOD, 2012b). General Martin E. Dempsey, signer of the plan, made the following statement:

When we undercut the contributions of one gender, we do so at our own peril... denying ourselves half the talent, half the resources, half the potential of the population. And as we approach future challenges we must think rather than fight our way through, we need to be able to leverage all of the best thinking out there (p.1).

Within the U.S. National Action Plan, DOD has 18 “actions” (or tasks) identified that require attention by the office of primary responsibility for implementation of that area (DOD, 2012b). It also emphasized the requirement for all DOD components to monitor the outcomes and actions listed in the plan so that everyone can have a better understanding of the requirements. An understanding is important to know how they may have an effect when planning for operations, whether they are security operations, humanitarian assistance/disaster relief, stabilization programming and/or engaging with the civilian population. Three of these actions will assist in institutionalizing a gender-sensitive approach by conducting training and education on the subject.

Training and educating all personnel on the dynamics of gender integration will become even more critical with the complete integration of women into areas within the services that previously were only open to men. On January 24, 2013, the 1994 rule excluding women from combat was lifted. This change allows women to be assigned to units and positions where the primary mission is to engage in ground combat (DOD, 2013a). The different services are now required to develop gender-neutral occupational standards. The implementation of these new positions is to begin immediately and to be finished by January 1, 2016. Currently, 15% of the

U.S. military is comprised of women. This new ruling will allow more new recruits to request/apply for positions that were previously off-limits and will insert women into positions where previously there were only men. With the workplace dynamic changing, there needs to be a concern for the treatment and security of women in areas where women previously did not work. Additionally, there will now be more women as a part of a unit available to interact with the local population in countries that culturally prohibits the local women from talking to male soldiers. All the above are reasons that the current and future forces need to be aware of including a gender perspective when planning operations. One way to increase awareness is through training and education.

Purpose Statement

The purpose of this research will be to provide a means of determining if U.S. military units are behind or ahead of North Atlantic Treaty Organization (NATO)/ Partnership for Peace (PfP) countries in regards to gender awareness training in support of UNSCR resolution 1325. It will provide a cross-country examination of how militaries in specific countries are institutionalizing gender as a planning factor that will assist in operational effectiveness and any cultural considerations. The resulting information will assist in determining if there are areas in the U.S. implementation of the National Action Plan that could be improved upon based upon the work conducted by other countries.

Definition of Terms

Dehumanize - taking away the qualities or features of something that makes it able to meet human needs and desires or enhances people's lives.

Equity - the quality of being impartial and fair.

Female Engagement Teams- a program that was started by the U.S. Marines Corps. It is comprised of volunteer female members of appropriate rank, experience and maturity to develop trust-based and enduring relationships with the Afghan women they encounter on patrols.

Gender - the social differences and social relations between women and men. It includes the way relationships are socially constructed and the behaviors and psychological cultural traits associated with a designated sex.

Gender analysis – looking at the different roles and activities that women and men, girls and boys may have in a society and the social relationships between them.

Gender awareness training – training to ensure a common understanding of the role gender plays about the conduct of NATO operations. These include the principles of equality between women and men and non-discrimination based on sex.

Gender equality – equal rights, responsibilities, and opportunities of women and men, and girls and boys implying that the interests, needs and priorities of both women and men are taken into consideration.

Gender mainstreaming – the process of assessing the implications for women and men of any planned action, including legislation, policies, or programs in all areas and at all levels. Gender mainstreaming and adding a gender perspective are methods of achieving gender equality.

Gender perspective – examining each issue from the point of view of men and women to identify any differences in their needs and priorities, as well as in their abilities or potential to promote peace and reconstruction.

Joint Chiefs of Staff is defined as the most important military advisory group to the President of the United States, consisting of the Chiefs of Staff of the Army and Air Force, the Commandant of the Marine Corps, and the Chief of Naval Operations.

Misogyny is defined as the distrust or hatred of women.

North Atlantic Treaty Organization (NATO) is defined as an international organization established in 1949 to promote mutual defense and collective security that was the primary Western alliance during the Cold War.

Objectification is defined as reducing somebody, or something that is complex and multifaceted, to the status of a simple object.

Partnership for Peace is defined as a program of practical bilateral cooperation between individual Euro-Atlantic partner countries and NATO. It allows partners to build up an individual relationship with NATO, choosing their own priorities for cooperation.

Peace building is defined as the set of initiatives by diverse actors in government and civil society to address the root causes of violence and protect civilians before, during, and after violent conflict.

Peacekeeping is defined as a military mission where troops attempt to keep formerly warring armed forces from starting to fight again.

Phenomenon is defined as an observed occurrence.

Sexual harassment is defined as unwanted sex-related behavior toward somebody, e.g. touching somebody or making suggestive remarks, especially by somebody with authority toward a subordinate.

Sexism is defined as discrimination based on gender, the belief that men and women should be treated in a different way and that they are suited to different types of jobs and different positions in society.

Services represent the four branches of the Department of Defense: US Army, US Navy, US Marine Corps and the US Air Force.

Social Justice is defined as relating to the way in which people in groups behave and interact.

United Nations Security Council Resolutions are formal expressions of the opinion or will of United Nations entities.

Research Questions

1. Are U.S. military units behind or ahead of North Atlantic Treaty Organization (NATO)/ Partnership for Peace (PfP) countries in regards to implementation of gender awareness training in support of UNSCR resolution 1325?
 - a. What has the U.S. military done with regards to Gender Awareness training
 - b. What have other NATO and PfP countries militaries done with regards to Gender Awareness training?
 - c. What are the factors that affect the outcome of these questions
 - i. What are the gender/sexual harassment/sexual violence issues within the respective countries?
 - ii. Are there culture barriers or other factors that might affect the support of the training?
 - iii. Have the countries developed a particular position on their staffs that is specifically in place to advise on gender issues?
 - iv. Have professional military education institutions of the respective countries inculcated gender awareness training as a standard in the curriculum?

Methodology

To answer the proposed research questions, the qualitative design best suited to study this theme is “phenomenology.” Per Hayes & Singh (2012), phenomenology tries to discover how people experience a phenomenon, and how they think about that experience. It also values the

perspectives that the person being researched has about the experience. By using a phenomenological approach, I was able to collect data on the various training programs within the NATO/PfP countries, along with information discovered regarding what training the U.S. is conducting on gender awareness. This involved studying the details about the programs, categorizing the data, interpretation of the information, identification of any patterns, and synthesis and generalizations regarding the findings (Leedy & Ormrod, 2013).

Participants

The population size of the U.S. military, along with members of other country militaries, is impossible to consider as a group to study. Polkinghorne (1989) recommends that in phenomenological study, the sample should be 5-25. A representative sample of 12 individuals was selected and interviewed twice which adequately provided information in response to the research questions. The purposeful sampling strategy used to select the participants of this study was criterion sampling. Criterion sampling is defined as “purposefully picking all cases that meet some criterion” (Patton, 2002, p. 243). This kind of sampling was used since there are several military members of the U.S., European countries and PfP countries at my current employment, and the NATO command “Allied Command Transformation” is in Norfolk close to Old Dominion’s campus. This allowed for the different variations in the approach to the training and education of gender awareness. Since all the people being interviewed are military members, or those who work with the military, the variation was narrower which will enable the common patterns to be more easily analyzed. The relatively small number of personnel of the same type being interviewed was a limitation in this design strategy as I was only able to depend upon the opinions of a small part of the population.

Of the thirteen people who were interviewed, I included a cross-section of the different categories of personnel. From the U.S., I interviewed members of the military and civilians who have been involved with the training programs of military members. These personnel were either interviewed in person or by Skype if they are in a different location. Additionally, there were interviewees selected from civilians who work at Allied Command Transformation and other local offices who have been involved with training of their NATO forces and military members from either NATO or PfP countries. Some of the latter were members who work in the Hampton Roads area or Washing, DC, or were contacts I have made from past working groups. Those who meet the criteria noted above were contacted either in person, by telephone, or by email if overseas to ask for participation. I used the snowball method (Patton, 2002) to “sample people who know people who know people” (p. 243) to find other knowledgeable participants. Thus, I could obtain diversity between men and women and between those from the U.S. and those from other countries. The demographic factors of male or female, and country of residence are known, but specific names are kept confidential. The participant’s names were extracted from the transcription and replaced with a representative code.

These interviews were conducted face to face in the participant’s offices within the Joint Staff building in Suffolk, or in their respective offices. For those being interviewed by Skype or telephone, I conducted the interviews from a confidential area of my home or office. All the interviews were scheduled at a time convenient for the interviewees. I requested permission from the interviewees to be recorded. Upon granting permission, the interviews were recorded using a small recorder that was used to assist with transcription. After all the interviews have been transcribed, the recordings will be destroyed.

Data Collection

Two strategies for data collection were used for this study, the analysis of archival organizational documents that assisted in explaining the organizational environment and the semi-structured interviews.

The initial step of this analysis was to conduct a document analysis of all the National Action Plans of NATO and PfP countries. These plans were reviewed for specific data on their application to their defense departments and any documentation of training and/or education required to be implemented. These documents collected will be the background information regarding the various programs within the different countries and provided a rich source of information regarding the implementation of a gender awareness training and education program within the different organizations. A matrix was developed to aid in the accumulation of the data and to visually look for trends. These documents helped provide information on the processes and decisions relevant to that organization, and helped stimulate further areas for review during the interviews (Patton, 2002).

The other phase of the data collection were semi-structured interviews. Interviews are used in qualitative research as “we interview people to find out from them those things we cannot directly observe” (Patton, 2012, p. 340). Data was collected through two sets of 13 face to face interviews where the participants will be asked to respond to a semi-structured interview (Hayes & Singh, 2012). The interviewees were told that they will be recorded, and agreed to participate in the study. The semi-structured interviews took about 45 minutes each and included approximately 20 open ended questions each using probes as required. The interviews were recorded using technology available and will be transcribed from the audio recording into a document that will be coded to protect participant’s confidentiality. Any identification of the

interviewees was deleted from the final research report to ensure anonymity. The participants were given a copy of their transcript as a method of member checking (Hayes & Singh, 2012) to ensure their views were properly recorded. After a cursory review of the responses from all the participants, a second round of interviews was conducted to cover any additional questions that might have been raised in the first round of questions or to follow-up on information presented in the first round.

Analysis Strategy

A simple, iterative framework was used to help with the analysis of the data collected. Per Srivastava & Hopwood (2009), the continual review of patterns within a loop for the process of continuous meaning-making of the material which will result in a progressive understanding through the analysis process.

The first step of the analysis was to review the matrix developed through the document analysis. This review looked for application of the National Action Plan within the defense departments, and showed if there is any emphasis in training and education. From this review, the draft interview questions were finalized inserting appropriate information as required.

Because this research will be based upon phenomenological data, the second step of this iterative analysis will be to understand the “meaning, structure and essence of the lived experience of a phenomenon for a person or group of people (Patton, 2012, p. 482). The content of each set of 13 interviews was transcribed verbatim as recorded. The first set of interviews was reviewed and then compared looking for similarities and differences to determine the common, related items. Color coding and highlighting of transcribed notes helped to gain a visual perspective to keep track of the codes and categories. Additionally, the researcher used member checking to ensure the participant’s “voice” is accurately described (Hayes & Singh, 2012).

The data was coded and analyzed to extract any themes. Each category of coding was highlighted and commented upon as to its characteristic. Similar components were grouped together to create “Topics” and “Categories”. These components were categorized by keywords to look for trends (Hayes & Singh, 2012). Once the data was categorized, the information accumulated was “horizontalized” meaning that all elements of the data and perspectives noted was viewed with equal weight (Patton, 2002). A rich, thick textural description was developed explaining the data.

The final step of the iterative process was to review the first set of interview questions results be by the research team to determine common characteristics and to ensure all possible themes were included. From this first review, the second set of questions were determined for follow up on possible areas that may need more explanation. After the second round of interviews was conducted, the same analysis as described above was conducted.

Since the researcher reviewed multiple sources over two interviews each, a codebook was developed to assist in organizing the data. This method of organization will allow for an audit trail to be maintained at all stages of data collection and analysis as it will assist in keeping detailed records of how the data was collected, how categories were derived, and how decisions by the researcher and the research team throughout the processes of the research.

Additionally, a field folder will be retained as a source of ideas and speculation noted throughout the document review and interview process. Data obtained through the document analysis, the two sets of interviews, and the field folder will be compared to conduct a “methods triangulation” of the findings that will provide a “diverse way of looking at the same phenomenon but in adding credibility by strengthening confidence in whatever conclusions are drawn (Patton, 2002).

Inductive analysis using complex reasoning through the iterative process to discover the topics and categories within data helped to organize the data into abstract units of information (Cresswell, 2013). The themes and data were reviewed back and forth forming a complete set of themes.

Biases and limitations will exist in any qualitative study due to the subjectivity of the interpretation of the results by the researchers. Possible biases that I would need to be aware of includes any previous knowledge of the personalities of the participants being interviewed. Additionally, based upon my personal background related to the topic being explored, I acknowledge that political viewpoints might influence the results. In addition to the results being obtained from a small sample, a limitation that may affect the results of this research is the level of knowledge that I may already have on the subject being discussed as there might be more or less “credible” information being noted based upon my perceived standards.

Biases were addressed through the use of independent reviews by a research team consisting of other doctoral students who will review the material and conduct a peer debriefing of how they interpreted the results (Hayes & Singh, 2012). This team helped provide another view of the material collected. Additionally, I used a different disassociated knowledgeable person who acted as an auditor to ensure the research could thoroughly review the material and effectively conduct an accurate assessment of the results (Hayes & Singh, 2012). The more methods used to cross check the findings from the data analysis, the greater chance that biases and limitations will be minimized (Patton, 2002).

Delimitations

Though a true gender perspective considers men and women, boys and girls, this research predominantly focused on the institutionalizing of women as an integral part of a military unit to address the requirement to promote women's roles in conflict prevention and to ensure women have access to relief. The researcher only compared the training being provided to U.S. forces, with that of NATO and PfP countries as they often work together in times of conflict. Additionally, the preponderance of the personnel interviewed were those who are already aware of what having a gender perspective entails.

Significance of the Study

Through the interviews I will explore how the United States and other countries' military organizations have instituted programs to educate and train their military to be able to have a gender perspective during military operations and what these forces have done to further the overall use of gender as a planning factor in a military organization. Through the questioning I will be looking for any barriers the individuals may have had to incorporating a gender perspective into their operations, and any security issues the individuals may perceive within their organizations regarding gender. The results should be useful in improving upon a country's plan by highlighting successful gender awareness implementation and if any available training increased the country's successful implementation. This increased awareness should assist in improving actions taken by the NATO/PfP countries by giving areas to incorporate in the military planning process to meet the objectives of their respective National Action Plans. Meeting the goals of the UNSCR 1325 will ultimately benefit peace and security of women.

There have been studies (Brown & Ayres, 2004; Green III & Wilson, 1981; and Snyder, 2003) and books (Benedict, 2007; Hunter, 2007; Skaine, 1999) written regarding the integration

of women into the armed forces, both in the U.S. and in other countries around the world (Gray, 2008; Klick, 1978). Additionally, there have been some studies and reviews of the effectiveness of the Female Engagement Teams as the U.S. Army and U.S. Marine Corps initial answer to the operational use of women in Afghanistan (Holliday, 2012; Watson, 2011; Von Lunen, 2012). Since the U.S. National Action Plan implementation was only signed in March 2011 and the DOD National Action Plan released in December 2012, there are no known comparative studies regarding the effective implementation of these programs.

CHAPTER II

LITERATURE REVIEW

Introduction

Social justice in any organization is a desire of many to move from cultural bias to cultural diversity where everyone understands the requirements of the culture (Bogotch, 2008). This understanding includes awareness of gender in training and the positive effects it can have on outcomes. Gender perspective is defined as examining each issue from the point of view of men and women to identify any differences in their needs and priorities, as well as in their abilities or potential to promote peace and reconstruction (NATO, 2009). United Nations Security Council Resolution 1325 proclaimed that all peacekeeping personnel – military, police and civilian, receive training on the protection, rights and the needs of the women, as well as on the importance of women in all peacekeeping and peace building measures (UN, 2000).

Since the end of the Cold War, the nature of conflicts and peacekeeping responses around the world has changed. No longer are the United Nations peacekeeping entities responsible just for monitoring cease fires (Lyytikäinen, 2007).

Training on gender perspectives has also had to change with the integration of more women into the force structure, and the interaction with more women in the areas of operation. There are still gaps as the implementation of the training varies from country to country. In support of this study, a review of prevailing literature was conducted to examine gender in society, leadership traits, the effects of a gender concern on women as they were integrated into the military forces, the aspects of gender as an issue in conflicts, security movements to counteract any concerns and to assist in the use of gender for operational effectiveness on the battlefield, and the training being conducted by both NATO and the U.S. based upon respective directives.

Background

“Social justice” broadly addresses inequities related to race, gender, class, sexual orientation and disability (Cambron-McCabe, 2010). Dantley et al. (2010) confer that “Leadership for social justice.... perpetuate social inequalities and marginalizations due to race, class, gender and other markers of difference” (p. 31). Also recorded is a long history of social injustice regarding its exclusion of women, minorities, and persons with different sexual orientations (Bogotch, 2008). Support was often based upon policies and practices that were based on genetic determinism and eugenics, racism, and class discrimination.

One social justice issue is that of rape and assault. Rape crisis networks estimate that about every two minutes an American is sexually assaulted with 80% of the victims being under the age of 30 (RAINN, 2014). Members of a group who have systemically been exposed to violent behaviors know they must fear random, unprovoked attacks on their persons or property only because there is some other group out there that wishes to carry out their actions only to humiliate, damage, or destroy the person. This type of violent behavior towards a group is usually associated with women, though there have been instances when it was the male gender that was at risk for violent harm to his person. The final report of the Defense Task Force on Sexual Harassment and Violence at the Military Service Academies (DOD, 2005) concluded that “the leadership, staff, faculty, cadets and midshipmen must model behaviors that reflect and positively convey the value of women in the military” (p. ES-1).

Previous studies examined the state of gender awareness as it currently exists within various organizations (Ellingson & Sherwood-Puzzello, 2000; Tatar & Emmanuel, 2001). The researchers were not looking at changing the organization, but instead conducted observations and reported on the integration of gender with recommendations for further progression.

An example of a study reviewing gender within a business case is noted in the Harvard Business School case study of the entrepreneur Heidi Roizen (Sandberg, 2013). Roizen became a successful business woman based upon her outgoing personality and extensive network of high powered business contacts. In the conduct of the case study, the professor had half of the students read the story on Roizen's success using her real name of "Heidi", and the other half read the story with the name listed as "Howard". The students listed both Heidi and Howard as competent, but listed Howard as being an appealing colleague to work for, while Heidi was listed as someone who was selfish. The only difference in the stories was the gender.

Another experimental research study conducted focuses on gender from varying perspectives after a training intervention. Andrew and Ridenour (2006) used an experimental design by first giving a group of students a pretest on gender related issues, then providing a training course, and finally giving a series of questions at the end to determine what knowledge had been acquired. During the training course, the researchers also recorded observations from their classroom experiences with the students. One significant limitation with this study was that the treatment and evaluation of the efforts were conducted during a shortened summer session that was admittedly too short to have the proper time to review if any opinions of the participants were changed due to the treatment given.

Leadership

Traits

Leaders come in many different sizes, with many different personalities, and with many different styles. A person with an honorable character has real leadership power and uses different tools and principles for the situation to be addressed (Covey, 1991). This leadership power can also take on different forms such as coercive, utility, and principle centered approach.

To ensure an inclusion of all attributes within an organization, a leader must find the source of power that helps to reach the goals of the organization. Utility power can be used to hold most organizations together because it is based upon equity and fairness (Covey, 1991). To include a gender perspective in operations, a leader who espouses utility power will be one that uses this trait in support of the organization's operational effectiveness. A leader who bases his or her style of leadership on principle centered power has values that overlap with the followers (Covey, 1991). These values are not forced but come naturally to the leader. When an organization is managed by a principle-center leader, the people within the organization are individuals who are "spiritual beings" who desire to have meaning in what is done within the organization, and not be just resources or assets (Covey, 1991).

Leaders within an organization must have integrity to change an issue they see as wrong. They need to take the corrective action required to ensure the institution's integrity is at the highest level at all times (Smith, 1986). A person cannot wait until a crisis to change the situation. A true leader will show a commitment to the issue and make sure this does not happen. Integrity is one of the most important leadership traits to have, but it is also one that can lay dormant dependent upon the situation.

Governments within all states and countries have leaders at various levels of a hierarchal structure. Within these governments, one of the barriers to change is a complacent organization that does not believe any needed change should occur (Eggers & O'Leary, 2009). It is difficult to be in a room with an unpopular opinion on a subject, but often that opinion is what is needed to bring about an improvement to the current situation. An example of a voice that tried to be heard, but was not successful, is that of the engineer who knew the "O" rings in the Challenger space shuttle would fail at a low temperature (Eggers & O'Leary, 2009). His voice against a

complacent organization at that time unfortunately resulted in a catastrophic event to occur. But there are other voices within the space program that have been heard and have resulted in many successful launches that left several flags on the moon.

A climate of trust from the leadership can help the innovators of creative answers to problems be confident in producing and forcing their issue (Smith, 1986). It is important that those in government continue to press for those issues that might be controversial but are needed for an organization to prevail in the future.

The ability to change a leader's perspective on an issue can often be difficult, particularly if the issue is a sensitive one, or will possibly shine unwanted attention on the individual based upon how uncomfortable the situation is to the person (Cameron-McCabe, 2008). There are often barriers to the leader accepting the issue as one that needs to be changed. These barriers can be time, resources, skills, community values, policies, and lack of a desire. In addition to those traits just listed, the ability for the leader to have the resolution required to make the changes is very important, but is often very difficult. To change this social injustice, the relevancy to these barriers will need to be proven (Cameron-McCabe, 2008).

United Nations

The end of the cold war has brought a change in the way conflicts are viewed as they are now less about the tensions between the superpowers and more about globalization and humanitarian support of the world (Hoganson, 2005). Topics of interest include diplomatic approaches to human migration, international nongovernmental organizations, and cultural expansion. Hoganson (2005) states that women's and gender historians deserve part of the credit for this shift as they review "feminist international relations theory, postcolonial studies, and the movement to internationalize the study of U.S. history" (p. 15). This study of women's and

gender history have helped us to recognize connections between diplomatic history and culture to develop a better understanding of what should count as part of International relations history. History has changed the attention to another area of concern regarding the attack on gender.

Many documented stories in the news have shown that grave sexual and physical violence against women increases because of armed conflict (True, 2009). In the eastern portion of the Democratic Republic of the Congo (DRC) and in the Darfur region of western Sudan there has been large-scale rape of women and girls as a military strategy in countless conflicts. During and after conflicts, displaced women and children in the refugee camps and resettlement zones are also subject to rape, sexual abuse, early and forced marriage, and trafficking. This atrocity only exacerbates gender inequalities and does not view the consideration of women during post-conflict reconstruction and state-building as a concern. In some cases, it was noted that sexual violence increases once fighting stops and the situation stabilizes (True, 2009).

Another case involves Indonesia when it invaded East Timor and declared the territory its twenty-seventh province (Whittonton, 2003). Even though East Timor was considered a poor nation with low literacy and health care, East Timor resisted, and women were an important part of the resistance with a woman being one of the first killed (Whittonton, 2003). Unfortunately, hundreds of women were imprisoned, raped, and tortured during the following months, especially those belonging to the political organization of East Timorese women. Despite their suffering and active resistance, women have been unrecognized for their role in the liberation struggle. The UN peacekeeping mission's top leadership aided the United Nations Transitional Administration in East Timor (UNTAET) in efforts to fulfill UN gender equality policies. East Timor could achieve 27 percent representation of women in the first elected legislature and

helped create a position reporting directly to the prime minister that focuses on equality for men and for women (Whittington, 2003).

In some post-conflict environments, such as East Timor, Afghanistan, and Iraq, women need to hold decision-making positions in reconstruction or State-building agencies. Some post-conflict activities designed to empower women often do just the opposite (True, 2009). It is essential that the principle of gender equality and nondiscrimination be mainstreamed into all policies and programs for peacekeeping operations to succeed in ensuring a sustainable peace and long-term reconstruction based on democratic principles, rule of law, and United Nations human rights standards (Whittington, 2003).

Military

An undergraduate institution with military related studies can help a student learn to become a leader by combining academic studies and leadership experience through a “whole person” (i.e., mind, body, character) approach (West, 2012). While military-specific topics and physical training are also a part of the program, certain aspects common to military schools, like rigorous academic standards and honor codes, are also relevant and recommended. Through these programs, each student should have an opportunity to practice leadership in the relatively safe environment of a college campus where mistakes do not lead to destroyed careers.

Typically, leadership styles developed in military organizations are developed based on a culture that relies upon the hierarchical structure of a chain of command, one that is often more authoritarian (Snyder, Fisher, Scherer, & Daigle, 2012). Negative perceptions of leadership could be harmful throughout the military since a core principle is respecting and following the “chain of command.” But while first accepting, and then supporting a social justice issue that can be controversial, these leaders can be “Transformational Leaders” who develop long term

relationships with their followers because they produce significant change in the issue, and raise other leaders and followers to higher levels of motivation and morality (Strike, 2007).

Transformational leaders self-identify as agents of change who are always striving to make a difference in their organization (Tichy&Devanna, 1986).

If an atmosphere of sexual victimization exists, it could alter the perceptions of military leadership (Snyder, Fisher, Scherer, & Daigle, 2012). This long-term effect could undermine the successfulness of the military, especially if this distrust occurs in the military academies as they are the training grounds for future military leaders. To counter this issue from occurring, the academies should ensure there are opportunities for women to be involved in leadership positions and decision making entities such as the academic boards and admission boards (Snyder, Fisher, Scherer, & Daigle, 2012).

Integration of Women into the Military Forces

Women have proven to be an integral part of the armed forces since as far back as Plato in 400 years B.C. (Skaine, 1999). At that point even Plato discussed the best use of the traits within each gender to provide what was best for their defense. During the Crusades of the 12th century, women supported the effort disguised as men (Skaine, 1999). Many more examples can be found in the book by Rhiena Pennington (2003) titled “*Amazons to Fighter Pilots: A Biographical Dictionary of Military Women*” wherein she includes over 300 entries covering military women from far in the past to the present. The various entries reviewed include the Amazons, women in the Spanish Civil War, and Native American women. Table 1 is a synopsis of more recent historical dates detailing important times in the integration of women into the military.

Table 1

Historical moments integrating women into the military

Time Period	Year/Conflict	Historical moment
18 th /19 th Centuries		U.S. women served on the battlefield as nurses, cooks and saboteurs.
Pre-1950	1900-1908	Army Nurse and Navy Nurse Corps established
	WWI	More than 21,000 Army nurses serve, at least 400 die
	WWII	More than 60,000 Army nurses and 14,000 Navy nurses serve; 16 Navy nurses captured and held in a Japanese POW camp
	1948	Women receive permanent status in all four services
1950s-1960s	Korean War	More than 500 Army nurses serve in combat zone
	1965	First USMC woman assigned to attaché duty; is first female Marine to serve under hostile fire
	Vietnam War	About 7,000 women serve in Southeast Asia; Army nurse is only woman to die from enemy fire
	1967	Legal limits lifted on the number of women serving and highest ranks they can achieve
1970s-1980s	1969-72	Reserve Officer Training Corps opened to women
	1972	First Navy ship sails with a mixed crew; Navy promotes first woman to Admiral
	1974	First female helicopter pilot in the Army
	1976	Women admitted to the Service Academies
	1978	Coast Guard opens all assignments to women
	1983	First woman completes Navy test pilot school

	1989	770 women deploy to Panama in Operation Just Cause; two women command Army companies
1990s	Persian Gulf War	40,000 women deploy; two taken prisoner
	1991	First woman commands Navy ship; Congress lifts ban on women flying in combat
	1993	Army assigns first female combat pilot
	1994	Congress lifts ban on women serving on combatant ships
	1998	First female fighter pilot to drop laser guided missiles during Operation Desert Fox
2000-Present	2004	Woman takes command of an Air Force fighter squadron
	2007	Woman takes command of a Navy fighter squadron
	2013	Combat exclusion law is lifted for all areas except special forces; woman takes command of Navy Air Wing
	2015	Navy opens all submarines to women, first women graduate from Army Ranger School, services must report on their integration of women

Note. Adapted from Women in Military Service for America Memorial website. Press Release. Retrieved from: <http://www.womensmemorial.org/Press/highlights.html> and Megan Eckstein *Timeline: Women in combat roles*. USNI News. Retrieved from: <https://news.usni.org/2015/09/21/timeline-women-in-combat-roles>.

Today's military women in America are "Experienced, Educated and Empowered" (Women in Military Service for America, 2013). The myriad of important and meaningful jobs performed by military women everyday are made possible by education and training. Today there are more than 405,600 women leaders serving in the Active Duty, Guard, and Reserve around the globe (Women in Military Service for America, 2013).

Gender in Conflict

Though I will be focusing only on gender in regards to women for this study, there have been cases of note in which gender was not only an issue concerning women. Conflicts in former Yugoslavia, Rwanda and Sierra Leone have demonstrated the vulnerability of women, men, boy and girls to sexual and gender-based violence (Nordas, 2011). What needs to be considered when planning operations is that each gender who experiences violence before, during and after armed conflicts have different vulnerabilities and insecurities in dealing with the situation (Nordas, 2011).

External Threats

The requirements of stability operations now include many responsibilities such as security, humanitarian assistance, economic stabilization and infrastructure, rule of law, and governance and participation (DOD, 2011a). With these changes also brought about the requirement to understand how gender as an aspect of conflict and the sometimes associated violence has also increased in recent decades.

The genocidal assault launched against Kosovo's civilian population in 1998-99 is one example of violence associated with gender. From a gender perspective, there was certainly a strong trend towards sexual assault of younger Kosovar women, but there was also the systematic targeting of "battle-age" men for mass execution, detention, and torture (Case Study: Kosovo, n.d.). The term "gendercidal" describes the previous situation as it is defined as "targeting non-combatant males of an imputed 'battle age' (Jones, 2006, p.1). Beginning on March 19, 1999, and then escalating with the beginning of the NATO airstrikes on Yugoslavia on March 24, the Serbians implemented an "ethnic cleansing" campaign focusing on expulsion of most of the population, and violence towards the groups noted above. These young women

and battle-age men were trapped as they were unable to escape to the hills or surrounding countryside. The gendercidal massacres continued throughout the war, including the largest known mass killing at Meja on April 27, 1999. It was estimated that there were almost 500 men who may have been killed at that location. As a result of support from their Russian allies, along with the significant damage being done to the Yugoslavian infrastructure by NATO bombings, Milosevich's regime ended the mass murder and expulsions in June 1999.

The Gulf War clearly demonstrated that women were willing to take a bullet and die in conflict (Skaine, 1999). Women from the U.S. represented the largest number in uniform followed by China. Great Britain, France and Cyprus have the next largest number, with all the other countries having less than 10,000 women in their military ranks (Skaine, 1999). Jobs in the Services these days are a lot less reliant on physical strength and more reliant on knowledge skills (Benedict, 2009). Since the numbers of women in the services have increased, so have the positions opened for women. As shown in Table 1, every decade has brought the legal right for more women to serve in these positions. With this right also comes the opportunity to be killed in a convoy that is attacked by an ambush (Benedict, 2009). Women are on the frontline driving trucks, providing supplies, and standing watch in a guard tower. As of February 2013, there have been 146 women who have died in Afghanistan and Iraq (Washington Post, 2013).

Internal Threats

Violence against all genders is an unfortunate consequence of war. However, there are instances of violence against women in times of turmoil among their peers as well as their enemies. There are many documented cases of sexual violence within the units of the service members from their own peers and supervisors (Benedict, 2009; Nordas, 2011; Skaine, 2009). Reporting acts of sexual violence has sometimes led to punishment of the one reporting the act,

not the one who conducted the assault (Benedict, 2009). Trends like that will only deter others from reporting any instances. Among the women in Afghanistan and Iraq, it became practice to claim a boyfriend or husband, real or not, to protect themselves from their predatory colleagues (Benedict, 2009). Studies have shown that if the military organization has a commanding control within the unit, then the chances are higher that sexual violence can be restrained (Nordas, 2011).

United Nations Security Council Resolutions (UNSCRS)

In 1989, Amnesty International began investigating women's rights and sexual violence as specific human rights concerns. In addition, the Global Center for Women's Leadership worked with Human Rights Watch on a women's rights project to document sexual violence in the sex industry, against refugees and during conflict (Harrington, 2011). The Working Group for Women, Peace and Security, a network of women's Non-governmental Organizations (NGOs) organized to monitor the problem of peacekeeper violence, sexual exploitation and abuse, advocated for the implementation UN Security Council Resolution 1325 as the solution (Harrington, 2011).

UNSCR 1325

A little more than a year after the end of the genocide in Kosovo, the United Nations (UN) adopted United Nations Security Council Resolution (UNSCR) 1325. This resolution was in response to concerns that civilians, in particular women and children, accounted for the majority of the persons and refugees who were internally displaced as a result of combat action (UN, 2000). International humanitarian and human rights laws needed to be implemented that would protect women and children during and after conflicts. All parties in armed conflict were called upon to take special measures to protect women and girls from gender-based violence, particularly from rape and other forms of sexual abuse. This resolution particularly emphasized

the responsibilities of all countries to hold people accountable for their actions and to prosecute those responsible for genocide crimes against humanity and for war crimes, including those relating to sexual and other violence against women and girls (UN, 2000).

Furthermore, UNSCR 1325 took steps to reaffirm the important role of women in the prevention and resolution of conflicts and in peace-building (UN, 2000). This resolution stressed the importance of women's equal participation and full involvement in all efforts for the maintenance and promotion of peace and security, and the need to increase their role in decision-making regarding conflict prevention and resolution.

NATO and its partners started acting to implement this resolution (UN, 2010: a). They recognized the disproportionate impact war and conflicts have on women and children and highlighted that women have been left out of peace process and stabilization efforts. They called for full and equal participation of women from early conflict prevention to post-conflict reconstruction, peace and security. A key change and achievement is the appointment of gender advisers, both in the field and at several Allied commands, who will be the subject matter expert in advising the organization on gender awareness as they are planning any operation.

Supporting Resolutions after 1325

Since 2000, the UN adopted nine other resolutions further emphasizing the concerns noted in UNSCR 1325 and added additional elements to consider. UNSCR 1820, adopted in June 2008, was drafted to amend UNSCR 1325 by focusing on the prevention of and response to sexual violence in situations of armed and post conflict. UNSCR 1888 was adopted in 2009 to reinforce UNSCR 1820 by appointing a UN Special Representative to advocate for the end of sexual violence in armed conflict. UNSCR 1889 was adopted to balance the original 1325 by improving and monitoring the reporting component and by highlighting the importance of

resource allocation (UN, 2009a). UNSCR 1890 was unanimously adopted in 2009 (UN, 2009b)

due to a:

strong concern about the security situation in Afghanistan, in particular the increased violent and terrorist activities by the Taliban, Al-Qaida, illegally armed groups, criminals and those involved in the narcotics trade, and the increasingly strong links between terrorism activities and illicit drugs, resulting in threats to the local population, including children, national security forces and international military and civilian personnel. (p. 2)

A group of nations undertook a study on the implementation of UNSCR 1325 in the Provincial Reconstruction teams (PRTs) in Afghanistan. PRTs were designed to help improve stability in Afghanistan and Iraq by: (a) increasing the host nation's capacity to govern; (b) enhancing economic viability; and (c) strengthening local governments' ability to deliver public services, such as security and health care (Christoff, 2008). PRTs consist of a few military members from several nations, but more importantly, they also include members from various interagency organizations. They complimented the military members with their capacity to coordinate interagency diplomatic, economic, reconstruction, and counterinsurgency efforts among various U.S. agencies in Afghanistan and Iraq. PRTs were originally created as an interim measure to address issues of security and reconstruction by helping the national governments extend their authority to the provinces. Later the mission was expanded to include strengthening local governance and community development. To accomplish their missions, PRTs engaged in and funded a variety of activities. These included developing the capacity of local governments through engagement with local stakeholders promoting budget execution, business development, agriculture, public health initiatives, and governance; and supporting the delivery of basic social services (Christoff, 2008).

An independent study was conducted in 2009 to review the effectiveness of UNSCR 1325 as it pertained to the PRTs. The Supreme Allied Commander Europe and Supreme Allied Commander for Transformation B.L.S.C Directive 40-1 (NATO, 2009) was developed thus stating an education, training, and exercise program was needed to improve awareness of women's perspectives and will advance gender mainstreaming in NATO's military organizations.

The results of this study indicated that gender integration was not only sparse but sometimes nonexistent (NATO, 2009). The study results emphasized the need for a comprehensive strategy and the active support of both political and military leadership in promoting and taking responsibility for integrating UNSCR 1325. Support for this resolution required a comprehensive approach that allows for communication between men and women on the ground to obtain a better picture of what is occurring in the area. This approach can also extend to ensuring more protection of the civilian population against any violence.

As a means of a communication strategy, the International Security Assistance Force (ISAF) could use the local radio stations to organize a meeting between female members of parliament, business women, women's groups and military personnel (NATO, 2010a). This type of inclusion gave women in that community a say in the outcome of any decision-making process. The results were much better for PRTs that were led by a country that had a National Action Plan already addressing the support for UNSCR 1325 (NATO, 2010a). Another example given is the discussions between the women of the military units and the women of the local village that resulted in information regarding a wedding that would be occurring that next weekend. Because of this discovery, the logistics convoy that had been scheduled to transit that area during that time was rerouted, thereby saving a potential volatile situation from occurring (Torres, 2010).

If there is a concern regarding the integration of gender perspective into the operations, it will be the commanders out in the field vice the commanders at the headquarters who will most likely be the most difficult leaders to convince. A recent brief by a commander of one of the PRTs indicated that even he was a little skeptical at first of the changes required. (C. Tristan, Personal Communication, 19 April 2011). But COL Tristan had an assertive Gender Field Advisor who was insistent on showing him the gender awareness that was required when not only working within his own organization but more importantly in working within his role in the civilian community. COL Tristan said it was critical that the leadership understood the concerns and stood behind the needs as that made the injustice easier for others to understand, and to be more receptive to any changes.

The adoption of UN Security Council Resolutions 1325, 1820, 1888, and 1890 highlights the increasing attention to and support of the prevention of violence against women and girls and their effective protections and the promotion of a more equal participation of women on any level of decision making, especially in the field of security. Overall these resolutions call upon the countries to:

- Include gender issues in national pre-deployments training programs for military and civilian police personnel
- Take steps to prevent sexual exploitation and abuse and ensure accountability for any such conduct that does occur
- Institute measures to deploy more women as peacekeepers and to other operational positions
- Support the participation of local women in all steps of conflict resolution (United Nations, 2010a)

Though the original UNSCR 1325 was adopted in 2000, for unknown reasons the specific requirements on how to implement this resolution in NATO did not occur until 2005 (UN, 2005a & 2005b). These UN Secretary General Directives laid out the requirements for the NATO National Action Plan, and directed the member states implement similar ones.

In order to provide guidance to the military and political leadership, UNSCR 1960 was adopted in December 2010 (UNSC, 2010b). This resolution focused on:

The need for civilian and military leaders, consistent with the principle of command responsibility, to demonstrate commitment and political will to prevent sexual violence and to combat impunity and enforce accountability, and that inaction can send a message that the incidence of sexual violence in conflicts is tolerated. (p. 1)

Additionally, the countries must:

end impunity and to prosecute those responsible for genocide, crimes against humanity, war crimes, and other egregious crimes perpetrated against civilians and, in this regard, noting with concern that only limited numbers of perpetrators of sexual violence have been brought to justice, which recognizing that in conflict and in post-conflict situations national justice systems may be weakened. (p. 1)

During the November 2010 Lisbon Summit, a new strategic concept was adopted. The Heads of State and Governments endorsed an action plan to mainstream UNSCR 1325 into current and future operational planning, into Alliance training and doctrine, and into all aspects of the Alliance's tasks (NATO, 2010b). Paragraph 16 of the May 2012 Chicago Summit Declaration (NATO, 2012) was a clear message that NATO remains committed to the full implementation of UNSCR 1325 and Related Resolutions:

Widespread sexual and gender-based violence in conflict situations, the lack of effective institutional arrangements to protect women, and the continued under-representation of women in peace processes, remain serious impediments to building sustainable peace.

We remain committed to the full implementation of United Nations Security Council Resolution (UNSCR) 1325 on Women, Peace and Security and related Resolutions which are aimed at protecting and promoting women's rights, role, and participation in preventing and ending conflict.

Additional resolutions were published in following years that continued to support the original UNSCR 1325. UNSCR 2106 signed in June 2013 added greater operational detail to the previous resolutions on this Women, Peace and Security. It reiterated that all Member States and United Nations entities must do more to implement previous mandates and combat impunity for these crimes. It focused on the demand for the complete cessation by all parties to armed conflict of all acts of sexual violence, and recognized that women have been forcefully abducted into armed groups (NCGM, 2015). This one was also the first one to include men and boys as a significant concern in regards to sexual violence in armed conflict and post-conflict situations as they may be secondarily traumatized as forced witnesses of sexual violence against family members (UN, 2013).

Also in 2013, UNSCR 2122 was signed which sets in place stronger measures to enable women to participate in conflict resolution and recovery. This resolution required the Security Council, United Nations, regional organizations and Member States to dismantle the barriers, create the space, and provide seats at the table for women. It established a roadmap calling for the development and deployment of technical expertise for peacekeeping missions and UN mediation

teams supporting peace talks, and improved access to timely information and analysis on the impact of conflict on women and women's participation in conflict resolution (NCGM, 2015).

Finally, in 2015, on the 15th anniversary of the passing of UNSCR 1325, UNSCR 2242 was signed. This resolution reaffirmed all the previous resolutions reemphasizing many of the points made in the previous resolutions. This was the first one to introduce countering violent extremism as an issue that involved all genders as asking the Counter-Terrorism committee to integrate gender as a cross-cutting issue throughout the activities within their respective mandates. It also expressed concern over the increasing allegations of sexual exploitation by the UN peacekeepers and non-UN forces within the countries, so requested they conduct additional training. Finally, in response to a High-level review that indicated lack of compliance, the resolution requested Member States assess how they will implement and support the women, peace and security agenda calling for increased representation of women at all decision-making levels, and encouraged those supporting peace processes to facilitate women's meaningful inclusion in negotiating parties' delegations to peace talks (UN, 2015).

Implementation

Operationally it was not until 2008 that all eighteen of the UN peacekeeping missions around the world had gender units supporting women in host countries and ensuring their contribution to the peace processes (True, 2009). The tasks of the Gender units included: contacting local women's organizations, promoting registration of female voters, training female candidates for campaigns and elections, coordinating gender mainstreaming across mission departments, and developing gender sensitive programs and training for UN personnel and local police.

NATO

The development of the NATO/Euro-Atlantic Partnership Council was initiated in 2007. This group consisted of representatives from about 20 NATO and Partnership for Peace (PfP) nations (UN, 2010a). Implementation discussions of a new policy began at the Euro-Atlantic Partnership Council when they met in December 2007. Upon conclusion of the meeting, they had approved the NATO/EAPC policy implementation. These discussions were developed in concert with the PfP nations who were also in attendance (UN, 2010a).

During the following summer, the North Atlantic Council tasked the NATO Strategic Commands to provide guidelines on the implementation of the resolution. This resulted in the Bi-Strategic Command guidelines to be complemented by further political-military work, to be taken forward by the NATO civil and military authorities with NATO and PfP nations (UN, 2010a). Since then, other directives were developed to include the BI-SC Directive 40-1 which discussed integrating UNSCR 1325 and Gender perspectives in the NATO command structure (NATO, 2009).

The Political and Partnership Committee of NATO has taken an active role in mainstreaming UNSCR 1325 into alliance activities (NATO, 2010a). The Public Diplomacy division is working to increase awareness of these issues among the general public. Allied Command Operations (ACO) is promoting the role of Gender Advisors within the command structure of NATO led operations and Gender Field advisors on the ground in tactical operations. This support will enable personnel at all levels of the organizations and mission to have an awareness and appreciation of the positive role women can add in the protection of women and children, which will assist future conflicts in peace building.

Part of the implementation guidelines (UN, 2005a) was to develop national action plans within the countries to plan, educate/train, and implement these plans within the NATO and PfP countries. Table 2 lists those NATO and PfP members who have developed these national mandates.

Table 2

Countries with National Action Plans for UNSCR 1325

PfP Members	NATO Members
Austria	Belgium
Bosnia & Herzegovina	Canada
Finland	Croatia
Georgia	Denmark
Ireland	Estonia
Kyrgyzstan	France
Serbia	Germany
Sweden	Iceland
Switzerland	Italy
Macedonia	Lithuania
	Netherlands
	Norway
	Portugal
	Slovenia
	Spain
	United Kingdom
	United States

Note: Adapted from PeaceWoman website. National Implementation, List of National Action plans. <http://www.peacewomen.org/naps/list-of-naps>. Downloaded 1 March 2014.

Since participation of women is one of the pillars of the UNSCR 1325, the number within each of the member countries must be considered. Of the countries noted in Table 2, the number of women who are employed in their countries security forces varies between 3% and 18% (NATO,2010a). As for comparison, the number for women employed in the U.S. military as of 30 September 2012 is 204,309/1,399,622 or 14.6%. These numbers are further broken out as follows:

- Total number of women officers = 38,470/238,074 (16.1%)
- Total number of women enlisted = 164,046/1,148,481 (14.3%)
- Total number of women cadets/midshipmen = 1,793/13,067 (13.7%)

(DOD, 2013b)

In 2013, a “Review of the Practical Implications of UNSCR 1325 for the Conduct of NATO-led Operations and Missions” was conducted by the Nordic Centre for Gender in Military Operations, along with the Swedish Defence Research Agency (Lackenbauer and Langlais, 2013). Through a series of research questions, they determined that the implementation of UNSCR 1325 and supporting framework documents was mixed. They did state that progress had been made in establishing a structure within the NATO military operations, but other factors such as a lack of training, lack of gender advisor positions where needed, and a lack of understanding the requirements needed to conduct a thorough gender analysis. Thus, they listed several recommendations to NATO and operational units to assist with the implementation process.

A Civil Society organization called “Women in International Security”, along with the “NATO Science for Peace and Security Programme” conducted a review of 10 different nations to evaluate of well the principles of UNSCR 1325 were being implemented within each of the countries.

After “scoring” each of the nations based upon certain factors, they determined that the nations were behind in the implementation of the requirements, and that many remain unfamiliar with the resolution and therefore the integration of a gender perspective was affected (de Jonge Oudraat, et al., 2015). To assist the NATO member and partner nations with the implementation, they recommended they:

1. Appoint a Gender Advisor (GENAD) at the Commander level.
2. Make sure that gender training is part and parcel of basic training and not limited to pre-deployment training.
3. Institutionalize the incorporation of gender analyses and gender perspectives in all aspects of military operations. Gender perspectives should be integrated in all major national security strategies and policy directives, including military directives and guidance documents.
4. Toot your own horn—that is, publicize the efforts you are making to integrate the principles of UNSCR 1325 into your national security policies and institutions. (p. 2)

United States

The U.S. only implemented their plan in December 2011 (White House, 2011), followed by the Department of Defense (DOD, 2012b). But even before the plans were signed, the U.S. Marines realized there is utility in employing the women in Marine units and called this group of women “Female Engagement Teams (FETs).” As an example, in the Garmsir district of Afghanistan, the 2nd Marine Expeditionary Battalion was interacting with the key leaders and locals in the region (Henderson, 2009). They were finding it difficult to interact with the females in the villages until they sent in female marines to discover what medical care and humanitarian assistance were needed for them. The women in the villages were not allowed to talk to men, but they could speak to the female marines who went into the village with a head scarf instead of a helmet in consideration of the culture. Per one of the female officers, the female Marines hear a lot of things from the women that they would not have heard from the men or that would have

been said in a different way. These units now have been institutionalized as standard practice within the U.S. Marine Corps and are also now being used within the U.S. Army (Watson, 2011). Though the outcome has been positive in regards to the concept, there are some that believe the FETs should be disbanded and the numbers of females in civil affairs should be increased. This addition would allow for the capability of collection, influence, and searching, but it will be conducted by a trained civil affairs member who will turn the search into an engagement opportunity (Watson, 2011).

Additionally, the U.S. units responsible for training the Afghanistan Police Forces made a concerted effort to ensure there were many additional billets for Afghanistan women as they also realized the benefits of women on the force interacting with female citizens (D. Nikodym, Personal Communication, 23 March 2011). They could obtain the billets requested, and the Afghanistan Police Forces were more successful in filling the positions conducting border patrol as they were the ones most likely to culturally interact with other women.

Education and Training

Education and training of the staff is essential to raise awareness and to contribute to the effectiveness of operations and missions. A critical aspect in how to integrate gender in military structures and operations, based upon United Nations Security Council Resolutions 1325, 1820, 1888, 1889, 1960, 2106 and 2122, is through gender education and training for the military.

NATO

NATO has written policy and an operational framework to implement these resolutions. The NATO/Euro-Atlantic Partnership Council policy on implementing UNSCR 1325 on Women, Peace and Security of 2007 recognizes the importance of integrating gender considerations into all aspects of the military and military operations. The Supreme Allied

Command Europe and Supreme Allied Command Transformation B.I.S.C Directive 40-1 dated September 2009 (revised version issued in 2012) states that an education, training and exercise program will improve awareness of women's perspectives and advance gender mainstreaming in NATO's military organizations (NATO, 2009). This must be accomplished at all levels, and any current courses must be reviewed during normal course reviews to include the latest related information and trends. This directive strongly encouraged that all NATO pre-deployment training education and training programs include a section on respect to international law regarding the rights and protection of women and girls, especially civilians (NATO, 2009).

NATO has already looked internally to some of their own institutions by adding information into the curriculum of the NATO Defense College in Rome and the NATO School in Oberammergau, in addition to training for NATO Headquarters personnel (NATO, 2010c). The Swedish Armed Forces is one military entity leaning forward in providing education and training in this area. There are several courses on Gender Training conducted at the Swedish Armed Forces International Centre in Stockholm. These include a Gender Field Advisor Course, a Gender Seminar for Commanding Officers, a Gender Flag Officer Seminar, a Gender Field Advisor Course, and a Gender Training of Trainers Course (SWEDINT, 2013). The Partnership for Peace Consortium Education Development Working Group (EDWG) integrated gender issues in the Reference Curriculum developed for Professional Military Education for Officers in 2010/2011 (NATO, 2011) and for Non-Commissioned Officers in 2012/2013 (NATO 2013). The Geneva Centre for the Democratic Control of the Armed Forces (DCAF) developed an extensive and easy to use "Defense Reform and Gender Toolkit" (Hendricks & Hutton, 2008) that organizations can review and use to train personnel within their group to further understand the background, the laws and the applicability of the concept within their organization.

In quick succession, there were a series of workshops for members of many different countries within NATO and the PfP countries. The Swedish Armed Forces International Centre hosted a seminar titled “Gender and Defence Transformation: Transforming National Structures, Sustaining International Operations” in conjunction with the PfP Consortium Security and Stability Reform Working Group of the Defence Academies and Security Studies Institutes (Ebnöther,2011). In 2012, DCAF, representing the PfP Consortium Security Sector Reform Working Group organized three workshops in partnership with the PfPC Education Development Working Group (EDWG) (Personal communication with DCAF, 2014). The first one was held in July at the NATO School in Oberammergau, Germany, and was titled “Teaching Gender to the Military - In the Classroom and through Advanced Distributed Learning”. This session focused on the development of an online module to teach the basics of gender awareness using specific teaching strategies in various scenarios. The second one was conducted in December titled “Designing Sample Gender Lessons” hosted by the George C. Marshall Center in Garmisch-Partenkirchen, Germany. This meeting focused more on the andragogy of teaching gender, assessment modalities and lesson planning. Several products for practical application were produced including a list of best practices in teaching gender to the military, a checklist for gender curriculum review and three sample lesson plans for teaching gender to the military. A third workshop was held in Geneva in December 2013, this time on “Integrating Gender in the Curriculum” to examine how gender could be integrated across military curricula and to go beyond stand-alone modules. Finally, “Teaching Gender in the Military: A Handbook” was released in May 2016 (Balon et al, 2016). Additionally, in the summer of 2015, NATO ACT released a “Gender Education and Training Package for Nations” that is a series of lessons that can be taught at the strategic/operational, tactical and pre-deployment levels to leadership,

planners and operators. These lessons contain very extensive lesson plans and accompanying power point presentations that can be tailored to the individual member countries (ACT GENAD, 2015).

Through this level of support to their programs, NATO has provided a positive impact in the way ahead in the implementation of UNSCR 1325 and subsequent related resolutions.

United States

The U.S. National Plan (White House, 2011) specifically states the following as an action item required of the Department of Defense:

Pre-deployment and in-theater training for members of the U.S. military and civilians, as well as Professional Military Education, including Commanders' courses, and intermediate and senior service schools. (p. 13)

The Female Engagement Team (FET) concept of sending teams of female soldiers or marines into the villages to talk with the locals has proven to be very effective. A secondary effect is that other organizations were setting up similar FETs but without the required training. These teams were hastily assembled because they were a similar group, i.e. all women. (K. Young, Personal Communication, 20 April 2011). With the United States implementation of a national action plan, steps have begun to consider education and training programs for the U.S. personnel. The Department of Defense implementation plan includes requirements for steps to take within some training and education venues (DOD, 2013c).

Education

One venue for consideration of inclusion of gender as a topic is at the various Joint and Service Professional Military Education institutions. The joint and service professional military education schoolhouses are governed by the Officer Professional Military Education Policy

(OPMEP) instruction regarding the learning objectives within the learning areas that are to be covered within the curricula of the various programs, along with other instructions in the conduct of the courses (DOD, 2015b). Per the Chairman of the Joint Chiefs of Staff, professional military education is the “critical element in officer development and is the foundation of a joint learning continuum that ensures our Armed Forces are intrinsically learning organizations” (DOD, 2015a, p.1).

For a new topic, such as gender awareness to be introduced into Joint Professional Military Education (JPME) for inclusion as a learning objective, it must be proposed as a “Special Area Emphasis (SAE)” and follow a rigid process for acceptance (DOD, 2015b). SAEs are usually areas of concerns of proposed by elements of the Office of the Secretary of Defense, the Services, combatant commands, Defense agencies, and the Joint Staff. The SAEs are introduced into the curriculum to help ensure the currency and relevance of the colleges’ JPME curricula. The process is initiated by the sponsoring organization and presented to the annual Joint Faculty Education Council where it is voted upon for further assessment. If the review is successful, the SAE is presented to the Military Education Coordination Council (MECC) Working Group (WG). Based on the MECC WG’s review, the proposed list of the new SAEs will be forward to the Director of the Joint Staff for approval via the MECC. Upon approval, the SAE list is distributed to the joint and Service colleges and schools during January for inclusion in the following year’s curriculum. Though the schools are highly encouraged to include these new SAEs, they do not change the official learning areas and therefore are not mandatory and will not be verified during any curriculum review process. An alternative would be to conduct an elective on the subject, or have a presentation to the student body on the subject.

Training

Training and education are not mutually exclusive (OPMEP). Most schoolhouses will include elements of both education and training in their academic programs. Both training and education are required to have success along the joint learning continuum. A professional development program can aid a person in acquiring and performing progressively higher skills and responsibilities as their careers advance.

Individual joint training is designed to help ensure the individuals are proficient in their assigned joint tasks and have skills and understanding of joint doctrine and procedures necessary to function as joint staff members to accomplish assigned missions (DOD, 2012b). Outside of PME schoolhouses, the commanders of the various organizations are responsible for developing a joint training plan using individual training and exercises to ensure readiness of their unit. One way to assist in the development of their plans is to ensure all high-interest training issues are included.

High-interest training issues (HITI) are those issues that the commanders of the units should consider for emphasis in their joint training programs (DOD, 2013d). This list is published annually in a Chairman's notice. The list in the FY14-17 Chairman's Training Guidance (DOD, 2013d) had a new addition that had not been included on any previous HITI list, that of Sexual Assault Prevention and Response. This issue was strategically placed as the first issue in the list and specifically states:

Services, Combat Support agencies, and Combatant Commands should advocate a robust Sexual Assault and Prevention program and provide individual education and training to prevent and appropriately respond to incidents of sexual assault (p.9).

Though not directly reflecting an implementation of a gender awareness program, incorporating training on sexual gender based violence is a subset of an overall gender awareness program.

The signing of the “Elimination of the 1994 Direct Ground Combat Definition and Assignment Rule” on January 24, 2013, opened over 14, 000 positions previously closed to women (DOD, 2013a). It requires the integration of women into these positions as quickly as possible. As the United States’ national action plan and subsequent plan by the Department of Defense are being implemented, it will be important that all involved in the integration of women into these newly opened positions understand the requirements of the plans to ensure operational effectiveness. It will be through a change in the affective domain of many, predominantly the men within the military, to fully accept these changes due to the military misogynistic culture the members were brought up in during their career.

Masculine vs. Feminine Culture

From a feminist perspective, implementing UNSCR 1325 and related resolutions into practice will require a change in international security to incorporate military, political security and human security for women, men, girls, and boys (True, 2009). A barrier to implementation could be that masculinity as part of the military’s fighting culture is a trait that should be considered as to its effect on the implementation of UNSCR 1325.

The masculine qualities often associated with the military culture include “dominance, assertiveness, aggressiveness, independence, self-sufficiency, and willingness to take risks,” while other characteristics “such as compassion, understanding and sensitivity” are discouraged (Morris, 1998). Masculinity of men has been a part of economic and political interests as a tool of power to secure control (Greig, 2009). Some studies have shown that military forces develop the traits of masculinity and femininity to encourage men to fight and

women to support men's fighting (Greig, 2009). Even when there are men reluctant to participate in military action, the images of masculinity have often been used to militarize these reluctant men.

The traditional approach to military training prepares all soldiers, both men and women, to fight and protect the victims (women and children) suppressing "feminine" emotions that would be normally connected to bodily pain and compassion (True, 2009). The experience of war and conflict also shapes the traditional standards of masculinity that some believe may explain why soldiers behave violently against women at home after they return from the conflict.

With the Army encouraging more women to the frontlines proving a point that equal rights require equal risks; they are viewed to having chosen a feminism approach to operations and are lessening their standards to place women in roles they cannot fill (Neumayr, 2005). There have been instances noted of women staying in the barracks instead of in the field, or injuring themselves in routine events based upon the inadequacy of the equipment for a woman's body. Accounts have stated there are those who believe combat readiness will suffer because of women not being able to handle the basic tasks "such as carrying a full load of equipment plus weapon, changing truck tires, breaking track or carrying a wounded man" (Neumayr, 2005, p. 27). With the lifting of the combat exclusion law, there have been many discussions on both sides of what the standards for men and women should be, and if they should be different. But those asked seem to believe that if women are included in a future draft, then there should be "equal opportunity and equal rights go with equal obligations" (Cooper, 2013, p. 1).

Some have stated there are those who believe the military has become proudly feminized as a major step towards women's liberation, but it still is a system where men have laid down their lives so that the women might live (van Crevald, 2013). Their belief is that women should

start laying down their lives for them since women form most the population, so they should die in higher proportion to the numbers. They also believe though that true equality is far away from a reality and that “women’s presence in the military is little but an expensive charade” (van Crevald, 2013, p.3).

But is the opinion that a person must remain masculine to be successful in the military an opinion shared by all within the military structure, or is it a public opinion? A survey of the civilian population resulted in 28.2 percent of civilians from the general population and 17.4 percent of civilians in high level leadership roles selecting “agree strongly” compared to 14.6 percent of military in upper leadership positions. In addition, civilians in the general public were over three times more likely than the senior military members to believe that it would “greatly hurt” military effectiveness if the military were less male-dominated (Titunik, 2008). The survey also resulted in the senior military members having more confidence in women leaders than do the senior civilians. This public opinion could be swayed portrayal of military actions in the media, particularly in the movies, as being one of unrestrained aggressive sexual behavior with a fighting war spirit that wins wars, and that spirit will be crushed by making the armed forces “female friendly” (Titunik, 2008). The past has demonstrated that those who go off fighting on their own are a danger to themselves, and that warfare requires discipline and restraint instead of aggressive, violent impulses (Titunik, 2008). Male dominance of the military is one of the cultural differences that create friction between military and humanitarian organizations (Egnell, 2013). Female officers could be the bridge between organizations.

The demands of war have compelled greater reliance on women, and military culture has been able to accommodate women’s changing roles. The conflict in Iraq and Afghanistan has shown that gender-integrated armed forces perform competently and courageously without

turning the military too feminine. Servicewomen have contributed to past and present military engagements and have performed admirably in exceedingly difficult operations (Titunik, 2008). As an example, in March 2005, Sergeant Leigh Ann Hester of the 617th Military Police Company could suppress enemy fire and successfully fight off the insurgents who had attacked her supply convoy. Hester is the first woman to be awarded the Silver Star since World War II.

As the efforts to transform social and economic gender inequalities that constrain women's participation and underlie their vulnerabilities transforms, the violence against women during conflict should decrease and the participation of women in the peace process should increase (True, 2009). Today's military fighting with limited resources and limited direct combat will enable this change to occur more easily. Research has also shown that engaging men in gender equality projects and demonstrating how it was effective will assist in shifting these masculine requirements of the military (Greig, 2009). In the end, it is not about masculinity and femininity, but about having dignity and self-determination for people of all genders. To way to produce this change is to have effective education and training program.

Summary

Important advances have been made during the past years in awareness and institutionalizing gender training for military personnel, but there are still important gaps in the reach of gender training as its implementation varies from one country to another. The discussion above has raised a couple of issues worthy of further research. First, assessing the implementation of gender training requires further investigation so that any gaps can be identified and a determination made of any political resistance to implementation of a gender perspective program. Second, an evaluation of the impact of gender training on the behavior and attitudes of military personnel would be crucial for identifying the best training tools and

methods to implement. Thus, I will review the programs within NATO, PfP countries and the United States to determine what elements of a supportive program exist and what elements can be enhanced.

CHAPTER III

METHODOLOGY

This chapter will review the research design of this qualitative phenomenological study, discuss the sample size and selection, evaluate the instrument to be used and the data collected from it, and describe how the data will be analyzed and validated considering the limitations. The participants in this study are from the countries within the North Atlantic Treaty Organization (NATO), to include the United States, and from countries within the Partnership for Peace (PfP). They are either members of the military or civilians who are involved in the implementation of the UNSCR 1325 within their country, either through strategy and policy oversight or responsible for training and education of units at an operational level. The methods of data collection and analysis will be discussed, along with a summary on the possible contributions to the awareness of peace and security of women who are associated with members of the armed forces.

Introduction

A qualitative design is the most effective methodology to explore the issue of comparing the implementation of gender awareness training and education between the United States military and NATO/PfP countries and any barriers that may have hindered the implementation. This will involve studying the details about the national action plans, categorizing the data, identifying any patterns of barriers or successes in regards to the implementation, and synthesizing the findings (Leedy & Ormrod, 2013).

The participants selected were from countries who have traditionally conducted business with the United States through the various Executive Branch Departments, to include the Department of State and the Department of Defense. Because of recent conflicts in Iraq and

Afghanistan, there has been substantial presence by members of many of the countries working together in support of the operations within these countries. Per the NATO Bi-SC Directive 40-1 (NATO, 2009)

Today's conflicts not only call for military responses, but need 'greater capacity' to bring all necessary civilian resources to bear in crisis and post-crisis situations. Only an organisation that truly respects and fully embraces the diversity of backgrounds, skills and experience of its members can operate effectively in a complex security environment.
(p. 1-1)

There are several other countries that have adopted National Action Plans, including countries in Africa and in the Pacific Rim area. Though there will be opportunities in the future to work together with forces from these countries, they were not included in this study to limit the scope to those countries operating within NATO and PfP led/supported operations.

Purpose Statement

The purpose of this research was to provide a means of determining if U.S. military units are behind or ahead of North Atlantic Treaty Organization (NATO)/ Partnership for Peace (PfP) countries in regards to the implementation of gender awareness training in support of UNSCR resolution 1325. It provided a cross-country examination of how militaries in specific countries are institutionalizing gender as a planning factor that will assist in operational effectiveness, and should eventually result in a decrease in sexual gender based violence. The resulting information will assist in determining if there are areas in the U.S. implementation of the National Action Plan that could be improved upon based upon the work conducted by other countries.

Significance of the Study

Through the interviews I explored how the United States and other countries' military organizations have instituted programs to educate and train their military to be able to have a gender perspective during military operations and what these forces have done to further the overall use of gender as a planning factor in a military organization. Through the questioning I will be looking for any barriers the individuals may have had to incorporating a gender perspective into their operations, and any security issues the individuals may perceive within their organizations regarding gender. The results should be useful in improving upon a country's plan by highlighting successful gender awareness implementation and if any available training increased the county's successful implementation. This increased awareness should assist in improving actions taken by the NATO/PfP countries by giving areas to incorporate in the military planning process to meet the objectives of their respective National Action Plans. Meeting the goals of the UNSCR 1325 will ultimately benefit peace and security of women.

There have been studies (Brown & Ayres, 2004; Green III & Wilson, 1981; and Snyder, 2003) and books (Benedict, 2007; Hunter, 2007; Skaine, 1999) written regarding the integration of women into the armed forces, both in the U.S. and in other countries around the world (Gray, 2008; Klick, 1978). Additionally, there have been some studies and reviews of the effectiveness of the Female Engagement Teams as the U.S. Army and U.S. Marine Corps initial answer to the operational use of women in Afghanistan (Holliday, 2012; Watson, 2011; Von Lunen, 2012). Since the U.S. National Action Plan implementation was signed in March 2011 and the DOD National Action Plan released in December 2012, there are no known comparative studies regarding the effective implementation of these programs between the US. and other member and partner nations in regards to their education and training programs. There have been studies

conducted on the overall programs of some NATO and partner countries reviewing the effectiveness of policies in place that have aided with implementation (Lackenbauer and Langlais, 2013; de Jonge Oudraat, 2015). These studies gave recommendations on requirements needed to further bring the ANTO and partner countries into compliance with the UNCSR 1325 requirements.

Research Questions

Are U.S. military units behind or ahead of North Atlantic Treaty Organization (NATO)/ Partnership for Peace (PfP) countries in regards to implementation of gender awareness training in support of UNSCR resolution 1325?

- a. What has the U.S. military done with regards to Gender Awareness training?
- b. What have other NATO and PfP countries militaries done with regards to Gender Awareness training?
- c. What are the factors that affect the outcome of these questions
 - i. What are the gender/sexual harassment/sexual violence issues within the respective countries?
 - ii. Are there culture barriers or other factors that might affect the support of the training?
 - iii. Have the countries developed a particular position on their staffs that is specifically in place to advise on gender issues?
 - iv. Have professional military education institutions of the respective countries inculcated gender awareness training as a standard in the curriculum?

Research Design

Based upon the research questions posed, the appropriate design to consider is “Phenomenology.” According to Patton (2002), phenomenology reviews these various experiences to make sense of them and to turn an experience into a shared understanding of the event. Hayes and Singh (2012) state that phenomenology tries to discover how people experience a phenomenon and how they think about that experience. This is further interpreted by Creswell affirming that a phenomenological study “describes the meaning of the lived experiences for several individuals about a concept or phenomenon” (2013, p.51) meaning that it also values the perspectives that the person being researched has about the experience. Finally, Bogdan and Biklen (2003) confirm that the combined experience as told by others is what “constitutes reality” (p. 23) within a phenomenological experience.

This type of review will require in-depth interviews of people who have personally experienced the phenomenon of interest. A phenomenological approach is appropriate for this research as it will involve the in-depth discussions with people who have experienced and worked with the questions of concern regarding the implementation of UNSCR 1325 in their respective NATO/PfP countries, to include a review of their various training and education programs. The analysis of the National Action Plans, to include any reference to what training the U.S. and NATO/PfP countries are conducting on gender awareness, along with an analysis of the interviews to explore possible barriers to the implementation, should result in the “essence of a shared experience” (p. 106) and will be the characteristic that defines this phenomenological study (Patton, 2002).

Since there is limited literature researching a comparison of gender awareness training for US and NATO/PfP military members, the use of qualitative inquiry instead of quantitative measurement was used to develop the research questions.

Profile of the Primary Researcher

I am a female doctoral student in the Higher Education Administration curriculum. I earned my Bachelor's degree from Purdue University in Organizational Leadership and Supervision. Upon graduation, I began a 23-year tour as an officer in the United States Navy, primarily in shore management positions. Five years into my career, I attended Old Dominion University where I earned a Master's degree in Educational Administration. This degree qualified me as an Education and Training Management subspecialist within the Navy. After an initial tour as a Curriculum and Instructional standards officer, my next tour within this subspecialty was on the staff of the Naval Postgraduate School in Monterey, CA, as the Director of Student Affairs. My final tour in this area also involved higher education as I was an Assistant Professor/Military Faculty member at the Joint Forces Staff College, Norfolk, VA. This was my penultimate tour in uniform, but my time as a specialist in the various requirements with Joint training was continuing to evolve. After two years as a contractor working to train the staff of U.S. Africa Command as they organized as a newly instituted command, and to train the National Guard on how to be a Joint Force Headquarters, I transitioned into the government civil service where I have spent the last four years working requirements of individual training within the Joint community. It was through this work that I was invited to participate in various programs on increasing the training of all military organizations on how to have a gender perspective within the force.

Participants

The population size of the U.S. military, along with members of other country militaries, is impossible to consider as a group to study. Polkinghorne (1989) recommends that in phenomenological study, the sample should be 5-25. A representative sample of 13 individuals were selected and interviewed twice which adequately provided information in response to the research questions. The purposeful sampling strategy used to select the participants of this study was criterion sampling. Criterion sampling is defined as “purposefully picking all cases that meet some criterion” (Patton, 2002, p. 243). This kind of sampling was used since there are several military members of the U.S., European countries and PfP countries at my current employment, and the NATO command “Allied Command Transformation” is located in Norfolk fairly close to Old Dominion’s campus. This will allow for the different variations in the approach to the training and education of gender awareness. Since all of the people being interviewed are military members, or those who work with the military, the variation will be narrower which will enable the common patterns to be more easily analyzed. The relatively small number of personnel of the same type being interviewed is a limitation in this design strategy as I will only be able to depend upon the opinions of a small part of the population.

Of the thirteen people were interviewed, I included a cross-section of the different categories of personnel. From the U.S., I interviewed members of the military and civilians who have been involved with the training programs of military members. These personnel were interviewed in person or by Skype if they are in a different location. Additionally, there were interviewees selected from members who worked at Allied Command Transformation Headquarters and other NATO or PfP countries who and have been involved with training of their NATO forces and military members. Some of the latter will be members who work in the

Hampton Roads area, or will be contacts I have made from past working groups. Those who meet the criteria noted above will be contacted either in person, by telephone, or by email if overseas to ask for participation. I also used the snowball method (Patton, 2002) to “sample people who know people who know people” (p. 243) to find other knowledgeable participants. Thus, I could obtain diversity between men and women and between those from the U.S. and those from other countries. The demographic factors of male or female, and country of residence are known, but specific names are confidential. The participant’s names were extracted from the transcription and replaced with a representative code.

The interviews were conducted face to face in the participant’s offices within the Joint Staff building in Suffolk, or in the Allied Command Transformation building in Norfolk. Others were conducted at their place of work, at conferences, or over the telephone. For those interviewed by Skype or telephone, I conducted the interviews from a confidential area of my home or office. All the interviews were scheduled at a time convenient for the interviewees. I requested permission from the interviewees to be recorded. Upon granting permission, the interviews were recorded using a small recorder that was used to assist with transcription. After all the interviews have been transcribed, the recordings were destroyed.

Instrumentation

A simple, iterative framework was used to help with the analysis of the data collected. Per Srivastava & Hopwood (2009), the continual review of patterns within a loop for the process of continuous meaning-making of the material will result in a progressive understanding through the analysis process. Adapted from their study, I will be following a review as illustrated below in Figure 2:

Figure 2. Iterative framework for the qualitative analysis of UNSCR 1325 implementation with a view towards training and education programs.

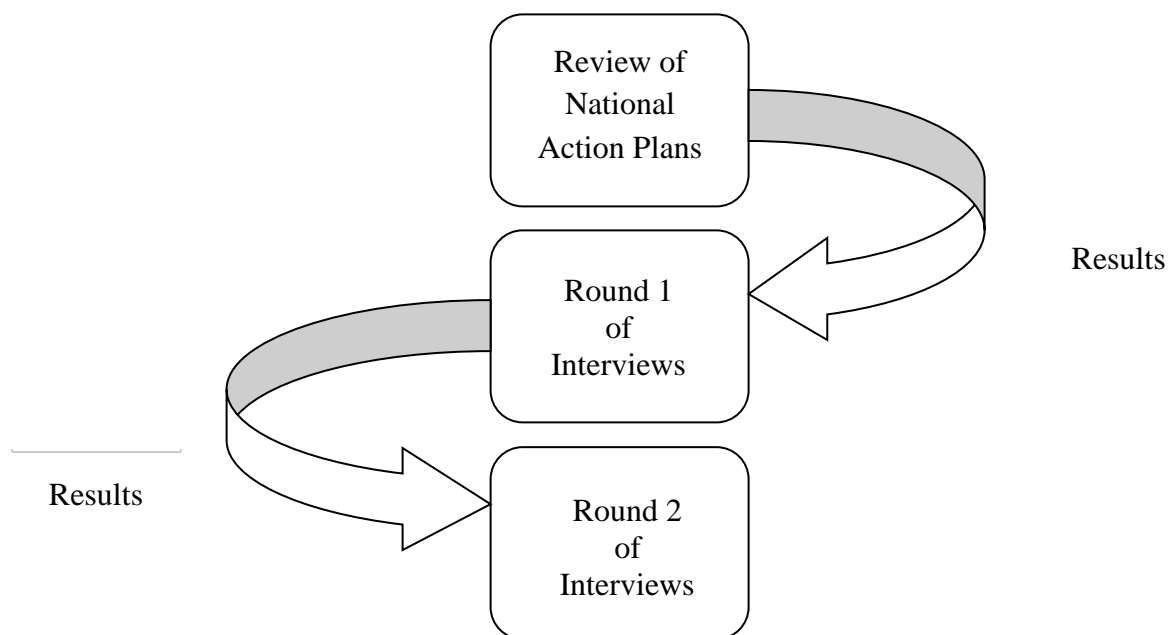


Figure 2. A sequential review of the data obtained from the NATO/PfP countries National Action Plans as a feedback loop refining the interview questions. Adapted from “A Practical Iterative Framework for Qualitative Data Analysis,” by P. Srivastava and N. Hopwood, 2009, *International Journal of Qualitative Methods*, 8(1), 76-84.

The first step of the analysis was to review a matrix developed through the document analysis of the National Action Plans. The matrix consisted of the country, if is a NATO or PfP country, the year the National Action Plan was signed, the requirements of the defense department, any timelines, any specific requirements regarding education and training, and any other pertinent data that may be related. These themes were based upon the requirements as laid out by the UN Secretary General (UN, 2005a.).

The first question of the framework asked is what are the National Action Plans requirements within the various defense departments telling me? The next question is what do I

want to know? Is there any emphasis in training and education? From this review the draft interview questions were finalized inserting appropriate information refining the focus as required.

People are interviewed to find out those things that one cannot observe (Patton, 2002). This study is conducive to interviews since it will be seeking out the subjective opinions and lived experiences of knowledgeable individuals on my chosen topic. This research requires the evaluation of people's opinions and feelings regarding their experiences that may have occurred in the past, or of policies that are currently in place.

The participants in this study were asked to respond to interview questions using the correct protocol (Hayes & Singh, 2012). A semi-structured, open-ended interview instrument was developed solely for the purposes of this research so that respondents can respond to a standard set of questions, and was refined after the data from the National Action Plans is analyzed. This standard interview protocol allows for less bias with only one interviewer conducting all the interviews (Patton, 2002). Open-ended questions were asked that inevitably resulted in many possible responses. This was particularly true since cross-cultural interviews were conducted. Since there were a few people interviewed who do not use English as their primary language, it was important that there were no misunderstandings of the meaning of the questions asked based upon the wording. The interview protocol was field tested first with requested personnel to ensure the questions were understood and that the results of the interviews would assist in determining any perceived barriers to implementation of gender awareness training. The review determined if the instructions are easy to understand, the wording was clear, that differences in cultures and country were taken into consideration, that all irrelevant questions were eliminated, and that the questions did not result in an interview that is too long in

length (Roberts, 2010). Feedback from this group were consolidated and questions changed to ensure clarity. During the interview session, probing questions were asked to follow-on any questions that may require expansion on information previously discussed (Patton, 2002). Any identification of the interviewees was deleted from the final research report to ensure anonymity.

The final question of the framework was: What is the relationship between what the responses to the interview questions are telling me compared to what I want to know? The first round of responses was analyzed for any gaps between what the data from the interviews was telling me and what the plans are listing. I reviewed the answers to the interview questions to look for mismatches. I looked at the other information provided from the responses and refocused the questions for the second round of interviews. The interviews were repeated with the same group of people for the final analysis. This review assisted in giving a complete picture of the phenomenon being studied as it was supplemented with additional information that may reinforce the information provided from the interviews (Patton, 2002). The analysis of the data determined if a training and education program aids in the implementation of UNSCR 1325, and/or if there are barriers in the organizational culture that may hinder implementation.

Assumptions and Biases

Assumptions and biases most likely exist in any qualitative study due to the subjectivity of the interpretation of the results by the researchers. I assumed there are differences between the ways some military women are treated within their units solely based upon their gender. I assumed that focusing on the security of women, either within the unit or outside in the community, is a factor that should be considered when planning for operations. Narrowing these assumptions based upon information known or heard will focus an accounting of situations of the participants were involved to the issues of concern. It is important to bracket any personal

experiences that I may have as the interpretation of the data will bring into account the assumptions I have on the topic (Cresswell, 2013).

Possible biases that I needed to be aware of includes any previous knowledge of the personalities of the members being interviewed. Additionally, political viewpoints could influence participant responses since I am a retired female member of the U.S. military. In addition to the results being obtained from a small sample, a limitation that might have affected the results of this research is the level of knowledge that I already have on the subject being discussed. I tried not to inadvertently consider some information to be more or less “credible” based upon perceived standards.

To maintain objectivity, I utilized a reflective journal to record my reactions and feelings to my experiences throughout data collection and analysis. This journal was shared with my research team and the independent auditor to monitor how my personal perspectives and values might be affecting the data analysis.

Biases were addressed through the use of independent reviews by a research team consisting of other doctoral students. This team reviewed the material and conducted a peer debriefing of how they interpreted the results (Hayes & Singh, 2012). It is most likely that these research team members may also have had a bias based upon their gender and their experiences. These biases were discussed ahead of time and efforts were made to monitor each other’s biases. The use of the reflective journal review will aid in ‘bracketing’ assumptions (Creswell, 2013).

I met with these individuals after each round of interviews to review the data found by reducing the information into statements of interest (Cresswell, 2013), and then confirming codes and themes that emerged from the various sections. Using a PhD researcher from a different discipline as an auditor gave another perspective on the data presented. The auditor helped to

ensure the research team was collaborating correctly by reviewing the audit trail to ensure the entire research team completed a complete and rigorous study (Hayes & Singh, 2012). By using multiple methods including the reflective journal, member checks, and peer debriefing, I could triangulate the data and ensure any biases or assumptions were contained.

Data Collection

Two strategies for data collection were used for this study, the analysis of the National Action Plans and the semi-structured interviews that assisted in explaining the organizational environment.

Document Analysis

The first phase of the data collection was an analysis of the National Action Plans collected from the NATO and PfP countries that have passed National Action Plans (Appendix A). The plans collected were the background information regarding the various programs within the different countries and provided a rich source of information regarding the implementation of a gender awareness training, and provided an insight into an education program within the different organizations. A matrix was developed that consisted of information from the NAP of the country of the interviewee, the year the National Action Plan was signed, the requirements of the defense department, any timelines, any specific requirements regarding education and training, and any other pertinent data that was related Appendix B). From these documents a rubric was developed to compare each of the themes per country. This scorecard is provided in Appendix C. These documents helped provide information on the processes and decisions relevant to that organization, and will help stimulate further areas for review during the two rounds of interviews (Patton, 2002).

Interviews

Permission to conduct the interviews was requested from the Darden College of Education Human Subjects Review Committee (Appendix D) before any of the interviews were held. The interviewees were told that they would be recorded, and agreed to participate in the study. The semi-structured interviews took about 45 minutes each and included 20 open ended questions using probes as required (Appendix E). The interviews were recorded using technology available and were transcribed from the audio recording into a document that was coded to protect participant's confidentiality. There were no names of the participants noted on any of the documents to include the ones that were given to the research team. After a review of the responses from all the participants and an analysis by the research team conducted comparing them with the National Action Plan Matrix and refining the focus, a second round of interviews was performed to cover any additional questions that might have been raised in the first round of questions or to follow-up on information presented in the first round (Appendix F). If desired, the participants were given a copy of their transcripts each time as a method of member checking (Hayes & Singh, 2012) to ensure their views were properly recorded. If desired, the participants will also be given a copy of a summary of the findings. All interview materials on the computer were password protected. They will be erased from the computer and voice recorder, and any hard copies destroyed no later than five years upon completion of the project.

Data Analysis

Inductive analysis, which is the discovery of patterns, themes and categories and a researcher's data (Patton, 2012) is an effective method to discover the topics and categories within data. The first step was a review of the National Action Plan matrix to look at the various country requirements to ensure implementation of UNSCR 1325. The results of this review

streamlined the interview questions as previously presented. Because this research was based upon phenomenological data, the initial step of the analysis was to understand the “meaning, structure and essence of the lived experience of a phenomenon for a person or group of people (Patton, 2012, p. 482). The content of each set of 13 interviews was transcribed verbatim as recorded. I used member checking to ensure the participant’s “voice” is accurately described (Hayes & Singh, 2012). The first set was reviewed and then compared looking for similarities and differences to determine the common, related items. From the transcripts, I followed the analysis steps noted by Hayes & Singh (2012, p. 355) as they refer to Moustaka’s (1994) modification of Stevick-Colaizzi-Keen’s phenomenological data analysis as follows:

1. Consider each statement with respect to significance for description of the experience.
2. Record all relevant statements.
3. List each nonrepetitive, nonoverlapping statement. These are the invariant horizons or meaning units of the experience.
4. Relate and cluster the invariant meaning units into themes.
5. Synthesize the invariant meaning units and themes into a description of the textures of the experience. Include verbatim examples.
6. Reflect on your own textural description. Through imaginative variation, construct a description of the structures of your experience.
7. Construct a textural-structural description of the meanings and essences of your experience.

This review was color-coded to provide a better review of the flow of the material and an easier way to report the results of the data review. Color coding and highlighting of transcribed notes will help to gain a visual perspective to keep track of the codes and categories. The coded

data was analyzed to extract any themes and to look for patterns by categorizing keywords to look for trends (Hayes & Singh, 2012). Each category of coding was highlighted and reviewed for any word frequency or frequency in similar thought among the responses (Baszeley & Jackson, 2013). A rich, thick textural description was developed explaining the data. Since the researcher reviewed multiple sources over two interviews each, a codebook was developed to assist in organizing the data (Appendix G). After the independent review, the first set was reviewed by the research team to determine common characteristics and to ensure all possible themes were included. An agreement of the team was needed to be reached after discussing and agreeing upon the definitions of each code (Hayes & Singh, 2012). From this first review, the next step in the iterative framework occurred as the second set of questions were determined for follow up on possible areas that may need more explanation. After the second round of interviews was conducted, the same analysis as described above will be conducted.

The iterative process of the document analysis of the National Action Plans and the data obtained through the two sets of interviews, the review by the research team and the auditor, along with the reflective journal were compared to conduct a “methods triangulation” of the findings that will help in “checking out the consistency of findings generated by different data collection methods” (Patton, 2002, p. 556).

Since the researcher reviewed multiple sources over two interviews each, a folder was developed to assist in organizing the data. This folder assisted in keeping detailed records of how the data was collected, how categories were derived and coded, and how decisions by the researcher and the research team throughout the processes of the research. This method of organization allowed for an audit trail to be maintained at all stages of data collection.

Limitations

Limitations will exist in any qualitative study due to the subjectivity of the interpretation of the results by the researcher. In addition to the results being obtained from a small sample, the actual selection of the 13 interviewees could be a limitation based upon the previous knowledge the participants have on gender training. Also, a factor that may have affected the results of this research was the level of knowledge and perspective that I already have on the amount of gender awareness training currently being conducted. There may have been the possibility that gender might have been an issue if someone of the opposite gender than I am does not answer the questions as openly as they may if we were the same gender. There may also have been a cultural difference in the questioning, explanation and body language when interviewing the members from the other countries. This same limitation may apply based upon the gender of the person responding to the questions. It was important to overcome any of these possible limitations by establishing rapport with the participant to ensure they could tell me anything (Patton, 2012).

Summary

My research agenda was designed to explore a comparison of U.S. and NATO/PfP countries when integrating gender awareness as a planning factor for operational effectiveness. A rationale for using a phenomenological approach was offered, and methods of data collection and analysis were given. Individual interviews revealed elements on the various training programs and descriptive pictures of how the individual interviewees perceive their programs within their respective countries. Finally, I discussed with the interviewees measures that were taken to ensure objectivity and trustworthiness of the findings.

CHAPTER IV

RESULTS

The purpose of this study was to examine the effect a training and education program would have on implementing a gender perspective within the United States military as compared to NATO and Partnership for Peace countries. The following research questions informed this study:

2. Are U.S. military units behind or ahead of North Atlantic Treaty Organization (NATO)/ Partnership for Peace (PfP) countries in regards to implementation of gender awareness training in support of UNSCR resolution 1325?
 - a. What has the U.S. military done with regards to Gender Awareness training
 - b. What have other NATO and PfP countries militaries done with regards to Gender Awareness training?
 - c. What are the factors that affect the outcome of these questions
 - i. What are the gender/sexual harassment/sexual violence issues within the respective countries?
 - ii. Are there culture barriers or other factors that might affect the support of the training?
 - iii. Have the countries developed a particular position on their staffs that is specifically in place to advise on gender issues?
 - iv. Have professional military education institutions of the respective countries inculcated gender awareness training as a standard in the curriculum?

These questions will be answered at the end of this chapter after a review of the research conducted. The initial step of this analysis was to conduct a document analysis of all the National Action Plans of NATO and Partnership for Peace (PfP) countries. These plans were reviewed for specific data on their application to their defense departments and any documentation of training and/or education required to be implemented. These documents were the background information regarding the various programs within the different countries and provided a rich source of information regarding the implementation of a gender awareness training and education program within the different organizations. After reading these documents, a matrix was developed to aid in the layout of the data to be better able to see trends.

The second step included conducting semi-structured interviews. During these in-depth semi-structured interviews, the study participants described their perceptions and experiences with implementation of gender perspective and its effect on operational effectiveness within their respective countries. During the initial round of interviews, it was evident through follow up questions of some of the interviewees that were similar but not originally asked, that there were additional questions that needed to be asked of the respondents. Therefore, a second round of interviews was conducted to cover any additional questions that were raised to provide follow-up on information presented in the first round of questions.

Document Review Findings

Based upon the requirements of UNSCR 1325 (UN, 2000), the President of the UN Security Council signed a statement that “welcomes the efforts of Member States in implementing resolution 1325 (2000) at the national level.” Through several reports of the Secretary-General on women and peace and security in S/PRST/2001/31, 2002/32 and 2004/40 (UN, 2001, 2002, and 2004) there was increasing concern that not enough action was being taken

to implement the requirements. Based upon the report submitted in 2004, the Security Council requested the Secretary-General submit an action plan for the implementation of resolution 1325 (UN, 2000) on women and peace and security across the United Nations system to strengthen commitment and accountability at all levels (UN, 2005a). The Task Force organized to develop the plan that consisted of 22 United Nations member entities with representatives from intergovernmental organizations and civil society. The initial step of the task force was to develop an accountability matrix based on mandates stated in UNSCR 1325 (UN, 2005a). This framework was briefed by the UN Special Advisor on Gender Issues Advancement of Women to the Executive Committee on Peace and Security. The Committee endorsed the plan and stated the framework proposed was a way member states could implement UNSCR 1325. The structure of the system-wide plan, signed on 10 October 2005, was based upon the following 12 areas of action (UN, 2005a):

- A. Conflict prevention and early warning
- B. Peacemaking and peacebuilding
- C. Peacekeeping Operations
- D. Humanitarian Response
- E. Post-conflict reconstruction and rehabilitation
- F. Disarmament, demobilization and reintegration
- G. Preventing and responding to gender-based violence in armed conflict
- H. Preventing and responding to sexual exploitation and abuse by United Nations staff, related personnel and United Nations partners
- I. Gender Balance
- J. Coordination and partnership

K. Monitoring and reporting

L. Financial Resources

Earlier submitted annual reports were not clear and consistent on what was being reported in regards to implementation (UN, 2005a). As the member states are accountable to provide their own report on how they are doing in the mainstreaming of gender, the system wide plan would provide a resource in assisting in presenting their submissions.

On 27 October 2005, a Statement by the President of the Security Council (UN, 2005b) supported the main pillars of UNSCR 1325 of women in conflict prevention and peace support operations, participation of women in institutions and in decision-making in post-conflict situations, and protection of the human rights was highlighted. Though training was not a separate action in the initial system-wide plan, it was mentioned within several of the actions and reemphasized, as well as the requirement to work with civil society. Of importance in this statement was the requirement for “Member States to continue to implement resolution 1325 (2000), including through the development of national action plans or other national level strategies.” (UN, 2005b).

NATO’s Euro-Atlantic Partnership Council (EAPC) policy implementing Women, Peace and Security apparently was first written in 2007, but did not have an associated Action plan until 2012. The most recent one, written in 2014 (NATO, 2014) is noted to be revised in 2016. The 14 Outcomes listed a few actions to be taken with the appropriate entity listed for implementation. It also had a final column of indicators to assist in monitoring progress of implementation. The implementing entities include the NATO International Staff, NATO Military Authorities, and Relevant national authorities. The actions for the nations will be

compared with the member nation National Action Plans (NAPs), and then with the themes discovered during the two rounds of interviews to determine consistency in compliancy.

The first member nation to draft a NAP was Denmark in 2005 (MOA Denmark, 2005). The United States did not develop one until March 2011 (The White House, 2011). To date, 60 countries have developed a NAP (peacewomen.org.) Because a document review of all 60 NAPs would be too extensive for this research, the review consisted of assessing the NAPs of each of the countries that were to have personnel interviewed. Thus, the following NAPs were reviewed in detail: Bosnia & Herzegovina (MHRR, 2010), Bulgaria (MoD, 2011), Canada (CG, 2010), France (GOF, 2010), Germany (GFRG, 2012), Netherlands (MFA The Netherlands, 2011), Norway (NMFA, 2011), Sweden (SMFA, 2009) and the United States of America (The White House, 2011).

It is apparent that many of the countries that developed their NAP later, or revised the original, ended up following a similar format from previously developed NAPs that included many of the actions in the system-wide report. A list of NAPS and their release date is provided in Appendix A.

Based upon the basic structure that was suggested by the UN, the document review consisted of examining the themes of format, timeline, government actors, objectives, the specific actions required by the Ministry/Department of Defense, the Training and Education activities within those actions, overall indicators of action completion, cooperation with other organizations or countries, and monitoring and evaluation of success achieved. The review per theme is provided in Appendix B.

After charting each of the themes, another review was conducted within each of the themes to compare the various countries portrayal of the information to establish the guiding

document's approach in displaying the information and the inclusion of sufficient information to provide guidance to the agencies within the country required to carry out the guidance. A scoring rubric was developed to compare each of the themes per country. This scorecard is provided in Appendix C.

Format

A format review was conducted to determine the various lengths and the visual appeal of the document. This review was done to determine if these factors had any influence on the reader's ability to understand the requirements within the document. After the review, a natural break in page length was determined and a score value given. A length of 1-9 pages was given a 1, 10-25 given a 2 and 25 or greater given a 3 with the thought that the longer the document, the more information provided for those who needed to implement the requirements. This review resulted in the countries of Canada, The Netherlands, and the USA having the longest National Action Plans.

The format was also reviewed to study the visual appeal of the plan by considering the design layout of the document with the aim of assessing if the visual format may have assisted in implementation based upon the ease of reading, and ease of understanding for individuals who are visual learners by providing pictures to support the document's requirements. If the document was broken into sections using the pictures or font styles, a reader may be more interested in reading it, and the visual aids could assist in the retention of the material. If the document was in a standard font with no variation in color or paragraph break, then it was given a 1. If there were different font sizes, colors of ink, and various format changes such as blocks, quotations, or paragraph breaks than it was given a 2. If there were pictures included, then it was given a 3. Based upon this review, the NAPs with the highest scores were from The Netherlands

and Norway. Therefore, after adding the two scores in the font section together, overall the NAP with the highest total score was from The Netherlands with a 6 and the following countries were rated as having a 5: Bosnia & Herzegovina, Norway and the USA.

Timeframe

The timeframe on each of the NAPs has at least a start date that the program began to be implemented, with many having an end date also. This end date could be the date the actions are expected to be completed by, or the time when the document should be reviewed for further action. The timeframe of each of the NAPs was reviewed to evaluate if the country is maintaining the NAP as a living document and not one that once published will sit on a shelf for an undetermined period. Also, if an end date is listed, whether this date has lapsed or if the currency is being maintained. If the NAP did not have any timeframe provided, it was given a score of 0. If there was a timeframe, but it was outdated, it was given a score of 1. If the timeframe was current, it was given a score of 2. If the document had a timeframe given and was also revised, it was given a +1. As a result, the NAP from The Netherlands and Norway had the highest scores as they were current and had been revised. Sweden's NAP had been revised, but the revision was outdated therefore resulting in a 2. The other countries with a 2 indicating a current NAP consisted of: Canada, Germany, and the USA.

Government Actors

The collaboration by government organizations was continuously emphasized in the system-wide action plan (UN, 2005a). This theme is important to the overall implementation as it would indicate if there was agreement and buy-in to support the NAP from more than one agency as the requirements within UNSCR 1325 reach across what should be several agencies. Because the governments of the various countries vary, an agency by agency evaluation would

not be possible to do. Therefore, the scores were determined based upon if there were no agencies noted (score of 0), if only one agency was noted (score of 1), or if there were several agencies given actions to implement (score of 2). Almost all the countries scored a 2 which is not a surprise since the UNSCR 1325 requirements (UN, 2000) are far reaching to many organizations. There is not a NAP for Bulgaria, so the review could only be conducted for the Bulgarian Military Action Plan, so therefore the score of 1 was given.

Objectives

The requirements of protection of women and their rights, prevention of harm, and participation of women within peace processes as objectives of the original UNSCR 1325 (UN, 2000) and emphasized in the system-wide plan (UN, 2005a) have been reviewed for inclusion in the NAPs, along with additional objectives that the various National Action Plans have delineated. Since the major objectives of the UNSCR were the three listed above, the score given to countries that did not include the main three pillars noted above was a 1. If the NAP included just the three pillars, it was a 2, and if the NAP included more objectives than the three main ones, than it was given a 3 with the consideration that the additional objectives would give further support to the implementation of the resolution. The highest ratings of 3 was given to the NAPs from Bosnia-Herzegovina, Canada, Germany and the USA.

Ministry of Defense/Department of Defense Actions/Activities

The system-wide implementation plan had very specific actions required of its entities. The NAPs varied considerably between the countries in regards to the various responsible agencies, description of the actions required, and focus for the actions. The intent seemed to be to reflect similar actions and requirements, they were not nearly as extensive. Though the matrix of actions was developed by the system-wide plan, some nations, such as Sweden (SMFA,

2009), opted to have more flexibility in the reporting of actions taken so that the agencies were not as restricted. On all the NAPs, there were actions/activities listed with the responsible institutions noted as to who was designated to implement the actions. These are ministries such as the Department of Defense/Ministry of Defense, Department of State/Ministry of Foreign Affairs, Ministry of Human Rights and Refugees, Interior and Justice Ministries, and Office of the Coordination on Anti-trafficking, etc. For the purposes of this review, the focus was only on the activities/actions designated for the Department of Defense (DOD)/Ministry of Defense (MOD). Because there was not an overall NAP for Bulgaria, the entire document was describing the actions required by their MOD. The least number of actions listed was 5, and the largest was 26. Taking the average number of actions designated (12.33), it was determined that the countries with total actions lower than the average would score a 1, and higher than the average would score a 2. This analysis resulted in the countries with the higher scores given to Germany, Norway and the USA. During the final analysis, the specifics of each of the actions were compared to the interview participant's responses from that country.

DOD/MOD training activities

Since training on the requirements of UNSCR 1325 was emphasized through the Reports of the Secretary-General on women and peace and security in S/PRST/2001/31, 2002/32 and 2004/40 (UN, 2001, 2002 & 2004), and finally in the Statement by the President (UN, 2005b), a further review of just the training activities required by the DOD/MOD was conducted as training and education is the focus of this research. The least number of training actions listed was 1, and the largest was 20. Taking the average number of training actions designated (8.89), it was determined that the countries with total actions lower than the average would score a 1, and higher than the average would score a 2. This analysis resulted in the countries with the highest

scores in regards to training were given to Bulgaria and France. The former makes sense since the Action Plan focused only on the MOD.

Indicators

The category of Indicators was the next category reviewed. "Indicators" were not specifically addressed in the system-wide plan, but they were noted in several of the plans. Indicators are important measures associated with each objective to support the monitoring and evaluation framework which was a requirement. These indicators can be considered as measures of performance to assist in determining how the country is answering the objectives stated in the NAP. These indicators ranged from measurable and specific, to non-measurable and principally qualitative in nature. The U.S. NAP did not have any indicators listed and only included a statement at the end saying "Progress in implementing the objectives of the National Action Plan will be monitored and evaluated against specific indicators, to be identified at the direction of the WPS IPC"(The White House, 2011). To date, there have been no identifiers listed by the WPS IPC (Women Peace and Security Interagency Policy Committee). Though 0 indicators is not conducive to demonstrating the performance of an organization in a particular area, too many indicators could also be considered difficult to monitor and upon which to report. Bosnia-Herzegovina did have the most with 25 that appeared to be all measurable and concrete. With the USA having 0 indicators, and Bosnia-Herzegovina having 25, and the others generally listing just a few, the average came out to 5.4. The countries with indicators higher than this average were Bosnia-Herzegovina, France, Germany, and Norway.

Cooperation with others

This category is important as it reflects the collective efforts to achieve the objectives of the various NAPs with the organizations working together in collaboration. Collaboration is another area that was continually addressed as a requirement in the various reports (S/PRST/2001/31, 2002/32, 2004/40, 2005/52 (UN, 2001, 2002, 2004 & 2005b). This collaboration would include the internal agencies of the various countries, the private sector and civil societies of the countries, as well as a partnership with governments of other countries and other international organizations. These days a military conflict will be resolved or natural disaster recovery conducted with more than one agency and more than one country included in the process. With the various groups working together, successes and challenges can be shared to assist in achieving the objectives. Therefore, the more agencies listed as groups to work with, a higher score was given as this would lend towards more efficiencies. A surprise noted is that Bosnia-Herzegovina with the most indicators listed, did not specifically call out a collaboration between any organizations. With organizations listed from 0 to 17, the average among all the countries was a 5. Therefore, the countries scoring above average were Bulgaria and Germany.

Monitoring and Evaluation

This category is important to consider along with indicators because a country should be able to track how well it is doing in making progress towards implementation of UNSCR 1325, identify problem areas and make changes. Ideally measures included should be qualitative and linked to specific agencies. Upon review of the nine plans, consideration was given if it was clear that a complete Monitoring and Evaluation framework was included in the plan. Bosnia-Herzegovina as well as Canada did not list any kind of a framework for reporting. Bulgaria, despite being just the MOD, was very clear in the reporting and accountability of actions to be

taken, though it was not clear as to who would have the oversight since the MOD is conducting this plan despite no overall National Action Plan for the entire government. As such, they were still viewed as having nine actionable monitoring requirements. Therefore, the average for this theme was 2.22 with the countries of Bulgaria, Netherlands and the USA having monitoring requirements all above average.

Resources

The UN Report of the Secretary-General S/2005/636 (UN, 2005a) listed financial resources as a category in its mandate, and even stated that United Nations missions would be provided the financial resources to assist with the implementation. Therefore, the National Action Plans were reviewed to consider what resources the Ministry of Defense organizations of the various member states were provided. Of the nine National Action Plans reviewed, three did not mention any resources provided, and five mentioned resources planned for, but only in support of outside organizations. There was no mention of anything that would provide support to the Defense organizations. Only one country, the Netherlands, indicated support internally would be provided when it mentioned resources throughout the NAP starting out by saying “The Dutch government is giving high priority to the implementation of this NAP and making ample resources available for activities associated with UNSCR 1325.” (MFA The Netherlands, 2011). In fact, an entire chapter was devoted to resources including a table listing the amount to be provided by Ministry. All of the allocations were equal between 2012 and 2015 with the Ministry of Defence allocations being 60,000 Euros each of the years. Even though the UN Pres Dir stated “...empowerment of women for Member States, international organizations and civil society and provide resources, monitor progress and identify gaps and challenges” (UN, 2005), it

does not appear that the resources were provided by either the UN, nor considered by most of the NAPs reviewed.

Overall

UNSCR 1325 was a call to all the countries within the United Nations to implement a plan to address the concerns listed. Within NATO, the NATO EAPC (NATO, 2014) and the Bi SC Directive 40-1 (rev 1) (NATO, 2009) directed the NATO member countries to integrate UNSCR 1325 into their national defense and security policies and activities, the national level implementation as well as that of military forces. By 2016, 17 out of 28 NATO member states and 9 out of 41 NATO partner countries had developed NAPs implementing UNSCR 1325 (peacewomen.org). Upon review of the nine NAPs, it was apparent they vary greatly in terms of structure, objectives, focus, and monitoring and evaluation mechanisms. The Department of Defense/Ministries of Defense have important implementation responsibilities for the WPS requirements, but these requirements also vary greatly. These disparities make it difficult to directly line by line evaluate how NATO and partner countries are doing to compare efforts among these nations. The scoring matrix reviewed and discussed above lends a more qualitative method to consider the different themes. Upon tallying of the 10 themes across the nine countries, the scores individually discussed above were tallied and an average of these scores was taken. With the overall average being 17.33, there were four countries that scored above the average with The Netherlands having the highest score of 22. The countries with the next highest scores were the USA and Germany and with 19, and then Bosnia-Herzegovina with 18. At the bottom was Bulgaria with the lowest score of 13, and then next were Sweden and France with 14.

Interviews

The next step of this analysis was to conduct a series of interviews with various members of NATO and Partnership for Peace countries, as well as the United States. These respondents were selected to be interviewed based upon at least a basic understanding of the topic. Working with the various individuals to schedule the interviews proved very difficult to do. Some of the members from the countries overseas were often nonresponsive in the request to set up an interview time, even after several attempts in person and through emails. This resulted in a delay in the interview process, as well as a change in the personnel originally intended to be interviewed. Though the initial desire was to interview 12 individuals, there were 13 who were eventually interviewed as the researcher had to end up requesting interviews of several people when it was apparent the original ones were not going to respond.

The interviews were conducted in a variety of methods as indicated in the individual profiles. The interview questions are noted in Appendix D. Though the original intent was to have the interviews transcribed by another individual, that person ended up ill and unable to assist. Therefore, the interviews were transcribed by the researcher using the “Dragon Speak” transcription program. Though this program was used, it was very difficult to translate the various responses from the individuals since more than half of them were speaking with a foreign accent making it difficult for the program to determine the words. With each of the interviews being between 30-45 minutes in length, the time to transcribe each of the interviews required several hours. Because the researcher was familiar with the different member’s speech patterns, it ended up being beneficial that the researcher did the transcription as any third person would have also had a difficult time understanding some of the comments, which would have required the researcher to still spend time reviewing each of the transcripts. It will be noted that

the transcriptions contain the words and grammar directly from the respondent, and are copied as appropriate into the various themes. Because English is a secondary language for all the non-U.S. individuals, including the member from Canada who is French-Canadian, the answers will seem a little odd in some instances to the English reader.

Individual Profiles

Individual 1

Individual interview 1 was conducted at 1:03 p.m. EST, and 7:03 p.m. in Amsterdam, The Netherlands, and the location of this participant. The interview was conducted on a government holiday so that the Interviewer could easily conduct the session taking into consideration the time difference. The participant was still at work, but she stays in Amsterdam during the week and goes home to her family on the weekends, so the late night was not an issue. The interview was conducted via Skype on a notebook computer and had a running time of 44 minutes, 34 seconds. The participant is a Caucasian female from The Netherlands of Dutch nationality, between the ages of 30-39. She is a member of the Dutch Army for 13 years and had served in the capacity of Staff Training and Education at the CIMIC Centre of Excellence where she had been for three years. Her two operational tours had been in ISAF in Afghanistan where she served as a Gender Advisor.

As this was the first interview, several main themes emerged that followed the line of questioning, with additional ones noted. Individual 1 was well-informed about the aspects of having a gender perspective in military operations based upon personal experience as a Gender Advisor in deployments, and could give detailed examples of the benefit of a gender perspective. As an example, she stated

... men tend to focus on different things than women, and especially in the district I worked in women were much more focused on situation for the children... improvement of education, of health, of food, of everything we were doing as a PRT project-wise so they were more willing to give us information.”

She could explain how important including a women’s perspective is in operations. She also could be considered an expert educator on the subject since she was greatly involved as an instructor on this topic and had been instrumental in the development of several reference documents.

Individual 1 followed the line of questioning extensively answering all the questions. Additional follow-up comments and questions arose as follows:

- Regarding the position of a Gender Advisor: “it’s in a job description? I should get a copy of one.”

- When asked about Gender being a mandatory part of operational planning, she stated: “All last missions of the last couple of years’ gender is always a mandatory thing that is covered.”

- In regards to the question “Do people understand the importance and realize that something needs to be included?” she answered

not everybody understands that, that’s for sure. I think if you look at it from a National point of view the Minister of Defense still struggles. For the Minister of Foreign Affairs, it’s quite obvious it’s one of main pillars, we have a BIG budget when it comes to Gender Equality and Human Rights.

- When asked about pre-deployment training and having a budget, she clarified

“The Ministry of Foreign Affairs has a budget, not Defense.” The term “commitment” came up during the interview twice in regards to a commitment to Gender Advisor positions for the military. Additionally, through a coding of the responses, it was noted the themes “understanding”, “leadership” and “operational planning” were areas of interest.

Individual 2

Individual interview 2 was not conducted as desired. Through many attempts to set up a Skype session, the participant insisted on sending in the answers to the questions through email. The participant followed the questions on the interview sheet exactly, but there was no ability to observe the response time to the questions, or to conduct follow up questions other than the second round of questions. The participant is a Caucasian female from Bulgaria of Bulgarian nationality, between the ages of 40-49. She was a member of the Bulgarian Air Force for 25 years and had served in the capacity of a Gender Expert at the Bulgarian Military Headquarters where she had been for four years. She has not had any operational tours.

In June 2015, Individual 2 became the President of the NATO Committee on Gender Perspectives. The theme for the year June 2015- June 2016 was accountability by leadership when implementing a gender perspective in the respective countries. (Between June 2014 and 2015 the committee was led by a Colonel from the USA and the theme was recruiting women, an issue that had been prominent among the US military during the period). This theme of leadership was addressed in several responses to the questions, most often as the requirement for additional leadership required to support the effort. All the interview questions were addressed and no other questions could be asked based upon the method of submitting the answers. Therefore, the results of this interview and associated NAP will not be considered in the final analysis.

Individual 3

Individual interview 3 was conducted at 11:20 a.m. face-to-face at the airport in Stockholm, Sweden, as both the interviewer and the participant had been attending a meeting in Stockholm and this was the only time available to conduct the interview. The airport was slightly noisy with the interview being conducted in a location as far away as possible to have background noise minimized. It was also slightly rushed due to the pending departures of both the interviewer and the participant. The interview was recorded and had a running time of 19 minutes, 59 seconds. The participant is a Caucasian female from Bosnia-Herzegovina of Croatian nationality, between the ages of 40-49. She is a civilian member of the Ministry of Security for Bosnia-Herzegovina where she had been for 15 years. She has served in the capacity of Department Head for International Cooperation. Though she has not had any operational tours, her responsibilities as Department Head designate her as the lead government person responsible for monitoring UNSCR 1325 and the National Action Plan for her country.

All the questions were answered with expansion provided on the following:

- If there's something that you can improve upon, what would it be? Or maybe there isn't anything? She responded saying

We are satisfied with our program, but always we would like to have more international participants, and we would like it...at the moment we have many military officers and police officers who participate in the training as instructors, as lecturer. But for me it is very important share experience with the region, but also with other NATO and PFP countries.

- Who would develop those courses, do you have somebody within your organization, or would you get with some other organizations? She responded "In this PSO Training center, yes

we cooperate with the NATO, but also when it comes to Gender with DCAF, with the Nordic Center for Gender and other different international organization.”

In her capacity as the Director, she is also responsible for running the Peace Support Operations Training Center in Bosnia-Herzegovina. Even though she works for the Ministry of Security (the Minister is her direct boss), this organization assists in supporting a gender perspective for both the police organizations and the military, under the responsibility of the Ministry of Defence. Because of this arrangement, it was evident that cooperation as a new theme was important to the success of Bosnia-Herzegovina’s program. Individual 2 has desires to increase the level of cooperation with other NATO and PfP countries in regards to sharing experiences for best practices, and with others as noted above.

Individual 4

Individual interview 4 was conducted at 2:15 p.m. face-to-face at the participant’s office. The interview started late as the participant had someone in his office, and then had to make a phone call before the interviewer could enter the office. Though he was clearly a busy person, the participant closed the office door and devoted 50 minutes to the session. The participant is a Caucasian male from the USA with a USA citizenship, between the ages of 50-59. Though currently a Department of the Army Senior Civilian, he was a retired member of the US Army having served 32 years. He is serving as the Deputy Chief of Staff within the 3/5/7 Division (Operations/Plans/Training) within the Army Training and Doctrine Command, where he had been for nine years, working up the ranks. His last operational tour occurred 13 years ago. He served in Iraq for 14 months during that tour. During that tour he was responsible for starting the “Lioness” program, a program that eventually came to be known as the Female Engagement Team concept.

The questions had been sent ahead, and a request to record the interview had been made, but the participant launched into explaining a current similar project, but not exactly the point of the interview, without waiting for any questions to be asked. The interviewer was taking notes directly onto paper to get the entire response as much as possible. Through prodding questions, the interviewer could get most of the questions answered, though not in the order originally desired. In his position, his organization was responsible for training and education of Army personnel, so that theme was well supported. However, he was unaware of what it meant to have a gender perspective in those terms, though he was one of the individuals responsible for the initial concept of the inclusion of women, to obtain a different perspective using the Female Engagement Teams that he developed. Individual 5 was also completely unaware of any of the guiding documents regarding UNSCR 1325, the National Action Plan, or the DOD Implementation Guide. Additionally, he did not understand how Civil Affairs personnel were being used in Phase V Stability Operations. In Participant 5's position, he had the responsibility for developing a program on integrating women in previously excluded positions based upon the combat exclusion law. These positions were being researched for how women could effectively be included. As such, he was completely aware and supportive of women in regards to having a gender balance of the forces and opening opportunities for women.

Individual 5

Individual interview 5 was conducted at 2:20 p.m. over the phone. The interview was recorded and had a running time of 32 minutes, 16 seconds. The participant is a Caucasian female from the USA with US citizenship, between the ages of 50-59. She is a civilian member of the National Defense University for 10 years. She served in the capacity of Senior Research Fellow. Though she had never been in the military, nor had any operational tours, she has

worked with other agencies within the US government since 1989 including several years overseas.

The questions were asked in order of presentation with little deviation. The responses to some of the sub-questions were already provided in response to the main question. This most likely was because of the interviewer providing the questions ahead of time to the individual who had taken the time to prepare answers in anticipation of the interview. The first attempt to conduct the interview face-to-face occurred without the interviewee seeing the questions ahead of time. She requested a different date for the interview for preparation time to develop responses.

Individual 5 was the second individual from the USA to be interviewed. Though more aware of the framework documents, and the understanding of a gender perspective, she emphasized that understanding the concept was still lacking among most of the people that she talks to. Even though they may have been on a Female Engagement Team previously, they did not know that construct is an element of gender perspective in operations. Because of her position in the National Defense University, it was clear education is an important theme required to clear up some of the misunderstanding.

Individual 6

Individual interview 6 was conducted at 10:10 a.m. over the phone. The interview was recorded and had a running time of 45 minutes, 55 seconds. The participant is a Caucasian male from the USA with US citizenship, between the ages of 50-59. At that time, he was an active duty military member with the rank of Army Colonel serving for 33 years, but has since retired. During the time of the interview he was at the National Defense University where he had served as Chief of Staff for two years. He had a couple of different operational tours in Iraq and

Afghanistan and was instrumental in the development of the “Lioness” program (Chicken & Egg Pictures, 2008) in 2003.

All the common themes were followed in answering the questions in order. Individual 6 did expand upon his answers when the interviewer asked the following questions seeking additional information:

- You may or may not be aware of what they have developed within the NATO construct as far as a gender advisor which more prevalent in some of the, particularly in the Nordic countries up in Sweden. In fact, that is where the Nordic Center for Gender in military operations is located. Since your time deployed overseas, are you aware of any desires with the US to develop these positions, of providing any type of guidance? He responded

I personally have not engaged with anyone that has been involved with this, but having hindsight now being 20/20...but looking back as a Battalion Commander, as a Brigade Commander I would all welcomed having that capability in our capacity. Gender advisor as you will in our organization. It would have assisted with us with the employment of bill of the women we had, probably more effective employment of them in terms of enabler for us on the battlefield.

- Ok, you mentioned that the teams that you and XXX were working with, from what I have seen and certainly in the movie it portrayed it as a positive impact in the area. Just a little but how you feel your experience there early on, in the early 2000s, which was obviously at the start of these teams. How did you feel it possibly impacted that area? He responded

When we first started employing women on our team, at traffic control points, and then in the missions will where we did raids to necessarily to kill the bad guys, we wanted to go out and create a presence in an area, have a presence there. The ability of the women

to deescalate tensions. The kids were mesmerized by them; the women Iraqi women were mesmerized by them. It just deescalated things where people were more comfortable, and when they were more comfortable, we as Americans were able to with our interpreters and others engage in a more free flow of discussions and engage in topics that might have been not achievable.

It became clear right at the beginning of the questions that this respondent would have to answer some of the questions in two different ways, from the position he was currently in and from positions he had previously held. Of the five individuals that were interviewed from the US, individual 6 was on active duty and had the most experience with current leadership in operations, in NATO operations, in the development of the Lioness program, in education through his current position, and through training requirements when he was the Chief of Staff for the Joint Staff J7, the directorate responsible for all of training and education for the Joint Staff. His responses indicated from a leadership perspective both now and in the past, how he is supportive of having a gender perspective in operations. However, despite his background knowledge, he was not aware of the UNSCR 1325 and the National Action Plan. Because the interview questions had been sent ahead of time, he could research these framework documents and have at least an understanding of what they were, though he admitted he had not heard of them until that time.

Individual 7

Individual interview 7 was conducted at 1:10 p.m. EST and 7:10 p.m. in Oberammergau, Germany, the location of this participant. The interviewer had to leave work early in order to conduct the session taking into consideration the time difference. The participant was at home. The interview was conducted over Skype, recorded and had a running time of 28 minutes, 53

seconds. The participant is a Caucasian female from Germany with German citizenship, between the ages of 30-39. She is a civilian member of the NATO Defense College where she had been for 11 years. She served in the capacity of Chair of the Advance Distributed Learning Department.

The themes of sexual harassment, training and leadership were the dominant themes in this interview. Because she is a civilian employee with no military experience, individual 7 was unsure and not as comfortable answering the questions that involved specifics of the military units within her country. The questions that required additional explanation included the following:

- Is there a desire in the future to, or do they feel comfortable using you in this position?

She responded “At the moment NATO School is comfortable with only a gender point of contact and not adding another person unless a person might come to NATO School which has the background to fill in that position.”

- As I’m sitting here listening to your answers, there might have to be some other questions for you to answer for your country of Germany and the NATO School because under NATO School you will be led by different guidelines. So if you don’t mind, answer if there is a difference between the two. So this particular question now is going to be addressed more towards your military within the German Army, or the German military as whole.

- We talked about online training as being a venue for this, are there any other types of special things that should be included in the training, or to promote the training, or ways to get the point across. I mean, we talked about active learning; anything else that should be included would help the training process? She responded “I think team building events would be nice to

use for gender awareness training. By forcing people for two or three days at off sites. To stop with their normal work day and to discuss issues.”

Individual 7 supported the main theme of training and education by her position within the NATO School. Sexual Harassment training had been the more well-known type of gender related training. Though not a Gender expert in an operational environment, she has been involved within her country, and with other NATO and partner countries, in the development of training programs in support of Gender mainstreaming, though the support of leaders is still being sought.

Individual 8

Individual interview 8 was conducted via the telephone at 1:30 p.m. EST and 11:30 a.m. in Denver, Colorado, the location of this participant. The participant was at home; the interviewer was at work. The interview was recorded and had a running time of 29 minutes, 36 seconds. The participant is a Caucasian female from the USA with US citizenship, between the ages of 50-59. She is a retired Marine Corps Colonel after 32 years of service and currently is a civilian consulting in gender where possible. She had an operational tour in Afghanistan on the Joint Staff there as the Gender Advisor, and then did an additional tour in country as a civilian Gender Advisor through the Ministry of Defense Advisor (MODA) program.

Due to the extensive experience in many different areas, the responses of Individual 8 reflected the major themes that had prevailed in interviews of others with similar backgrounds. The main difference here was she was the only one from the USA with the extensive experience as a Gender Advisor in an operational environment. There was one comment and three questions that were added in addition to the usual ones to elicit additional information.

- That's key and I appreciate you making the point that it's not just overseas, but what you are doing in daily jobs.

- Ok, and why do you think the reason might be? (in response to why the US military members in Afghanistan were not doing what they were supposed to be doing.) She responded Because there was too much stuff going on that we weren't....one time the Marines picked up a woman that had been beaten, and she had been beaten by her spouse and they brought her into the camp. As soon as they brought her into the camp, they brought dishonor upon her family which made it so that she couldn't go back home. State got involved and they ended up putting her in a half-way house. Once she goes in a half-way house....again, she's not able to go home. Now was that the right way to handle the situation? With training ahead of time, the Marines could have figured out which was the lesser of two evils.

- What about ROTC since you had experience there?

- Are you aware of the Facebook page that Charlotte Isaksson [NATO HQ Gender Advisor] set up?

Individual 8 could comment in all areas due to her military, civilian, and even academic experience as the Professor of Naval Science responsible for a NROTC unit at a large university. Based upon her position within the unit, and her rank, she could interact with personnel in high level positions which gave her a perspective at the operational to strategic level of military operations. Therefore, she would have the credibility to comment upon issues regarding lack of leadership in gender, or the interactions with other countries and NATO as an organization. Planning conducted at this higher level was a theme mentioned several times, which is another area where she can speak with credibility.

Individual 9

Individual interview 9 was conducted at 09:05 a.m. EST face-to-face in Norfolk, VA, at the NATO Allied Command Transformation (ACT) Headquarters, the location of this participant. The interview was recorded and had a running time of 57 minutes, 16 seconds. Due to open cubicles, it was thought that conducting the interviewing in the cafeteria seating area would be quieter since the serving of breakfast was finished. However, it was noisy at times as the cleaning personnel were vacuuming the area. The participant is a Caucasian female from France with French citizenship, between the ages of 40-49. She is an active duty military member, rank of Major in the French Marines with 15 years of service. She has been serving at NATO ACT for 2 years where she serves in the capacity of Gender Advisor. She served in operational tours in Kosovo and on the Ivory Coast.

Three themes emerged from the interview. Including how women in operations do make a difference, having correct positions on a staff is imperative, and the importance of having a solid training and education program.

The following questions were included as follow-up:

- Is it because the NGOs were more willing to talk to you because you were a woman? She responded "Yes, the contact was not the same. Maybe CIMIC would have this objective. I mean, I was not there as a Gender Advisor, I was a legal advisor. So working as a Gender perspective for sure was rarely an operational tour."

- Do you have a separate military implementation plan on how to implement 1325?

- How do you spell C-O-N-S-E-H-O?

- What ways to you think your country's military training program, the French specifically...within France, what way to you think your country's program

could be improved?

-Say a unit is deployed to the Ivory Coast or Mali...have someone come over and give training?

- So this conference coming up, a time to network with other people?

Individual 9 could respond in all areas, but emphasis was on the training and education aspect which is not a surprise since her position was within a training and education division. She did have some difficulty separating the answers between her current position and within her country, but overall the answers were clear for both

Individual 10

Individual interview 10 was conducted at 2:00 p.m. in Suffolk, VA, at the Joint Staff J7 building in the office of the interviewer. The participant worked in the same building and opted to conduct the interview in the interviewer's office since his cubicle space was too noisy. The interview was recorded and had a running time of 28 minutes, 10 seconds. The participant is a Caucasian male from Sweden with Swedish citizenship, between the ages of 50-59. He is an active duty military member, rank of Commander in the Swedish Navy with 33 years of service. His position was as the Swedish Liaison Officer serving at the Joint Staff J7 where he had served for 3.5 years. He has since returned to a position in the Swedish Ministry of Defence.

Three themes were prevalent in this interview. Individual 10 was comfortable in discussing how women could be included in the planning process for operations, but he was unclear as to the specifics of the framework documents and the specific gender related definitions and what they meant. Therefore, many of the questions had to be clarified and enhanced with operational examples so he would understand what the interviewer was describing. The only additional question was the following:

- That was great that you stated it like that; people often say how can you change their culture? He responded

No you cannot: that's uh...it probably goes back to if you are tasked in the state side to change towards a more democratic society than the gender issues would more part of that, but certainly not a task for the military. That's why you have to have a comprehensive planning between state and the military to ensure the military affects you want to achieve would collide with each other the state's side.

Individual 10 jumped around the questions leaning towards the subjects he was most comfortable discussing based upon his operational experience. He brought up planning requirements several times as that was what he had been doing when he was in Sweden. He had been away from his country for over three years and was about to return. Therefore, Individual 10 had limited knowledge on how his country was implementing the requirements of 1325, though being from Sweden, he was certainly aware of the importance of having gender equality. There was some training and education requirements discussed, but that was no surprise since he had been in a training organization the past three years while in the states.

Individual 11

Individual interview 11 was conducted at 1:15 p.m. EST where it was 7:15 in Norway p.m., the location on this participant. The interview was conducted on a Saturday so that the Interviewer could easily conduct the session taking into consideration the time difference. The participant was as at her home. The interview was conducted via Skype on a notebook computer, was recorded and had a running time of 44 minutes, 06 seconds. The participant is a Caucasian female from Norway with Norwegian citizenship, between the ages of 40-49. She is an active duty military member, rank of Major in the Norwegian Air Force with 20 years of

service. She is working on her PhD full time on a gender related topic, and served in an operational tour in Kosovo.

Due to the individual's extensive experience in the subject, all the themes were mentioned. Individual 11 goes beyond the basic understanding of the requirements and expands upon the themes of leadership required and the effectiveness of including a gender perspective in planning. The following question arose to illicit additional information:

- You said you were there predominantly in Afghanistan, was there any additional culture type training for that specific country that they would be aware of in regards to gender? She responded "I did do some pre-deployment training myself before going to Afghanistan. And it was... was not.... there were some cultural training, but I think back then there was not a lot of awareness about gender in military operations."

Individual 11 she could answer all of the questions due to her extensive background. Because she was so well versed, she answered the questions in detail. Therefore, some of the questions were answered out of order causing the questioning to be done out of sequence. She was also very clear in expressing her frustration about some elements that had been occurring within her country, but no longer were for unknown reasons.

Individual 12

Individual interview 12 was conducted at 1:00 p.m. EST face-to-face in Washington, DC, the location of this participant. The interview was conducted face-to-face in the command conference room. Though quiet, people kept stopping inside to see what was going on. The interview was recorded with a running time of 45 minutes, 59 seconds. The participant is a Hispanic female from the USA with US citizenship, between the ages of 40-49. She is an active duty military member, rank of Colonel in the US Air Force with 26 years of service. She was

working as the Administration Officer at the Inter-American Defense College on the campus of the National Defense University. She served in several postings overseas as a Foreign Area Officer.

The themes of women making a difference in operations as well and training and education were prevalent in this interview. Because of the individual's experience in real world operations, but not in the strategic framework, there were some questions that needed additional clarification as follows:

- But you did mention previously you knew somebody involved in female engagement teams, that's an aspect of it. So you are familiar with somebody in that past that might've been...She responded

Right, and it was just because a personal friend of mine was participating in AFPAK Hands program, so her first year she spent over at NDU taking courses, actually shouldn't say NDU, but at CISA doing the program there, and she was doing her language training here in DC. So then she deployed to Afghanistan for a year and that's where she was selected to do the female engagement teams.

- Yes, those are perfect words, agents of peace, agents of change. And it's interesting that you brought up the western hemisphere area that you are concentrated in because we certainly heard of, it was referred to this week as the burka affect in Afghanistan and Iraq and what's going on there. The Middle East is full of examples. And don't forget, Africa is full of examples there. PACOM has examples over in Indonesia, but we really haven't concentrated down south and I think some of the things you could bring to the forefront in that area will be great examples.

- That's the gender perspective, it's not just a women's thing overall and for end too if you think of them in refugee camps who are unemployed, what can you do with them to keep them being in gangs and that type thing. Do you report on a data call? There's a data call that Joint Staff has done last three years. We might need to do that. Who's your overall sponsor here, you said...

- And since you've been here it's just because of your own personal involvement or interest in things that were going on?

Individual 12 is in an education institution, so there is no surprise that education and training is one of the main themes that is prevalent. But because of her position as a Foreign Area Officer, the interaction with the community and what the various genders can provide was supported in her answers.

Individual 13

Individual interview 13 was conducted at 3:05 p.m. EST and 1:05 MST in Colorado Springs, CO, the location on this participant. The interview was conducted over the phone in the courtyard outside of the lunchroom of the National Defense University where the interviewer had been visiting. Though school was not in session and there were not many people around, it was decided to conduct it outside to avoid disrupting the few personnel that were around. The noise level was affected by the wind and military helicopters flying into the D.C. area making it difficult to hear the responses. Fortunately, the recorder could pick up all the responses. The interview was recorded with a running time of 25 minutes, 01 seconds. The participant is a Caucasian female from the Canada with Canadian citizenship, between the ages of 40-49. She is an active duty military member, rank of Major in the Army, with 22 years of service. She is working as the Training Officer in the J7 at the NORAD/Northern Command.

Individual 13 was strong in the themes of how women can make a difference when having a gender perspective, but very little in training and education even though that was her specialty within the military. This was most likely because she had been out of the operational environment of her own country, and now was in the position within the J7 Training of a US/Canadian command. No questions had to be expanded on, most likely because of the desire to end the interview on time or early because of the difficulties in hearing.

Participant Summary

Since the interviewee from Bulgaria will not be included, the remaining 12 participants in the individual interviews were diverse overall. There were three men and 9 women. Participant ages ranged between 30-39 and 50-59. The majority of the participants were Caucasian/White (12) and one individual identified as Hispanic. Numerous nationalities were represented in the participant group as follows: Dutch, Croatian, American, German, French, Swedish, Norwegian and Canadian. Viewed from a membership perspective, eleven were from NATO countries and one was from a partner country. Seven were serving in the active duty military and five were civilians. Of the latter five, two had retired from the military. Eight of the 12 had jobs that involved some aspect of a training or education organization and four of the 12 individuals had served in a Gender Advisor type position on a full-time basis at some point.

Interview Review Findings

The research questions were developed to compare how the U.S. was developing a program on gender education and training as compared to the NATO/PfP countries and to determine if knowledge of a gender perspective could be obtained for operational effectiveness. Variables that would contribute to or prevent this phenomenological change were also addressed to determine if these factors could be overcome. The final step of this analysis was to ask a

second series of questions. These questions were asked based upon responses that resulted out of the first round of interviews. These questions can be viewed in Appendix F. Despite several attempts over an extensive period, with ample time given to be able to reply, the original Bulgarian interviewee only responded on paper to the first round of interviews, and never responded to the request for this second round of interviews. Therefore, there will be no analysis conducted from her comments. Saturation was met through enough responses from members of the other NATO/PfP countries.

Following the coding of the interview transcripts, several themes were identified and organized based on the majority of respondents referring to this section of the interview questions. The themes were shared and discussed with my research team and are summarized in Table 3 based on structure of the interview questions.

Table 3

Themes developed based upon concepts in the interview question structure

Section	Theme
Overall Awareness of Gender Perspective	Understand what a gender perspective is
	Leadership
	Culture
Framework Documents and requirements	Understanding
	Resources

Training and Education Programs	Leadership
	Education
	Pre-deployment Training
	Sexual Harassment/Exploitation and Abuse Training
	Culture
Way Ahead on How to Improve Any Program	Women improve operations
	Education and Training Program

Theme development

To understand the development and variation of the themes by participant, the responses that were consistently recorded are divided by ones noted by NATO/PfP and those noted by U.S. respondents. These are presented in Tables 4 to 5. This will display how each participant from each of the two groups viewed each theme. There were themes common to each of the two groups, though there were a couple that were predominantly answered by one group and not as much by the other. The responses are marked with a (+) if the interviewee responded favorably in that theme, or a (-) if the response was negative. In the Resources row, the abbreviation (GA) was used if the respondent mentioned Gender Advisor, and (\$) if the person was referring to monetary resources.

Table 4

Themes developed in the NATO/PfP Group by Country

Theme	Bos-Herz	Can	Fra	Ger	Neth	Nor	Swe
Interviewee understands integrating a gender perspective	+	+	+	+	+	+	+
Others lack an understanding of a gender perspective			-	-	-*	-*	
Leadership		+	+/-	-	-	-	+
Culture			+	-	+		-
Resources	-GA		-GA -\$		- GA +\$	-GA -\$	
Education	-	+		+	-	-	+
Training	+	-	+	-	+	-	+
Sexual Harassment/Exploitation and Abuse Training		+		+	+	+	+
Women improve operations		+		+	+		-

Table 5

Themes developed in the U.S. Group by interview #

Theme	4	5	6	8	12
Interviewee understands integrating a gender perspective	-	+	-	+	-
Others lack an understanding of a gender perspective	-	-	-		-
Leadership	+	-		+/-	
Culture		-	-		+
Resources	-GA		-GA	-GA	
Education	-	+	+	-	-
Training	-	-	-	-	-
Sexual Harassment/Exploitation and Abuse Training	+		+	+	+
Women improve operations	+	+	+	-	+

Theme Descriptions

The following paragraphs will define each of the themes noted above, describe why they were selected as a theme, and give examples first by interviewee responses from members noted in Table 4 (NATO/PfP), then by responses from Table 5 (US).

Interviewee understands integrating a gender perspective: person being interviewed understands that integrating a gender perspective is a way of assessing gender-based differences

of women and men reflected in their social roles and interactions, in the distribution of power and the access to resources (NATO, 2012).

The NATO/PfP individuals all supported the basic understanding of gender perspective as they have had exposure to the term through activity within their own country or position. As mentioned by Individual 1: "Men tend to focus on different things than women. Women were much more focused on situation for the children improvement in education, health, of food, of everything." As was mentioned in regards to planning for operations, an individual mentioned that "a gender perspective means that "all needs of women, men, boys and girls should be taken in consideration when we prepare the plan and monitor and implement the plan." The male interviewee from Sweden, who has been in many operations summed it up by saying, "One is the gender issue in the Armed Forces, the blending of women together with men in the Armed Forces that is one issue. The other is how you make operations and how you are concerned about the gender issues and execution and together these two are linked together to each other." The Gender Advisor from NATO stated "Gender perspective can become a tactical tool to reach an operational objective."

From the US, only 2/5 understood the meaning as mentioned above. After further discussion in the interview, two others realized they understood the concept behind integrating a gender perspective as it relates to the term gender mainstreaming, but did not know it by that name. Interviewee 12 mentioned that "DOD has been doing it without realizing that's what it was." Interviewee 6, who had been aware of female engagement teams, said "... when I sat down with _____ and she explained it to me." One of the five stated "I don't know what gender mainstreaming is, only gender integration."

Others lack an understanding of a gender perspective: this theme was developed through questioning because the interviewee may have understood the definition, but pointed out there were others who were not aware of the concept.

From the NATO/PfP countries, 4/7 indicated there were many in their countries who did not have a full grasp on the definition of a gender perspective.

The member from The Netherlands stated “There is limited general knowledge about the topic.” The interviewee from Germany stated “... many do not even know much about gender, and are of the opinion this is just another harassment training and/or feminist thing” as well as “the topic cause resistance since the learners have difficulties to understand.” A similar comment was made by the respondent from France who indicated “..moreover for some of them there is also a lot of misunderstanding with the word gender they think it is all about women and they categorically refuse to be train on this subject.” The comments marked with an asterisk in Table 4 identified responses from Norway and The Netherlands mentioning that it was the U.S. that had a lack of understanding in the term. As an example, the member from The Netherlands stated “I teach Gender a lot and the biggest problem always have been with the Americans. And it’s not because they don’t want to understand it, it’s the wording makes it very hard for them. When I use the word Gender, it takes me a half an hour to discuss what word really means.”

In supporting the last statement in the above paragraph, three of the responses from the U.S. members did not know themselves the definition of the concept, and one who did stated that most of the others lack an understanding of the term. #5 pointed out that “DOD has been going on without people realizing that is what they have been doing.” #6 mentioned that the “Focus has leaned more towards prevention of sexual harassment and assault (but this is not strictly a female

issue). The resistance comes mostly from unfamiliarity.” And #8 stated “lack of understanding of what the agenda is and what it is not.”

Leadership: the objective of the Gender Key Leader Seminar, instructed by the Nordic Center for Gender in Military Operations (NATO’s Department Head for Gender Education and Training) is to “focus on how to implement gender perspectives in military operations and how this will contribute to the achievement of the overall political, military strategic and operational objectives (NCGM, 2016).” Leaders must understand not only what it means to have a gender perspective and the framework requirements, but they must also support and endorse the process of implementation of a gender perspective within their organization. Leadership emerged as a theme through the discussion of some of the issues on why the requirements were or were not being met. Responses by the interviewee were both negative and positive and will be explained in both groupings in that order.

From the NATO/PfP group, 4/7 gave negative statements and 3/7 mentioned positive aspects of leadership. The interviewee from Netherlands in commenting about gender advisor positions being supported stated “...it has to do with commitment and that is lacking.” But in regards to overall leadership, “Commanders with operational experience in NATO and UN operations understand the topic better and are in some cases excellent gender-champions.” The individual from Norway mentioned that “I criticized the Department of Defense for not checking up on the military, you’re not doing your job. So they had people coming over afterwards who said “I know, we are to blame to not to follow up on the task that was given”, we’ll see.” But emphasized by another individual from Germany, it needs to happen right away as “you have maybe give gender advice to the leadership when people are new and they need to meet that it will change automatically with the mindset” and “The leadership has to commit on the topic and

support reasonable activities to ensure gender is fully integrated within training.” The member from Sweden mentioned that many of their countries leaders were the older ones “growing up in the 70’s and later, are key in the success of implementing the gender perspective. They have to be first in line for education and training and they then have to, repeatedly have to tell and live with a gender perspective.” The member from France stated “We are currently working to establish a pole of gender advisors to include GM into professional military education but it is still ongoing. Without the support of our key leader we will continue to face the same difficulties.”

This same person is at NATO ACT where they have a Gender Advisor position. In this role the person stated “at ACT we have all the Flags and Generals convinced” and “in my daily work in NATO, the support of the key leaders makes a huge difference.” The member from Sweden also mentioned “The present Swedish military leadership has managed to enforce a stance of truly focusing gender (not only talking but actually living by it). In cases where leaders have said one thing and acted in a different fashion – things have gone wrong. In cases of misconduct, there has to be an absolute clarity in the management of the occurred. In case of guilt from a misconducting employee, it has to be made perfectly clear that the organization (not only the leadership) won’t accept any misconduct.”

From the U.S. group, 2/5 commented negatively and 2/5 gave positive comments regarding leadership. Respondent #5, who works in a military education institution, stated “high level leaders within DOD who support is lacking which implicitly sends a message to PME institutions and beyond that this is not important.” Interviewee #8, who worked this issue in country with on the ground experience indicated “The desire to implement the decisions is based "purely on the person who is in charge", “So unless there’s a will on the part of the leader, it isn’t

happening” and "The only reason it's happening in ISAF is that the Gender is an office with the ISAF staff on the Table of Organization and NATO is pushing it. If it was up to the U.S., the U.S. wouldn't have brought anyone over." This respondent also mentioned “The way to mitigate to this resistance will take place as more women and minorities become the leaders within the DoD and women integrate combat arms specialties.”

“Leadership is the key to effective gender integration” stated U.S. #4. U.S. #8 also stated that “Commands that have senior leadership buy-in seem to have more robust programs and more activities than those that don’t. PACOM/AFRICOM – senior leaders have ensured there is a full-time gender lead and have found ways, despite lack of funding, to incorporate WPS/gender into the command’s daily activities.”

Culture: as defined by the Merriam-Webster Dictionary (Merriam-Webster.com, 2016a), culture is – 1) the beliefs, customs, arts, etc., of a particular society, group, place, or time, 2) a particular society that has its own beliefs, ways of life, art, etc. and 3) a way of thinking, behaving, or working that exists in a place or organization (such as a business).

In the NATO/PfP group, 4/7 commented on some aspect of culture as defined above. The individual from The Netherlands stated "By engaging the population, the female population, we actually got much more information. And we were only able to do that because we made sure we had female team members" and

Is also equally important as for example culture or how we look all the different PMESII domains, the political aspects, the military aspects, the economical aspects, the social aspects..and gender is is one of those things that if you include this gender perspective, you will therefore have a better understanding of the operational environment and

therefore be more effective the things that you will do will have a better affect and a better impact.

But in regards to current forces, she stated ““For more traditional warfare operations, it is seen as not relevant.” The interviewee from Bosnia-Herzegovina mentioned

Women would take off their helmets to help with health concerns and the villagers see they are women. Women would tell them things. Put just men in there and men would tend to fight, but not if they had a woman with them, it would descale any tensions and “It is about culture, policies, social interaction, opportunities, specific attitude and programs ... education and training which consider the sexual difference.” The member from Germany stated “Till 2002/3, after the millennium, women were only allowed in the Music Corps, and in the medical corps. So we had females who were doctors or nurses and they were trained on weapons for self-defense, but they were not...and they were active duty personnel...but they were not selected for really combat positions” and “we more talk about gender diversity so we talk about women in the Armed Forces, but not only women but different cultures, different ethnicities.” The interviewee from France commented “In France once more, in the planning we will take into consideration a gender perspective, even if we don’t have a proper gender advisor of conseho yet, because its in our military culture, it’s there, we do it” and “From our perspective and culture, we have the feeling, and it partially true, that due to our operational experience we integrate a gender perspective almost instinctively.” The respondent from Norway commented “Education, knowledge, leadership development, research to prove the above, personal meetings with leadership to enhance understanding of the situation and the need for their leadership, both of the culture and the organization” and “So I think it's not the individuals in the Armed Forces that are against equality in any way, but I think it is part of the organizational culture that

prevents it.” Finally, the member from Canada stated “What are the differences between our culture and their culture and based on this you....ok, what is the role of anyone the woman within in this country. What type of information can you get?” Sweden commented that “The resistance that we’ve have seen has been related to older officers’ acceptance, something that has to be recognized and identified due to the fact that these officers were recruited in a time of different values.”

In the U.S. group, 3/5 commented upon some aspect of culture. Respondent #5 commented “the one people focus on when they go out into the field and the people’s culture. How does that culture deal with male female interactions and how that is going to affect the ability for the US military to operate?”, that “the connection to operational benefits is not readily apparent” and the “the natural aversion of the US military establishment to the UN (and by extension UNSCRs).” Member #6 stated "awareness of...of a culture that is different from the American way of thinking, but also a culture in an environment where it is predominantly, has been probably male dominated in terms of combat operations... and.in military operations in Iraq at that time." Interviewee #8 commented “there was more concerted effort to train individuals, given them in familiarization of the environment of going into Iraq and there was some training on how to.... cultural awareness of women in an Islamic culture and what men and women could and could not do” and that a leading General stated “that there wasn’t enough time in the mission to make any change” in regards to including gender as a topic for consideration. She also commented that “the US Department of Defense does not yet believe that women play a role in conflict stability and military operations.”

Resources: as defined by Merriam-Webster Dictionary (Merriam-Webster.com, 2016b), “a supply of something (such as money) that someone has and can use when it is needed.” For this

research, financial support for a gender program and personnel support in regards to Gender Advisors are considered resources.

Within the NATO/PfP group, 3/7 commented on financial resources for any kind of program, and 4/7 commented upon the support for Gender advisors. The Netherlands was the only country whose subject had a positive comment regarding resources when it was mentioned that “we have a BIG budget when it comes to Gender Equality and Human Rights. We do a lot of projects on that worldwide. It’s really one of the main focus areas for us.” But when questioned further, she revised the statement to “The Ministry of Foreign Affairs has a budget, not Defense.” The member from Norway stated they used to be involved in a "Gender Project" but that project stopped when the person stepped away from the organization to pursue her PhD. The interviewee from Germany commented that it was because of a lack of resources that pre-deployment training was the only training they could do right now. All seven of the NATO/PfP members stated they knew about the position of Gender advisor. However, the inclusion of these positions as was desired by NATO has not been consistent across the countries. The individual from The Netherlands stated “Netherlands had been filling one of the position of gender advisor in ISAF since 2009 or 2010”, but that same country mentioned that back home “They don't have the position of Gender Advisor anymore, we have a Gender Advisor at the Director of Operations, so that's the highest level dealing with our operations. And in our country, there we have a part-time Gender advisor.” Bosnia-Herzegovina stated “We have about 45 (both male and female), but their role is constantly underestimated.” France was unique in that the individual interviewed was filling a Gender Advisor position at a major strategic command, but in her country, they had a similar position called a "Human environment advisor, or Conseho." In her current position as Gender advisor, she made the comment that “in 2013 the contract of the agent

who worked in the office has not been renewed cutting 50% of the human resources.” In Germany, they have a “advisor on woman’s issues.” This person is called a “Fraudiahafter.” Canada was even farther off in the name of the advisor as they also had a designated position to address issues of this type, but it was called a "harassment advisor". Per the Canadian individual, "it seems over the last several years there have been several topics brought up to discuss that involved women, so they just put everything into one boat." The subject from Norway mentioned there are a lot of gender subject matter experts in their civil society, but "in the military it's just me." It was recognized that the Norwegian Defense University College is establishing two temporary positions at the school "because they know I'm right." The German individual expressed even less of a support for the Gender Advisor position as there is only one person who is acting as the Gender point of contact in the school and "adding another person...unless a person might come to the NATO School which as the background to fill in that position.... they're not searching or announcing positions on that."

From the U.S. group, one mentioned financial support to a program is required saying “Lack of adequate training, resources for training and people to give training. Lack of buy-in on importance of why gender matters in operations” that could be fixed with a more robust training system that targets specific groups (i.e., services, CCMDs, deploying units, PKO, etc.) More resources for WPS/gender training. Education would help with tackling why gender is important in operations” The same member commented that “What helped change the mind of the command on this subject was the \$25M that Congress gave to women in the ANSF as part of the 2014 National Defense Authorization Act.” 3/5 of the subjects mentioned there were no Gender advisors. Subject #4 stated "There are subject matter experts who work with integration" and #6 said "there is nobody considered a gender expert, a women gender expert. When I was a

Battalion commander 2003-2005, we did not have any such person." Interviewee #8, who had served in the capacity of one both as a military member and as a civilian previously, stated there were no military experts in gender in that position.

Education: defined here as the joint professional military education conducted at the national and service level institutions provided to support an officer's career growth.

Since training and education was the focus of the interview questions, the varied methods and programs are reflected in the answers to this set of questions. Within the NATO/PfP group, 6/7 of the members contributed to this theme, three of them favorably and three unfavorably. A statement by the individual from Sweden on overall gender education is that "you need to have gender awareness that gender matters, and that's probably in the school system, the military schools is a general." This was validated by another respondent from Norway when she mentioned "We do have in all the schools, we do have a basic program education on resolution 1325 and gender perspectives in military operations on all levels. We do also that, in it is said to be incorporated into all exercises as well. I know it is part of the exercise at least at the Command and Staff College." But she also said it was important

to focus a lot on leadership level to get them educated. And I think that is so important because if they don't know what to do, the soldiers of the army at any level.... people won't do it.... So we need to educate the leaders at the different levels and I think we should really think that will be the key in Norway to get this ...to get it to be a normal thing in order to get some of that mystique out of it.

The German member stated "As far as I know Germany is doing Gender mainstreaming in the professional military education" The interviewee from Bosnia-Herzegovina stated "At present there is a lack of educational activities focused on adoption UNSCR 1325 as well as insufficient

military doctrine on this subject.” A comment by the ACT Gender Advisor was “We are currently working to establish a pool of gender advisors to include Gender Mainstreaming into professional military education but it is still ongoing”, but she did recommend that for key leaders in operational positions, Mobile Training Teams would be fine, but in France “due to the lack of human resource and money, Gender Mainstreaming has not been break down in the educational system.” Canada’s new concept of operation specifies “in order to get Operational effect, the incorporation of gender into military planning and operations, including related education and training has to take place.... the gender perspective will be included in the professional military education.” The subject from Sweden mentioned the most extensive program stating

Sweden has included Gender as a natural part of education from boot camp to advanced staff officer program at the National Defense University. It is also a natural element in training and exercises. Furthermore, from 2012 all action officers within the operational branch, both joint staff and at service level, have undergone education and training focusing on gender. Prior to that, only personnel deploying abroad underwent education and training.

Within the U.S. interviewees, all five mentioned education with two commenting favorably and 3 unfavorably. One subject stated “The US Army is, at the direction of OSD, working an internal education plan to support gender integration.” Another respondent stated “it is a special area of emphasis approved by the Joint Staff leadership, the school components are kinda bound to find ways to integrate it into their curriculum. Now they’re not found bound accountable for it yet as it’s not included in public policy.” The U.S. individual with gender advisor training did make the statement that “the US has not made gender mainstreaming part of

its curriculum for PME. If it has made it into any curriculum it is done because the instructor feels this is an important subject and is doing it on their own.” One of the individuals from the U.S. National Defense University stated “In education we are well on the way with special areas of emphasis... As endorsed by our military education coordination Council.... the Commandants and the leaders and chancellors in our PME institutions.” Another member of another U.S. school stated that

My boss received it, she said we should be doing something like this as part of the curriculum, is getting bring more awareness on this and that’s when later on she said wouldn’t it be great if we could incorporate some gender perspectives in this hybrid course that she wanted to develop.

One mentioned “During the last professional military education course I attended, gender issues were not highlighted. All attendees of the course were treated on an equal level. There were no additional classes highlighting Gender mainstreaming nor the gender perspective.”

Training: this theme is defined as that which prepares individuals to perform duties in their military organizations ensuring they have the skills to perform their jobs.

In the NATO/PfP group, all seven commented on this theme with four being favorable and three unfavorable. In the Netherlands, the respondent mentioned that many topics are included in mandatory pre-deployment programs, including gender, by commenting “Gender is a component in that list of mandatory things that we have to cover, and that’s step one. So they make it mainstreamed within each of the organizations, or each soldier up to the General they all have to a minimum level of training.” She also mentioned that

NATO is working to get Gender included in their pre-eval of the combat readiness evaluation. The US doesn’t do that, but smaller nations we still viable to NATO is

generally sociable and..and when have to do this pre-eval. When we do this pre-eval, when you get gender on the checklist, so you look at units and see how they implement a gender as mandatory to check, you will see that units will be more focused on it...and I think that will be helpful a lot.

The respondent from Norway stated that “the gender advisers, if they were lucky, they got that gender field advisor course in Sweden for two weeks. Apart from that, everyone that is going to deploy will get a two-hour lecture on... in our gender perspectives and resolution 1325” and that “gender is included “at pre-deployment training. We are still working on getting gender perspectives and 1325 as part of all exercises and operational planning.” The individual from Germany expanded upon the training requirement by stating “It also should be mentioned that very often gender perspectives are not well integrated in training/education programs....the first they should be engaged in gender awareness training is when they get recruited” and “considering the limited amount of time, it might be a good approach to give them a basic training online.” This online training was further emphasized by the NATO ACT Gender Advisor when she stated

So in ACT we have some e-learning courses and we will develop in June a gender package for nations because it was one of the requirements from the nation that they weren't able to train on gender because of a lack of budget, human resources. So of course the training is still a national responsibility, but NATO will still support the NATO training

and further emphasized it by stating that “it is up to the nation” in regards to implementation. In France there is “gender mandatory pre- deployment training with examples and exercises.” The member from Bosnia-Herzegovina stated

Within this context, the Peace Support Operations Training Centre (PSOTC), in partnership with the United Nations Entity on Gender Equality and the Empowerment of Women and with the support of the United Nations Development Programme, convene Gender and Peacekeeping: Regional Training in Sarajevo. This draws together military and civilian personnel from Bosnia and Herzegovina, the former Yugoslav Republic of Macedonia, Montenegro, the Republic of Albania, and the Republic of Serbia.

Canada's respondent mentioned that country had passed new Training requirements in February 2016. Because it was still new, it was stated that "until CAF-specific training modules and programs are developed and implemented, where necessary...., the following training requirements shall be met...." and proceeded to list several training requirements at various levels of training.

For the U.S., all five responded unfavorably. Respondent #5, who is a civilian from the U.S. National Defense University stated "if this issue is particularly important to the US, why is there not some kind of training for everybody within the DOD...I am aware of all the training that exists out there, but none of it is originated by the US government." She continued by stating that the only training available is the "the NATO online training" and that this training needed to be provided from the very beginning to the highest leadership levels." Interviewee #6, an active duty member, mentioned "we were told...ok, women are off-limits to everybody. There was just a very, very broad statement. But what we didn't know was what role do women play in families and society in the villages in the town" and that "we have to figure out at what level you have a gender advisor. Is it battalion level, is it Brigade level, is it company level? And so once you determine what level then you can start to gear the type of training." The individual from the U.S. with the only operational experience as a gender advisor, #8, stated that when she did her

first tour in this area, she went over with “no training.” Prior to her return visit as a civilian gender advisor, she could attend the Gender Field Advisors course in Sweden in preparation for that job, but was now she is “not aware of any mandatory training going on.” And #12 stated “The military needs to be trained on how women fit into the societies we are working in, how women play a role in fighting and solving the problems of their own country and how WPS plays a vital role in winning today's wars and conflicts.”

Sexual Harassment/Exploitation and Abuse Training: Sexual Harassment training is conducted to prevent military forces from sexually harassing other members internal of their own unit. Sexual Exploitation and Abuse training is training to prevent military forces from sexually exploiting and abusing individuals external to their unit, such as those in the community they are supposed to be supporting.

Though sexual harassment training was not the type of training that is considered when discussing gender mainstreaming, it was brought up by several respondents, particularly from the U.S., as that is the only kind of training anywhere in this field that they were aware of having. In the NATO/PfP group, 5/7 positively stated they had this type of training. The subject from The Netherlands mentioned “Ah...we talk about the sexual harassment within the military. So is more human resources, so we decided that Personnel should not be the place for the gender advisor.” The German individual stated “as I heard when you go to combat the German Bundeswehr gives you certain training on that, now to deal with your colleagues. And it's on sexual education; it's not really on gender.” The subject from Canada mentioned that they have had a lot of sexual harassment training due to some problems within their units, but in regards to sexual exploitation and abuse training, she didn't know. NATO ACT member did state that “we

need to do more on this subject. From ACT point of view, it's one of our new requirements, and we will have a part in the gender package for nations.”

Of the U.S. members, 4/5 remarked about this kind of training and that it is mandatory for all personnel. Individual #8 stated they had to take “online training course for sexual gender based violence. Whether you are a civilian going to Afghanistan or military, it's a yearly mandatory course for everyone to take.” Interviewee #6 stated

I'm fully aware that sexual assault sexual harassment sexual abuse any of those topics has been fully inculcated into unit training....I mean, when I was in in command of units at Ft Still and even in the Joint Staff, even at the National Defense University, of mandatory training requirements there that are placed on not just military, but all your DOD members, employees, which I think that's pretty prevalent, we have that as one of our main training.

Women improve operations: this theme is described as the understanding, or belief, that the inclusion of women into operations will have a positive effect.

From the NATO/PfP group, 3/7 positively mentioned this theme while one negatively commented. The member from Germany mentioned that including women would be a benefit when she mentioned I “think it would improve it dramatically because still today in the majority of the organizations, we are following a strict masculine or patriarchal society.” The NATO ACT member stated that in a more asymmetric war, need to look at the civilian population, as an example “Look in Syria when we have so many women involved, not only as victim, but as actor,” and also “If you don't have a gender analysis, how could you interact with each part of this population as victim and as an actor?”

Within the U.S. responses, 4/5 mentioned something positive in regards to this theme. Respondent #6, with a lot of ground experience in this area, stated “How can you do that without talking to the female population, without talking to the male population, maybe not talking directly to children, but finding what is the situation as it affects men, women, boys and girls differently.” Subject #8 stated a way ahead was to include both men and women because “you don’t want these separate cultural support teams, you don’t want Female Engagement Teams necessarily, you want people in your existing structure to create something new.” Individual #4 was aware of this factor before many of his counterparts when he stated “I said I really wish I had some female soldiers to take out with us to deescalate situations and bring people to a much calmer state when we have these traffic control points, or going into houses, and that was when this first came up.” U.S. member #12 said “because there certainly are a lot of issues in security and defense that women can impact. It’s not just about integrating women into the military or security forces, what their role is and making sure not just women, but men are aware of the ability to use women as agents of change.” Interviewee #5 mentioned

When women are involved, whether they are suicide bombers, or they are being displaced persons, or they are being sold as part of a prophet’s war that it is important to the individual soldier, sailor, airman and marine to know about these things and the importance of when they go to an operation how they can influence what goes on and how they can affect women’s issues in the country they’re in.

There was also the concern by individual #4 that the overall inclusion of women in the military units won’t be known for awhile as we “Don’t know the long term physical effects on integrating women. Men tend to break down after 10 years, women seem to be breaking down 4X faster.”

Number of Women in the Respective Armed Forces

The number of women in the respective militaries was asked during the interviews and confirmed through NATO documentation (NATO, 2006). These numbers are another data point to be considered when comparing the documentation with the interviews. They are listed in Figure 3.

Figure 3. Chart of the number of women in the Armed Forces

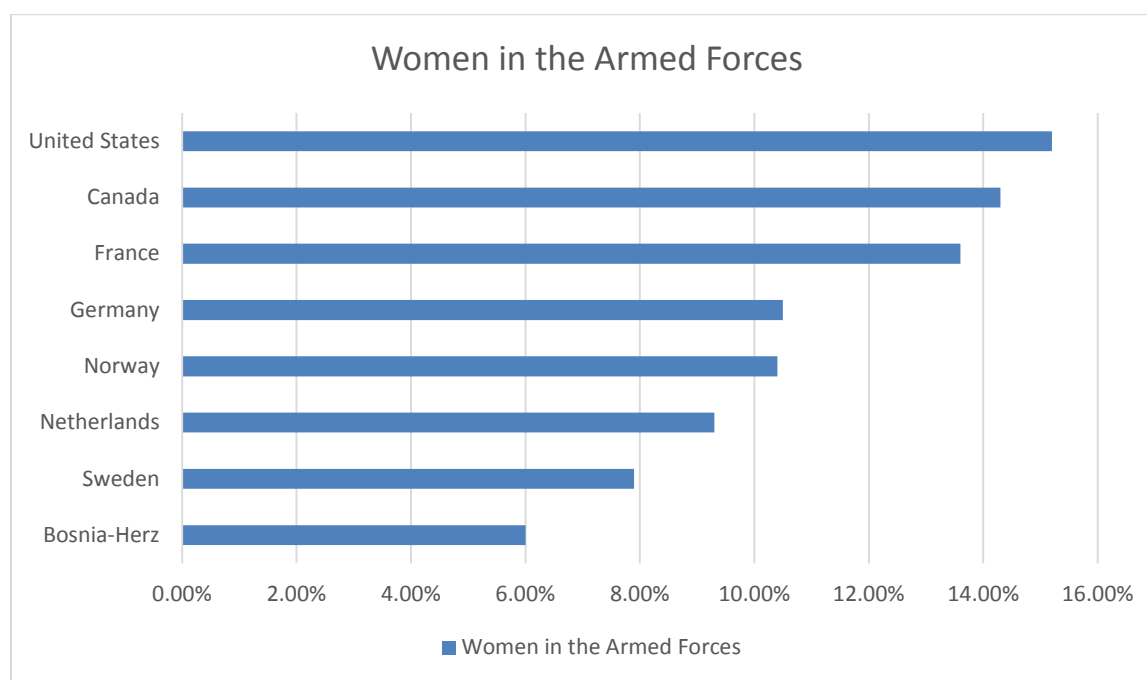


Figure 3: Percentage of women, all active duty military personnel, of NATO member and partner nations in 2014 (NATO, 2016)

Comparative analysis of Documents to Themes

Using the military requirements in the NATO Action Plan (NATO, 2014) as a guide, each of the National Action Plans of the member nations interviewed were noted as being

<p>Partnership Cooperation Programme, Individual Partnership Action Plan, Partnership for Peace Planning and Review Process, Annual National Programmes). 3.4. Include objectives on Women, Peace and Security priorities in the Partnership Cooperation Menu (PCM) 3.5. Initiate projects under the Science for Peace and Security Programme supporting inter alia research, workshops and projects on Women, Peace and Security. 3.6. Facilitate the establishment of Trust Funds supporting capacity building and implementation of UNSCR 1325 and related Resolutions. 3.7. Arrange events facilitating exchanges of information and best practices with a focus on gender training for all and on the recruitment and retention of women to close the gender gap.</p> <p>NAP: Theme: Understanding by others</p>	+	+	+	+	-	-		+
<p>7. Reduced risk for conflict-related sexual and gender based violence and improved responsive measures that have taken into consideration women and girls' protection needs.</p> <p>7.1. Ensure that mandates and plans for any future NATO-led operation and mission, as relevant, provide direction on how to respond to conflict-related sexual and gender based violence, and direct creation of systematic and robust monitoring and reporting mechanisms in order to follow trends. 7.2. Develop</p>								

<p>military guidelines on prevention and response to conflict related sexual and gender based violence and integrate these aspects into the operational planning processes, as appropriate. 7.3. Ensure that appropriate Codes of Conduct and mechanisms to ensure implementation of these are in place. In case of violations of these, ensure that allegations and incidents are investigated and appropriate disciplinary or legal proceedings are undertaken. 7.4 Develop the analytical tools necessary to understand the level of risk of sexual and gender-based violence 7.5 Develop appropriate measures that take the protection needs of the civilian population into account, in particular the needs of women and girls.</p> <p>NAP: Theme: SH/SEA Training</p>								
<p>8. Improved gender balance within troops and officers deployed in NATO-led operations and missions.</p> <p>8.1. Strive for a better gender balance when requesting troop contributions. 8.2. Nations to deploy women at all levels in NATO-led operations and missions.</p> <p>NAP: Theme: Women</p>	+	+	+	+	+	+	+	+
<p>9. UNSCR 1325 and related Resolutions form an integral part of nations' defence and security policy and activities.</p> <p>9.1. Nations to provide trained troops and experts on gender and UNSCR 1325 and related Resolutions to NATO-led</p>								

operations and missions. 9.2. Nations to include gender advisory capacity as part of recognised military capability. 9.3. Nations to promote women's equal participation in national armed forces.								
NAP:	+,+,+	+,-, +	+,+,-	+,+,+	+,+,+	+,-,+	+,+,+	+,-,+
Theme: Training, Resources, Women	+,-,	-, ,+	+,-,	-, ,+	+,-/+,	-,-,	-, ,_	-,-,+
10. Improved gender balance at all levels of NATO's, Allies' and partners' defence and security institutions.								
10.1. Ensure that appropriate recruitment and Human Resource policies and strategies are in place.								
NAP:	+				+	+	+	+
Theme: Women		+		+	+		-	+
12. Improved understanding of the civilian and military staff of the practical implications of the Women, Peace and Security agenda, thereby improving their ability to act accordingly. 12.1. Integrate UNSCR 1325 and related Resolutions, into curricula of training and education activities at all levels. Such integrated gender training should also include modules on analytical methods and approaches for understanding the level of risks for conflict-related sexual and gender based violence, as well as modules on how to counter such behaviour, including measures that take the protection needs of the civilian population into								

<p>account, in particular the needs of women and girls. 12.2. Ensure the inclusion of UNSCR 1325 and related Resolutions, in NATO-led exercises, including scenarios on conflict-related sexual and gender-based violence and protection of women and girls. 12.3. Involve, as appropriate, local civil society in training efforts.</p> <p>NAP: Theme: Others understand; training & education</p>	+	+	+	+	+	+	+	+
<p>13. NATO, Allies and partners have increased the visibility of the Women, Peace and Security agenda and of the efforts undertaken on the implementation of UNSCR 1325 and related Resolutions. 13.1. Ensure that Women, Peace and Security priorities are systematically integrated in public diplomacy efforts. 13.2. Targeted public diplomacy and media events aimed at promoting NATO's efforts and progress in meeting commitments set out in UNSCR 1325 and related Resolutions. 13.3. Ensure that through press and media the broader public audience is regularly informed of NATO's efforts regarding the implementation of UNSCR 1325 and related Resolutions, using the full range of communication tools at the disposal of the Alliance.</p> <p>NAP: Theme: leadership, others understand.</p>	+,-	+,- +,-	+,- +/-,	+,- -,-	+,- -,-	+,- -,-	+,- +,	+,- +,-

Note: NATO action plan (NATO, 2014) requirements by member states ministries of defense compared to the themes developed in the interviews, and with the National Action Plans of the countries of the subject members.

Outcome 1 of the NATO Action Plan referred to reducing barriers to the participation of women in operations. All the nations included aspects of this requirement in their National Action Plan (NAP), but culturally it appears there are still barriers. The subjects from France and The Netherlands responded positively that this was occurring, but members from Germany, Sweden and the majority of the U.S. respondents indicated there were still some culture barriers. Regarding the positive participation of women in operations, the members from Canada, Germany, The Netherlands and the U.S. indicated advances were being made in this area. Only the respondent Sweden responded that even though it was a requirement, it was not occurring yet.

Outcome 3 required elements of UNSCR 1325 to be included in events, meetings and other programs that assisted other allies and partner nations in understanding the requirements of the resolution. This requirement was noted as being included in the action plans of Bosnia-Herzegovina, Canada, France, Germany and the U.S. But even with it being a requirement, France, Germany and the U.S. members responded that it was not being done. Though The Netherlands and Norway do not have it as a requirement in their NAP, the members both mentioned that in meeting or training with other countries, particularly the members from the U.S., they had a difficult time getting them to understand the aspects of having a gender perspective.

Outcome 7 requires measures be taken to reduce the risk of sexual and gender based violence. Training and documentation needed to ensure this requirement was met was noted as being included in all the NAPs except for Bosnia Herzegovina and The Netherlands. All

interviewees except for Bosnia Herzegovina and France could respond positively that this kind of training was occurring within their Nation. Though it was not mentioned in the NAP of The Netherlands, the subject member did state that it was occurring.

Outcome 8 of the NATO Action Plan required that all of the member nations take measures to improve the gender balance within their troops and all of the corresponding NAP reviewed included this requirement. Only the Canada, Germany, Netherlands, and U.S. respondents indicated this requirement was actively being pursued for the benefit of all. The member from Sweden did not believe this was occurring within his country.

Outcome 9 required that the UNSCR 1325 mandates be an integral part of the military activities. This outcome directed this be achieved through training, resources applies, and the promotion of equal participation of women. All the NAPs required the training on 1325 be conducted, but only the Bosnia Herzegovina, France (in her NATO ACT hat) and The Netherlands subjects responded that this requirement was adequately being conducted. The resources required either in the position of a gender advisor or actual funding was listed in the NAPs of all except for Canada, Norway and the U.S. But of those including this requirement, only the member from The Netherlands mentioned that the resources were there, but the position of Gender Advisor was not being allocated. And in regards to in the participation of women, the response was the same as that mentioned in Outcome 8.

Outcome 10 was similar to Outcome 8 regarding a gender balance desired, but this one was aiming towards improving the balance in allies and partner nations of them member nation. Five of the eight nations responded favorably with Canada France and Germany as the only countries that did not include this requirement in their NAP. In comparing with the themes, The Netherlands and U.S. interviewees again responded favorably, but this time the subjects from

Canada and Germany commented favorably while the member from Sweden responded negatively.

Outcome 12 is the one most relevant to this research as it required the member nations to include elements for UNSCR 1325 into education, training and exercises. All the NAPs from the member nations in consideration had education and training requirements included within the documents. From the interviews the response was split whether this requirement was occurring. The respondents from Bosnia Herzegovina, France, The Netherlands and Sweden all indicated that this training was being conducted. The members interviewed from Canada, Germany, Norway and all the members from the U.S. except for one stated the training on UNSCR 1325 was not being conducted and therefore many were still not aware of this mandate and its contents.

Finally, outcome 13 required that the member nations include elements of 1325 into their diplomatic efforts so that the information on the work that is being done is being broadcast from the media outlets. The themes supporting this outcome were twofold, the leadership required to include this requirement into the NAP, and then supporting other Nations in getting the word out on the positive aspects of this mandate. Again, all of the NAPs had the requirements included that the country must have an active plan in supporting the benefit of include 1325 in the operations. In regards to supporting other countries, only the U.S. NAP indicated it would be a requirement to assist other nations and partners with the implementation of 1325. But in response to the interviews, only Canada, France and Sweden indicated there was word out in the public information world that this effort was being supported. And none of the subjects, including the U.S., reported the support to other countries in ensuring media outlets were being used to promote NATO's efforts in this area.

Research Questions Answered

The National Action Plans of seven members from NATO and partner countries and the U.S. were reviewed. Additionally, members from the seven countries were interviewed twice as well as five members from the U.S. Following are the answers to the research questions as a result of this research.

Research question 1: the main research question examined whether or not the U.S. military units were behind or ahead of the North Atlantic Treaty Organization (NATO)/ Partnership for Peace (PfP) countries in regards to implementation of gender awareness training in support of United Nations Security Council Resolution (UNSCR) 1325. It was confirmed that all of the nations reviewed included training as a requirement. It was noted that 3 of the 7 NATO countries were lagging in implementing their training requirements (Canada, Germany and Norway). Of the other four, Sweden was the only one including the gender perspective in education program. It was also noted by most the U.S. respondents that indeed the U.S. is not implementing the required training program. The U.S. does lag in comparison to most of the members from the NATO and partner nations interviewed, but there are other countries who are not fulfilling the requirements also.

Research question a: the first sub question reviewed what steps the U.S. military has taken in implementing a Gender Awareness training program. The national documents state this training must be done, but the U.S. members responded that the training to support the implementation of UNSCR was only just beginning and some steps were being taken to grow the program. There were a few training sessions, mainly in theater and within a couple of exercises. The U.S. did attempt to include the topic as a “Special Area of Emphasis” for professional military education schools. It passed the first year, but has been met with little support the next two. The ability to

include the gender perspective into pre-deployment and service training is still being discussed. But in staff training, the U.S. has started to include this topic within Combatant Command indoctrination programs and has started including the gender perspective in some exercises. The overall implementation appears to be going very slow due to the leadership not understanding the elements of the mandate.

Research question b: this sub question studied what the other NATO and PfP countries militaries have done in regards to Gender Awareness training. The results were opposite of the U.S. program. Most of the NATO and partner countries have taken steps over the past several years to implement a very thorough program to support gender awareness training. Per both the documents and the interviews, most of the programs are still going strong, but there were a few that were now beginning to languish due to lack of support from leadership, similar to what the U.S. is experiencing.

Research questions c: this sub question, with its sub parts was developed to focus on the factors that could affect the outcome of the questions noted above.

Subquestion (i) was designed to discuss any gender/sexual harassment/sexual violence issues within the respective countries. The training required by the NATO action plan for all countries was in place and was being conducted. All the female respondents indicated there were internal sexual harassment prevention steps in place within each of the countries, but that was not related to the inclusion of a gender perspective. The external program requirements designed to prevent sexual exploitation and abuse (SEA) by troops to others when they are deployed is still being worked. Most of the NAPs except for Bosnia Herzegovina and The Netherlands list it as a requirement that all are supposed to receive training on SEA. Though not listed in the NAP, the member from The Netherlands did mention that they were conducting training in this area.

Though there is potential for internal sexual harassment and external sexual exploitation and abuse, all countries are aware of this requirement.

Sub question (ii) was developed to review whether there are culture barriers or other factors that might affect the support of the training. It was noted by several that the training is supported when people understand what having a gender perspective is in that the participation of women to engage with other women, as is required in some societies, can be a benefit to operations. But more noted there are still those within the military organization do not believe that this type of work is required and that it is irrelevant. It was also commented that this was a barrier with the older personnel who are not used to having women in the service. But those who are used to it understand the benefit.

Subquestion (iii) was designed to determine if the countries had developed a position on their staff to assist with advising on gender related issues. Though the NATO Action Plan stated that the member nations should have a gender advisor position on the staff to assist with this perspective, there was no mention on it in the NAPs of Canada, Norway and the U.S. In discussing this position during the interview, Bosnia Herzegovina was the only country indicated they had a true gender advisor. France and Germany members indicated they had someone that assisted with “women’s issues”, and some of the other members stated that the positions were supposed to be there but either no longer were, or had never been filled. The members from the U.S. were adamant in stating this was a resource not supported within the U.S.

Subquestion (iv) was focusing on whether the professional military education institutions of the respective countries inculcated gender awareness topics as a standard into their curriculum. From the NATO and partner countries, there were three who mentioned it was, three who mentioned that it was not and one that was not sure. From U.S. members who were interviewed,

two stated that it was included. The other three indicated that there was a desire and attempt to include this topic into the curriculum, but it was being met with resistance, so therefore the answer was no. Overall, the answer would be that within training it seems to be included, but there is still a long way to go before it is inculcated within the professional military education curriculum.

Summary

With the lifting of the combat exclusion law in the U.S. (DOD, 2013a), women can now participate in more positions. Some policy makers within the Department of Defense believe this inclusion of women will be all that is required to respond to the resolution since “Participation” is one of the three pillars of UNSCR 1325. However, as Interviewee #8 mentioned, it is a “lack of understanding of what the agenda is what it is not” as the “U.S. Department of Defense does not yet believe that women play a role in conflict stability and military operations.” It is more than “just adding women and stir” (Dharmapuri, 2011, p. 65) to achieve a gender balance, it’s the necessity to address the other pillars of prevention and protection in order to achieve gender mainstreaming. As Individual #12 stated “It’s not just about integrating women into the military or security forces, what their role is and making sure not just women, but men are aware of the ability to use women as agents of change.”

With gender equality being the ultimate goal, the Swedish interviewee summed up the overall question of support and implementation from his country when he stated:

Besides the before mentioned fact that one has to address 100% of the enemies and not only 50%, the generations growing up in the '90 and thereafter are, in Sweden, brought up and educated with gender equality and HBTQ. They will not accept or let themselves

be recruited into an organization that has not integrated these issues into the organizational core values. It is a question of survival for any organization.

CHAPTER V

ANALYSIS OF THE DATA AND CONCLUSION

In this study, participants described various aspects of the implementation of UNSCR 1325 and how a training and education program can influence the implementation. The findings supported the purpose of this research which was to determine if U.S. military units are behind or ahead of North Atlantic Treaty Organization (NATO)/ Partnership for Peace (PfP) countries in regards to the implementation of gender awareness training in support of UNSCR resolution 1325. It provided a cross-country examination of how militaries in specific countries are institutionalizing gender as a planning factor that will assist in operational effectiveness, and should eventually result in a decrease in sexual gender based violence. The results will be analyzed and discussed based upon each of the pillars of the UNSCR 1325 (UN, 2000) of participation of women within peace processes, prevention of harm, and protection of women and their rights as objectives of the original UNSCR 1325 and emphasized in the system-wide plan (UN, 2005a) have been reviewed for inclusion in the NAPs, along with additional objectives that the various National Action Plans have delineated.

Participation

It is clear the United States military is leading the way in providing a gender balance in the forces which will ultimately affect the participation of women in leadership positions, one of the pillars of the National Action Plan. The U.S National Plan not only discusses a gender balance within the U.S. Forces, but specifically discusses assisting other nations in the recruitment of women into their own force, or the inclusion of women then are sent over the U.S. for training purposes. The number of women currently in the force listed in Figure 3 shows that the U.S. is leading the way in inclusion of women into the military over the other countries that were a part of this research. This number was confirmed by all the interviewees during the

second round of the interviews. During the interviews, all the members from the U.S. stated that the increase in the participation of women within the U.S. forces was positive and seemed to be supported by all. These respondents also commented that the inclusion of women was a positive aspect and should be a benefit to operations as more women are included and the pillar of participation is supported. As more women enter the force, there will eventually be more women in leadership positions to continue to affect the support and perspective from a different point of view, which should assist in peace processes. This objective appears to be met by the U.S. and those countries researched.

Prevention

This pillar from the UNSCR 1325 was an objective to ensure women and children were prevented from being harmed. This study confirmed that all the country NAPs reviewed for this research indicated internal sexual harassment training was a requirement. The members interviewed from the respective countries indicated that this training was being emphasized and was being conducted. With the continued emphasis on this training, and the additional women to the force, the number of sexual harassment complaints should be reduced.

This pillar is also supported by the training conducted to ensure the women externally within the countries where forces are being deployed are being protected from sexual exploitation and abuse from the individual sent to protect them. This type of training is also mentioned as a requirement in most of the NAPs reviewed, to include the U.S National Action Plan. The subjects interviewed from the U.S. positively agreed that this was also occurring, and most of the NATO and partner countries commented positively in this requirement being met. Therefore, this objective seems to be met by the U.S. and most of the countries who had

members interviewed, though continued training and support is necessary to ensure women and children are prevented from harm.

Protection

This objective of UNSCR 1325 is to ensure the protection of women and their rights. A critical element to ensure this objective is being met includes a training and education program that discusses what those rights are, and how including a gender perspective in the conduct of operations will lead to operational effectiveness by not only protecting the women, but by considering their rights as it affects the stability of the area.

The presence of a training and education program assisted in the awareness of what having a gender perspective is and indicated an understanding of the framework documents. Though all the National Action Plans require a training program, it was clear by the interviews of the U.S. members that training in this area was lacking behind that conducted within the NATO and partner countries. The presence of at least a training program is related to the countries attitudes and perceptions of how having a gender perspective can have a positive influence on operational effectiveness. This was made apparent from some of the responses from the NATO members interviewed. It appears through this research that there is still some work that needs to be done in meeting this objective. Including more leadership in Key Leader seminars so they understand the topic will begin the support from the top of the chain of command that will permeate throughout the staff. The inclusion of protection of women and children into exercises will be a way to train many people who will “train as they fight” through meeting the exercise objectives.

There were obstacles identified that may be contributors to this objective not being reached. The leadership involvement, resources, and culture (within the nation or between men and women) are factors of concern globally to all the countries interviewed.

Participants discussed how having the support of leadership is crucial to having a strong training and education program that will eventually have an impact on the protection of women in the community, and the overall ability to mainstream gender through all military operations. The leadership theme was developed when the interviews revealed that even in the countries that had a training program established, it was sometimes not supported. It was evident that countries that have leadership who actively promote elements of UNSCR 1325, such as Sweden and Bosnia Herzegovina, are much more likely to have members who are informed of and engaged in initiatives that support a gender perspective.

Resources to implement an effective program were mentioned by members from the U.S. and most of the NATO countries. The only countries who had subject members who did not specifically note this as an issue was Sweden, Germany and Canada. Resources provided to support a trained network of gender advisors is the ultimate outcome desired for future operations. Countries need to invest the resources for an effective program and view it as valuable and perceive it is the right thing to do for the country. Financial resources may be more difficult to provide during cutbacks in funding. But the assignment of a Gender Advisor position at least part-time if not full-time will assist in including this perspective when planning for operations.

There did not appear to be a correlation in comparing the NAPs, the requirements from the NATO Action Plan, the number of women in the force and the interview responses. Culture among some of the male leadership did seem to affect the full acceptance of a gender perspective

more in the NATO countries than in the U.S. The interviews of the member from Sweden stated they had an excellent training program with more gender advisors resulting in the more acceptance of women as equal. But a review of the National Action Plans in Appendix 3 resulted in Sweden having one of the lowest scores, and they also have one of the lower percentages of women in the force noted in Figure 3. This same member commented that the warfighting culture for predominantly older men seems to influence their understanding and awareness of what exactly is being discussed in regards to implementing a gender perspective, and therefore still was not completely accepted by all. The member interviewed from France stated their training program seems to be fairly well established, and they do have one of the higher numbers of women in the force, but the NAP from France also resulted in one of the lowest scores, and the interviewee commented that “moreover for some of them there is also a lot of misunderstanding with the word gender they think it is all about women and they categorically refuse to be train on this subject.” The training program described by the member from Bosnia Herzegovina seems to be one of the most extensive, and their NAP resulted in one of the higher scores, yet the number of women in the service is the lowest of the countries reviewed. This is also true of The Netherlands with a comment made “There is limited general knowledge about the topic and the gender expert capacity is limited to develop good scenarios, injects or provide training” and that “For more traditional warfare operations, it is seen as not relevant.” The number of women in the service from Norway is right in the middle, as was their NAP score, and their training program appears stagnant per comments made by the member from Norway. She stated that there is resistance to this topic “due to organizational culture (gender issues have low status, immaturity towards gender issues, suboptimizing, fight for funds etc), lack of knowledge, organizational structures and functions that give too much power to individual staff workers) and

lack of leadership commitment.” The U.S. NAP scored near the top based upon the rubric used, and has the highest number of women in the military forces. Yet the training and education program seems to be lacking based upon the interviews, along with the resources and support from leadership. One member commented in the interview

In my opinion, the US Department of Defense does not yet believe that women play a role in conflict stability and military operations. They still see the enemy as being male in gender. They do not see the bigger picture that, in this day and age, war cannot be won by battle alone.

Limitations

Limitations will exist in any qualitative study due to the subjectivity of the interpretation of the results by the researcher and the level of knowledge and perspective that the researcher already had on the amount of gender awareness training currently being conducted. The researcher considered the statements made by the subject members and looked for trends in the themes which were confirmed by the research team. Though the results were obtained from a small sample who had previous knowledge of gender training, these experiences were significant enough that saturation was reached to the point that the comments made were representative of those NATO countries that had a National Action Plan. Though they cannot be extrapolated to all NATO countries, they are representative of those countries that do have National Action Plans. Additional research could consider interviewing members from the other NATO nations who do not have National Action Plans to determine if there were cultural differences that precluded them from considering UNSCR 1325 and the gender perspective.

Recommendations

The wars in Iraq and Afghanistan were a different way of fighting a conflict than had been in the past as the area was more urban, and there was more of a desire for nation building. This nation building concept seems to be prevailing within the military and most likely will continue with the goal of stability operations. In such an environment, the human contact will be unavoidable. The military needs to consider how to protect the civilians, and how to use all the resources they have for operational effectiveness. Therefore, based upon the findings in this research, the following recommendations are provided to enable the U.S. and NATO to meet the needs of the changing environment.

Recommendation 1 – Key Leader Training and Education

Because most the nations reviewed for this study commented upon leadership as a factor affecting implementation, any direction regarding this phenomenon could be applied across the countries. The Nordic Center for Gender in Military Operations conducts a Key Leader Seminar periodically. Per their website (NCGM, 2016), the seminar aim is to “increase key leader’s knowledge on how to integrate gender perspectives into operations planning, execution and evaluation at strategic and operational level and how to argue in favour of integrating gender perspectives at political- and military strategic level.” The recommendation would be to conduct one of these seminars in the Washington, D.C. area held at the National Defense University. Having it conducted in that area would allow for more of the senior level leaders at the political/strategic level to attend. It would be important that the attendees not only be U.S. members, but to include Foreign Liaison Officers from other NATO countries who are in the same geographic area to get the cross exchange of ideas and best practices. This seminar would enable leaders in top positions to have a better understanding of what is being discussed in

regards to including a gender perspective, and then the knowledge could trickle down within the services and other military organizations. These leaders must then be held accountable for the requirements in the National Action Plans.

Recommendation 2 – Change the Officer Professional Military Education Policy

The current policy document governing U.S. Joint Professional Military Education (DOD, 2015b) lists the following as one of the required learning areas: “Comprehend the roles that factors such as geopolitics, culture, region, and religion play in shaping planning and execution of joint force operations.” The inclusion of the word “gender” in this sentence as one of the factors would necessitate the education institutions to teach this topic within the colleges as this would be part of their accreditation requirements viewed by the Process for Accreditation of Joint Education. The “how” to teach this topic could be discussed during the annual Joint Faculty Education Conference. Any best practices in this area could be discussed with the other NATO nations during the Annual NATO Education and Training Discipline Conference. As this policy addresses senior level education all the way down the military academies, changing this policy would be one step in addressing the structural change of including the gender perspective right from the start of a member’s career where eventually the discussion of gender mainstreaming will be common to all.

Recommendation 3 – Support the position of a Gender Advisor

Discuss with the Combatant Commands and the services about including a Gender Advisor as either a full time or part time position. This position has been recently established at three of the six geographic combatant commands and one of the services. This person would be the advisor to the Commander in regards how to implement a gender perspective within operations. The training for this position could be conducted at the Nordic Center for Gender in

Military Operations in the Gender Advisor course. Some of the interviewees from the NATO countries indicated they already had people acting in this position, and others mentioned that it had been tried but not supported. Seeing this position of gender advisor supported in operations, and the potential for an increase in operational effectiveness, should assist in generalizing this phenomenon across the other NATO nations.

Recommendation 4 – Increase inclusion of Gender in exercises

The quickest way to get to a large group of people is through exercises. Including gender perspectives as an objective within exercises, whether they are conducted jointly or single service, will reach a large training audience ensuring more are aware of the topic and the potential benefits. Many of these exercises are conducted in partnership with NATO and other countries, so the training would reach more than just a U.S. audience, therefore assisting the other countries in implementing their programs. The inclusion of exercise injects that focus on sexual exploitation and abuse would have the additional benefit of how to react and report on issues of concern regarding this topic.

Recommendation 5 – Recruitment of women

The U.S. is leading the other nations in the recruitment of women into the military force. The increase in the number of women will eventually lead to more women in leadership positions. The participation of women in the leadership ranks will visually show other countries that the U.S. supports women's participation. In addition, any positive effects that occurred in operations should assist in the change of the affective domain regarding the acceptance into these positions. The U.S. modeling this support to women in key positions will be noted by other countries, particularly when conducting joint operations. They would then have more proof to leaders within their countries that the inclusion of women can cause positive change.

Recommendation 6 – Draft an “Insights and Best Practices” paper or handbook

These papers are written by members of the Joint Staff through lessons observed during exercises. The lessons are collected and compared between other organizations drawing out the lessons learned. Recommendations are given that are best practices, but not necessarily doctrine. The information provided could lead to a doctrinal change, but also provide others with education on the topic. These papers are published and sent out around the world as best practices on the topic. Including gender perspectives in operations has been written by other organizations at the tactical level, but there has not been anything published on how to include gender at the operational or strategic levels. A handbook would not only give best practices, but would also address “how” a gender perspective would be implemented.

Recommendations for further research

As mentioned in one of the recommendations, including the gender perspective into more exercises should be able to reach and train more people, which would result in a broader number of personnel understanding and being able to apply the subject. Research already conducted within the Joint Staff through a series of exercises indicated a transfer of cognitive knowledge had occurred using a blended approach that included metrics. (Fautua, et al., 2014). It would not only be beneficial to prove to leadership that this transfer of knowledge is occurring, but that a change in the affective domain regarding the subject matter has also occurred.

One way to accomplish this would be to take a blended approach to evaluate a phenomenological change in behavior. The U.S. Pacific Command Talisman Sabre series of exercises would be a good example of an exercise sequence of events where this type of research could be applied. This exercise is a bi-lateral exercise conducted biennially with the U.S. and Australia supporting the established Joint Task Force Headquarters with some assistance from

New Zealand. It is a large-scale exercise that has many story lines within the exercise, to include several involving aspects of a human dimension. There are several hundred people that usually participate in this exercise. As soon as the members receive notification that they will be supporting the exercise, they would be assigned the NATO course on Gender Awareness to take online. The next step would be the participation of the staff in the two-week Staff exercise where the staff will conduct planning for the scenario. A gender perspective would need to be included within all the stages of the planning process. The final step would be the three-week execution where the plan would be executed in the exercise.

The knowledge transfer within the cognitive domain could be monitored throughout the process by viewing the products that were produced. The change in the affective domain would be determined by interviewing the participants after the Staff exercise, and then upon completion of the entire exercise.

Final thoughts

The U.S. is behind NATO in developing a training program and in all the training requirements mandated by UNSCR 1325 when compared to many NATO countries. A training and education program must be implemented immediately that starts with the commanders at the top, the leaders in the field. This is a country with many opportunities available to enhance the education and training process, though it is also a country that will be difficult to provide robust support behind raising the awareness of gender security as a concern. The U.S. will most likely never again conduct an operation on its own, and therefore will be conducting operations next to countries that may have already instituted education and training programs regarding UNSCR 1325, and would expect similar support and understanding from contributing nations. As this is being written, there is a Women, Peace and Security Act that was passed through the House. If

this Act were to be signed by the Senate, then the legislation would require DOD to train deploying personnel involved in the following areas: conflict prevention, mitigation and resolution, protecting civilians from violence, and combating human trafficking. This Act, presented by a non-governmental organization, shows the importance of this topic to all, and passage would be an endorsement of the critical requirement to fill a needed gap.

There must be tangible steps identified to further streamline current training and education within NATO organizations and by individual members in partner countries. An assessment must be taken of available courses to determine the knowledge base, and to discover if there are is a shortfall in any area. Only through training and education can these gaps be filled for the awareness level of gender security concerns can be raised among military and civilians so they can contribute to the effectiveness of military operations. Continued education by the member NATO nations and PfP partners regarding UNSCR 1325 will assist in changing the mindsets of personnel who may not realize the full impact of supporting this resolution.

The last 15 years of war have demonstrated many differences in the approaches to conflict and peacekeeping operations globally. Particularly in Afghanistan, and in some of the operations in Africa, the scope of peacekeeping operations has widened considerably beyond only military tasks. Through this period there were eight other UNSCR resolutions that have been passed with each one being consistently stronger in language in regards to what the member nations should do to support the efforts of women, peace and security. The last one published (UN, 2015) was strong in the message that violent extremism is also an increasing concern when it comes to protecting women and children, but it also brought up the fact that women must be considered as actors also.

For units to properly accomplish their mission, consideration must be given for protection and security of all their members, as well as innocent civilians. Overall understanding violence and security should not only single out women as victims: women as both men and women are victims of gender-based violence. An important planning factor when dealing with this concept as a planning factor is what training must be provided to the troops to help them gain an understanding of the issues.

The issue of gender inequality is one the military has acknowledged is still an issue. Acknowledgement of a social injustice issue by the leadership is a critical first step in the ability to get any changes made. But also important is the requirement to hold these leaders accountable for their actions in the carrying out of the requirements to change the injustice. Sometimes these requirements are only implied, but the UN Security Council Resolutions have mandated these changes to gender security and awareness occur for the safety of all.

With the appearance of growing support for UNSCR 1325 among many of the NATO organizations, the institutionalization of this concept among the defense organizations would be the easiest approach since they usually work together for the benefit of a coalition operation. Raising the number of women in these organizations is certainly important to provide a gender balance, but it is also important to raise the awareness of gender mainstreaming among the personnel because only when a country has both, can gender equality even be considered.

Also important is to include gender advisors in each of the operational units as the concern for security can be applied to both genders. Future conflicts are only going to become more complex and must face difficult human challenges within the security environment.

With this research shortly following the 15-year anniversary of the original passage of the resolution, it is evident that high level commitment of support is present, and that additional

guidance now needs to be provided and implemented throughout the U.S., NATO and supporting PfP countries. While NATO has begun the slow process of changing tough mindsets and behaviors by introducing gender perspective throughout its operations, they now need to include more women in key positions within key countries to help protect those on the ground.

Today's conflicts not only call for military responses should include all necessary resources when working in crisis situations. NATO's operational effectiveness includes making contributions sustainable and lasting peace, within which gender equality is a key factor. Future operations will be alongside these coalition partners.

REFERENCES

- ACT Gender Advisor. (2015). *Gender education and training package for nations*.
Retrieved from: <http://www.act.nato.int/gender-training>.
- Allen, A., Ladenheim, G., & Stout, K. (2010). Training female engagement teams: Framework, content development, and lessons learned. *ARMY-MARINE INTEGRATION, VOL. III*.
Retrieved from <https://call2.army.mil/toc.aspx?document=6695&filename=/docs/doc6695/11-35.pdf>.
- Andrews, M. S., & Ridenour C. S. (2006). Gender in schools: A qualitative study of students in educational administration. *Journal of Educational Research*, 100(1), 35-43.
- Balon, B.; Björsson, A.; Geiss, T.; Holvikivi, A.; Kadar, A; Lysyckina, I.;
Watson, C. (Eds.). (2016). *Teaching gender in the military: A handbook*.
DCAF, PfPC. ISBN:978-92-9222-399-1. Retrieved from: <http://www.dcaf.ch/Publications/Teaching-Gender-in-the-Military-a-Handbook>.
- Bazely, P. & Jackson, K. (2013) *Qualitative data analysis with NVivo*. London: Sage.
- Beachum, F. (2008). Toward a transformational theory of social justice. In I. Bogotch, F. Beachum, J. Blount, J. Brooks, & F. English, *Radicalizing educational leadership: Dimensions of social justice* (pp. 39-60). Rotterdam, Netherlands: Sense Publishers.
- Benedict, H. (2009). *The lonely soldier: The private war of women serving in Iraq*.
Boston: Beacon Press.
- Blount, J. (2008). History as a way of understanding and motivating. In I. Bogotch, F. Beachum, J. Blount, J. Brooks, & F. English, *Radicalizing educational leadership: Dimensions of social justice* (pp. 17-37). Rotterdam, Netherlands: Sense Publishers.
- Brescoll, V. (2011). Who takes the floor and why: Gender, power, and volubility in

- Organizations. *Administrative Science Quarterly*, 56(4), 622–641.
- Brown, J., & Ayres, I. (2004). The inclusive command: Voluntary integration of sexual minorities into the U.S. military. *Michigan Law Review*, 103(1), 150-188.
- Bogdan, R. C., & Biklen, S. K. (2003). *Qualitative research for education: An introduction to theory and methods* (4 th ed.). Boston: Pearson.
- Bogotch, I. (2008). Social justice as an educational construct: Problems and possibilities. In I. Bogotch, F., Beachum, J. Blount, J. Brooks, & F. English, *Radicalizing educational leadership: Dimensions of social justice*. Educational leadership and leaders in contexts, Volume 2. (pp. 79-111). Rotterdam, Netherlands: Sense Publishers.
- Boushey, H. (2008). "Opting out"? The effect of children on women's employment in the United States. *Feminist Economics*, 14(1), 1-36. doi:10.1080/13545700701716672.
- Cameron-McCabe, N. (2008). Preparation and development of school leaders: Implications for social justice policies. In C. Marshall & M. Oliva (Eds.), *Leadership for social justice: Making revolutions in education* (2nd ed.) (pp. 35-54). Boston: Allyn & Bacon.
- Canadian Government. (2010). *Building peace and security for all: Canada's Action Plan for the Implementation of United Nations Security Council Resolutions on Women, Peace and Security*. Retrieved from: http://www.peacewomen.org/sites/default/files/canada_nationalactionplan_october2010.pdf.
- Chicken & Egg Pictures, J. Benello, W. Ettinger, J. Helfand (Producers) & M. McLagan, D. Sommers (Directors). (2008) *Lioness (Motion Picture)*. USA: Room 11 Productions.

- Christoff, J. A. (2008). Provincial reconstruction teams in Afghanistan and Iraq: GAO Reports (Report No. GAO-09-86R). Washington, D.C.: GAO).
- Cooper, E. (2013). Women in combat: The soldiers speak. *American Thinker*. Retrieved from: http://www.americanthinker.com/2013/02/women_in_combat_the_soldiers_speak.html.
- Covey, S. R. (1991). *Principle-centered leadership*. New York: Summit Books.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.
- Dantley, M., & Tillman, L. (2010). Social justice and moral transformative leadership. In C.Marshall and M.Oliva, *Leadership for social justice: Making revolutions in education* (2nd ed.) (pp. 19-34). Boston: Allyn & Bacon.
- de Jonge Oudraat, C.; Stojanović-Gajić, S.; Washington, C. and Stedman, B. (2015). *The 1325 scorecard: Preliminary findings*. Women in International Security. Retrieved from: <http://wiisglobal.org/programs/unscr-1325-nato/>.
- Dept. of Defense. (2005). *Report of the defense task force on sexual harassment and violence at the military service academies*. Retrieved from: http://www.dtic.mil/dtfs/doc_recd/High_GPO_RRC_tx.pdf.
- Dept of Defense. (2011a). Joint Publication 3-07: Stability Operations. Retrieved from: http://www.dtic.mil/doctrine/new_pubs/jp3_07.pdf.
- Dept. of Defense. (2011b). *Joint Operations*. Joint Publication 3-0. Retrieved from: http://www.dtic.mil/doctrine/new_pubs/jp3_0.pdf.
- Dept. of Defense. (2012a). *Department of Defense annual report on sexual assault in the military. Fiscal Year 2011*. Retrieved from <http://www.sapr.mil/index.php/annual-reports>.
- Dept. of Defense. (2012b). Joint training manual for the armed forces of the United

- States. Retrieved from http://www.dtic.mil/doctrine/training/cjcsm3500_03d.pdf.
- Dept. of Defense (2013a). Memorandum for secretaries of the military departments, acting undersecretary of defense personnel and readiness, chiefs of the military services. *Elimination of the 1994 Direct Ground Combat Definition and Assignment Rule*. Retrieved from: <http://www.defense.gov/news/WISRJointMemo.pdf>.
- Dept. of Defense. (2013b). Department of Defense military personnel statistics. Retrieved from <http://siadapp.dmdc.osd.mil/personnel/MILITARY/rg1209.pdf>
- Dept. of Defense. (2013c). *Department of Defense implementation of the U.S. national action plan on women peace and security*. Personal communication.
- Dept. of Defense. (2013d). 2014-2017 Chairman's joint training guidance. Retrieved from: http://www.dtic.mil/cjcs_directives/cdata/unlimit/n350001.pdf.
- Dept. of Defense. (2015a). Department of Defense press briefing on sexual assault in the military in the Pentagon press briefing room. Retrieved from: <http://www.defense.gov/News/Transcripts/Transcript-View/Article/607047>.
- Dept of Defense. (2015b). Officer professional military education policy (OPMEP). Retrieved from: http://www.dtic.mil/doctrine/education/officer_JPME/cjcsi1800_01e.pdf.
- Dharmapuri, S. (2011). Just add women and stir. *Parameters*, (41)2, 56-70.
- Ebnöther, A. (2011). Transforming national structures, sustaining international operations seminar. *SSR Working Group, PfP Conference: Gender and defence transformation*. 18-20 April 2011, Stockholm. Retrieved from: <http://www.fhs.se/documents/Externwebben/nyheter/2011/Gender%20and%20defence%20transformation%20seminar%20Draft%20programme.pdf>.

- Egnell, R. (2013). Women in battle: Gender perspectives and fighting. *Parameters*, 43(2), 33-41.
- Ellingson, L., & Sherwood-Puzzello, C. (2000) Leader gender and group functioning in the sexuality education discussion group. *The International Electronic Journal of Health Education*, 3(4), 280-283. Retrieved from <http://www.iejhe.org>.
- Eggers, W. D., & O'Leary, J. (2009). *If we can put a man on the moon... Getting things done in government*. Boston, MA: Harvard Business School Publishing.
- Eckstein, M (2015). *Timeline: Women in combat roles*. USNI News. Retrieved from: <https://news.usni.org/2015/09/21/timeline-women-in-combat-roles>.
- Geneva Centre for the Democratic Control of Armed Forces (2014). After action report for integrating gender in the curriculum: Third workshop on teaching gender to the military. Personal Communication.
- Gilligan, C. (1993). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.
- Gendercide Watch. (n.d.). Case study: Kosovo, 1998-99. Retrieved from http://www.gendercide.org/case_kosovo.html.
- Government of France. (2010). *National Action Plan for France Implementation of the "Women, Peace and Security" resolutions of the United Nations Security Council*. Retrieved from: http://www.peacewomen.org/sites/default/files/france_nationalactionplan_2010.pdf.
- Government of the Federal Republic of Germany. (2012). *Action Plan of the Government of the Federal Republic of Germany on the Implementation of United Nations Security Council Resolution 1325 for the Period 2013 – 2016*.

Retrieved from: http://www.peacewomen.org/sites/default/files/germany_nationalactionplan_dec2012.pdf.

- Gray, J. (1992). *Men are from Mars, women are from Venus: A practical guide for improving communication and getting what you want in your relationships*. New York, NY: Harper Collins.
- Gray, S. (2008). Discontinuing the Canadian Military's special selection process for Staff College and moving toward a viable and ethical integration of women into the senior officer corps. *Journal of Military Ethics*, 7(4), 284-301.
- Greene, III, B. D., & Wilson, K. L. (1981). Women warriors: Exploring the new integration of women into the military. *Journal of Political & Military Sociology*. 9(2), 241-254.
- Greig, A. (2009). Troublesome masculinities: Masculinity in trouble. *IDS Bulletin*, (40)1, 69-76.
- Harrington, C. (2011). Resolution 1325 and post-cold war feminist politics. *International Feminist Journal of Politics*. (13)4, 557-575.
- Hays, D. G., & Singh, A. A. (2012). *Qualitative inquiry in clinical and educational settings*. New York: Guilford Press.
- Henderson, D. A. (2009, Dec. 28). Female engagement team helps establish connection between Marines and Afghan women. Retrieved from http://www.usmc.mil/unit/iimef/2ndmef/Pages/Female_engagement_team_helps_establish_connection_between_Marines_and_Afghan_women.aspx.
- Hendricks, C., & Hutton, L. (2008). Defence Reform and Gender. Gender and SSR Toolkit. Geneva, Switzerland: DCAF, OSCE/ODIHR, UN-INSTRAW.
- Hoganson, K. (2005) What's gender got to do with it? Women and foreign relations history. *OAH Magazine of History*. 19(2)14-18.

- Holliday, J. R. (2012). Female engagement teams: The need to standardize training and employment. *Military Review*, 92(2). 90.
- Hubbard, L., & Datnow, A. (2000). A gendered look at educational reform. *Gender & Education*, 12(1), 115-130. doi:10.1080/09540250020436.
- Hunter, M. (2007). *Honor betrayed: Sexual abuse in America's military*. Fort Lee, NJ: Barricade Books.
- iknow politics website. (2016). <http://iknowpolitics.org/en/knowledge-library/website-database/list-national-action-plans-implementation-unscr-1325>.
- Jones, A. (2006). Why gendercide? Why root-and-branch? A comparison of the Vende'e uprising of 1793–94 and the Bosnian war of the 1990s. *Journal of Genocide Research* 8(1). 9–25.
- Klick, J.E. (1978). Utilization of women in the NATO alliance. *Armed Forces & Society*. 4(4), 673-678.
- Lackenbauer, H. and Langlais, R. (eds.) (2013). *Review of the practical implications of UNSCR 1325 for the conduct of NATO-led operations and missions*. Swedish Defence Research Agency (FOI). Retrieved from: http://www.nato.int/nato_static/assets/pdf/pdf_2013_10/20131021_131023-UNSCR1325-review-final.pdf.
- Leedy, P. D., & Ormrod, J. E. (2013). *Practical research: Planning and design*. Upper Saddle River, NJ: Merrill.
- Lyytikäinen, M. (2007). Gender training for peacekeepers: Preliminary overview of United Nations peace support operations. *UN-INSTRAW*, Gender, Peace and Security Working Paper 4. Retrieved from: <http://www.un-instraw.org/jdata/test/world/>

documents/wp_4.pdf.

Merriam-Webster.com. (2013). Retrieved from: <http://www.merriam-webster.com/dictionary/sexism>.

Merriam-Webster.com (2016a) Retrieved from: <http://www.merriam-webster.com/dictionary/culture>.

Merriam-Webster.com (2016b) Retrieved from: <http://www.merriam-webster.com/dictionary/resources>.

Ministry of Defence of the Republic of Bulgaria. (2011). *Action Plan For Implementation of United Nations Security Council Resolution 1325 at The Ministry of Defence*. Retrieved from: http://www.md.government.bg/en/doc/gender/20111114_ActioPlan1325.pdf.

Ministry of Foreign Affairs of Denmark and the Ministry of Defence. (2005). Denmark's Action Plan on implementation of Security Council Resolution 1325 on Women and Peace and Security. Retrieved from: http://peacewomen.org/sites/default/files/denmark_nationaactionplan_june2005.pdf.

Ministry of Foreign Affairs of The Netherlands. (2011). *Women: Powerful Agents for Peace and Security - Dutch National Action Plan (2012-2015)*. Retrieved from: http://www.peacewomen.org/sites/default/files/dutch_nap_2012-2015.pdf.

Ministry of Human Rights and Refugees of BiH. (2010). *Action Plan for the Implementation of UNSCR 1325 in Bosnia and Herzegovina 2010-2013*. Retrieved from: http://www.peacewomen.org/sites/default/files/bosniaherzegovina_nationalactionplan_2010.pdf.

Morris, M. (1996). By force of arms: Rape, war, and military culture. *Duke Law Journal*, (4),

651. doi:10.2307/1372997.

NATO (2009) BLS.C directive 40-1. Integrating UNSCDR 1325 and gender perspectives in the

NATO command structure including measures for protection during armed conflict.

Retrieved from http://www.nato.int/nato_static/assets/pdf/pdf_2009_09/20090924_Bi-SC_DIRECTIVE_40-1.pdf

NATO (2010a) Briefing: Women, peace and security. NATO Public Diplomacy Division, 1110

Brussels, Belgium Retrieved from http://www.nato.int/ebookshop/briefing/unscr/UNSCR_EN.pdf.

NATO (2010b) *Lisbon summit declaration*. Issued by the heads of state and government participating in the meeting of the North Atlantic Council in Lisbon on 20 November

2010. Retrieved from http://www.nato.int/nato_static/assets/pdf/pdf_2010_11/2010_11_11DE1DB9B73C4F9BBFB52B2C94722EAC_PR_CP_2010_0155_ENG-Summit_LISBON.pdf.

NATO (2010c). *A Comprehensive Approach* (NATO A-Z article) (updated: 03Nov2010)

Retrieved from http://www.nato.int/cps/en/natolive/topics_51633.htm.

NATO (2011). Generic officer professional military education reference curriculum.

Retrieved from: http://www.nato.int/nato_static/assets/pdf/pdf_topics/20111202_Generic-Officer-PME-RC.pdf.

NATO (2012). *Chicago summit declaration*. Issued by the heads of state and

government participating in the meeting of the North Atlantic Council in

Chicago on 20 May 2012. Retrieved from: http://www.nato.int/cps/en/natolive/official_texts_87593.htm?mode=pressrelease.

NATO (2013). *Non-commissioned officer professional military education*

reference curriculum. Retrieved from: http://www.nato.int/nato_static/assets/

pdf/pdf_topics/20131209_131209-nco-defence-curriculum.pdf.

NATO (2014). *NATO/EAPC action plan for the implementation of the NATO/EAPC policy on women, peace and security*. Retrieved from: http://www.nato.int/nato_static/assets/pdf/pdf_2014_06/20140626_140626-wps-action-plan.pdf.

NATO (2016). *Summary of the National Reports of NATO member and Partner Nations 2014*. NATO HQ Office of the Gender Advisor International Military Staff. March 2016. Retrieved from: http://www.nato.int/nato_static_fl2014/assets/pdf/pdf_2016_03/Summary.pdf.

Neumayr, G. (2005). Your mother's Army (recruitment of women in army). *The American Spectator*. (38)4, 24-27.

Nordas, R. (2011). What do we know about sexual violence in conflict? In L. Kvaving (Ed.), *Sexual Violence, the Armed Forces and Military Operations*. (pp. 67-71). Norwegian Defence University College: Br Fossum.

Nordic Centre for Gender in Military Operations (2015). UN Security Council Resolutions on Women, Peace and Security Reading Guide for Military. Personal communications.

Nordic Centre for Gender in Military Operations (2016). Retrieved from: http://www.forsvarsmakten.se/siteassets/english/swedint/engelska/swedint/swedint_ncgm-coursecatalogue-low-2016-10-05.pdf.

Norwegian Ministry of Foreign Affairs. (2011). *Women, Peace and Security – Norway's strategic plan 2011-13*. Retrieved from: http://www.peacewomen.org/sites/default/files/nor_updatednap_2011-13.pdf.

- Patton, M. Q. (2002). *Qualitative research and evaluation methods (3rd ed.)*. Thousand Oaks, CA: Sage.
- PeaceWoman (2016). National Implementation, List of National Action plans.
<http://www.peacewomen.org/naps/list-of-naps>. Downloaded 8 August 2016.
- Pease, A., & Pease, B. (2000). *Why men don't listen and women can't read maps: How we're different and what to do about it*. New York, Welcome Rain.
- Pennington, R. (2003). *Amazons to fighter pilots: A biographical dictionary of military women*. Westport, Conn: Greenwood Press.
- Polkinghorne, D.E. (1989). Phenomenological research methods. In R.S. Valle & S. Halling (Eds.), *The Sage Handbook of qualitative research (4th ed., pp. 208-211)*. Thousand Oaks, CA: Sage.
- Rape, Abuse & Incest National Network. (2014). Statistics. Retrieved from:
<http://www.rainn.org/statistics>. Downloaded 1 March 2013.
- Roberts, C. M. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation*. Thousand Oaks, CA: Corwin Press.
- Sandberg, S. (2013). *Lean in: women, work, and the will to lead*. New York: Alfred A. Knopf.
- Smith, P. M. (1986). *Taking charge: A practical guide for leaders*. Washington, D.C: National Defense University Press.
- Skaine, R. (1999). *Women at war: Gender issues of Americans in combat*. Jefferson, NC: McFarland & Company.
- Snyder, J. A., Fisher, B. S., Scherer, H. L., & Daigle, L. E. (2012). Unsafe in the camouflage tower: Sexual victimization and perceptions of military academy leadership. *Journal of Interpersonal Violence, 27*(16), 3171-3194. doi:<http://dx.doi.org/10.1177/>

0886260512441252.

- Snyder, R. (2003). The citizen-soldier tradition and gender integration of the U.S. Military. *Armed Forces & Society (0095327X)*, 29(2), 185-204.
- Srivastava, P., & Hopwood, N. (2009). A practical iterative framework for qualitative data analysis. *International Journal of Qualitative Methods*, 8(1), 76-84.
- Strike, K. (2007). Moral principles and moral principals? In K. Strike (Ed.), *Ethical leadership in schools: Creating community in an environment of accountability*. (pp. 1-20). Thousand Oaks: Corwin Press.
- SWEDINT. (2013). Courses at SWEDINT and how to apply. Swedish Armed Forces International Centre. Retrieved from: <http://www.forsvarsmakten.se/en/Swedish-Armed-Forces-International-Centre/About-Swedint>.
- Swedish Ministry of Foreign Affairs. (2009). *The Swedish Government's action plan For 2009:2012 to implement Security Council Resolution 1325 (2000) on women, peace and security*. Retrieved from: http://www.peacewomen.org/sites/default/files/sweden_nap2012.pdf.
- Tannen, D. (1990). *You just don't understand: women and men in conversation*. New York: Morrow.
- Tatar, M., & Emmanuel, G. (2001). Teachers' perceptions of their students' gender roles. *Journal of Educational Research*, 94(4), 215.
- Tichy, N. M., & Devanna, M. A. (1986). *The transformational leader*. New York: Wiley.
- Tirman, J. (2011). *UNSCR 1325: Slow progress, uncertain prospects*. *Foreign Service Journal*, 88(4), 36-40.
- Titunik, R. (2008). The myth of the macho military. *Polity*, (40)2, 137-163.

- Torres, D. (2010). Democratic Control of the Armed Forces briefing to the Education Working Group of the PFP Consortium. 15 December 2010. Vienna, Austria.
- True, J. (2009). The unfulfilled mandate: Gender mainstreaming and UN peace operations. *Georgetown Journal of International Affairs*. 10(2), 41-50.
- United Nations. (2000). *Resolution 1325*. Adopted by the Security Council at its 4213th meeting, on 31 October 2000. Retrieved from: [www.un.org/ events/res_1325e.pdf](http://www.un.org/events/res_1325e.pdf).
- United Nations. (2001) Statement by the President of the Security Council. At the 4402nd meeting of the Security Council, held on 31 October 2001. Retrieved from: <http://www.un.org/womenwatch/ods/S-PRST-2001-31-E>.
- United Nations. (2002) Statement by the President of the Security Council. At the 4641st meeting of the Security Council, held on 31 October 2002. Retrieved from: <http://www.un.org/womenwatch/ods/S-PRST-2002-32-E.pdf>.
- United Nations. (2004) *Statement by the President of the Security Council*. At the 5066th (resumed) meeting of the Security Council, held on 28 October 2004. Retrieved from: http://www.un.org/en/ga/search/view_doc.asp?symbol=S/PRST/2004/40.
- United Nations. (2005a) *Report of the Secretary-General on women and peace and security*. 10 October 2005. Retrieved from: <http://www.un.org/womenwatch/ods/S-2005-636-E.pdf>.
- United Nations. (2005b) *Statement by the President of the Security Council*. At the 5066th (resumed) meeting of the Security Council, held on 28 October 2004. Retrieved from: <http://www.un.org/womenwatch/ods/S-PRST-2005-52-E.pdf>.
- United Nations. (2009a). *Resolution 1889*. Adopted by the Security Council at its 6196th meeting on 5 October 2009. Retrieved from: [http://www.un.org/ga/search/ view_doc.asp?](http://www.un.org/ga/search/view_doc.asp?)

symbol=S/RES/1889(2009).

United Nations. (2009b). *Security Council extends international security assistance force mandate in Afghanistan by 12 Months*. Adopted by the Security Council at its 6198th meeting on 8 October 2009. Retrieved from: <http://www.un.org/News/Press/docs/2009/sc9762.doc.htm>.

United Nations. (2010a). Comprehensive report on the NATO/EAPC policy on the implementation of UNSCR 1325 on women, peace and security and related resolutions. 20 November 2010. Retrieved from: http://www.nato.int/cps/en/SID-31463D4B972C59C2/natolive/official_texts_68578.htm.

United Nations. (2010b). *Resolution 1960*. Adopted by the Security Council at its 6453rd meeting, on 16 December 2010. Retrieved from: http://www.un.org/ga/search/view_doc.asp?symbolS/RES/1960%282010%29.

United Nations. (2013). *Resolution 2106* Adopted by the Security Council at its 6984th meeting, on 24 June 2013. Retrieved from: <http://womenpeacesecurity.org/media/pdf-scr2106.pdf>.

United Nations. (2015). *Resolution 2242* Adopted by the Security Council at its 7533rd meeting, on 13 June 2015. Retrieved from: http://www.securitycouncilreport.org/atf/cf/%7B65BFCF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/s_res_2242.pdf.

Van Creveld, M. (2013). To wreck a military. *Small Wars Journal*. Retrieved from: <http://smallwarsjournal.com/jrnl/art/to-wreck-a-military>.

Von Lunen, K. (2012). Lion hearts: Liberta Tel Afar. *VFW 99*(6). 22.

Washington Post (2013). Faces of the Fallen. Retrieved from: <http://apps.washingtonpost.com/national/fallen/>.

- Watson, J. L. (2011). Female engagement teams. *Marine Corps Gazette*, 95(7), 20.
- Wojack, A. N. (2002). Integrating women into the infantry. *Military Review*, 82(6), 67-74.
- West, C. (2012). Teaching leadership to undergraduates: Lessons from U.S. Military colleges. *Journal of College Teaching & Learning*, 9(2), 135-146.
- The White House. (2011). *United States National Action Plan on Women, Peace, and Security*. Retrieved from: http://www.whitehouse.gov/sites/default/files/email-files/US_National_Action_Plan_on_Women_Peace_and_Security.pdf.
- Whittington, S. (2003). Gender and peacekeeping: The United Nations transitional administration in East Timor. *Journal of Women in Culture and Society*, 28(4), 1283-1288.
- Women in Military Service for America Memorial website. (2013). Retrieved from: <http://www.womensmemorial.org/Press/highlights.html>.

APPENDIX A

List of National Action Plans

To date, 60 countries have adopted a National Action Plan for the Implementation of UN Security Council Resolution 1325 on Women, Peace, and Security (iknowpolitics.org, 2016 and peacewomen.org, 2016). Countries highlighted in blue are NATO countries, green are Partnership for Peace countries.

1. Afghanistan's National Action Plan covers 2015 -2022.
2. Argentina's National Action Plan was launched in September 2015
3. Australia's was launched in March 2012 and revised in January 2012.
4. Belgium's National Action Plan was launched on 8 May 2009.
5. Bosnia-Herzegovina's National Action Plan was launched in July 2010.
6. Burkina Faso's National Action Plan was launched in December 2012.
7. Burundi's National Action Plan was launched in August 2011.
8. Canada's National Action Plan was launched in October 2010.
9. The Central African Republic's National Action Plan was launched in 2014.
10. Chile's National Action Plan was launched on 3 August 2009.
11. Cote D'Ivoire's National Action Plan was launched in January 2007.
12. Croatia's National Action Plan was launched in 2011.
13. Democratic Republic of the Congo's National Action Plan was launched in June 2010.
14. Denmark's National Action Plan was launched in June 2005 and revised in 2008.
15. Estonia's National Action Plan was launched in November 2010.
16. Finland's National Action Plan was launched on 19 September 2008, revised in 2012.
17. France's National Action Plan was launched in November 2010.
18. Gambia's National Action Plan was launched in June 2014.
19. Georgia's National Action Plan was launched in December 2011.
20. Germany's National Action Plan was launched on 19 December 2012.
21. Ghana's National Action Plan was launched in October 2010.
22. Guinea's National Action Plan was launched in July 2011.
23. Guinea-Bissau's National Action Plan was launched in July 2011.
24. Iceland's National Action Plan was launched in March 2008, updated in July 2013.
25. Indonesia's National Action Plan was launched in March 2014.
26. Iraq's National Action Plan was launched in February 2014.
27. Ireland's National Action Plan was launched on 25 November 2011.

28. Italy's National Plan Action was launched on 23 December 2010.
29. Japan's National Action Plan was launched in September 2015.
30. Kenya's National Action Plan was launched in March 2016.
31. The Republic of Korea's National Action Plan was launched in 2014.
32. Kosovo's National Action Plan was launched in 2015.
33. Kyrgyz Republic's National Action Plan was launched in 2013.
34. Liberia's National Action Plan was launched on 8 March 2009.
35. Lithuania's National Action Plan was launched on 28 December 2011.
36. The Republic of Macedonia's National Action Plan was launched in January 2013.
37. Mali's National Action Plan was launched in March 2012.
38. Nepal's National Action Plan was launched in December 2011.
39. The Netherlands' National Action Plan was launched in December 2007, updated in December 2011.
40. New Zealand's National Action Plan was launched in October 2015.
41. Nigeria's National Action Plan was launched in August 2013.
42. Norway's National Action Plan was launched in March 2006, and followed by the Strategic Plan for 2011-2013.
43. Palestine's National Action Plan was launched in April 2015.
44. Paraguay's National Action Plan was launched in December 2015.
45. Philippines' National Action Plan was launched in March 2010.
46. Portugal's National Action Plan was launched in August 2009.
47. Rwanda's National Action Plan was launched in May 2010.
48. Senegal's National Action Plan was launched in May 2011.
49. Serbia's National Action Plan was launched in 2011.
50. Sierra Leone's National Action Plan was launched in March 2010.
51. Slovenia's National Action Plan was launched as of July 2011.
52. Spain's National Action Plan was launched in November 2007.
53. Sweden's National Action Plan was launched in October 2006, and revised in 2009.
54. Switzerland's National Action Plan launched in February 2007, revised October 2010.
55. Tajikistan's National Action Plan was launched in 2014, not public yet.
56. Togo's National Action Plan was launched in 2011.
57. Uganda's National Action Plan was launched in December 2008.
58. The United Kingdom's National Action Plan was launched in November 2011, revised in February 2012.
59. The United States of America's National Action Plan was launched in December 2011.

60. Ukraine's National Action Plan was launched in February 2016.

NATO member nation

Partner Country

These National Action Plans can be found at the site listed above, or on at <http://peacewomen.org/member-states>.

APPENDIX B

National Action Plan Document Review

Theme: Format

Bosnia & Herz	69 pages. booklet. No pictures, well laid out and appealing to the eye. Annex at end that serves as a matrix for actions to be taken.
Bulgaria	There is no National Action plan. The Ministry of Defence developed an “ACTION PLAN FOR IMPLEMENTATION OF UNITED NATIONS SECURITY COUNCIL RESOLUTION 1325 AT THE MINISTRY OF DEFENCE” It is 10 pages, standard 8x10 format, no pictures, large font with very little variety in font/structure, no matrix of indicators. From here on out the review will only be conducted on this action plan for Bulgaria.
Canada	30 pages, standard 8x10 format, no pictures, very little variety in font/structure, one matrix of indicators.
France	19 pages, standard 8x10 format, no pictures, very little variety in font/structure, one matrix of indicators.
Germany	25 pages, standard 8x10 format, no pictures, very little variety in font/structure, no matrix.
Netherlands	70 pages, booklet, only a few colored pictures, wide variety of color and format used, small matrix only for monitoring and evaluation of each objective.
Norway	24 pages, booklet, many colored pictures (most African personnel), wide variety of color and format used, matrix.
Sweden	24 pages, standard 8x10 format, no pictures, very little variety in font/structure, no matrix
USA	32 pages (a few completely blank), standard 8x10 format, several small pictures, wide variety in font/structure to include several boxes, matrix imbedded in each action.

Theme: Timeframe

Bosnia & Herz	Signed Jan 2010 for 2010-2013
---------------	-------------------------------

Bulgaria	Covers the period 2011-2014 and is subject to review and update every 2 years.
Canada	Canadian government drafted a NAP in 2006 with consultation with civil society in 2007. The final NAP was not adopted until 2010 and covers the period up to March 31, 2016.
France	The plan was adopted in 2010, a year marked by the 15th anniversary of the Beijing Conference. The present action plan is a living document, in which commitments cover a three-year period starting from its adoption. The plan will be regularly updated and monitored with respect to implementation of the concrete commitments it contains.
Germany	The German NAP was signed in 2013 for the period 2013-2016.
Netherlands	The Netherlands launched their first NAP in 2007, and revised their NAP in 2011 for the period 2012-2015. The development status of the Netherlands' revised NAP is not specified
Norway	The general time frame for Norway's NAP implementation is from 2011 to 2013; however, the activities mentioned in the document have specific time frames as well.
Sweden	The first NAP covered 2006-08, and a revised NAP was launched in 2009 for the period 2009-12. The 2009 Swedish NAP is remarkably similar to the original NAP in appearance as well as substance. It does, however, include new factors such as UN SCR 1820. Yet, much of the text is copied verbatim from the 2006 NAP. Just like the original NAP, the 2009 Swedish NAP doesn't include a matrix, which may explain why roles are non-specific and not universally specified across the proposed actions. The revised Swedish NAP goes through 2012, yet they do not specify particular timeframes for the actions listed nationally, regionally, or internationally.
USA	Signed Mar 2011 for the period 2011-2015. Currently review is underway for update.

Theme: Government Actors

Bosnia & Herz	Civil society organizations took the lead and government centers were also supportive of developing the NAP. In addition, for each Objective's action
---------------	---

	there are "Responsible institutions" listed. Each of these are ministries such as the Ministry of Defense, police, Ministry of Justice, Ministry of Security, Ministry of Human Rights and Refugees, Entity Interior and Justice Ministries, and Office of the Coordination on Anti-trafficking, for example.
Bulgaria	Only the MOD. It specifically calls out the Bulgarian Government in the statement: The Plan for the Implementation of UNSC Resolution 1325 at the Ministry of Defence will send a strong political signal to the Bulgarian and the international public on the priorities undertaken by the leadership of the MoD and the BA with regard to the enactment of Euro-Atlantic policies in this area.”
Canada	The NAP’s development was led by the Department of Foreign Affairs and International Trade with contribution from, the Department of National Defense, the Canadian International Development Agency, the Royal Canadian Mounted Police, Public Safety Canada, Status of Women Canada and Justice Canada, as well as Civil Society Organizations. Canada's NAP outlines responsibilities for different government institutions for implementation.
France	Ministry of Foreign and European Affairs, Ministry of Justice and Freedoms Ministry of Defence, Ministry of the Interior, Ministry of National Education, Ministry of Labour, Ministry of Immigration, Integration, National Identity and Solidarity Development, French Office for the Protection of Refugees and Stateless Persons, French Agency for Development, International Organization of Francophonie
Germany	The ministries involved in drafting the NAP include, Federal Foreign Office, the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth, the Federal Ministry of the Interior, the Federal Ministry of Justice, the Federal Ministry of Defence and the Federal Ministry for Economic Cooperation and Development. These ministries established an inter-ministerial working group to coordinate German policy regarding the implementation of Resolution 1325. This working group drafted the NAP with civil society stakeholders. There was no lead agent specified, but the "Federal Government" is talked about throughout the introduction.
Netherlands	This NAP is collaboration between government, civil society organizations and research institutes. It has been signed by three Dutch government ministries, four research institutions and over 30 civil society organizations.

Norway	Ministries of Foreign Affairs as leading agents. Also, involved groups include Ministries of Defense, Children, Equality and Social Inclusion, Justice and the Police.
Sweden	Swedish Armed Forces, National Police Board, Folke Bernadotte Academy, Sida, Swedish Civil Contingencies Agency, Swedish National Defence College and Swedish Prison and Probation Service
USA	The White House National Security Staff led the development process. Government agencies involved in the development included: Departments of State, Defense (DoD), Justice, Treasury, and Homeland Security (DHS), the U.S. Mission to the UN (USUN), the U.S. Agency for International Drafting Development (USAID), the U.S. Centers for Disease Control and Prevention (CDC), and the Office of the U.S Trade Representative (USTR).

Theme: Objectives

Bosnia & Herz	<p>Strategic Objective 1: Increased participation of women in decision-making position at all levels of government in Bosnia and Herzegovina.</p> <p>Strategic Objective 2: Increased number of women in military and police forces and promotion of women as holders of leadership positions in military and police structures.</p> <p>Strategic Objective 3: Increased participation of women in peacekeeping operations and introducing the gender perspective in the training of personnel training for peacekeeping missions.</p> <p>Strategic Objective 4: Fighting human trafficking.</p> <p>Strategic Objective 5: Reduced risk of mine contaminated areas in Bosnia and Herzegovina.</p> <p>Strategic Objective 6: Improving support and assistance networks to women and girl victims during the war conflict.</p> <p>Strategic Objective 7: Increased knowledge and capacity of state services to apply UNSCR 1325.</p> <p>Strategic Objective 8: Improving cooperation with non-governmental and international organizations to implement UNSCR 1325 in BiH.</p>
---------------	--

Bulgaria	<p>1. Providing mechanisms for more comprehensive establishment within the MoD and BA structures of the principles, laid out in UNSC Resolution 1325.</p> <p>2. Guaranteeing to the partners from the UN, EU, NATO and other international organizations that values and principles are shared and that adequate contribution to allied operations is provided.</p> <p>3. Strengthening the position of the MoD of the Republic of Bulgaria as the leading institution in South-East Europe with regard to enactment of gender policies.</p>
Canada	<p>Strategic Objective 1: Increase the active and meaningful participation of women, including indigenous and local women, in peace operations and peace processes, in the management of conflict situations, and in decision making in all of these areas.</p> <p>Strategic Objective 2: Increase the effectiveness of peace operations, including the protection and promotion of the rights and safety of women and girls.</p> <p>Strategic Objective 3: Improve the capacity of Canadian personnel to help prevent violence and to contribute to protecting the human rights of women and girls in the context of peace operations, fragile states, conflict-affected situations and in humanitarian crises or relief and recovery operations.</p> <p>Strategic Objective 4: Promote and supporting relief and recovery efforts in fragile states and conflict-affected countries in a manner which takes into account the differential experiences of women and men, boys and girls.</p> <p>Strategic Objective 5: Make the leadership of peace operations more accountable for carrying out their mandated responsibilities by realizing, to the maximum extent practicable, the intent of the UNSCR's on Women, Peace and Security.</p>
France	<p>1. Protecting Women Against Violence and Working To Ensure Respect For Their Fundamental Rights - To ensure that the rights of women are taken into account and effectively respected and to implement the specific protections that are needed to assist populations that are victims of armed conflict, especially refugee and internally displaced women and women in post conflict situations.</p> <p>2. Participation of Women in Managing Conflict and Post-Conflict Situations - To work to foster direct and effective participation of women in peacekeeping and security efforts and in decision-making relating to the peace building and reconstruction process.</p>

	<p>3. Raising Awareness of Respect for Women’s Rights in Training Programmes. - To include issues relating to respect for women’s rights and protection against all forms of violence in peacekeeping, security and security system reform training. This commitment will be based on a partnership and multi-disciplinary approach using civil society expertise.</p> <p>4. Developing Political and Diplomatic Action - To maintain strong political and diplomatic involvement in implementing the “Women, Peace and Security” agenda, especially within the European Union and the Security Council.</p>
Germany	<ul style="list-style-type: none"> •Increased involvement of women in national, regional and international institutions and mechanisms aimed at preventing and managing conflicts •A high awareness level regarding gender-specific issues among staff participating in conflict prevention, conflict management and post-conflict peacebuilding •Heightened and appropriate attention to gender perspectives and participation of women in the negotiation and implementation of peace agreements •Heightened and appropriate attention to the needs of women in the planning and carrying out of disarmament, demobilization and reintegration activities (DDR) <p>Also targets protection of women:</p> <ul style="list-style-type: none"> •Effective protection of women and girls against human rights violations •Effective protection of women and girls in conflicts against sexual violence and abuse •Effective prosecution of sexual violence and other crimes against women and girls
Netherlands	<p>The collective, overarching goal is: to jointly facilitate the creation of an enabling environment for women’s leadership and political participation in fragile states, conflict and post-conflict areas and transition countries, allowing for more inclusive, just and sustainable peace, recovery and reconstruction processes.</p> <p>To achieve this goal, the Dutch NAP contributes to four specific objectives:</p>

	<ul style="list-style-type: none"> • Equal participation by women and men in peace and reconstruction processes at all decision-making levels. • Consistent integration of gender and UNSCR 1325 into all Dutch signatories' policies and actions on fragile states and countries in transition (DAC countries) and or peace building and reconstruction efforts in these states. • Increased awareness in the Netherlands, the European Union, the United Nations, and other regional and international bodies and their member states of the importance of gender and conflict and increased public support for UNSCR 1325. • Effective and efficient cooperation between NAP signatories and other relevant stakeholders to ensure worldwide implementation of UNSCR 1325.
Norway	<p>Aim: Strengthen the participation of women in peace and security efforts.</p> <p>This plan covers the following priority areas (with sub-goals underneath each one):</p> <p>Priority Area 1. Peace processes and negotiations Priority Area 2. International operations Priority Area 3. Post-conflict situations and peace building Priority Area 4. Sexual violence in conflict Priority Area 5. Reporting and accountability</p>
Sweden	<ul style="list-style-type: none"> - A considerably larger proportion of women to participate in international peace-support and security-building operations, within the framework of regional and international organizations, and operations to be implemented with a gender perspective in order to increase their effectiveness. - The protection of women and girls in conflict situations to be strengthened and based on analysis in which women participate actively. - Women in conflict areas to participate fully and on equal terms with men at all levels in mechanisms and institutions for conflict prevention, crisis management, peace-building, humanitarian operations and other initiatives during a post-conflict phase.
USA	<p>The USA NAP gives five objectives:</p> <ul style="list-style-type: none"> •National Integration and Institutionalization: Through interagency coordination, policy development, enhanced professional training and education, and evaluation, the United States Government will institutionalize

	<p>a gender-responsive approach to its diplomatic, development, and defense-related work in conflict-affected environments.</p> <ul style="list-style-type: none"> •Participation in Peace Processes and Decision-making: The United States Government will improve the prospects for inclusive, just, and sustainable peace by promoting and strengthening women’s rights and effective leadership and substantive participation in peace processes, conflict prevention, peacebuilding, transitional processes, and decision-making institutions in conflict-affected environments. •Protection from Violence: The United States Government will strengthen its efforts to prevent—and protect women and children from—harm, exploitation, discrimination, and abuse, including sexual and gender-based violence and trafficking in persons, and to hold perpetrators accountable in conflict-affected environments. •Conflict Prevention: The United States Government will promote women’s roles in conflict prevention, improve conflict early-warning and response systems through the integration of gender perspectives, and invest in women and girls’ health, education, and economic opportunity to create conditions for stable societies and lasting peace. •Access to Relief and Recovery: The United States Government will respond to the distinct needs of women and children in conflict-affected disasters and crises, including by providing safe, equitable access to humanitarian assistance.
--	---

Theme: MOD/DOD Action/Activities (other than training)

Bosnia & Herz	<p>The MOD began introducing gender equality and ensuring the practice within the ministry. When recruiting staff, equal opportunity is observed, including selecting candidates for the job. For the Armed Forces, the 2010 – 2015 goal is to have 10% women (currently 5%). For the total employees at the MOD, women consist of 41.5%, and 28% women in the Armed Forces.</p> <p>Obj 2: Increased number of women in military and police forces and promotion of women in leadership positions in military and police structures.</p>
---------------	--

- 1. Harmonize laws, implementing regulations and rulebooks in military and police structures with the Law on Gender equality in BiH.
- 2. Incorporate the definition on prohibition of gender based discrimination in laws and by-laws, encompassing content based on police and military structures.
- 3. Use laws to promote the application of temporary measures to increase participation of women in leadership positions in military and police structures, to enable women to advance in service (additional education or women who have taken maternity leave, introduction of quotas for leadership positions, etc.)
- 4. Establish and update database on representation of women in military and police structures.
- 5. Appoint persons for gender issues in military and police institutions.
- 8. Organize education seminars and media promotions to promote military and police as vocations both genders can engage in and raise awareness of the public and the institutions on the significance of participation of women in police and military forces.

Obj 3: Increase participation of women in peacekeeping operations and introducing the gender perspective in the training of personnel training for peacekeeping missions.

- 1. Establish database of women candidates for peacekeeping missions, with obligatory disaggregation of data by sex to conduct gender analysis.
- 2. Apply “zero tolerance” method onto any form of illicit sexual behavior of peacekeeping mission personnel.
- 3. Develop a special “checklist” to follow the implementation of Resolution 1325 in the field.
- 4. Introduce gender perspective and prohibition of sex-based discrimination in peacekeeping training to showcase advantages of

	<p>women participation in peacekeeping missions, and organize special training to empower women candidates for peacekeeping.</p> <p>-5. Continue training peacekeeping mission personnel on tolerance for special needs of women in particular regarding manifestations of human trafficking, sexually transmitted diseases and promote participation of women in peacekeeping with an emphasis on the need to respect women's needs as peacekeeping personnel.</p> <p>-6. Promote activities performed by women in peacekeeping missions.</p>
Bulgaria	<ul style="list-style-type: none"> - Enhancing the role of women at all levels of decision-making; - Reviewing and updating the legislative framework regarding the military service in compliance with the European and national legislation in place, in order to create conditions conducive to the elimination of discrimination practices; - Organizing and participating in joint activities raising awareness among home and foreign public about good practices and lessons learned with regard to the implementation of UNSC Resolution 1325; - Improving the gender balance in all structures of the MoD and the BA; - Eliminating the informal restrictions for women in professional areas, academic subjects, post-graduate qualifications, educational degrees and forms of study when applying for the acquisition of Bachelor's Degree in Military Studies, with a professional qualification Military Officer; - Taking into account the importance of stressing the gender balance when disseminating information at all levels and when participating in conferences, seminars and working meetings; - Adapting operational work to NATO and EU standards when formulating orders for the conduct of missions and operations, focusing on: interaction with the indigenous population in the area of responsibility, cross-cultural communication, and standards of conduct;

	<p>- Ensuring gender balance in the structures participating in missions and operations, especially in components in direct contact with the indigenous population. Participation of servicewomen becomes particularly important for the acquisition of additional information and for communication with victims, refugees, and local women's organizations.</p>
Canada	<p>Detailed actions plans are only listed by indicators. The Defense actions are listed here, unless they specifically address training, then they are listed below in Training and Education activities.</p> <p>Participation and Representation</p> <p>Indicator 10-1: Number of Canadian strategic-level national and international security policy directives or guiding documents that address the participation of women in decision making.</p> <p>Indicator 10-2: Number of Canadian strategic-level national and international security policy directives or guiding documents that address the deployment of women to peace operations.</p> <p>Indicator 10-3: Number and percentage of female Canadian Forces personnel, police officers and civilian Government of Canada personnel deployed to peace operations.</p> <p>Indicator 10-4: Number and percentage of voluntary selection processes for Government of Canada personnel to deploy on peace operations that offer specific measures which work to identify and address barriers to women's</p> <p>Indicator 10-5: Number and proportion of women in executive-level roles in Government of Canada departments and agencies involved in peace operations, fragile states and conflict-affected situations.</p> <p>Indicator 12-1: Number and percentage of departmental international security policy frameworks that integrate the participation and representation of women and girls.</p> <p>Protection:</p> <p>16. Direct Canadian diplomatic missions and deployed Canadian Forces or Canadian police personnel to include information on</p>

	<p>observed or credibly reported serious violations of women’s and girls’ human rights in their periodic reporting to competent mission authorities on peace operations, and to address reports of alleged sexual exploitation or abuse by Government of Canada personnel with the utmost seriousness.</p> <p>Indicator 16-1: Extent to which Canadian diplomatic offices and deployed Canadian Forces or police personnel include information on observed or credibly reported serious violations of women’s and girls’ human rights in their periodic reporting to competent mission authorities on peace operations.</p> <p>Indicator 16-2: Number of reported cases of sexual exploitation or abuse in peace operations, fragile states and conflict-affected situations, allegedly perpetrated by Canadian military personnel, police or civilian Government officials, and the percentage that are: a) referred to a competent Canadian authority, b) addressed in a timely, appropriate and transparent manner.</p> <p>18. Integrate the promotion and protection of women’s and girls’ human rights, in a manner which incorporates an analysis of the differential impact of conflict on women and girls, in Government of Canada international security policy frameworks and projects for or in peace operations, fragile states and conflict-affected situations.</p> <p>19. Direct Government of Canada departments and agencies that deploy personnel on peace operations to provide deploying personnel with clear context-specific instructions on measures to protect and promote women’s and girls’ human rights, including measures to prevent sexual violence, and to respond appropriately if sexual violence occurs.</p>
France	<p>1. Protecting Women Against Violence and Working to Ensure Respect of Their Fundamental Rights Fundamental Rights</p> <p>b. To provide specific assistance to women victims of violence (physical, sexual and psychological) during conflict and postconflict periods as part of humanitarian aid programmes, in cooperation with all competent European and international players, including access to health care– including sexual and reproductive –and psychological support.</p> <p>> Ongoing promotion of provisions on the protection of civilians in international humanitarian law based on European Union</p>

	<p>guidelines, and in parallel implementation of a zero tolerance policy with respect to sexual violence in external operations (policy provided for in the EU comprehensive approach to implementing Resolutions 1325 and 1820).</p> <p>2. Participation of Women in Managing Conflict and Post-Conflict Situations</p> <p>b. To ensure support for civil society organizations working for gender equality, empowerment of women and strengthening of women's equal participation in all decision-making processes.</p> <p>> Evaluate funding (in total amount and as a percentage of cooperation programmes) allocated by France in countries affected by armed conflict or post-conflict situations to support gender equality</p> <p>c. To encourage reinforced direct participation of women in peacekeeping missions and reconstruction operations by encouraging their access to responsibilities within the civilian and military components and to high-ranking positions in the chain of command.</p> <p>> Perform surveys of women members of the armed forces and domestic security forces, to identify and implement measures facilitating their participation in External Operations (in addition to the existing studies carried out by the HR Department of the Ministry of Defence)</p> <p>3. Raising Awareness of Women's Rights in Training Programmes</p> <p>a. To include issues relating to respect for women's rights and protection against all forms of violence in training relating to peace keeping and security</p> <p>> Designate and create focal points within the various ministries involved</p> <p>4. Developing Political and Diplomatic Action</p> <p>b. To systematically include women's rights and gender equality in France's bilateral and regional dialogues on security issues</p>
--	--

	(particularly with the African Union and the other regional organisations).
Germany	<p>- The Federal Government, at UN, EU, OSCE and NATO levels, promotes the development and application of uniform guidelines for appropriate conduct by mission staff (code of conduct). It supports the United Nations' "Ten Rules: Code of Personal Conduct for Blue Helmets". In addition, at EU level, it supports the "Generic Standards of Behaviour for Common Security and Defence Policy Operations" and at NATO level the "NATO Standards of Behaviour".</p> <p><input type="checkbox"/> It is committed to an appropriate sanctioning of its own staff for violations of relevant rules of conduct, taking national laws into account.</p> <p>- The Federal Government fundamentally supports the establishment of internationally staffed gender advisor positions for peace missions.</p> <p>- The Federal Government supports initiatives that improve the career opportunities of women within the framework of gender equality in the security sector.</p> <p><input type="checkbox"/> It promotes measures aimed at increasing the proportion of women on German military, police and civilian staff in conflict management operations abroad, and in doing so devotes particular attention to the special needs of women.</p> <p>- The Federal Government actively supports the appropriate involvement of women and women's groups at local, regional and national levels in entities charged with the implementation of peace agreements. Insofar as possible, it ties its funding to the equal consideration of both sexes. It promotes measures that allow women and women's groups to play a role in peace processes. In this context, it supports further training programmes, panel discussions and capacity-building measures for women in the areas of security and defence as well.</p> <p>- Wherever it is involved in a peace mission, the Federal Government systematically promotes the contact between peace missions and local women's organizations, thus activating unused networks to attain the targets of peace support operations and</p>

	<p>building awareness among the mission's staff of the special needs of women.</p> <ul style="list-style-type: none">- The Federal Government is committed to expressly incorporating the protection of women and girls in particular against sexual crimes in the missions of the United Nations, NATO, the OSCE and other organizations, and to combating sexual violence as a component of conflict strategies (for example in the form of mass rape), in particular by employing civilian instruments.- It supports measures aimed at educating the population in conflict or post-conflict regions, making clear that rape or other forms of sexual violence of a similar gravity committed within the framework of widespread or systematic attacks against the civilian population are, as defined by the Rome Statute of the International Criminal Court, considered crimes against humanity or war crimes.- The Federal Government is committed to expressly incorporating the protection of women and girls in particular against sexual crimes in the missions of the United Nations, NATO, the OSCE and other organizations, and to combating sexual violence as a component of conflict strategies (for example in the form of mass rape), in particular by employing civilian instruments.- It supports the work of the Special Representatives of the United Nations Secretary-General on sexual violence in conflicts, on children and armed conflicts, on violence against children, and supports the work of the NATO Secretary General's Special Representative for Women, Peace and Security.-It supports the creation of contact points in conflict regions where the civilian population can report on the conduct of mission staff and, if necessary, file complaints.- In addition, it supports an effective system to investigate disciplinary offences in peace operations.- It makes sure that education about HIV and AIDS is incorporated into the preparation and implementation of peace support activities.
--	--

Netherlands	<p>The Dutch Action Plan for 2008-2011 consisted of 19 goals and 72 activities to be accomplished by 2011 which was a challenge for them to accomplish. It was concluded that the NAP 2012-2015 would need a specific focus and a clear target.</p> <p>Detailed action plans were omitted intentionally as they want to work flexibly. As stated “When dealing with turbulent and rapidly changing environments, an obligation to comply with detailed action plans for the next four years can be restrictive. We want to have the possibility and scope to respond quickly to new developments worldwide and to make use of suddenly opening windows of opportunities. This flexibility does NOT, however, mean a lack of accountability. The flexible approach comes with new, stricter, monitoring and evaluation mechanisms. A small selection of examples of past and future activities by the signatories can be found in the boxes throughout this document.”</p> <p>Ministry of Defence Internal Action Plan on 1325</p> <p>The Dutch Ministry of Defence has developed an internal action plan for the implementation of UNSCR 1325. Experience in conflict areas has convinced the Dutch armed forces that UNSCR 1325 is an important tool for increasing their operational effectiveness. During the execution of military missions, for example in Iraq and Afghanistan, the armed forces found it extremely difficult to create a safe and secure environment for the population if they were unable to make contact with the entire population. Engagement with local women thus has a direct impact on security.</p> <p>The efforts of the Ministry of Defence regarding 1325 will focus on the following areas identified in the internal action plan:</p> <ul style="list-style-type: none"> • the inclusion of local women in missions; • the incorporation of a gender component into all operations; • the incorporation of a gender component into military training; • sufficient female personnel;
-------------	--

	<ul style="list-style-type: none"> • more visible results of gender policies. <p>These focus areas have been translated into concrete policy measures and actions. For example, all operational orders now include a section on UNSCR 1325, and gender forms part of the training of new recruits and of career advancement courses. To make sure that gender constitutes an element of all military planning for operations, the Operations Branch has appointed a gender advisor. Staff sent to crisis areas receive gender awareness training prior to their deployment. To increase the gender capacity of missions, an international course entitled ‘A Comprehensive Approach to Gender in Operations’ has been developed in cooperation with the Dutch Ministry of Foreign Affairs and the Spanish defence and foreign ministries.</p> <p>The Ministry of Defence regards its work on the implementation of UNSCR 1325 as an ongoing process which requires constant attention. It is committed to carrying on with its internal action plan, in collaboration with all other Dutch NAP signatories.</p>
Norway	<p>2.1 Personnel in international operations where Norway is involved have knowledge of and competence in SCR 1325</p> <ul style="list-style-type: none"> - 2.1.3. Take part in further development of a Nordic centre of expertise to strengthen the implementation of SCR 1325 in international operations - INTERNATIONAL: 2.1.4. Support the UN Department of Peacekeeping Operations in the development of SCR 1325 policy documents and training materials - 2.1.5. Implement NATO’s action plan for SCR 1325 and help to further develop indicators-2.1.6. Strengthen the dialogue with key troops- and police- contributing countries on the protection of civilians, including protection against sexual violence in conflict <p>2.2. The gender perspective is integrated into the implementation and evaluation of international operations</p>

	<ul style="list-style-type: none"> - 2.2.1 Ensure there are references to SCR 1325 in the document hierarchy that regulates Norwegian troop contributions, and include gender impact assessments in the planning of operations. - 2.2.2. Adapt routines at a tactical level/in projects to engage local women and draw up measures to meet women's security needs - 2.2.3. Further develop the system of gender advisers and gender focal points in troop contributions, and of gender advisers who are staff members in the national military structure- 2.2.4. Offer and/or request gender advisers for NATO operations - 2.2.5. Establish routines for reporting on SCR 1325 and for evaluating operations once they have been completed - 2.2.6. Study and evaluate the effect of applying a gender perspective in international operations in order to develop best practices <p>2.3. More women participate in international operations in general, particularly in operational positions and units</p> <ul style="list-style-type: none"> - NATIONAL: 2.3.1. Increase the recruitment of women to operational military units and troop contributions - 2.3.2. Recruit more Norwegian women to international operations, especially leadership positions, e.g. in the UN and NATO - INTERNATIONAL: 2.3.3. Promote the recruitment of women in international operations under the UN and NATO - 2.3.4. Strengthen the recruitment and training of women peacekeeping personnel from Africa through the "Training for Peace" program <p>4.1. Measures are implemented to prevent sexual violence in countries and areas where Norway is engaged</p> <ul style="list-style-type: none"> - NATIONAL: 4.1.1. Develop guidelines for military personnel deployed to international operations on how to address sexual violence in conflict
--	--

	<p>- 4.1.6 Increase cooperation with key troop-and –police contributing countries to strengthen their ability to prevent sexual violence in conflicts</p> <p>5.1. Reporting by ministries, subordinate agencies and actors that receive support related to SCR 1325 from the Government is Improved</p> <p>- 5.1.1. Further develop the set of indicators and identify data sources for the ministries involved</p> <p>- 5.1.2. Further develop and systematize qualitative and quantitative reporting on SCR1325 in military contexts</p> <p>- 5.1.3. Reporting on SCR 1325 by the ministries involved and subordinate agencies</p> <p>5.2. Cooperation across sectors, ministries, research institutes and NGOs is established and coordinated</p> <p>5.2.1. Continue the SCR 1325 network made up of the authorities, civil society, researchers and other resource persons</p> <p>5.2.2. Continue and further develop work in the interministerial working group</p> <p>5.2.3. Appoint officers with responsibility for SCR 1325 in all relevant ministries</p>
Sweden	<p>-The agencies concerned are to continue to intensify their efforts to implement Resolution 1325. A Resolution 1325 perspective is to be reflected in all relevant appropriation directions.</p> <p>-The Government Offices and the agencies concerned are to ensure that the</p> <p>aim of having a considerably larger proportion of women at all levels and in different types of positions in international operations is prioritized when personnel are recruited for civilian and military conflict prevention operations.</p> <p>-In military peace-keeping and security-building operations women and men are to participate on equal terms. The recruitment base for such operations is relatively small. This means that the proportion of women in international operations should be greater than the</p>

proportion of women in equivalent groups in national activities. Women's skills are to be utilized. It is important to ensure the participation of women in carrying out all types of task and at all levels. This requires strategic efforts from the agencies concerned to increase the proportion of female conscripts, professional soldiers and officers.

- More female candidates are to be identified and nominated for senior positions in international operations. When nominating several candidates for senior positions in regional and international organizations, at least one female candidate is to be sought.

- The agencies concerned are to consider developing their own complementary guidelines for the implementation of Resolution 1325 and regularly review their application and follow-up regulations and methods. The agencies concerned have been tasked through appropriation directions with reporting annually on the work undertaken to implement Resolution 1325. The agencies are tasked with preparing gender-disaggregated statistics for all operations and reporting annually on these statistics.

- Cooperation with research institutions is to be utilized to map out, gather and contribute to the spread of relevant research.

- There are to be continued and more in-depth efforts to integrate a clear gender equality perspective into initiatives to strengthen and secure the judicial system in post-conflict countries.

- The development of initiatives and strategies for reform of the security sector in post-conflict countries is to take account of Resolution 1325 and the active participation of women and their security, roles and enjoyment of their human rights. Areas of interest include education and recruitment as well as broader issues concerning reform of the judicial system.

- Special attention is to be paid, both in the short term and the long term, to issues concerning the security and protection of women and girls in operational areas, including the need for initiatives for sexual and reproductive health and rights. The increased participation of women and respect for women's enjoyment of their human rights can help prevent gender-related violence, such as men's violence against women and girls, in a broader perspective.

	<ul style="list-style-type: none"> - Special attention is to be paid, both in the short term and the long term, to issues concerning the security and protection of women and girls in operational areas, including the need for initiatives for sexual and reproductive health and rights. The increased participation of women and respect for women's enjoyment of their human rights can help prevent gender-related violence, such as men's violence against women and girls, in a broader perspective. - There are to be continued and more in-depth efforts to integrate a clear gender equality perspective into initiatives to strengthen and secure the judicial system in post-conflict countries.
USA	<p>1. National Integration and Institutionalization</p> <p>Outcome 1.1: Agencies establish and improve policy frameworks to support achievements in gender equality and women's empowerment throughout our diplomacy, development, and defense work.</p> <ul style="list-style-type: none"> - Incorporate NAP objectives into appropriate DOD strategic guidance and planning documents. <p>Outcome 1.3: Agencies establish mechanisms to promote accountability for implementation of their respective gender-related policies in conflict-affected environments.</p> <ul style="list-style-type: none"> - Designate one or more officers, as appropriate, as responsible for coordination of implementation of the NAP. <p>Outcome 1.4: Agencies establish processes to evaluate and learn from activities undertaken in support of WPS initiatives.</p> <ul style="list-style-type: none"> - Develop and improve data collection mechanisms to track and report progress on WPS objectives, assess lessons learned, and identify best practices from existing programs. <p>2. Participation in Peace Processes and Decision-making</p> <p>Outcome 2.1: Continued More women are effectively engaged in peace negotiations, security initiatives, conflict prevention, peace-building- -including formal and informal processes- -and decision-making during all phases of conflict prevention and resolution, and transition.</p>

- Assist partner governments in improving the recruitment and retention of women, including minorities and other historically marginalized women, into government ministries and the incorporation of women's perspectives into peace and security policy.

- Provide common guidelines and training to assist partner nations to integrate women and their perspectives into their security sectors.

- Leverage the participation of female U.S. military personnel to encourage and model gender integration and reach out to female and male populations in partner nations.

Outcome 2.2: Continued Laws, policies, and practices in partner states promote and strengthen gender equality at national and local levels.

- Assist partner nations in building the capacity of their Defense Ministries to develop, implement, and enforce policies and military justice systems that promote and protect women's rights.

3. Protection from Violence

Outcome 3.2: Laws, policies, and reconciliation, transitional justice, and accountability mechanisms designed to combat exploitation, abuse, discrimination, and violence against women and girls are developed and implemented at national and local levels.

- Support the development of effective accountability and transitional justice mechanisms that address crimes committed against women and girls and reduce impunity

- Assist multilateral and international organizations in developing appropriate mechanisms for sexual assault prevention, response, and accountability, and combating sexual exploitation and abuse (SEA) among their own personnel. Establish standard operating procedures for USG to follow up on cases of SEA by international personnel to ensure accountability

Outcome 3.3: Continued Interventions are improved to prevent trafficking in persons and protect trafficking survivors in conflict and crisis-affected areas.

	<ul style="list-style-type: none"> - Maintain a zero tolerance policy with regard to trafficking in persons for U.S. military and civilian personnel. - Coordinate implementation of the anti-trafficking-related items of the NAP with the ongoing work of the U.S. Presidential Interagency Task Force to Monitor and Combat Trafficking in Persons and the Senior Policy Operating Group on Trafficking in Persons. <p>4. Conflict Prevention</p> <p>Outcome 4.1: Conflict early warning and response systems include gender-specific data and are responsive to SGBV, and women participate in early warning, preparedness, and response initiatives.</p> <ul style="list-style-type: none"> - Integrate protocols and support opportunities to share best practices for gender analysis in conflict mapping and reporting, including for mass atrocity prevention and stabilization funding. Review conflict early warning systems and conflict assessment methodologies, including the Interagency Conflict Assessment Framework, to assess and strengthen the integration of gender in these tools. - Actively engage women in planning and implementing disaster and emergency preparedness and risk reduction activities, including regarding how police can better interact with women in their role as first responders. <p>5. Access to Relief and Recovery</p> <p>Outcome 5.3: Reintegration and early recovery programs address the distinct needs of men and women.</p> <ul style="list-style-type: none"> - Support demobilization, disarmament, and reintegration (DDR) programs, including sustainable livelihood alternatives, that address the distinct needs of male and female ex-combatants and those associated with armed forces in other capacities.
--	---

Theme: MOD/DOD Training & Education Activities

Bosnia & Herz	The MOD began introducing gender equality and ensuring the practice within the ministry. When recruiting staff, equal opportunity is observed,
---------------	--

	<p>including selecting candidates for the job. For the Armed Forces, the 2010 – 2015 goal is to have 10% women (currently 5%). For the total employees at the MOD, women consist of 41.5%, and 28% women in the Armed Forces.</p> <p>Obj 2: Increased number of women in military and police forces and promotion of women in leadership positions in military and police structures.</p> <ul style="list-style-type: none"> - 8. Organize education seminars and media promotions to promote military and police as vocations both genders can engage in and raise awareness of the public and the institutions on the significance of participation of women in police and military forces. <p>Obj 3: Increase participation of women in peacekeeping operations and introducing the gender perspective in the training of personnel training for peacekeeping missions.</p> <p>-4. Introduce gender perspective and prohibition of sex-based discrimination in peacekeeping training to showcase advantages of women participation in peacekeeping missions, and organize special training to empower women candidates for peacekeeping.</p>
Bulgaria	<p>Within the framework of pre-deployment training for missions and operations abroad, military and civilian personnel are instructed on gender issues and other relevant topics. (Depending on available vacancies, experts from other governmental institutions may also be involved in the educational and training courses.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Armed Forces (AF) personnel participating in missions and operations under the flag of various international institutions assumes responsibility for respecting and actively implementing the objectives of women’s participation and protection of women and girls in the area of responsibility. <input type="checkbox"/> Establishment and continuous propagation of a communication model involving modern methods of education, training, and preparation and the conduct of regular activities aimed at the formation of a new understanding of the culture of relationships between all members of the Armed Forces. <input type="checkbox"/> Preparation of a list of applicable international, European and national standards or codes of conduct in place, to be used in education, training, and preparation. The information should be well-organized, easily accessible and readable.

- Existing training modules (including those under construction) must be harmonized, and the programme must encompass the standards or codes of conduct included in the above mentioned list.
- The training modules and the list of international and national standards or codes of conduct should be regularly updated, in line with relevant international standards.
- All members of the AF, and in particular those at higher levels of the decision-making process, are to be acquainted with the content of the standards or codes of conduct and the educational and training modules, and to apply those in their work on a regular and continuous basis.
- Materials such as handbooks, lectures, advertising materials, standards of conduct or codes of ethics, etc., should be elaborated, focusing on the issues of implementing UNSCR 1325, in order to integrate gender policies at all levels of the Armed Forces.
- Education, training and preparation should aim at the consistent raising of awareness in the following aspects:
 - Implementation of UNSC Resolution 1325 as primary document of the AF within the framework of international missions and operations;
 - Effectiveness and efficiency of the activities of mixed-gender teams;
 - Positive effect of women's participation in the respective international operation;
 - Importance of the protection of women, boys and girls in the area of responsibility for the achievement of peace stability, especially so because of the special status of women, boys and girls with disabilities;
 - Consequences of the spreading of prostitution in the conflict area (trafficking in women, organized crime, sexual abuse, protection of underage persons);
 - Zero tolerance towards sexual abuse in the area of responsibility, involving disciplinary/penal sanctions in case of offences;
 - Trafficking in weapons, people, technologies, and human organs.
 - Personnel from the military contingents abroad may make use of the expertise of gender advisors appointed at the NATO Headquarters.

	<p><input type="checkbox"/> Implementation of UNSCR 1325 is to also include formations in the composition of the EU battle groups (HELBROC).</p> <p><input type="checkbox"/> Providing, when possible, international experts on the above issues, in order to achieve better level of education and training of the Bulgarian military personnel.</p> <p><input type="checkbox"/> Supporting further development of the establishment of sensitivity towards the issues of violence, harassment and discrimination at the workplace.</p> <p><input type="checkbox"/> Establishment of database of experts with experience on the above issues, who may be involved in the education, training and preparation.</p>
Canada	<p>Prevention: 2. Systematically include modules on women, peace and security, including codes of conduct, cultural awareness, HIV/AIDS, trafficking in persons, and Canadian and international law applicable to the human rights and protection of women and girls in all Canadian training for military, police and civilian personnel being deployed operationally, in a manner which addresses any differential impact of armed conflict on women and girls.</p> <p>Prevention 3. Deliver programming under Government of Canada international programs in the justice and security sector that reflects an analysis of the differential impact of conflict on women and girls.</p> <p>Participation and Representation: 11. Identify Canadian specialists and trainers from various backgrounds with expertise in women, peace and security issues, and assist where practicable their professional development, placement on international deployment rosters or nomination for relevant multilateral assignments. These specialists can also be a source of policy and program advice for Government of Canada departments and agencies.</p> <p>13. Encourage troop- and police-contributing countries to foster the participation of women in peace operations and in training relevant to peace operations.</p> <p>17. Develop training modules for Government of Canada personnel being deployed to peace operations, fragile states or conflict-affected situations, which identify and address in a meaningful way the differential impact of conflict on women and girls. This training will be specific to protection in</p>

	<p>the region of assignment or mission area, will be offered either pre-deployment or in the field, will draw on experiences/lessons learned from previous engagements, and will address protection issues including sexual violence, sexual exploitation and abuse of women and girls, and trafficking in persons.</p>
France	<p>b. To systematically include awareness raising of respect for the rights of women and girls and gender equality in our action relating to security system reform (SSR), peacekeeping and security and support for transitional justice processes.</p> <p>> Identify targeted training: Draw up a precise list and timetable for 2011/2012 of training courses that should include a segment on gender equality and include Resolutions 1325 and 1820 and/or assess the degree of inclusion in existing training modules.</p> <p>In particular:</p> <ul style="list-style-type: none"> - training scheduled in the MAEE on the concepts, principles and procedures governing implementation of Security System Reform (SSR) <p>> Regularly track the proportion (number and percentage) of men and women receiving specific gender equality training among: French personnel participating in UN Peacekeeping Operations (PKO) and ESDP missions, including military and police personnel</p> <p>d. To foster education in nonviolence, Human Rights and peace culture in schools through a multidisciplinary approach and specific training</p> <p>Training available will include:</p> <ul style="list-style-type: none"> a. Pre-deployment training/operational briefings as part of UN Peacekeeping Operations (PKO) and EU ESDP missions or any SSR intervention, for civilian (especially police) and military units. Training programmes must be specifically tailored to each mission, take account of the exact nature of its mandate, and be based on operational scenarios. <p>-Training provided by the <i>Ecoles Nationales à Vocation régionale</i> (ENVR, national schools with regional scope), training centres providing high-quality technical and operational training for security and defence force personnel of the host country and neighbouring countries. Awareness raising relating to the role of women within the security forces will be included in the management training course. On-line training will also be included.</p>

	<p>b. To systematically include awareness raising of respect for the rights of women and girls and gender equality in our action relating to security system reform (SSR), peacekeeping and security and support for transitional justice processes.</p> <ul style="list-style-type: none"> - Include the issue of gender equality in all relevant processes relating to SSR, civilian and military crisis management operations, post-conflict management and transitional justice. - Within this framework, encourage action to ensure respect for the rights of women and girls and to foster gender equality in disarmament, demobilisation and reintegration (DDR) programmes, particularly those relating to children associated with armed forces and groups. <p>c. To provide technical and financial support to encourage French-speaking countries wishing to develop expertise in this field to do so, in partnership with the International Organisation of <i>La Francophonie</i> (OIF) and research/training centres.</p> <ul style="list-style-type: none"> - Draw up a synopsis of the various programmes relating to the protection of women and to violence against women developed, in particular, by the International Organisation of <i>La Francophonie</i> (OIF) with a view to identifying possible synergies with the present action plan. - Support the dissemination of teaching materials and the development of a French language training programme to facilitate the inclusion of issues relating to women's rights and gender equality in awareness raising and training. - Raise awareness among domestic security attachés and military attachés of issues relating to respect for the rights of women and girls and gender equality so as to facilitate the establishment of technical cooperation, especially in countries of UN and EU deployment and in countries in which France provides assistance for the implementation of security system reform processes. - Encourage States presenting candidates for the competitive examination for admission to French training establishments (ENVRs) to propose a significant proportion of women personnel. <p>d. To foster education in non-violence, Human Rights and peace culture in schools.</p>
--	--

Germany	<p>The Federal Government ensures the adherence to a gender perspective in the mission-oriented training for German civilian and military staff to be deployed on such missions, and is committed to an appropriate integration of the gender perspective starting already in basic training and carrying on into further and advanced training.</p> <p><input type="checkbox"/> In the Bundeswehr's general career training, in particular in the field of leadership, soldiers are educated as to the significance of a gender perspective in realizing their tasks, and their awareness of the topic is trained.</p> <p><input type="checkbox"/> In order to ensure that soldiers in their pre-deployment training are taught not only the necessary military skills, but also receive additional social and intercultural competencies, particularly regarding the sensitive treatment of gender-specific issues, the Federal Government takes measures to establish an appropriate level of awareness and experience. This entails imparting knowledge about the causes and course of a conflict, as well as knowledge of the social, political and cultural circumstances on the ground. Other topics include measures for the protection against sexual crimes and the rights and special needs of women and children. This applies to</p> <ul style="list-style-type: none"> o seminars for military leaders at all levels within the framework of their pre-deployment training, o staff carrying out training courses at the locations in the respective area of operations o pre-deployment training of soldiers of all ranks. <p>-The entities responsible for pre-deployment training share experience and knowledge and offer training for course leaders that integrates gender-specific aspects into the preparation for peace support operations.</p> <p><input type="checkbox"/> Appropriate interministerial further training measures offered by entities responsible for pre-deployment training ensures that gender-based aspects are integrated into the basic, advanced and continuing training of teaching staff, and that a harmonization of the training programme regarding these aspects is achieved.</p> <p>- It supports measures aimed at educating the population in conflict or post-conflict regions, making clear that rape or other forms of sexual violence of a similar gravity committed within the framework of widespread or systematic attacks against the civilian population are, as defined by the</p>
---------	---

	Rome Statute of the International Criminal Court, considered crimes against humanity or war crimes.
Netherlands	<p>Obj 1: Equal participation by women and men in peace and reconstruction processes at all decision-making levels Result 3: Women and men to have the required skills and knowledge to enable them to act effectively as leaders (political or otherwise) and peacebuilders.</p> <p>- Women are less likely than men to have opportunities to attend skills training and participate in professional learning processes. Access to training, workshops and resources remains scarce for most women for a variety of reasons, including the high cost of attending such programmes, the significant time commitment and the distance from home (opportunity costs). Training activities that target women should thus be based on local context analyses and should take external limitations into consideration.</p>
Norway	<p>- NATIONAL: 2.1.1. Integrate SCR 1325 into military education</p> <p>- INTERNATIONAL: 2.1.4. Support the UN Department of Peacekeeping Operations in the development of SCR 1325 policy documents and training materials</p> <p>- 2.3.4. Strengthen the recruitment and training of women peacekeeping personnel from Africa through the “Training for Peace” program</p>
Sweden	<p>-The authorities responsible are to continuously evaluate and develop training for Swedish personnel who are to take part in international operations and peace assignments. All Swedish personnel that participate in peace-support and humanitarian operations must have knowledge of both Resolution 1325 and Resolution 1820, along with conditions specific to the operation, the relevant legislation and ethical issues. Agencies that deploy personnel to international operations have a special responsibility to ensure that these personnel have the necessary knowledge and that the Resolution is fully implemented within their own organisation.</p> <p>-The development of initiatives and strategies for reform of the security sector in post-conflict countries is to take account of Resolution 1325 and the active participation of women and their security, roles and enjoyment of their human rights. Areas of interest include education and recruitment.</p>
USA	-Ensure all relevant U.S. personnel and contractors receive appropriate training on Women, Peace, and Security issues, including instruction on the

	<p>value of inclusive participation in conflict prevention, peace processes, and security initiatives, international human rights law and international humanitarian law, protection of civilians, prevention of SGBV, prevention of sexual exploitation and abuse (SEA), and combating trafficking in persons (TIP). Training mechanisms may include: Pre-deployment and in-theater training for members of the U.S. military and civilians, as well as Professional Military Education, including Commanders' courses, and intermediate and senior service schools.</p> <ul style="list-style-type: none"> - Increase partner nation women's participation in U.S. funded training programs for foreign police, judicial, and military personnel, including professional military education (PME), as well as exchange programs, conferences, and seminars. - Incorporate modules on protection, rights, and specific needs of women in conflict into training provided to partner militaries and security personnel. - Support education and awareness initiatives for U.S. Government civilian contractors and aid workers on the prevention of sexual exploitation and abuse in crisis and conflict-affected environments.
--	--

Theme: Indicators

Bosnia & Herz	<p>In the annex, each objective is laid out in a very organized matrix with the activities listed, the responsible institutions, indicators that are measurable and concrete, deadlines and sources of funding.</p> <p>Obj 2: Increased number of women in military and police forces and promotion of women in leadership positions in military and police structures.</p> <ul style="list-style-type: none"> - 1. Harmonize laws, implementing regulations and rulebooks in military and police structures with the Law on Gender equality in BiH. - 2. Incorporate the definition on prohibition of gender based discrimination in laws and by-laws, encompassing content based on police and military structures. - 3. Use laws to promote the application of temporary measures to increase participation of women in leadership positions in military and
---------------	--

	<p>police structures, to enable women to advance in service (additional education or women who have taken maternity leave, introduction of quotas for leadership positions, etc.)</p> <ul style="list-style-type: none"> - 4. Establish and update database on representation of women in military and police structures. - 5. Appoint persons for gender issues in military and police institutions. - 8. Organize education seminars and media promotions to promote military and police as vocations both genders can engage in and raise awareness of the public and the institutions on the significance of participation of women in police and military forces. <p>Obj 3: Increase participation of women in peacekeeping operations and introducing the gender perspective in the training of personnel training for peacekeeping missions.</p> <ul style="list-style-type: none"> -1. Establish database of women candidates for peacekeeping missions, with obligatory disaggregation of data by sex to conduct gender analysis. - 2. Apply “zero tolerance” method onto any form of illicit sexual behavior of peacekeeping mission personnel. -3. Develop a special “checklist” to follow the implementation of Resolution 1325 in the field. -4. Introduce gender perspective and prohibition of sex-based discrimination in peacekeeping training to showcase advantages of women participation in peacekeeping missions, and organize special training to empower women candidates for peacekeeping. -5. Continue training peacekeeping mission personnel on tolerance for special needs of women in particular regarding manifestations of human trafficking, sexually transmitted diseases and promote participation of women in peacekeeping with an emphasis on the need to respect women’s needs as peacekeeping personnel. -6. Promote activities performed by women in peacekeeping missions.
Bulgaria	<p>When conducting preliminary selection procedure on the basis of application papers, gender balance must be taken into consideration. In order to achieve this, women’s representation in missions and operations is to be closely</p>

	<p>followed, which will be guaranteed by detailed data and statistics (taking gender into account). In this context, fully respecting operational requirements, NATO and EU Member States are encouraged to embark on the further development of appropriate gender balance in all relevant areas.</p> <p>Maintaining the necessary level of support for the process of implementation of UNSCR 1325, so that the Armed Forces are sufficiently provided with information on the relevant issues.</p>
Canada	<p>For each action, NAP includes a set of indicators.</p> <p>Indicator 2-1: Percentage of Government of Canada departmental pre-deployment or general training courses, inclusion courses taken while deployed on mission, for peace operations, fragile states or conflict-affected situations that examine the differential impact of armed conflict on women and girls and address key issues such as codes of conduct, cultural awareness, HIV/AIDS, trafficking in persons and Canadian's and international law applicable to the protection and promotion of women's and girl's human rights.</p> <p>Indicator 2-2: Number and percentage of Government of Canada personnel deployed to peace operations, fragile states or conflict-affected situations who receive pre-deployment training or training while deployed on mission that examines the differential impact of armed conflict on women and girls and addresses key issues such as codes of conduct, cultural awareness, HIV/AIDS, trafficking in persons, and Canadian and international law applicable to the protection and promotion of women's and girls' human rights.</p> <p>Indicator 2-3: Extent to which the content of mandatory training courses for deployed personnel or for policy and program staff associated with peace operations, fragile states or conflict-affected situations reflect the SCRs on Women, Peace and Security.</p> <p>Indicator 3.1-: Extent to which programming delivered the Military Training and Cooperation Programm (MTCP)operationalizes an analysis of the differential impact of conflict on women and girls.</p>
France	<p>The national action plan includes indicators defined within the framework of the European Union. These indicators will be regularly reviewed.</p>

<p>- Global indicators on the implementation of UN Security Council Resolution 1325 (Report of the United Nations Secretary-General of 6 April 2010)</p> <p>- Indicators for the comprehensive approach to the EU implementation of Resolutions 1325 and 1820 (2010).</p> <p>A. Action at country and regional level:</p> <p>Number of partner countries with whom the EU is engaged in supporting actions on furthering women, peace and security and/or the development and implementation of national action plans or other national policies to implement the UNSC resolutions on women, peace and security</p> <p>B. Integrating WPS into EU priority sectors:</p> <p>A number of projects or programmes in specific sectors – notably SSR, DDR, Human Rights, civil society, health and education, humanitarian aid and development cooperation – implemented in fragile, conflict or post conflict countries that significantly contribute to gender equality and women’s empowerment</p> <p>o total amount of this funding and its percentage of co-operation programmes in each country.</p> <p>o quantity and percentage of total funding of EU projects and programmes in the specific sectors mentioned above.</p> <p>D. Women’s participation</p> <p>g. Proportion of women and men among heads of diplomatic missions and EC delegations and staff participating in UN peacekeeping operations and CSDP missions at all levels, including military and police staff</p> <p>E. Common Security and Defence Policy (CSDP):</p> <p>a. Proportion of men and women trained specifically in gender equality among diplomatic staff, civilian and military staff employed by Member States and Community institutions and among military and police staff participating in peacekeeping operations and CSDP missions.</p> <p><input type="checkbox"/> A minimum of four hours of training is required</p> <p><input type="checkbox"/> Good practices should be described to complement the indicator.</p>

	<p>b. Number and percentage of CSDP missions and operations with mandates and planning documents that include clear reference to gender/women, peace and security issues</p> <p>c. Number of cases of sexual abuse or exploitation by CSDP staff investigated and acted upon</p>
Germany	<p>The informal EU “Women, Peace and Security Task Force” prepared a draft set of indicators. The ones for Defense are listed below.</p> <p>Common Security and Defence Policy (CSDP)</p> <p>12. Proportion of men and women trained specifically in gender equality among diplomatic staff, civilian and military staff employed by the member states and Community institutions and military and police staff participating in UN peacekeeping operations and CSDP missions taking into consideration, in particular, the list of countries used by the OECD Development Assistance Committee’s international network on conflict and fragility (OECD DAC INCAF)</p> <p>13. Number and percentage of CSDP missions and operations with mandates and planning documents that include clear references to gender/women, peace and security issues and that actually report on this</p> <p>14. Number and percentage of CSDP missions and operations with gender advisors or focal points</p> <p>15. Number of cases of sexual abuse or exploitation by CSDP staff investigated and acted upon</p> <p>16. Percentage of EUSR’s activity reports that include specific information on women, peace and security</p>
Netherlands	<p>There are not specific indicators listed in the NAP, however there are a number of results mentioned per each objective presented. See example of under Training and Education</p>
Norway	<p>Indicators for 2.1. - Overview of modules and courses on SCR 1325 in military education</p> <p>- Number of Norwegian personnel with competence in integrating SCR 1325 into international operations</p>

	<p>- Number of international training initiatives supported by Norway, and resources allocated</p> <p>Indicators for 2.2. - Number of documented gender impact assessments carried out during planning of Norwegian contributions to international operations</p> <ul style="list-style-type: none"> - Reports from operations where SCR 1325 has been integrated - Number of operations and staffs with gender advisers; indicating whether they are full- or part-time positions (% of full position) - Number of studies and evaluations focusing on SCR 1325 perspective initiated and completed <p>Indicators for 2.3. - Number or proportion of women in troop contributions and among civilian personnel, including the police</p> <ul style="list-style-type: none"> - Number or proportion of Norwegian women in leading operational positions and units - Number of recruitment initiatives started and completed <p>Indicators for 4.1. - Guidelines for preventing sexual violence in conflict developed by the Norwegian armed forces</p> <ul style="list-style-type: none"> - Number of Norwegian personnel deployed abroad, including police, who have training and/or special expertise on the problem of sexual violence - Number of preventive measures related to sexual violence in conflict, including research projects, supported, initiated and implemented, and resources allocated <p>Indicators for 5.1 - Proportion of national indicators and defined data sources for measuring the results of Norway's implementation of SCR 1325 that are further developed</p> <ul style="list-style-type: none"> - Number of reports from ministries and recipients of Norwegian funding on activities and projects connected to SCR 1325 <p>Indicators for 5.2 - Number of meetings held by the interministerial working group and the network</p>
--	---

	<p>- Number of meetings between Norwegian missions abroad and the Ministry where SCR 1325 is discussed</p> <p>- Number of periodic and specific reports on SCR 1325 submitted by relevant missions</p>
Sweden	There are no specific indicators given, but they mention there is a continuous assessment of the priority level of different initiatives in order both to allow scope for strategic ventures and to utilise the opportunities that arise in international organisations and contexts.
USA	<p>There are no specific indicators given, but they mention the development of indicators toward the end:</p> <p>"Progress in implementing the objectives of the National Action Plan will be monitored and evaluated against specific indicators, to be identified at the direction of the WPS IPC</p>

Theme: Cooperation with others

Bosnia & Herz	Only mention was the increase to the peacekeeping forces
Bulgaria	<p><input type="checkbox"/> Encouraging coordination of efforts at the international, national and interagency levels, as well as when interacting with the civil society.</p> <p><input type="checkbox"/> Encouraging exchange of experience at the international level, including cooperation with nations which have already gathered undoubtedly important experience, as well as with national and international non-governmental organisations (the civil society sector);</p> <p><input type="checkbox"/> With regard to the preparation of the national plan for the implementation of UNSCR 1325 in Bulgaria, exchange of international experience should be sought (including donation) from countries who have already elaborated their national plans for the enactment of the relevant policies;</p> <p><input type="checkbox"/> Encouraging exchange of international experience among military personnel at study events focusing on the relevant issues;</p> <p><input type="checkbox"/> When holding bilateral and regional military cooperation events, initiatives and seminars, issues regarding UNSC Resolutions'</p>

implementation should also be discussed, and the importance of the policy, pursued by NATO and the EU should be stressed;

Furthering the application of the equal treatment approach to joint events with non-governmental organisations (NGO) on the issues regarding UNSC Resolutions' implementation and the enactment of the policy, pursued by NATO and the EU, including participation of women at a decision-making level;

Disseminating UNSC Resolutions 1325, 1820, 1888, 1889 and 1920 in military educational institutions and among personnel to be deployed to missions abroad;

Elaborating, publishing, and propagating specialized programmes and materials such as handbooks, lectures, advertising materials, standards of conduct or codes of ethics, etc., aimed at aiding the education and training of AF personnel as primary documents for the completion of the education and training programme, including that of contingents abroad;

The elaboration of the documentation on the implementation of UNSC Resolution 1325 should involve the participation of the national representative to NATO Committee on Gender Perspectives (NCGP) with the aim of integrating and adapting the gender policies at all levels of the Armed Forces;

Elaborating strategies on gender in various strata: Services of the Armed Forces, Human resource management, Defence policy, International activity, Military education, Military police, Logistics, Finance, etc.;

Improving, together with BUAFWA, the (hotline) system of registration, processing, response and follow-up control with regard to complaints of violence, harassment and discrimination, with the aim of achieving optimal results;

Organizing the conduct of an annual meeting of servicewomen with the leadership of the MoD and the BA;

During missions and operations, in the area of responsibility, there should be systematized gathering of information on the contacts with local women, groups and local women's organisations (if such organisations exist), and on the consultations with them, and this information is to be subsequently disseminated;

	<p><input type="checkbox"/> Statistical data should be gathered and summarised on the gender percentage ratio (number) for the personnel in missions or operations abroad (for each mission);</p> <p><input type="checkbox"/> Analysis of the participation of servicewomen should be reflected in annual reports of the DS, the structures directly subordinated to the Minister of Defence, JFC/JOC, the services of the Armed Forces and the units of the BA;</p> <p><input type="checkbox"/> This type of policy is to be reflected in the annual reports and analyses of the state institutions.</p> <p><input type="checkbox"/> Best national practices regarding the achievement of real gender equality and balanced structure should be shared (i. e., at conferences, official meetings and other forums).</p>
Canada	<p>4. Continue to engage in policy dialogue with multilateral partners—including through the UN and its various bodies, funds and programs; the World Bank and other international financial institutions; the Organization for Economic Co-operation and Development; NATO; the Organization for Security and Co-operation in Europe; the International Organization for Migration; the Organization of American States; the Commonwealth; and La Francophonie—to encourage the strengthening of their capacities to plan for, implement and report on issues of Women, Peace and Security in peace operations, fragile states and conflict-affected situations.</p> <p>5. Continue to work with partners, including in Canada’s role as Chair of the Working Group of the UN Special Committee on Peacekeeping Operations (“C-34”), the Group of Friends of Women, Peace and Security, and the Group of Friends on Children and Armed Conflict, as well as through relationships with the North Atlantic Treaty Organization (NATO), the African Union, the League of Arab States and others, to fully implement zero-tolerance policies on sexual exploitation and abuse in peace operations and to promote the implementation of international human rights, crime prevention and criminal justice standards relevant to protecting the rights of women and girls.</p>
France	<p>Regular meetings - Half-yearly meetings of a steering committee, bringing together all ministries and administrations concerned, in addition to the regular meetings required for the implementation of particular objectives contained in the action plan (restricted format).</p>

	<p>- A half-yearly meeting of civil society organisations, to assess implementation of the action plan and update it. These half-yearly meetings will be organised in conjunction with the CNCDH (French national consultative commission on Human Rights). NGOs specialising in women's rights in the context of armed conflict that are not members of CNCDH will be included in the debate, and parliamentary women's rights and gender equality delegations will also be closely involved.</p> <p>Exchange of best practices: In addition to national coordination and consultations, the possibility of exchanges of best practices with other States will be considered. These consultations will take place within the European Union framework (and in particular within the informal working group on women in armed conflict) and will involve third countries that have adopted, or begun to draw up, their own national action plan.</p>
Germany	<p>- The Federal Government supports the implementation of Resolution 1325 in the EU's common foreign and security policy and in NATO, and has been active in the development of the NATO action plan on Resolution 1325. In the OSCE as well, the Federal Government is promoting the incorporation of the targets of Resolution 1325 in the organization's activities. It supports the Gender Section in the OSCE Secretariat with the aim of integrating a gender perspective in all phases of the "OSCE conflict cycle".</p> <p>- In April 2007 the German EU Council Presidency, together with the Hungarian Ministry of Defence, carried out the first EU-internal training on the question of gender-specific aspects in missions conducted within the framework of the Common Security and Defence Policy (CSDP). During the German Council Presidency, the EU checklist for the implementation of Resolution 1325 was incorporated into the planning documents for future civilian CSDP missions and in the field reports from the missions.</p> <p>-The ZIF coordinates the project ENTRi (Europe's New Training Initiative for Civilian Crisis Management), which is partly funded by the EU. The aim of ENTRi is the standardization of training programmes offered by the various European training institutions. In this context, a course on "Women, Peace and Security" and "Leadership and Gender" has also been certified. (The courses are not carried out by the ZIF, but by European partner organizations).</p> <p>- On 9 March 2012, a guidebook for United Nations mediators developed by the Department of Peacekeeping Operations (DPKO) in the United Nations Secretariat was presented at the German House in New York. It contains key</p>

principles for mediators and negotiation partners who are meant to ensure that the topic of “sexual violence” within the framework of peace processes is dealt with in a comprehensive manner. The guidebook will be included in the training of mediators.

- A good example of such activities is the project supported by the Federal Government “Social integration of victims of human trafficking/supra-regional” in Bosnia and Herzegovina, Kosovo, Macedonia and Serbia. Its aim is to enable victims of human trafficking and socially vulnerable high-risk groups to profit from improved social services and programmes for age- and gender-specific target groups. The project thereby helps foster the social integration of victims of human trafficking.

- The Federal Government supports the CERCAPAZ programme in Colombia, which aims at changing the stereotypical gender roles and violent forms of “machismo”. For this purpose, the programme employs a group of young men who call themselves “Los Pelaos”. This group uses various forms of communication to educate the population about violence against women and to promote a new form of manhood among the younger population by questioning traditional and cultural roles, thereby helping to decrease levels of violence against women.

- In Uganda, the Federal Ministry for Economic Cooperation and Development supports the non-governmental organization “Youth Social Work Association”, which promotes the reintegration of female ex-combatants into society through economic integration and empowerment. In doing so, it applies a holistic approach that uses further training measures, social work, income-generating measures and psychosocial care to meet the needs of particularly vulnerable women.

- Within the framework of Germany’s cooperation with the African Court on Human and People’s Rights (AfCHPR), the Federal Government promotes the appointment of women as prosecutors and judges. It is working toward ensuring that investigations on the ground are carried out by staff trained in gender-specific questions – preferably by female staff.

- Germany is a member of the informal group “Friends of 1325” and the group of friends on “Children and armed conflicts” at the United Nations in New York, and has supported numerous studies of the Policy Evaluation and Training Division of the Department of Peacekeeping Operations (DPKO) in

	the United Nations Secretariat on the topic “Mainstreaming a Gender Perspective in Multidimensional Peace Operations”.
Netherlands	<p>Cooperation - The Dutch National Action Plan for 1325 (2012-2015) is a collaborative process. All the signatories are forming closer partnerships with one another and stepping up their joint actions in support of women in peace and reconstruction processes. However, collaboration will succeed only if UNSCR 1325 receives high priority within every signatory organisation. A signature on this plan serves as a visible reminder of the organisation’s commitment to UNSCR 1325-related activities. The signatories can work together in different ways. Because many actors are involved in complex, rapidly changing environments, their forms of cooperation are flexible rather than static. This NAP, even more than its predecessor, must be considered a forum for exchange of creative and innovative ideas and experiences. This exchange should lead to concrete joint action. Having said this, there is also a need for less time-consuming forms of information sharing. The mode of and parties involved in information sharing will therefore differ from one situation to another. Any mode is possible, as long as it effectively serves the external goals of the Action Plan.</p> <p>Coordination - The development and implementation of this NAP is a joint responsibility of the Dutch government and non-governmental actors. While the Ministry of Foreign Affairs provides an institutional umbrella for it, practical day-to-day coordination is shared by the Ministry and a representative of civil society. A principal task of the coordinators is to ensure that all NAP signatories continue to be actively involved in its execution. They are also responsible for coordinating its monitoring and evaluation.</p>
Norway	<p>Norway will seek to strengthen the gender perspective in international operations and to increase the participation of women.</p> <p>Norway will contribute to international competence- and capacity building in this field, with particular focus on the UN, NAT and the African Union (AU). This entails closer dialogue and cooperation with countries that contribute troops and police to UN peace operations. We will emphasis the gender perspective in our contributions to international operations and in our support for training other countries security forces. Special priority will be given to the participation of women and an integrated gender perspective in our capacity building efforts in connection with AU operations.</p>

Sweden	<p>-EU: As a member of the EU, Sweden has a special interest in, and responsibility for, ensuring the full implementation of Resolution 1325 in EU peace-support and security-building efforts. Special endeavors are made within the Common Foreign and Security Policy (CFSP), including the European Security and Defence Policy (ESDP), as well as in development cooperation, humanitarian operations and migration policy where appropriate. The Council and Commission are responsible for ensuring that Resolution 1325 is taken into account and Sweden is to undertake various actions to ensure that this is the case. Sweden is to seek to cooperate with likeminded EU Member States in these efforts. Sweden is also continuing to work to ensure that the EU is proactive in the implementation of Resolution 1325 within the UN.</p> <p>The EU's strategic cooperation with the UN, the Organization for Security and Cooperation in Europe (OSCE) and the African Union (AU) in the area of peace and security are extended to include the Resolution 1325 perspective, both in specific operations and in the preparation of thematic strategies. In the implementation of the EU's action plan for the ESDP and Africa, the strengthening of women's participation and security is to be systematically given attention in the formulation of support and cooperation.</p> <p><i>NATO/Euro-Atlantic Partnership Council/Partnership for Peace</i></p> <ul style="list-style-type: none"> • Swedish participation in NATO operations is to be undertaken with a gender equality perspective, with the aim of making operations more effective and bringing them into line with activities and operations undertaken at national level. • Sweden is to work to ensure that, in the operations in which Sweden participates, NATO makes Resolution 1325 a natural part of its planning, formulation, implementation and evaluation of the operations as a whole. • Sweden is to work within the EAPR to ensure that NATO draws up an action plan for Resolution 1325 based on the policy guidelines that Sweden has helped to draw up. • Sweden is to continue to strive for Resolution 1325 and gender advisory measures in the EAPR/PFF format. This applies in particular to the training carried out within the PFF framework.
--------	--

	<ul style="list-style-type: none"> • <i>UN</i>: As a committed member state and active participant in peace-support activities, Sweden will support and hasten efforts to fully implement Resolution 1325. Priority will be given to a number of measures for which the Ministry for Foreign Affairs has the main responsibility but where work will be carried out in close consultation with other ministries and with the Swedish UN representations.
USA	<p>-The U.S.A. has a history of being involved in conflicts outside of its borders. The United States has considerable influence in global security.</p> <p>- As a permanent member of the UN Security Council, and important economic, political and military power. The United States is presently engaged in military operations in several locations around the world, in addition to having numerous permanent bases, joint training operations and being a major troop contributor to NATO.</p> <p>- The United States is also a large AID contributor and holds considerable influence in world banking institutions. As such, the NAP is interpreted in an international way with several objectives discussing assisting partner nations.</p>

Theme: Monitoring & Evaluation

Bosnia & Herz	There is no monitoring and evaluation framework within the NAP, but the Agency for Gender Equality is required to develop reporting procedures for the agencies to report back on an annual basis how they are doing in implementation.
Bulgaria	<p>- The Plan for the Implementation of UNSC Resolution 1325 at the MoD has been elaborated in collaboration with the Bulgarian Armed Forces Women Association and encompasses the period 2011-2014. In 2014, the Plan will be analysed, reassessed, and, if need be, updated by the administration of the MoD in collaboration with the BUAFWA;</p> <p>- Publishing information on the enactment of the gender and equal opportunities policies on the website of the MoD;</p>

	<ul style="list-style-type: none"> - Preparation of assessment studies in the course of execution of the Plan for the Implementation of UNSC Resolution 1325; - Development and introduction of standardized methods for monitoring of the organizational climate in the units of the BA with regard to the implementation of the principles of gender and equal opportunities; - Inclusion of the implementation of the UNSC Resolution 1325 in the preparation of reports and analyses, in the conclusions drawn from and the assessment made of the participation in missions abroad; - Analysing the ratio of women officers, NCOs and soldiers at the MoD, the structures directly subordinated to the Minister of Defence, the DS, JFC/JOC, the services of the Armed Forces, logistical units, units designated for participation in missions and operations abroad, etc.; - Analysing reasons for the absence of servicewomen (by category) on certain positions at the AF. After the corresponding conclusions are drawn, solutions are to be proposed to the leadership of the MoD; - Monitoring, study and analysis of the gender balance with regard to the career development of men and women at the AF; - Maintaining and updating database on the participation of women and men in the decision-making processes (manager/commander positions) and the participation in missions outside the territory of the country under the leadership of the UN, EU, NATO, OSCE and other international organizations.
Canada	<p>The NAP does not include a monitoring and evaluation framework, and instead states that “internal processes within departments and agencies will specify activities and accountabilities in support of the national plan”, based on the actions and indicators provided in the NAP to “to collect and analyze qualitative and quantitative information as to their progress and performance”.</p>
France	<p>Parliamentary oversight of implementation - Implementation of the plan will be discussed in an annual report presented to the relevant Parliamentary committees.</p> <p>Monitoring indicators- The national action plan includes indicators defined within the framework of the European Union. These indicators will be regularly reviewed.</p>

Germany	<p>In 2009, the Federal Foreign Office (AA), the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ), the Federal Ministry of the Interior (BMI), the Federal Ministry of Justice (BMJ), the Federal Ministry of Defence (BMVg) and the Federal Ministry for Economic Cooperation and Development (BMZ) established an interministerial working group to coordinate German policy regarding the implementation of Resolution 1325. This working group drafted the present Action Plan in consultation with civil society stakeholders. The implementation of the Action Plan is the responsibility of the Federal Government.</p>
Netherlands	<p>To be able to learn from our work and improve it in the future, the signatories of this NAP need to know what their actions achieve. Regular monitoring and evaluation are therefore needed. As the previous NAP has shown, it is very difficult to measure accurately changes in people's attitudes and behaviour. Such changes take place slowly, over a long period of time, while the duration of the plan is relatively short. Furthermore, where changes are apparent, it is hard to attribute them to our interventions. There are usually many factors that lead to change in conflict-affected areas.</p> <p>Another difficulty is that monitoring must not undermine the flexibility of this NAP. We want to have the capacity to respond quickly to moments of opportunity in changing environments. It is therefore almost impossible to set fixed indicators for the coming four years at this stage.</p> <p>For these reasons, the signatories have agreed that this NAP requires an alternative, innovative monitoring and evaluation system. Monitoring and evaluation will take place at two levels, as detailed below.</p> <p>The quantitative level - Collaborative efforts will be evaluated first. A monitoring matrix has been developed for this purpose, listing different forms of collaboration between the different types of Dutch NAP signatory organisations. The results of collaboration on every specific objective of this NAP will be measured annually, in all the focus countries, including the MENA region. The two coordinating organisations will ensure that the signatories complete the matrix every year. This first level of evaluation must bring about the concerted action needed if we are to achieve our ultimate goal: an enabling environment for women's leadership and political participation in fragile states, conflict and post-conflict areas and transition countries, in the interests of more inclusive, just and sustainable recovery and reconstruction processes.</p>

	<p>The qualitative level-The second level of the monitoring and evaluation package for this NAP is more complex. However important effective collaboration may be, it remains a tool for achieving our goal. We also need to know whether and how the actions arising from our cooperation contribute to positive changes in the lives of women and men in the focus countries. The NAP signatories want their interventions in fragile states, conflict and post-conflict areas and transition countries to bring about changes in the behaviour and attitude of people and of societies as a whole. Qualitative evaluation tools are more appropriate than quantitative methods for measuring this kind of effect. The outcome and – where appropriate – the impact of the activities will therefore be monitored and evaluated using innovative participatory techniques, such as the Most Significant Change (MSC) technique. MSC involves storytelling to collect information about activities. Designated stakeholders help select stories about the interventions that have prompted the most significant change. This is a participatory method that stimulates discussion among stakeholders about the outcome and impact of their activities. The process also includes discussions about the future direction of programmes concerning UNSCR 1325. In this way, monitoring and evaluation at this level also help improve coordination and cooperation.</p> <p>Monitoring and evaluation at this second level – examining the outcome and impact of the interventions using qualitative, participatory methods – will take place once every two years. In December 2013 a mid-term review will be performed, following by a final evaluation in December 2015. The final evaluation will be carried out by independent external evaluators.</p>
Norway	<p>The use of indicators will enhance follow-up and evaluation of the Government’s implementation of UNSCR 1325.</p> <p>For example, implementation and evaluation of international operations regarding integration of gender perspectives.</p>
Sweden	<p>There is a bi-annual meeting/ consultation involving the Government Taskforce and Civil Society organizations working on women, peace and security to discuss progress on implementation. Government tasks the agencies with reporting (via their annual reports or regular reports on specific issues) on initiatives to implement Resolution 1325, and Resolution 1820, which goes into greater depth on the sexual violence aspect of Resolution 1325. A review of the action plan will take place through annual meetings where the Ministry for Foreign Affairs will call those involved in the Government Offices, agencies and NGOs for discussions. When the</p>

	<p>action plan expires, an overall evaluation will be carried out with regard to the aims set in the plan.</p>
USA	<p>Does not include a monitoring and evaluation framework, and instead tasks the Department of State, Defense and USAID with developing individual departmental Implementation Plans which must include time-bound, measurable, and resourced actions with meaningful strategies for monitoring and evaluation. A DOD implementation plan was released, but there are not metrics and monitoring included outside of what is already required in the NAP.</p> <p>Tasks the National Security Council with chairing the Women, Peace, and Security Interagency Policy Committee (WPS IPC) to monitor the actions taken and ensure the NAP is integrated into national policies. This body is required to establish a mechanism for regular consultation with civil society representatives.</p> <p>NAP has annual reporting requirements to the President, and is to be reviewed and revised in 2015.</p>

APPENDIX C

National Action Plan Review Rubric

	Bosnia & Herz	Bulgaria	Canada	France	Germany	Netherlands	Norway	Sweden	USA
<u>Format</u> Short (<10 pages) = 1 Medium (10-25 pages) = 2 Long (> 25 pages) = 3 Plain, no pictures = 1 Different fonts, no pictures, = 2 Elaborate layout with pictures = 3	3	2	3	2	2	3	2	2	3
<u>Timeframe</u> None = 0 Outdated = 1 Current = 2 Revised = +1 more	1	1	2	1	2	2+1 =3	2+1=3	1+1=2	2
<u>Government Actors</u> None listed = 0 Only one listed = 1 Many listed = 2	2	1	2	2	2	2	2	2	2
<u>Objectives</u> <3 main pillars= 1 Only 3 main pillars= 2 3 pillars + additional = 3	3	1	3	1	3	1	2	2	3
<u>MOD/DOD</u> <u>Actions/Activities</u> <u>(avg = 12.33)</u> 5-12 = 1 13-26 = 2	1	1	1	1	2	1	2	1	2
<u>MOD/DOD Training</u> <u>Activities (avg. 8.89)</u> 1-8 = 1 9-20 = 2	1	2	1	2	1	1	1	1	1

<u>Indicators (avg = 5.4)</u> 0-4 = 1 5-25 = 2	2	1	1	2	2	1	2	1	1
<u>Cooperation with others (avg = 5)</u> 0-5 = 1 6-17 = 2	1	2	1	1	2	1	1	1	1
<u>Monitoring & Evaluation (avg = 2.22)</u> 0-2 = 1 3-9 = 2	1	2	1	1	1	2	1	1	2
<u>Financial Resources (avg. .78)</u> Nothing mentioned = 0 External support = 1 Internal support = 2	1	0	1	1	1	2	0	1	0
<u>Overall score (avg = 17.33)</u>	18	14	17	15	19	22	17	15	19

APPENDIX D

Informed Consent Form

OLD DOMINION UNIVERSITY

PROJECT TITLE: Gender Awareness Training: A Comparison of NATO/PFP Military Units in Regards to Implementation of UNSCR 1325

INTRODUCTION

The purposes of this form are to give you information that may affect your decision whether to say YES or NO to participation in this research, and to record the consent of those who say YES. The comparison of NATO/PFP Military units in regards to implementation of UNSCR 1325 interviews will be conducted in the offices, homes, or locations designated by the participants.

RESEARCHERS

Dennis R. Gregory, Doctorate of Education, Darden College of Education, Department of Educational Foundations in Leadership, Associate Professor, Old Dominion University.

Elizabeth O. Lape, Doctoral Candidate, Higher Education, Darden College of Education, Department of Educational Foundations in Leadership, Old Dominion University

DESCRIPTION OF RESEARCH STUDY

Several studies have been conducted looking into the subject of military women, as well as implementation of Female Engagement Teams in a combat zone. None of them have explained the education and training programs of a unit and how it has affected the implementation of UNSCR 1325 within that particular country. The purpose of this exploratory study is to shed light on the role of training and education, along with the national background of defense department members by contributing to literature regarding experiences of those members. This study will be performed by phone or in person for a forty-five-minute interview with the participant on the issues of training and education. If you say YES, then your participation will last for forty minutes at the location of your choice. Approximately defense department members will be participating in this study. There will be a second round of questions only to follow up on other issues that may have arisen during the interviews with the other participants.

EXCLUSIONARY CRITERIA

You should have completed a demographic sheet. To the best of your knowledge, you should not have listed a country that is not considered part of NATO or PFP that would keep you from participating in this study.

RISKS AND BENEFITS

RISKS: If you decide to participate in this study, then you may face a risk of being uncomfortable while describing situations you may have been involved in related to gender. The researcher tried to reduce these risks by designing the interview questions that do not have linking personal identifiers to any particular nations, and allowing you to select the sites for the interviews. And, as with any research, there is some possibility that you may be subject to risks that have not yet been identified.

BENEFITS: The main benefit to you for participating in this study is intrinsic. Others may benefit by examining the outcome of the study and having a foundation for further research.

COSTS AND PAYMENTS

The researchers want your decision about participating in this study to be absolutely voluntary. Yet they recognize that your participation may pose some inconvenience for time taken out of your daily schedule. In order to minimize this inconvenience, all attempts will be made by the researcher to meet you at a place and time of your convenience. The researchers are unable to give you any payment for participating in this study.

NEW INFORMATION

If the researchers find new information during this study that would reasonably change your decision about participating, then they will give it to you.

CONFIDENTIALITY

The researchers will take reasonable steps to keep private information, such as answers to the questionnaires, confidential. The researchers will remove identifiers from the information, destroy tapes, store information in a locked filing cabinet prior to its

processing. The results of this study may be used in reports, presentations, and publications; but the researcher will not identify you.

WITHDRAWAL PRIVILEGE

It is OK for you to say NO. Even if you say YES now, you are free to say NO later, and walk away or withdraw from the study -- at any time. The researchers reserve the right to withdraw your participation in this study, at any time, if they observe potential problems with your continued participation.

COMPENSATION FOR ILLNESS AND INJURY

If you say YES, then your consent in this document does not waive any of your legal rights. However, in the event of harm arising from this study, neither Old Dominion University nor the researchers are able to give you any money, insurance coverage, free medical care, or any other compensation for such injury. In the event that you suffer injury as a result of participation in any research project, you may contact Dr. George Maihafer the current IRB chair at 757-683-4520 at Old Dominion University, or the Old Dominion University Office of Research at 757-683-3460 who will be glad to review the matter with you.

VOLUNTARY CONSENT

By signing this form, you are saying several things. You are saying that you have read this form or have had it read to you, that you are satisfied that you understand this form, the research study, and its risks and benefits. The researchers should have answered any questions you may have had about the research. If you have any questions later on, then the researchers should be able to answer them: Elizabeth Lape 757-203-5507

If at any time you feel pressured to participate, or if you have any questions about your rights or this form, then you should call Dr. George Maihafer, the current IRB chair, at 757-683-4520, or the Old Dominion University Office of Research, at 757-683-3460.

And importantly, by signing below, you are telling the researcher YES, that you agree to participate in this study. The researcher should give you a copy of this form for your records.

Subject's printed name _____ Date: _____

Subject's signature _____

INVESTIGATOR'S STATEMENT

I certify that I have explained to this subject the nature and purpose of this research, including benefits, risks, costs, and any experimental procedures. I have described the rights and protections afforded to human subjects and have done nothing to pressure, coerce, or falsely entice this subject into participating. I am aware of my obligations under state and federal laws, and promise compliance. I have answered the subject's questions and have encouraged him/her to ask additional questions at any time during the course of this study. I have witnessed the above signature(s) on this consent form.

Investigator's printed name _____

Date: _____

Investigator's signature _____

APPENDIX E

Interview Protocol – Round #1

Hi.... (participant by number).... Thank you so much for agreeing to the interview. My name is Beth Lape and I am a doctoral student at Old Dominion University. This research is being conducted as part of my qualitative dissertation study on gender awareness training to review the implementation status of UNSCR 1325 on Women, Peace and Security within US and NATO/PfP countries. The interview will probably take about 45 minutes depending on answers to questions. The purpose of this study is to explore your experiences in engaging in, or being aware of, gender awareness training. The interview is being digitally recorded, and I will be having someone assist in the transcription of the interviews. I also will have two research team members who are going to help me review the data to ensure I have accurately captured any trends. Everything will be confidential to all of them. I'll ask you a series of questions, and then may prompt some follow ups either on your end or my end. If you feel uncomfortable at any point with any of the questions, you do not have to answer the question. Let's start...

Demographic questions

1. Let's begin with some easy ones.... What country are you from?
2. What is your age?
3. What is your highest level of education? (High school, Bachelor, master, PhD)?
4. What is your field of study in higher education (education, engineering, international relations, political science, etc)?
5. Where are you employed (military, industry, academia, etc)?
6. What is your current position and how long have you been working in this position?

Phenomenological Questions

7. In your own words, explain what a "gender perspective" is?

8. What is the most memorable experience you have had with regards to gender-equality in personal settings? In Military settings?
9. Was there any person of military/civilian female leader that you admired and who affected your preconceptions of gender-equality?
10. Do you have military experts in Gender? If not, is there national desire to support the development of these positions by providing education or training?
11. What does it mean to integrate a gender perspective in an organization for operational effectiveness?
 - Explain an example of a positive or negative impact you have seen as a result of gender integration within a military organization.
12. Have you heard of UNSCR 1325? (Explain if not) Now that I have explained it to you:
 - What has your country and/or organization done to implement the training requirements of UNSCR 1325?
 - Is your national position on UNSCR 1325 in line with the UN and NATO guidelines?
13. Describe how appropriate personnel with gender expertise are involved in advance planning of operations for your military? (i.e. Gender Advisor – someone designated to ensure integration and a common understanding of UNSCR1325 and gender dimensions)
14. Are you aware of specific gender training that is being provided to personnel responsible for gender integration?
15. What kind of training does your nation provide for educating and training the topics of UNSCR 1325?
16. What kind of training on gender perspective would be most effective in order to show importance of the training to all personnel?
 - Explain any overall training on gender you are aware of in your country.
 - What kind of training on sexual exploitation and abuse are you aware of?
 - What kind of training program would you recommend?

- Who do you think is the best target audience for an educational effort on UNSCR 1325, men or women? Why?
17. What kind of pre-deployment training of military units should be given to deployed personnel who will be in contact with the local population?
 - Explain the theater specific pre-deployment training given to personnel from your country.
 18. What ways would you recommend your country's military training program on gender perspective be improved?
 - If it needs to be, at what level would you recommend receive this training?
 - What tools would best support your efforts (online courses, mobile educational teams, staff assistance visits, exercise support teams, etc)?
 - Who should be responsible for this implementation?
 19. How do you find out about best practices in UNSCR 1325 implementation in other nations?
 20. How would an effective program on gender awareness integration improve military operational effectiveness?

APPENDIX F

Interview Protocol – Round #2

Hello....if you recall when I conducted the first interview, those many months ago, I mentioned that I would be coming back with a couple of questions after talking with everyone as there may be something that might need to be asked of the entire group. Based upon the responses I received from all of the interviews, and the changing world situation, it was easy to see that I needed to ask a few more questions. Again, the responses will be completely anonymous, you will only be noted to the other PhD candidate reviewers by your numbers. If you find you need clarity on any of the questions, please let me know.

Thank you again for your time in this research. I hope to be finished with this work and graduate by the spring. I will gladly send out a completed copy of the paper when it has been approved.

Following are the questions:

1. Has your country included Gender mainstreaming (i.e. having a gender perspective in military operations) into professional military education?
2. Why might there be resistance to the inclusion of gender perspectives in a training and/or education program?
 - What would be some ways to mitigate this resistance?
3. What affect does leadership have on implementation of a gender perspectives program?
 - Have you personally seen any positive or negative examples?
4. The recent UNSCR 2242 was signed in Oct. focusing even more so the consideration of women in Countering Violent Extremism (sometimes even as actors in addition to being victims). The military is certainly having to consider this new environment in its operations. What should be included in a training/education program to consider these factors?
5. An easy one.... how many women do you have in your military?

Elizabeth Owens Lape

Curriculum Vitae (2016)

PERSONAL INFORMATION:

Address 4693 Berrywood Rd. Virginia Beach, VA 23464
 & Phone #s: Mobile: 757-270-0670 Evening Phone: 757-474-4206 Day Phone:
 757-203-5507
 Email: Home: eolape@aol.com Work: elizabeth.o.lape.civ@mail.mil

Current Position: Deputy, Individual Training & Learning Branch, Joint Staff, J7
 (Suffolk)
 Under Joint Forces Command: Chief, Education Development
 Branch

Civilian/Military Standing: Federal Government Civil Servant (GS-14);
 Commander, United States Navy (Retired)

CIVILIAN EDUCATION:

PhD Candidate, Higher Education Administration, Old Dominion University, (exp
 grad Aug 16)

Master of Science, Education Administration, Old Dominion University, 1988

Bachelor of Science, Organizational Leadership and Supervision, Purdue University,
 1983

TEACHING EXPERIENCE:

Joint Staff J7
 June 2011 - Present
 2014-Present

- JS J7 New Observer/Trainer
 Course
 - Partnership for Peace
 Consortium Education Working
 Group support to the Defense
 Education Enhancement
 program. Countries include:
 Serbia, Croatia, and Ukraine

2016 - Present

- Gender Advisor course for the
 Nordic Center for Gender in
 Military Operations Course,
 Kunsangen, Sweden

Air Command & Staff College
06/2007 - 06/2009

Joint Forces" and "Joint
Planners" courses online
Master's degree program using
the Blackboard Distance
Learning system

US Africa Command,
Stuttgart Germany
Summer, 2008

Instructor/Curriculum
Developer for the new Africa
Command Staff Training
Course. Included development
and deliverance of a resident
staff training support program
for the AFRICOM staff.

National Guard
2007

Instructor/Curriculum
Developer for the Joint Force
Headquarters Staff Training
Course of the National Guard.
This Blended learning course,
with both residential and web-
based sessions, provided
training support to assist the
staff to function as a staff
member on a JTF-State Staff.

Joint Forces Staff College
09/2003 - 12/2006

Assistant Professor/Military
Faculty for the Joint and
Combined Warfighting School
and the Joint Training System
elective. Trained several
organizations during mobile
Training Team trips

PUBLISHED WORKS:

“Operationalizing Gender Advisors for the Human Aspects of Military Operations”
with LTC Kristine Petermann and Dr. Lisa-Babin Brooks (May, 2016)

“Teaching Gender in the Military: A Handbook”, a DCAF Publication, Chapter 8”
“Assessment and evaluation as tools for improvement”

“Gender Awareness 101 -The Case for a DOD Course Module Implementing the US
National Action Plan on Women, Peace, and Security” with Neyla Arnas (May 2015)

Junior Officer Phase. In Generic Officer Professional Military Education Reference Curriculum. Partnership for Peace Consortium of Defense Academies and Security Studies Institutes. (December 2011)

Comprehensive approach on UNSCR 1325: Why the U.S. and others should follow. In Capability Development in Support of Comprehensive Approaches: Transforming International Civil-Military Interactions. NDU Press. (December 2011)

ACADEMIC AWARDS AND HONORS:

Golden Key International Honour Society
Chi Sigma Alpha Higher Education Honor Society

PRESENTATIONS/CONFERENCES:

“Women, Peace and Security: A Case for implementing the Gender Perspective”, Regional Cooperation 16 Academics, 16 September, Camp Edwards, Massachusetts

“NATO Training and Education”, Gender Key Leader Seminar, 7-8 September 2016, Allied Command Transformation, Norfolk, Virginia

“How to include a Gender Advisor in US units for operational effectiveness”, Fourth Annual Conference – Critical Themes and Perspectives in Global Security, 24-26 May 2016, U.S. Naval War College, Newport, Rhode Island

“Integrating WPS/Institutionalizing the NAP in DOD”, Consultation on the U.S. National Action Plan on Women, Peace, and Security, 11 April 2016, Washington, DC

“Gender Perspective in Military Operations”, Eisenhower School Elective, 22 March 2016, National Defense University, Washington, DC

“Gender awareness training on Conflict Related Sexual and Gender Based Violence (differences between nations)”, NATO ACT/Old Dominion University International Women’s Day Symposium, 4 March 2016, Norfolk, VA

“Gender in Military Operations”, Exercise Staff Professional Development, 1 March 2016, Suffolk, VA.

“Gender Advisors”, Operationalizing Combat Integration Symposium, 4 February 2106, Washington, DC.

“Training Needs Analysis Gender Advisor Design Workshop” 15th-18th December, Life Guard Regiment, Stockholm, Sweden

“NATO ACT Chiefs of Transformation (COTC) Workshop”, panel member, Gender in Military Operations, 9 December 2015, Norfolk, VA

“Georgetown Institute for Women, Peace and Security Bridging Theory and Practice”.
8 June 2015, Georgetown University, Washington, DC

“Gender Awareness 101”, AFRICOM Female Communicators Familiarization Event,
22 September 2015, Washington, DC

“Women, Peace and Security: A Gender Perspective in Military Operations”,
Talisman Sabre’15 Staff Exercise, onboard USS Blue Ridge, portside Yokosuka,
Japan

“Authors’ Workshop Teaching Gender to the Military Manual”, 17-19 December
2014, Army Museum, Stockholm, Sweden

“Expert Meeting on Training to Combat Conflict-Related Sexual and Gender-Based
Violence”, 24-25 November 2014, Life Guard Regiment, Stockholm, Sweden

“A Discussion on Gender, Security and Development – An Issue of Operational
Effectiveness”, Panel member, Embassy of Sweden/Georgetown University, 5
November 2014, Washington, DC

“Gender Awareness 101”, AFRICOM Female Communicators Familiarization Event,
18 September 2014, Washington, DC

“Gender-Responsive Evaluation in Military Education: Fourth Workshop on Teaching
Gender to the Military”, 21-24 July 2014, Geneva, Switzerland

“Evaluation and Assessment”, 8th Annual Defense Educators’ Program, “New
Students, New Methods, New Assessment”, 6-10 April, 2014, Belgrade, Serbia

“Gender and curriculum review”, 18th meeting of the Security Sector Reform (SSR)
Working Group and 3rd meeting in collaboration with the Education Development
Working Group (EDWG) of the PfP Consortium of Defense Academies and Security
Studies Institutes,” Integrating Gender in the Curriculum: Third Workshop On
Teaching Gender To The Military”, 9-13 December 2013, Geneva, Switzerland

“Andragogy for military education”, 16th meeting of the Security Sector Reform
(SSR) Working Group in collaboration with the Education Development Working
Group (EDWG) of the PfP Consortium of Defense Academies and Security Studies
Institutes, “Teaching Gender To The Military - In the Classroom and Through
Advanced Distributed Learning”, 17-20 July 2012, NATO School, Oberammergau,
Germany

“Integrating gender perspectives in professional military education”, NATO PfP
Consortium Working Group on Security Sector Reform, “Gender and Defence

transformation: Transforming national structures, sustaining international operations”,
18-20 April 2011, Stockholm, Sweden

MILITARY EXPERIENCE

- 2000 – 2003 Chief Staff Officer/Exercise Planner, US Joint Forces Command/J7,
Suffolk, VA
- 1997 – 1999 Executive Officer, Naval Recruiting District Ohio, Columbus, OH
- 1994 – 1997 Officer in Charge, COMSEC Material Issuing Office, Norfolk, VA
- 1991 - 1994 Plans and Programs Officer, Naval Postgraduate School, Monterey, CA
- 1988 – 1991 Curriculum and Instructional Standards Officer, Naval Guided Missiles
School, Virginia Beach, VA
- 1986 – 1987 Assistant Officer in Charge, Personnel Support Detachment, Norfolk,
VA
- 1983 – 1986 Assistant Flag Secretary/Executive Assistant,
CINCLANT/CINCLANTFLT, Norfolk, VA

DEPARTMENT OF DEFENSE EDUCATION AND TRAINING:

- Graduate, Joint Forces Staff College (JPME II) - September 2003
- Graduate, Marine Corps Command and Staff College (JPME I) - May 2000
- Graduate, Naval Recruiting Leadership School, 1997

PROFESSIONAL ORGANIZATIONS AND SERVICES:

- Chair, Worship Committee, Community United Methodist Church, 2016- Present
- Member, Building Committee, Elizabeth River District, Virginia Conference United
Methodist Church, 2013-Present
- Member/Past President, Virginia Voices International Mission Choir, 2002 – Present
- Choral member/Past Nurture Working Group Chair, Community United Methodist
Church, 1999- Present

Member/Past President, PEO (Philanthropic Education Organization), 1982- Present

MILITARY AWARDS AND HONORS:

JFCOM Spot award for Education initiatives

Honor Graduate, Purdue University NROTC

