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CIVILIAN OPERATIONS COMMANDER OPERATIONAL GUIDELINES
FOR MISSION MANAGEMENT AND STAFF ON
GENDER MAINSTREAMING

Dear colleagues,

This set of guidelines on gender mainstreaming aims to fill the gap between policy and practice. The political commitments and policy documents exist, and in 2016 a Baseline Study on the Integration of Human Rights and Gender into CSDP was conducted. Yet, as often, concrete implementation is the key challenge. Hence the emphasis in the attached document clearly is on the operational element: what to do, and in particular how to do this. To that end, the guidelines contain a number of checklists, concrete examples, and best practices.

The guidelines are a joint product of the CPCC and the Missions. A first draft was produced during a specific seminar in EULEX Kosovo in November 2017, bringing together practitioners from various Missions, and subsequently iterations were consulted with the Missions. I would like to thank all staff involved in the production of this document.

The starting point is that gender mainstreaming does contribute to the effectiveness and impact of CSDP Missions, and hence to mandate delivery. Yet guidelines are guidelines, they are not instructions. In addition, the emphasis clearly is on the element of mainstreaming, on integrating the gender dimension into daily Mission work. Hence, while some specific work is required, and for instance collecting sex-disaggregated data is indeed covered in a specific Instruction, the focus remains on the systematic consideration of gender aspects in daily Mission work both in terms of mandate delivery as in terms of the Mission's internal functioning. As a result, Missions that opt for the development of and reporting on a Mission Gender Action Plan, are invited to integrate this into the reporting on sex-disaggregated data, which is already a requirement. Other work should be integrated into the wider reporting.

I am keenly aware that the Mission's activities in this field can be constrained by a number of factors, such as the number of staff in Mission with knowledge and/or training in this area, the maturity and also size of the Mission. Such elements should be part of a review of the Guidelines at an appropriate moment. Yet we need to start somewhere and we need to do it now; this is also an issue of showing the way.

I am convinced these guidelines, which are intended for all Mission staff, will be helpful in taking forward the gender dimension and hence contribute to mandate delivery.

Kenneth Deane
Civilian Operations Commander

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A.   Purpose, scope, and rationale

These Guidelines are designed for CSDP Civilian Missions support Mission Management and Staff. They will help to systematically mainstream a gender perspective and adopt gender equality policies, including women's participation and empowerment and the implementation of the UNSC Resolutions on Women, Peace and Security (WPS). The implementation of the guidelines will foster a CPCC-wide uniform and recognizable approach to this work.

> **The immediate purpose of gender mainstreaming itself is to ensure that boys/men, girls/women are not discriminated against and will benefit equally from policies and actions. It is important to ensure that those policies and actions do not exacerbate or perpetuate gender inequalities. The long term objective for gender mainstreaming is to achieve gender equality.**

All CSDP Missions have a general duty to adhere to and to implement in practice, UNSCR 1325 on Women, Peace and Security and its subsequent resolutions[1], as well as to contribute to the implementation of the EU Gender Action Plan (GAP II) 2016-2020. This generally takes two forms:

1. Integration of a gender perspective throughout the Mission mandate delivery;
2. Integration of a gender perspective in the way in which the Mission functions internally.

All staff in CSDP Missions and in particular members of the senior management team who are responsible for gender mainstreaming and gender advisors and focal points who are facilitators in the process, are encouraged to read the whole document. It could also be used by staff members who are particularly interested in a certain phase of the implementation of a mission's mandate or in a particular thematic area.

> The Guidelines cover all phases of the Mission cycle, i.e. analysis, planning, conduct of operations/mandate implementation, reporting, monitoring and evaluation, and review. They also extend to in-Mission responsibilities related to the Mission staff, e.g. human resources, working environment the Code of Conduct, training and inductions, and to those related to the host State, such as addressing gender, non-discrimination, and the participation of women. They introduce definitions and the need for sex disaggregated data collection. The use of this toolkit will foster a CPCC-wide uniform and recognizable approach to EU policies pertaining to gender equality, women's empowerment and WPS.

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[1]   Comprehensive approach to the EU implementation of the United Nations Security Council Resolution 1325 and 1820 on Women, Peace and Security 15671/1/08 (2008)

The Women, Peace and Security framework has developed within the critical context of international peacekeeping and crisis management operations, on the uniform acknowledgement of the disproportionate and unique impact of armed conflict on women and girls. In fact, UNSCR1325 is the culmination of several decades of advocacy, from within the UN system and from civil society organisations. It is the result of the ever-increasing recognition that women experience conflict differently than men and such variation requires tailored attention and expertise.

It is further established that the active participation of women is crucial in preventing conflict and in achieving reconciliation after a conflict has ended. Regardless, however, of the benefits of investing in women, the most important underlying notion remains: women, like men, have the right to live in dignity, and in freedom from want and fear, and should be equally empowered, represented and consulted where it comes to decisions which affect their lives and their futures.

> **We mainstream gender because it is the right thing to do; it is the smart thing to do financially and operationally[2]; and because it contributes to greater security, peace and development.**

Integrating a gender perspective broadens our perception on (human) security. Security and justice needs are different for men, women, boys and girls and depends on the local context in which the civilian missions operate. A gender perspective enables us to use the full potential of available capacities, whilst we expand our horizon, comprehensive understanding and networks. Furthermore, it ensures that we do not perpetuate existing gender inequalities and that it helps to increase the prospects for transforming power-relations between men and women.

B. EU Policy

Equality between men and women is a foundational value of the EU. The Treaties, including the Charter of Fundamental Rights of the EU, provide that the Union shall promote equality between men and women. The EU's policy on the implementation of the Women, Peace and Security (WPS) agenda is fully consistent with these values and obligations. Based on this, gender equality and WPS considerations form a fundamental part of the Common Foreign and Security Policy (CFSP) hence also Common Security and Defense Policy (CSDP).

The Council adopted the *EU Comprehensive Approach on UNSCR 1325 and 1820 on Women, Peace and Security* in 2008, followed by a more operational document for CSDP the

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[2] Coomaraswamy, R., & UN Women. (2015). Preventing conflict, transforming justice, securing the peace: a global study on the implementation of United Nations Security Council Resolution 1325.

Implementation of the UNSCRs on Women, Peace and Security in the context of CSDP Missions and operations (first issued in 2008, revised in 2012). The latter stresses the need for gender mainstreaming from the early planning to the conduct of CSDP Missions and operations, including their follow- up and evaluation, and that:

- **Gender mainstreaming concerns both sexes and requires the commitment and participation of both men and women.**
- **Every member of a CSDP Mission has a personal responsibility to take these objectives into account in his/her work and to integrate a gender perspective.**
- **Leadership at various levels has a particularly central role in implementing the EU policy.**
- **The document is to be used by all actors involved in planning and conducting CSDP Missions and operations, including Heads of Missions and Operations Commanders, as the key implementers of this policy at the operational level.**

More recently, the *EU Gender Action Plan for 2016 – 2020* **(GAP II)** was adopted, guiding all EU external actions, including CSDP. GAP II consists of three thematic pillars:

(1) Ensuring girls' and women's physical and psychological integrity;
(2) Promoting the social and economic rights & empowerment of women and girls; and
(3) Strengthening women's and girls' voice and participation.

A fourth, horizontal pillar, was introduced in the GAP II to shift the institutional culture within the EU entities itself in order to increase accountability on the delivery of results under the three pillars.

The GAP II reiterates the need to continue implementing the three-pronged approach through targeted (specific) actions, gender mainstreaming, and political dialogue. Whereas *(1) gender mainstreaming* ensures that a gender perspective is integrated into all policies and actions, *(2) targeted actions* are particularly designed to redress identified gender inequalities. *(3) Dialogue* should also be used as a strategy to, for example, raise issues about gender and women, peace and security issues with key local counterparts in the host state.[3]

C.   Definitions

Gender refers to the social construction of women/female and men/male, through cultural and social attitudes and behaviors towards men, women, boys and girls. Gender norms change over

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[3]   The EU Comprehensive Approach makes reference to the three-pronged approach. Also, the template for a mission internal Gender Action Plan (see the annexes listed in Section K), follows this structure.

time and as such they are context-specific and dynamic. Gender interacts with other social factors such as ethnicity, age, professional and economic status, sexual orientation and identity, etc.

Gender equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development.[4]

Gender mainstreaming is the (re)organisation, improvement, development and evaluation of policy processes, so that a gender perspective is incorporated in all policies at all levels and at all stages, by the actors normally involved in policy-making[5]. In other words, it involves the integration of a gender perspective into the preparation, design, implementation, monitoring and evaluation of policies, regulatory measures and spending programmes, with a view to promoting equality between women and men, and combating discrimination[6].

Gender perspective An analysis from a gender perspective helps to see whether the needs of women and men are equally taken into account and served by a proposal. It enables policy-makers to develop policies with an understanding of the socio-economic reality of women and men and allows for policies to take (gender) differences into account. A gender perspective is an instrument for approaching reality by questioning the power relationships established between men and women, and social relationships in general. It is a conceptual framework, an interpretation methodology and critical analysis instrument that guides decisions, broadens and alters views, and that enables us to reconstruct concepts, scrutinise attitudes and identify gender biases and conditionings, for subsequently considering and modification through dialogue their revision.[7]

Sexual and Gender-Based Violence (SGBV) is an umbrella term for any harmful act that is perpetrated against a person's will, and that is based on socially ascribed (gender) differences between males and females. Acts of SGBV violate a number of universal human rights protected by international instruments and conventions. Many – but not all – forms of SGBV are illegal and criminal acts in national laws and policies. Around the world, SGBV has a greater impact on

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[4] UN Women
[5] https://www.coe.int/en/web/genderequality/what-is-gender-mainstreaming
[6] http://eige.europa.eu/gender-mainstreaming/what-is-gender-mainstreaming
[7] http://eige.europa.eu/gender-mainstreaming/concepts-and-definitions

women and girls than on men and boys. It is important to note, however, that men and boys may also be victims of gender-based violence, especially sexual violence[8].

D.   Sex disaggregated data collection

Relevant and sufficient data needs to be available in order to provide CSDP planners and Mission management with an accurate picture of the context. This requires the gathering of sex-disaggregated data, broken down by women and men together with other social factors such as age, geographical area, ethnicity or religion. Such data is indispensable for the successful integration of a gender perspective in planning and implementation of activities, and is to be used in reporting, briefings and presentations to adequately reflect the context of the Mission.

Furthermore, sex-disaggregated data serves to support human resources management in their assessment of the gender balance in staffing, showing which positions women and men hold in a Mission.

For further details, reference is made to the Civilian Operations Commander Instruction, *Brussels EEAS/CPCC (2018), 22-02-2018*, on *Requirement to maintain statistics disaggregated by gender for all aspects of Mission work.*

Missions are requested, in as far as possible, to record all statistics related to both how the Mission functions and how the Mission delivers its mandate. This includes, but is not limited to, the following examples:

External engagement:

1. Records of those attending trainings organised by the Mission;
2. Records of those local personnel (interlocutors) whom the Mission mentors (and those Mission staff members who are mentors);
3. Records of those local personnel (interlocutors) whom the Mission advises (and those Mission staff members who are advisers);
4. Instances of when policy, law, by-law, rule, directive, or other strategic document on which the Mission has reviewed and advised on explicitly reference gender concerns (and explanations of their impact);
5. Records of meetings of senior staff with interlocutors, including civil society actors as appropriate;

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[8]   Definition extracted from the Comprehensive Approach to the EU implementation of UNSCRs 1325 and 1820 on Women, Peace and Security

6. Any other area where the Mission deems it relevant to collect such data.

Internal functioning:

1. To ensure that men and women are represented on the selection panels, and to retain records on:
2. The gender composition of recruitment panels for both international and locally engaged staff;
3. The number of applicants disaggregated by sex for both international and locally engaged staff.

Such records should be collected in the conduct of operations, and reported to the Civilian Operations Commander on an annual basis.

E.   Conduct of operations

E.1. The process of gender mainstreaming

The process of gender mainstreaming is to be fully adopted and has to be owned by the Mission Management. Missions are required to outline objectives and to develop targeted actions on gender mainstreaming.

Each Mission is strongly encouraged to set up its internal annual *Mission Gender Action Plan* (GAP), within the context and framework of the Mission's mandate. When approved by the HoM, the GAP should be shared with CPCC. A GAP reflects how the Mission aims to contribute to EU policies pertaining to gender equality, women's empowerment and WPS and it outlines the 'what', 'how' and 'who' regarding its implementation. Progress and impact should be evaluated on a yearly basis and reported to CPCC (see under Section E.6). A template for a GAP for CSDP Missions can be found in Section K, Annex IV as well as a template outline for an annual report based on the GAP (Annex V).

Mainstreaming gender is a win-win strategy in support of achieving the Mission's mandate, ultimately contributing to more durable results. All staff members should integrate a gender perspective in their work at all times and ensure that men, women, boys and girls are not discriminated against and will equally benefit from the actions related to the implementation of the Mission's mandate. This can be achieved through staff members conducting gender analyses throughout their work (see section E.3 for more details).

E.2. Mission phases

Gender mainstreaming is to be included in all of the phases of the cycle of the operations, i.e.: analysis, planning, implementation, reporting, monitoring and evaluation, and review. In each of these phases we need to ensure that the situation/perspectives of women, men, boys and girls as

well as the impact of our projected/concluded action on each of these groups have been considered. Effective gender mainstreaming begins with a gender analysis.
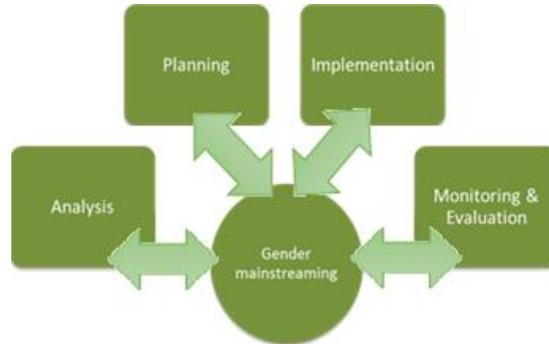
E.3. Gender analysis

Gender analysis, starts with integrating a gender perspective by collecting information, facts and sex disaggregated data. To collect such information, one needs to think about the composition of the team and the target audience. It also requires asking the questions differently to access the information. It helps to understand how in a particular context external dynamics affect women and men differently, and how the traditional roles and social status of different men, women, boys or girls may change as a result of these dynamics.

Gender analysis is a tool to understand the social and power dynamics between women, men, girls and boys within a given context, and to identify gender inequality. The analysis can detect different needs and opportunities as well as inequalities.

Sex- disaggregated statistics are a key element in gender analysis (see Section D) and help us to detect gender discrepancies. However, gender analysis should include a qualitative analysis of for example laws, norms, and social attitudes. Who does what, where and when and who controls which resources? The following box highlights a set of additional questions that are helpful in your analysis.

We integrate a gender perspective by asking:

NOT ONLY…	BUT ALSO…
• **What needs/interests?**	• **Whose needs/interests?**
• **What people do?**	• **Who does what?**
• **What resources?**	• **Whose resources?**
• **How many women?**	• **Which women?**
• **How many men?**	• **Which men?**
• **Who is included?**	• **Who participates?**
• **Who talks?**	• **Who is listened to?**
• **What security?**	• **Whose security?**
• **What information?**	• **Whose information is seen as valuable?**

Different examples of a gender analysis tool are to be found in Section K, Annex I. Below are three samples of gender analysis processes in mission:

Example 1: How is a gender perspective relevant to the efficiency of the work of police officers? Thinking of the needs of both male and female police officers in Afghanistan allowed the identification of the need for female officers to have access to separate facilities. As a result, numbers of female police officers increased and they were able to operate at a higher level than simple guard duty.

Example 2: Integrating a gender perspective in the provision of legal advice to legislative drafting: Was the situation of women and men with regards to the topic in debate analyzed? Is there any discrimination that is not addressed? Are any issues relevant for men or women, or children in particular overlooked? How can this legislation take them into consideration?

Example 3: What is the relevance of gender to public order? A democratic understanding of public order policing focuses on supporting citizens in the lawful exercise of the right to assembly and free speech. The question of diversity of society and representation of law enforcement comes into question. By having women on the force, police becomes representative of the citizenry. Relating to riot control, a gender perspective is important to understand women's roles in the crowd and the needs in equipment of female police officers.

E.4. Planning incl. MIP/QIP & projects

Planning teams are to consider gender aspects during every stage of the planning process. This goes for the planning at HQ level where the centre of gravity lies where it comes to developing the OPLAN for instance, but it is also a requirement for Missions when developing a Mission Implementation Plan (MIP) & projects. The key questions for all mission members involved are: 'How do projected activities work out for the Mission?' and 'What are the different implications of the plan for men and for women in the host community?'

With gender expertise on-board, entry-points for gender mainstreaming and targeted actions on gender can be identified from the outset and be included in the planning of MIPs and projects. Sustainability and capacity building are the main factors to be considered when initiating gender related projects.

A useful tool in this context is *the gender equality policy marker* (see also Section K)**;** a qualitative statistical tool to record activities which target gender equality as a policy objective. It is useful to track support to gender equality and women's rights as it can be used both as part of the assessment and for the regular reporting.

Hence, in planning operations or activities, planners should include relevant gender expertise:

1. Consider the composition of a team and experience when planning operations. For instance, to determine the deployment of single or mixed sex teams, the latter being essential for a needs and stakeholder assessment and for a situational analysis. Mixed teams set a good example; they can provide a better feeling of trust and security for men, women, girls and boys. They ensure that all members of the population are being reached and can thus generate a more comprehensive perspective and perception.

2. Consider the multiple components during the planning process related to gender, depending on the specific Mission mandate and available resources:

> *   **Meet with both men and women in decision-making functions, and amongst local and international non-state actors promoting human rights, justice and gender, in order to assess the situation of both men and women and learn about their expectations.**
> *   **Choose partners who show awareness of gender related issues. What activities has that partner conducted on gender equality?**
> *   **Use quantitative and qualitative gender indicators in the MIP and other planning documents (e.g. gender balance in a Rule of Law institution or examples of documents reviewed by the Mission that reference gender equality): Can such indicators be used to measure how women and men are affected and how their needs are addressed?**
> *   **Seek gender balance among participants in external and internal projects and activities (e.g. trainings, workshops, conferences…) .**
> *   **Address Sexual and Gender Based Violence (SGBV), including conflict-related sexual violence.**
> *   **Analyse changing gender roles and relations caused by the conflict or crisis.**
> *   **Consider how the CSDP Mission can contribute to gender equality and women's empowerment before, during and after the conflict or crisis, including in rule of law and transitional justice related areas.**
> *   **Consider how the EU can support the delivery of equal civilian security and support for women and men.**
> *   **Ensure that support to any Disarmament, Demobilisation and Reintegration (DDR) does not perpetuate or create gender inequalities.**
> *   **Ensure a gender perspective is integrated in the supporting of peace processes. This includes women's meaningful participation in ceasefire agreements, mediation and negotiation.**
> *   **Ensure a gender perspective is integrated in any Civilian Security Sector Reform (SSR) or local capacity building activities (e.g. advising, training and educating, conducting political and policy dialogues, giving technical support).**
> *   **Under the leadership of each head of sector, establish mechanisms and focal points to collect and analyse sector-specific data. The data should then be centralised for a mission-wide analysis.**

> - **Include relevant EU policy documents on human rights and gender among the key reference documents of operational planning documents.**
> - **At HQ-level: Instruct (through the OPLAN) on the way gender should be integrated in the Mission and its operations. Specifically, the OPLAN should establish the position, structural location, and responsibilities of the Gender Adviser (GA), and include provisions for Gender Focal Points (GFPs).**
> - **Establish the gender-related internal and external objectives of the Mission, the GA and the GFPs.**

The GA/GFP should be included in the planning of all MIP/QIP & projects to provide information and to assist in determining to what extent gender is given priority, in compliance with the Mission mandate.

It is important to include the target groups in the project formulation phase to assess their involvement and possible ownership. The result of the gender analysis and its implications for the project proposal must be described in detail and included in the project proposal. It could occur, for instance, that new target groups may need to be considered or re-prioritised as a result of the gender analysis. Depending on the project, the need for the *direct involvement* of the GA/GFP, women's NGOs or other stakeholders might be appropriate.

Asking the following questions will help to ensure that a gender perspective is integrated during planning processes of MIP/QIP & projects. The information collected as a result can be used in the regular reporting on the operation's implementation.

> - **Are both women's and men's interests, perspectives and needs being addressed by the planning document or programme? If not, were measures taken to include the underrepresented sex?**
> - **Has the extent to which men, women, boys and girls may benefit from the activities, and has the long-term impact been considered and analysed? Have measures to mitigate inequalities been taken? Specify in the planning document or project proposal.**
> - **Does the plan (or project) benefit women specifically or improve equal opportunities?**
> - **Have gender sensitive indicators and benchmarks been included in the planning document/ proposal and project design?**
> - **Are indicators or benchmarks available for measuring progress, taking into account the differing impact on men and women?**
> - **Has the principle of 'do no harm' been considered?[9]**

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[9] For more explanation, see Kvinna till Kvinna Guidance note: Garred, Michelle, Charlotte Booth and Kiely Barnard-Webster **"Do No Harm & Gender." Guidance Note.** Cambridge, MA: CDA Collaborative Learning Projects, 2018. http://cdacollaborative.org/wordpress/wp-content/uploads/2018/04/Do-No-Harm-and-Gender-A-Guidance-Note.pdf

- **Have there been any earlier efforts with the same objectives? With what success?**
- **Have local women's organizations been consulted?**
- **Which government agencies and NGOs with focus on women might contribute to the project – financially or with expertise?**
- **Are there appropriate opportunities for both women and men to participate in project management positions?**

E.5. Mandate Implementation

During implementation, Functional Experts (or project managers), their line-managers and the GA/GFP should regularly evaluate to what extent gender is being mainstreamed as per the Mission's planning documents, as well as how gender is being mainstreamed by the counterparts (e.g. in the development of national strategies, plans). It is not uncommon that during the implementation phase earlier projections are frustrated by the prevailing dynamics of the day. Timely corrective interventions and persistence with the counterparts are then needed. For example, the Rule of Law Department is to support legislative drafting in consultation with civil society, specifically with women's organisations focusing on equality. Is this happening? If not, how can this be addressed? What follows is some general advice for each of the (most common) mandate types:

CSDP Civilian Missions are deployed with various mandates, including to "mentor and advise", to "monitor", or even to have "executive powers". The Mission may already have within its mandate specific tasks related to gender, for example addressing SGBV. In addition, each mandate and context calls for a customised gender approach, to be adjusted to each specific situation. Some Missions implement their mandate mostly through provision of training. For Missions with a **training component**, see Section E.10 for further guidance on how to integrate a gender perspective into all training provided.

- For **Monitoring Missions/**Missions with a monitoring component: to effectively report on developments on the ground and to influence change where possible, but also to show good practice and gain credibility.

- For **Executive Missions/**Missions with an executive component: the same rationale is applicable, albeit more pronounced because of legal liabilities. All their strategies, policies and activities should be scrutinised to make sure that they are gender-sensitive, comply with EU standards and adhere to obligations under National or EU Law. During operational planning, the know-how of Functional Experts and GA/GFPs should be used to identify such obligations and best practices.

- For **Mentoring and Advising Missions/**Missions with a mentoring and advising component: to be able to more effectively support counterparts, who should be the prime owners of implementation. This is because the effects of the implementation of any advice or recommendation may impact on the lives of women, men, girls and boys, and without

appropriate gender advice, women, boys and girls might be marginalised and be short-changed in terms of policy interventions, reforms and budget prioritisations of State bodies.

The main tool used is gender analysis (described in E.3), usually carried out by or with support of the Mission's GA and/or GFPs. It is typically achieved through engaging with all the relevant actors, i.e. men and women who serve in the justice administration, police, military, or who work for civil society organisations, but also with the population at large: men, women, boys and girls of all levels of society, comprising the service target group or the conflict affected population, including those of minority groups.

Common gender mainstreaming tools and -guidance for all Missions to consider in their internal work and in the work with local counterparts is to:

- ➢ Always balance representation of women and men in the team and make strategic use of female/male interpreters.
- ➢ Taking a **human rights-centered approach** is EU standard policy, and should be applied when providing advice on handling of vulnerable groups etc. Considering the "do no harm principle", for instance by applying a gender analysis, is key.[10]
- ➢ Avoid gender-stereotyping both in personal interaction with people or when discussing other people. The Gender Adviser can provide training to raise awareness about the consequences of gender stereotyping.

More specific per type of mandate, the following should be considered:

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[10]   The Do No Harm principle represents that all efforts to address issues should not result in new problems and harms. Activities in relation to local counterparts could have unintended negative impact in terms of human rights such as disadvantaging certain groups (ethnic, gender…), interfering with participation rights and labour rights or contributing to forced displacement (definition adapted from the a Staff Working document SWD(2014) 152 final "A Rights-Based Approach, Encompassing All Human Rights For EU Development Cooperation – toolbox"

For **Monitoring Missions**:

- ➢ In order to effectively engage with all the population, it is key to consider all relevant groups. Not just "men, women, boys and girls", but also for instance school-teachers, health staff, local business men & women, local civil administration, religious representatives, women's organizations, NGOs/CBOs, youth clubs (girls and boys), farmer's associations, civilians (all ages and all sexes), police, security forces.
- ➢ Timing/place of visits/patrols/community policing: Understanding the patterns of gender roles is crucial for an efficient outreach strategy. In some contexts, men are found in the public spaces, whereas women are often found in private spaces such as the home, which can make it difficult to reach women. In this case, consider visiting different types of places where women could be: local markets, hairdressers, or schools. Reaching out to different ethnic or other social groups needs to be ensured as well.
- ➢ Interview techniques: Which, Where and How to ask (sensitive) questions? This will depend on the situation in your context bearing in mind the differing impacts on men, women, boys and girls. The questions should generally inform the: *WHAT (heard, seen, stated), WHEN (date and time), WHERE (location), WHO (male, female, background), WHY (reasons) and HOW (occurred).*

- ➢ The information given should reflect differing security concerns for women and men, such as:

- **Access to social services** - **Access to land/inheritance laws** - **Access to credits / loans** - **Access to healthcare** - **Access to education** - **FoM - detentions**	- **Social identity** - **Ability/Inability to protect oneself, family & community** - **Increased rates of domestic violence** - **Increased alcohol consumption** - **Coping with displacement** - **Marginalization**

For **Executive Missions:**

- ➢ It is important to ensure that both men and women can be consulted or feel comfortable to come forward to speak to Mission staff (e.g. during criminal investigations, border management, or patrols). Searches of a woman are only conducted by a female police officer, with few exceptions. Similarly, only searches of men are often only allowed to be carried out by male officers. Not following this principle could constitute a criminal offence depending on the local legislation.

- ➢ When handling cases of SGBV, a gender-sensitive and victim-centred approach is necessary, thus ensuring the victim's (m/w) safety and reducing the risk of re-victimisation and/or re-traumatisation. Include for example specialised interviewing techniques; ensure statements are taken in a safe and appropriate environment; give the choice whether to speak to a man or a woman; refer to, or offer, specialised psycho-social services (referrals could be done to non-state actors, such as NGOs).

For **Mentoring and Advising Missions:**

> ➢ As a senior mentor/adviser, your counterpart is listening to your experience and expertise. It is therefore important to show that gender mainstreaming and the issue of equality is part and parcel of everyday activities and important for the successful implementation of the tasks. Furthermore, the gender of the Mission Member is important when advising or when pairing mentors and mentees. There may be cultural or traditional barriers to communication or cooperation grounded in gender norms and roles. Sometimes it can make a difference just to exchange a male with a female mentor.

Example for Border Management:
It is important to detect possible trafficking in human beings (THB). Women, men, and children can be trafficked for forced labour, slavery, prostitution, debt bondage or any other form of exploitation. Officers should be trained to recognize THB, to protect victims, and to conduct interviews, specialised also in dealing with children. Having a gender perspective means that, when THB is suspected, victims should be interviewed separately and be given a choice between a female or a male skilled interviewer. The officers interviewing potential THB victims should avoid **gender-stereotyping**. For instance, one could neglect to identify a potential female smuggler, because we presume women to be more law-abiding (more innocent) than men, risking not detecting trafficking or ordinary smuggling.

E.6. Reporting

Missions must systematically include gender aspects as part of their general reporting and situational analyses. Further, the relevant information gathered on gender aspects is to be used by HoMs in their briefings to Council Committees and Working Groups, as well as by Mission GAs, who will, when deemed useful, be invited to brief relevant EEAS and Council structures.

Typically, reports & analyses include:

- **A gender perspective and/or inequalities uncovered by the analysis;**
- **Good practices of gender mainstreaming activities, and an assessment of such contributions against the effectiveness of the Mission;**
- **Information on consultations with local and international non-state actors promoting gender equality, women's empowerment and WPS;**
- **When part of the mandate, achievements towards gender equality within the counterpart institutions;**
- **Gender-sensitive language to avoid reinforcing gender stereotypes;**
- **The impact of the Mission's activities disaggregated by sex;**
- **Statistics and data, disaggregated by sex;**
- **Any actions related to preventive measures, the Code of Conduct and the EU Standards of Behaviour related to sexual harassment;**

Annual report on the Mission's internal Gender Action Plan (GAP):
The report should reflect the Mission's delivery against the objectives of the EU policies on gender equality, women's empowerment and WPS including the GAP II and the results of its ongoing internal gender mainstreaming work (in line with the 'Implementation of UNSCRs on women, peace and security in CSDP Missions and operations'; the findings and recommendations of the Base Line Study on the Integration of Human Rights and Gender into CSDP; and this current set of 'Operational Guidelines on gender mainstreaming for civilian CSDP Missions'). Other areas that should be reflected in the report include interaction with local civil society and other relevant (international) actors and partners; actions undertaken to mark international action days; actions taken to prevent and protect violence against women; and actions in support of promotion of women. The report should also touch on activities like external training, advice and mentoring produced, projects, legal support etc. Lastly, it should contain an overview of the collected data sex-disaggregated in line with the CivOpsCdr Instruction (see Section D). This reporting is primarily internal to the Mission, but feeds in to the EEAS reporting mechanisms under GAP II and the policy on WPS as well as other contributions to overall EEAS reporting. It is advised that the report should follow the three-pronged approach as explained in section B.

E.7. Monitoring and Evaluation

Monitoring and evaluation (M&E) should systemically take into account all gender aspects identified during the planning phase, including those in the Mission Gender Strategy and Gender Action Plan. When specific gender indicators and projected results have been included in the MIP/QIP & projects documents, the M&E process related to gender will likely be easier.

Third party perspectives, including counterparts, intended beneficiaries and local population is necessary for M&E. Local and international NGOs can provide a sound and critical evaluation of the Missions' impact, including, but not limited to gender equality and women's empowerment.

A few guiding questions could help to ensure that a gender perspective is included in the M&E process:

> - **Have sex-disaggregated data been collected and analysed?**
> - **Is data collected often enough so that adjustments can be made during the project?**
> - **Have inputs and evaluation been gathered from Gender Advisers/Gender Focal Points?**
> - **Are the Gender Adviser and/or Gender Focal Points involved in discussions on adjustments and changes?**
> - **Are women involved in the monitoring and evaluation?**
> - **What indicators are there to measure progress in achieving goals and benefits?**
> - **Have inputs been gathered from external stakeholders; for example from local or international women's civil society organisations, representatives from local counterparts or gender experts from other international agencies, such as the UN?**
> - **Have the Mission's actions targeted men, women, boys and girls equally? Who have been missed out on or are underrepresented?**

- **In what way (positively or negatively) has the Mission impacted on the situation of men and women in the internal/external area of operation?**
- **What are the general developments and trends (positive and negative) in the host state in relation to gender equality? How does it impact on the Mission's activities? How do the Mission's activities affect the developments and trends?**
- **In what way have the Mission's actions impacted on gender equality in the local host state context?**
- **How do you assess the effectiveness of your internal gender mainstreaming mechanisms and processes? To what extent have other people than the Gender Adviser and Gender Focal Points been involved?**
- **Have the Standards of Behavior including zero-tolerance against sexual harassment been upheld?**
- **How do you assess the effectiveness of your internal gender mainstreaming mechanisms and processes? To what extent have other people than the Gender Adviser and Gender Focal Points been involved?**
- **Have the Standards of Behavior including zero-tolerance against sexual harassment been upheld?**
- **How do you assess the gender balance, taking into account the general situation/Mission management and specific units? Has the internal gender balance improved?**
- **In what way has gender mainstreaming contributed to the effectiveness of the CSDP Mission?**
- **What is the Mission's contribution to the key Policy Commitments as set out in the EU Gender Action Plan and more specifically in the CSDP policy to implement the UNSCR resolutions on Women, Peace and Security?**
- **To what extent has the Mission followed the Operational Guidelines?**

E.8. Review

Whilst Strategic Reviews and Operational Assessments are conducted by CMPD, the HoM will give decisive inputs. GAs and GFPs will be consulted in order to have a gender perspective accurately integrated into all aspects of the review phase. They will take stock of, and evaluate, the achievements of the internal and external gender mainstreaming strategies and suggest improvements. You can use the following checklist:

- **Is the Gender Advisor placed close to the senior management (e.g. in the Office of the Head of Mission, as per Mission Model Structure)? Is he/she able to participate in and influence strategic processes?**
- **Does the Mission have Gender Focal Points in all necessary units/functions? Is there any need for adjustments?**
- **Are the strategies/operational plans reflecting a gender perspective?**
- **Has the Mission's Gender Action Plan/Strategy been evaluated and recommendations been taken into account?**
- **Does the situational analysis include a gender perspective? Are there any crucial trends that need to be addressed? Are there any areas/issues that the Mission has not considered so far, for example in regards to gender equality and/or sexual and gender-based violence?**
- **Have the Gender Adviser and/or Gender Focal Points been able to provide inputs to the review process, for example to the situation analysis?**
- **Is there a representation of different sexes in crucial units? For example, if they work with patrol, search, border control, criminal investigations etc.**
- **Is the staff trained on gender mainstreaming and specifically on how to integrate a gender perspective in their area of expertise?**
- **Is there a systematic use of a gender perspective in monitoring and data collection?**
- **Is the occurrence of gender-based violence analysed? Is the prevalence of GBV integrated into the actions of the Mission?**
- **Has there been an evaluation of the interaction with civil society, including with women within 'mainstream' CSO's and with women's NGOs? Is there a need for new strategies?**
- **How do you assess the implementation of the UNSCR 1325 and follow up resolutions regarding women, peace and security? Is there a need for new strategies?**
- **How do you assess the effectiveness of your internal and external gender mainstreaming process? Is there any need for adjustments?**
- **What are the lessons identified, including good and bad practice of gender mainstreaming? Is there any need for adjustments?**

E.9. Training

All Missions give training, either external, internal, or both. Here, guidance is given on systematically mainstreaming gender in externally delivered training courses. Specific *Gender Training* (external and internal, including inductions will be discussed below, under Section F.2).

External Training

All trainings start with a planning phase, during which the gender perspective is to be included (see example). Trainers, within the frame of the specific subject context, should utilise the

Mission's gender expertise for guidance, tips and practical applications. Trainers can consider the following checklist to integrate a gender perspective:

- **Consider the location and timing of your training – particularly in more traditional societies. Does it allow for participation of both men and women, especially for women bound by traditional roles? Do you need to consider transportation for women? Are the facilities equipped for both females and males to participate? For example, women may require childcare or may have to arrive late or leave early to fulfil family duties.**
- **Consider having a mixed sex team of trainers. This offers a different perspective, gives a gender-balanced, positive role model, and takes into account that messages are received differently based on who gives it.**
- **Think about your training methodology to ensure the active participation of all attendees. This can be achieved through a range of activities such as small group work or working in pairs. Are interactive training activities considering the roles of both men and women, especially role plays? Simple vocal encouragement of female participation can boost confidence in more patriarchal settings.**
- **Best practices and experiences with respect to gender training could be exchanged with relevant international organisations and NGOs (e.g. UN Women, UNDP, UNFPA, where active).**
- **Mechanisms of 'positive discrimination' (e.g. separate training initiatives for the least represented sex) may be warranted in certain situations or contexts, but should be seen as a temporary solution and those employing such methods should be conscious of potential counteractive impacts. For example, there is a danger that efforts to increase the numbers of women in the police by favouring them for basic training abroad could be seen as unfair to male peers, causing resentment and fueling sexist views.**
- **Think about the audience of the training and apply tools of gender analysis to ensure that both male and female participants benefit from the training.**
- **In all activities (trainings, study trips, workshops) ask presenters to address the topic of gender mainstreaming or women's rights issues and its relevance in the context of the topic/area addressed and to share concrete practical experiences of how they have worked on these topics. It is helpful to point out how specific gender roles, ethnicity and educational backgrounds of the participants may influence responses, and to give examples of this. Also sometimes a more general discussion about gender perspectives may be more appropriate, see examples below.**

Example 1: EUAM Ukraine conducted a series of trainings for the Security Service and requested the participation of both men and women, which included a scenario-based exercise for participants to reflect over their responsibilities in protective women's rights and dealing with domestic violence. After a first training where the local counterpart only sent 5% female participants from administrative positions, EUAM reiterated and reinforced the request of gender balance and female participation was higher in the following trainings

Example 2: Trainings, especially in a "train the trainers" context, may integrate a gender perspective, for example by discussing and challenging traditional gender roles. In Mali, such discussion during training of law enforcement personnel had a ripple effect: local institutions now include a gender perspective for new recruits. Such trainings can be delivered to trainers in educational establishments in the civilian security sector so that cadets/students can then spread gender perspective in their future work. EULEX has facilitated a two-week Train the Trainers course for Kosovo Police officers focusing on the interviewing and management of vulnerable victims in investigations of sexual and gender based violence offences (SGBV).

Example 3: Training might raise awareness of social categories, such as gender, ethnicity, age, religion, that exist in society and affect access to power and opportunities for individuals. This is done through a classic "power walk" exercise that is adapted to the host nation's realities/challenges and stereotypes, when the participants of the training is asked questions based on which they either move up or down in the society and then debriefed on what gender is, what are the stereotypes and social norms that prevent men and women from equal representation and participation. The discussion can also tackle how conflict affects the experiences, needs and roles of women and men different and the consequences.

Example 4: EULEX organised various trainings for staff members of Rule of Law institution to strengthen their capacity to apply a gender-sensitive approach when investigating and prosecuting conflict-related sexual violence cases and implementing appropriate interview techniques for victims and witnesses of conflict-related sexual violence.

F.   Leading by Example

It is for the Mission's leadership to show commitment and use a hands-on approach to change mind-sets and behaviours. Managers lead by example; they are decisive where it comes to maintaining high professional standards, including those in relation to integrating a gender perspective into work streams. By example, they set the values and priorities and to a great extent influence their staff's perception and behaviour. For instance, as part of one "16 days of activism against GBV" campaign, EUMM Head of Mission and six other male ambassadors in Georgia participated in the documentary theatre production "Seven", in which they read as women and girls that survived SGBV. This sent a strong message about the Mission's commitment to fighting SGBV both internally and externally. Hence, senior management should be seen supporting and implementing gender sensible policies.

The below gives a listing of some key areas outside of the Mission's strategic planning and conduct operations, where a gender perspective is to be included, i.e. in *Human Resource Management,* and in *internal Training*.

F.1.   Working Environment and Human Resources

Working Environment An inclusive gender sensitive working environment motivates staff to perform better. Management has an obligation to increase awareness of the Code of Conduct and the Upgraded Generic Standards of Behaviour for CSDP. This could be done through the use of the intranet e-learning modules and training with managers and staff. Other tools are:

- **Consider conducting an internal survey on the working environment including bullying, discrimination and harassment.**
- **Endorse and ensure a zero tolerance policy on sexual harassment, bullying, discrimination and misconduct (for example disrespectful imagery, jokes). This includes ensuring that the policy is well-advertised and communicated, on Mission intranets, at policy briefings, and physically in Mission offices.**
- **Hold perpetrators accountable and ensure that all staff is aware of available redress mechanisms (mediation or complaints procedures).**
- **Ensure that no Mission member is at a disadvantage due to his or her sex.**
- **When possible, (hence not for strictly non-family duty stations), promote family friendly policies to facilitate retention of both men and women. This could include: adequate time and physical space given for a breast-feeding mother and flexible working hours.**
- **Ensure secure and separate accommodation for men and women, including bathrooms, and washing facilities and accommodation. Separate changing and shower facilities should be the norm where Missions provide gym or other sports facilities.**
- **Ensure that security risk assessments include a gender analysis and set out the differing risks for men and women in your area of responsibility (AOR).**

Recruitment Process & Retaining Personnel: To achieve gender balance, recruitment and retention policies shall specifically address the need for both female and male staff, for both local and international staff. Women and men are needed in all positions in the Mission, notably at management and executive levels, but also throughout the organisation, such as in operations to ensure the possibility of composing mixed sex teams. For seconded staff member positions, the primary responsibility lies with the EU Member States to ensure that there is a gender balance in the nominations put forward.

All divisions of the Mission, and notably *Human Resources*, must ensure that equal recruitment opportunities and selection criteria are in place for men and women. This can be done in the following ways:

- **Ensure the language in job descriptions is not discouraging women to apply.**
- **Indicate the operational need for female personnel in the development of CFCs.**
- **Actively encourage women to apply in accordance with EU policy and additional direction and guidance.**
- **Use recruitment panels comprising both of men and women to conduct the hiring process and raise awareness of those involved in the recruitment process of unconscious biases (an inclination or prejudice for or against one person or group). This should include (re)training of persons who regularly sit on such panels.**
- **During job interviews, include a gender-related question to test knowledge and awareness of candidates.**
- **In order to achieve gender balance, give preference to the underrepresented gender when candidates have equal qualifications and if underrepresented within the unit/department.**
- **Disaggregate all human resources data by sex.**

Mitigating gender imbalance through representation

A lack of gender balance can be mitigated by deliberately making sure that both sexes are always represented in:
- Decision-making fora
- Public outreach and representational activities
- Meetings with stakeholders and counterparts

F.2. Induction and Internal Gender Training

All Missions should deliver induction training for new personnel on gender mainstreaming and the WPS framework.

The **Human Resources** Department's induction training should ensure full information on and compliance with the Upgraded Generic Standards of Behaviour and the Code of Conduct for CSDP Missions, emphasizing zero tolerance for abuse or misconduct. Here, there should be a clear distinction between the role of Human Resources (CoC) and the role of GAs/GFPs, who support in bringing gender perspectives as a mean to enhance operational effectiveness.

Gender Training

Furthermore, all Missions are strongly encouraged to conduct **separate gender training** for staff members. The aim of dedicated Gender Training is to increase awareness and improve gender mainstreaming, to ensure that a gender perspective is integrated at a practical level on a daily basis, both internally and externally. Additionally, gender training opportunities for staff, both in-the-Mission and externally, should be included in overall training plans. Specialised training opportunities should be foreseen for GAs and GFPs. A gender-perspective should also ideally be integrated into all other Mission training.

Specific gender training should emphasize the advantages of gender mainstreaming and the application of WPS principles, as they enhance performance and effectiveness of the Mission, and highlight all relevant gender aspects pertaining to the Mission's mandate.

Training should cover how situations of conflict and post-conflict impact women, men, girls and boys differently; how it impacts on sexual and gender minorities, on gender roles and on the status of persons in society. Training should also cover how specific types of violence affect women, men, girls, boys and sexual and gender minorities differently (trafficking, displacement, trauma, SGBV) and their different needs, interests, resources and priorities. Training should also be tailored to the country realities and specificities, including when it comes to security.

It is important that gender training reflects that women do not all have the same security needs (just because they are women) and men do not all have the same security needs (just because they are men). Aspects such as ethnicity, economy, religion, where a person lives (urban/rural) and culture also determine people's security needs.

While generalisations should be avoided (as these can perpetuate stereotypes), it is important to recognise that different populations continue to have different experiences, in part because of the pre-existing gender norms and roles, particularly in the conservative / traditional / patriarchal societal contexts that EU Missions work in (which are often compounded by social instability).

All training on gender should include practical examples demonstrating how gender aspects could be dealt with by staff. It should cover both internal aspects (e.g. equal opportunities, work structures) and external aspects (e.g. interaction with local counterparts, cooperation / promotion of local partners, mandate execution). Here are some examples of internal trainings (for examples of external trainings, see section E.10):

- In 2015, EULEX Human Resources GFPs and the Gender Advisors developed and conducted two special trainings tailored for Human Resources staff which allowed a common approach to gender mainstreaming in the department.
- As an effort to mainstream a gender perspective into all the Mission's trainings, the GFP and GA also developed a training module for the Mission's in-house trainers with focus on how to integrate a gender perspective into trainings.
- EUMM uses the documentary "Side By Side - Women, Peace and Security" in their training as an effective mean in sensitising on the differential impact of war on women and girls and promoting the role of women as active agents in peace and reconciliation efforts.

G. Tools and Structures for Gender Mainstreaming

For all the reasons discussed above, it is essential to have a Gender Adviser at a senior and strategic level, who focuses on policy and external coordination, but also on internal processes and on operational compliance with the Mission GAP. Besides, every Mission should have capacity on gender organised at all levels (the GFPs).

G.1. Management and Mission Staff Responsibility

The HoM is ultimately accountable for the mainstreaming and integration of a gender perspective, and has to report to CPCC every year on the extent to which objectives concerning gender have been delivered and followed through. This responsibility, on a daily basis, trickles down to senior and mid-level Management, and to all Mission Staff. HoMs and Mission management, with the help of GAs and GFPs, are responsible for ensuring that GAs and GFPs ensure that all Staff can carry out a basic gender analysis and integrate a gender perspective into their daily work.

It is equally important that the HoM and senior Mission staff actively engage in networking with decision makers and influencers to promote an agenda for gender equality and for the integration of gender a perspective, for instance in the security and justice sectors. The gender issue can also be a vehicle to accomplish other objectives, which should be actively utilised to enhance the Mission's footprint.

G.2. Do it right and do it early

Ignorance, unsound prioritisation or plain indifference with regard to gender will lead to misinterpretations in analysis and flawed planning, with consequently poor results or even detrimental outcomes. Missions need to guard against evasiveness, suppressing or side-lining gender aspects. Not integrating a gender perspective means that staff and managers ignore the effect on gender relations or variations in security needs of women and men. Side-lining means that the duty to integrate gender perspectives lies with the GA or GFPs, and as a consequence, responsibility of management and staff is denied or evaded.

Gender issues sometimes may be difficult to identify. This ideally calls for a multifunctional effort of both Functional Experts and the GA/GFP. It is the task of a GA to analyse and identify where the problems associated with the lack of gender equality become obstacles to human security, or how integrating a gender perspective might increase operational effectiveness. For this reason, senior and middle management shall as early as possible in the planning process include gender expertise.

G.3. Gender Adviser

The GA should be structurally located in the HoM office, under the line-management of and reporting to DHoM/CoS[11]. He/she is to take part in senior management meetings so as to give advice and have access to the information necessary for effective gender mainstreaming. Such a central position also gives the required leverage and backing for gender mainstreaming across the different Mission divisions and enables the GA to work closely with operational management.

The main role of the GA is to provide advice to the senior management on gender mainstreaming in relation to the implementation of the Mission's mandate. The advice concerns internal and external activities and should be based on EU policy related to gender equality, women's empowerment and WPS. Depending on the Mission's mandate, the GA's role can vary. Externally, the GA works directly or indirectly (e.g. through functional experts and mentors) with local counterparts from the host state, for example in the process of drafting legislation or in capacity building of local institutions. Internally, the GA works closely with Mission management and other Mission members and provides strategic and operational advice and support. The GA is to be consulted on policy documents, projects and programmes, external engagement, MIPS, reports, etc. An additional function of the GA is to coordinate the internal GFP network and to support and give guidance to the Mission's GFPs on gender mainstreaming. GAs design and deliver internal gender trainings for staff members, including inductions. Overall, GAs are facilitators and catalysts; they identify, support and advise, but are not ultimately responsible for gender mainstreaming in their Mission, which remains the role of the HoM.

G.4. Gender Focal Points

Structure and Responsibilities
It is the managers' responsibility to drive the GFP system. The GFP is not a full-time position and the person appointed is usually 'double-hatted', performing responsibilities according to his/her original job description.

Establishing a Mission GFP network under the guidance of a GA is key to promoting gender mainstreaming initiatives within the Mission. The GFPs provide support, advice and guidance, as well as promote and advocate for understanding and awareness of gender mainstreaming and the principles of WPS within their own teams. There is no one-size-fits-all approach – a GFP network must be created to fit the context, mandate and structure of each Mission.

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[11]   Pending, of course, approval by Member States of the relevant planning documents.

How do you set up and maintain a GFP network?

- Depending on the Mission's organogram, seek placement of GFPs in field offices and / or departments. GFPs are to be evenly spread out across different functions and decision making positions. Considering that GFPs normally receive individual support and guidance from the GA, the number of GFPs should remain manageable for the GA.
- If possible, hold an internal application process for selection of a GFP. Only those who express an interest in the work of a GFP should be considered for the role. To the extent possible, try to appoint those with a background and experience of work in gender mainstreaming, or those that are motivated to learn about it.
- GFPs do not need education background or previous training on gender. Therefore, professional development opportunities must be offered to new GFPs so they can fulfil the GFP function. Additional support for new GFPs should come from the Mission GA.
- GFPs can be encouraged to attend external events such as conferences and trainings organised by NGOs or other international actors. The Mission should ideally sponsor GFPs to attend such trainings.
- The GFP network should ideally be comprised of a mix of men and women of different nationalities, background (police, military, civilian) and experience. It is strongly recommended to include local staff members in the GFP network.
- GFPs should have a Terms of Reference (ToR) where their role is clarified. See Section K for a sample ToR.
- The Mission Leadership should endorse the GFP System and Line Managers should be consulted on the appointment of GFPs in their unit. GFPs should be given adequate time for their GFP related work. This should be reflected in the GFP ToR.
- The GFP's should regularly update their line managers about the tasks and priorities of the GFP and line managers should provide full support to GFPs in their activities.
- The GFPs should function as a network coordinated by the Mission GA. Regular joint meetings between the GA and GFPs should take place (organised by the GA). Various formats can be used, including but not limited to physical meetings and video teleconference (VTC) meetings. This is also useful in keeping the network mobilised, motivated and supported. Joint network meetings could additionally include, for example, capacity building elements or briefings by local women's organisations.
- Various means of communication can be used to facilitate communication with and between the GFPs and the GA, including email distribution lists, VTCs, telephone calls and office visits.

Responsibilities of a GFP

GFPs act as a point of contact for gender mainstreaming and are a bridge between the GA and the Mission units. The responsibilities of a GFP will vary depending on the context and mandate of the Mission. Overall, GFPs are responsible for providing advice, guidance and support to systematically integrate a gender perspective, as well as disseminating information and enhancing capacity either internally or externally on effective gender mainstreaming and the

implementation of the WPS agenda. . This ideally is done in conjunction with the Mission's functional experts. As a result, the GFP structure works both top-down and bottom-up and contributes to the overall process of gender mainstreaming in the Mission.

Other responsibilities of GFPs can include but are not limited to:

- **Serving as the contact point/liaison person channeling information from the GA to their team members and / or from their team to the GA.**
- **Acting as resource person on gender and WPS.**
- **Reporting progress through either the established GFP reporting mechanism or other agreed upon reporting streams.**
- **Identifying international standards and European best practises in their field of expertise.**
- **Identify the needs of colleagues for information and training in gender mainstreaming.**
- **Collecting sex-disaggregated data and producing a first gender analysis for their respective teams (this could be a joint exercise with the GA and/or other GFPs).**
- **Collecting practical examples including good practices, missed opportunities and interaction with interlocutors on gender related topics.**
- **Carrying out specific initiatives, presentations, external events and trainings.**
- **Attending events relevant to gender.**
- **Supporting the integration of a gender perspective in policy documents, SOPs, reports, etc.**
- **Developing tools which facilitate gender mainstreaming such as checklists.**
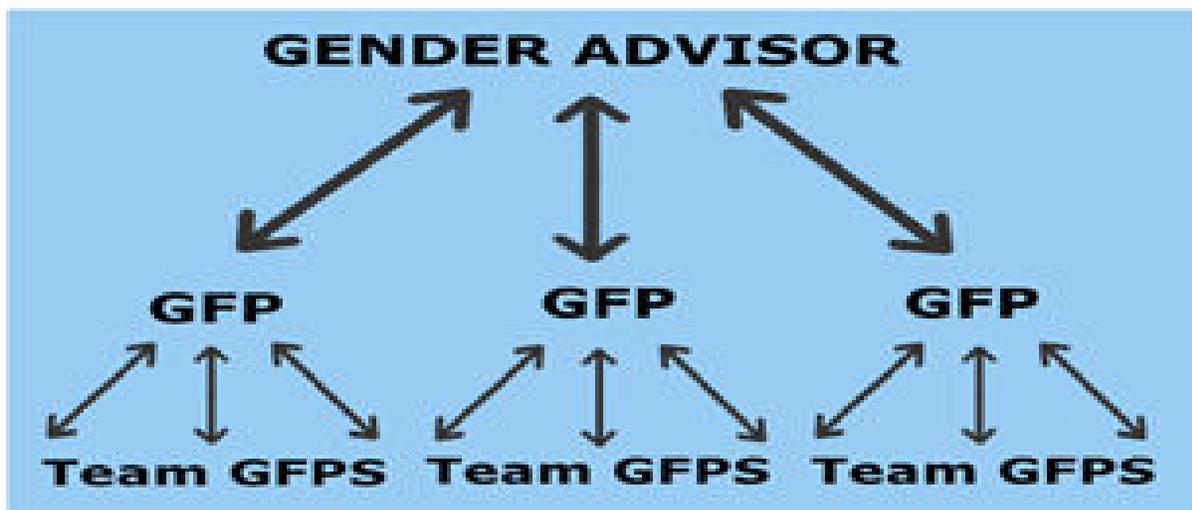
Example of GFP system and structure – EUMM Georgia

Gender in EULEX
Module 2

The Gender Focal Points

Gender Focal Points are a network of staff members spread throughout the missions units, who help integrate gender perspectives in the missions activities.

Information
Police
Security
Mission Leadership
Justice
Planning
Gender Advisors
Training
Reporting
Support

They function as liaison points between their units, the gender advisors and all staff on gender-related matters. In addition, they conduct specific projects in their own fields.

24 Focal Points in the missions units.

26 Specific gender mainstreaming projects by the focal points.

3 Days of specialized training for the focal points.

Example of GFP system and structure – EULEX Kosovo (2015)

PPIO & Strategic Communications

Promotion of gender equality and equal opportunities as fundamental European values is an obligation that stems from the WPS agenda and the GAP. Promotion covers several areas:

- **Advocating for or simply addressing an issue in public channels of communication and outreach activities of the Mission;**
- **Including gender topics or gender data into a presentation for external or internal audience**
- **Representing both sexes in public appearances or in outreach communications to the extent possible**
- **Representing both sexes in panels, decision-making fora, workshops, seminars etc.**
- **Making use of communication channels and communication events and contexts that enable both women and men, girls and boys to access the information**

Outreach, visibility and communication is not the sole responsibility of only the HoM or PPIO. All Mission staff is involved in representing the Mission and should consider it an obligation to integrate gender into it, with the assistance of the GA or GFP. When planning for communication the way messages reach men, women, boys and girls should be considered. Are alternative approaches (use of channels, media or message) necessary?

Another aspect of communication, which is important to consider as part of the WPS agenda, is strategic communication through the attitudes and beliefs of the target groups can be challenged. Strategic communication is especially relevant when communicating about gender because it is often the case that gender give rise to strong opinions and sometimes resistance. The PPIO and the GA should draw up strategic communications advice on tailoring messages and tackling resistance as a support function for the Mission staff involved in outreach and visibility activities.

Gender-sensitive language is a prerequisite for human resource and staff management and should also be obligatory in the curriculum for media trainings of senior staff etc. GA/GFP can contribute and advise on the language. A checklist on the key elements to include when drafting communication products can be made available on the intranet or in a SOP. The following is an example of such checklist:

Gender Sensitive Language Checklist:

- **Ensure women and men are represented in text and image**
- **Create gender balance if story is imbalanced**
- **Challenge gender stereotypes**
- **Avoid gendered statements**
- **Avoid exclusionary forms**
- **Title/label/name/neutral noun**

> - **Repeat the noun**
> - **Use plural to signify diversity**
> - **Rephrase the sentences to find better balance**
> - **Balance images to allow for diversity**
> - **Authority position: give a voice to the underrepresented sex.**

The first rule of engagement is involvement. If you allow others to meaningfully participate and have their voices heard, the chances that they will support or feel committed is much higher. Interactive communication on digital platforms is an example of this.

> *How do you engage (others)?*
>
> - **Strategic messages**
>
> The Mission PPIO should manage a list of strategic messages. At least one should concern gender specifically. The GA should provide the content to the PPIO and the PPIO would then adapt it into an effective message. In general strategic messages should be gender mainstreamed and observe the rules of gender sensitive language.
>
> - **Key messages**
>
> Key messages may be relevant for individual projects/activities as well as for the Mission as a whole. Key messages are also indicators that the project/activity has been gender mainstreamed.

I.   Engagement with International Actors & CSOs

Implementing the WPS agenda and ensuring effective gender mainstreaming in order to achieve peace, security and gender equality are a joint standard and responsibility for most international and national organisations in the Mission AOR, some of which are leading on the topic. Within this context, Missions should map these other in-country "gender stakeholders" in order to include their respective roles and responsibilities and to seek coordination, synergies and complementarity. The GA plays a key role in establishing relationships and liaisons with these partners.

I.1. EU Gender Community of Practice

Gender equality, women's empowerment and the implementation of UNSCRs on WPS are actively promoted by the EU and its MS. Through the Integrated Approach to External Conflicts and Crises, cooperation among all EU actors within the Mission's AOR is required (including EUSR, EU Delegations, EU CSDP Missions, and EUMSs) and they are all linked to the

European Network for Gender Focal Points which is a platform and response system coordinated from Brussels[12].

The work in Missions on gender mainstreaming is not conducted in isolation. There is a broad variety of stakeholders and actors, within and outside the EU, which are important to know about or even engage with in different ways, depending on the mandate. Various units or representatives of EEAS are responsible for the implementation of the EU policies on gender equality, women's empowerment and WPS. The following are of particular relevance:

1. The EEAS Principal Adviser on Gender Equality, Women's Empowerment and WPS;
2. EU informal Task Force on UNSCR 1325;
3. Political and Security Committee[13] (the EEAS Principal Gender Adviser regularly reports to the PSC);
4. Council Working Group on Human Rights (COHOM);
5. United Nations Council Working Group (CONUN);[14]
6. All relevant thematic and geographical WGs;
7. The relevant Commission services;
8. The European Network for Gender Focal Points;
9. Regional Acceleration of UNSCR (RAR) 1325;
10. Many other international and regional organisations and partners.

I.2. International Stakeholders

It is established policy for CSDP Missions to collaborate with UN Agencies in the promotion of gender equality and women's empowerment. The GAs are principally responsible to support the Mission with such liaison and engagement. Besides this, all staff should consider from their respective positions and responsibilities whether it would be useful to create strategic alliances and collaborate on certain activities with UN Women or other UN and international partners. Depending on the local circumstances, these could include (but not limited to) UNFPA, UNDP, UNICEF, OSCE, NATO, CoE, or INGOs, such as Kvinna Till Kvinna, CARE, IRC, EPLO, Save the Children, ABD, EBRD, ICRC, IFRC, etc[15]. All partnerships are encouraged but should be well coordinated with the Mission's GA.

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[12] See Council Conclusions on the Integrated Approach to External Conflicts and Crises 5413/18
[13] The PSC gathers ambassadors from EU Member states to discuss and decide on EU policies related to the Common Foreign and Security Policy (CFSP) and the Common Security and Defense Policy (CSDP).
[14] CONUN is the working group responsible to develop common EU policies with regards to UN issues, including UNSCR 1325 and its subsequent Resolutions.
[15] See Section J – Further reading for acronyms and links to websites

I.3.   National Stakeholders

Key to any Mission's success is the profound awareness and understanding of the local context, as well as observing the principle of local ownership. Whereas, in the context of the mandate, gender responsibilities primarily lie with the core counterparts, usually Government institutions within the justice and security sectors, where it comes to gender, other Government institutions could play key supportive roles in the fulfilment of the Mission's mandate. Depending on the context, there could be a Ministry of Women's Affairs, Ministry of Social Affairs / Welfare, Ministry for IDPs, etc. Also here, the GA plays a key role in establishing relationships and maintaining liaisons.

Further, it is equally important to reach out to civil society organisations (CSOs) and other non-state actors to ensure buy-in, credibility, and cross-societal consensus. At a minimum, civil society should be aware and informed. In its interactions with CSOs, the GA/GFPs may seek information regarding the gender dimensions of its mandate. Such information could pertain to (conflict related) crime, sexual and gender-based violence, access to fair justice, the empowerment of women, human trafficking, as well as to the existence and ramifications of national legislation on gender equality. Lastly, Missions, depending on their mandate, could seek to build capacity, to empower and enable civil society organisations working on the promotion of gender equality, women's empowerment and the implementation of the WPS agenda.

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FURTHER READING

J.1   Core reading

1. Implementation of UNSCR 1325 as reinforced by UNSCR 1820 in the context of ESDP 15782/3/08
    http://register.consilium.europa.eu/doc/srv?l=EN&f=ST%2013899%202009%20INIT
2. Comprehensive approach to the EU implementation of the United Nations Security Council Resolution 1325 and 1820 on Women, Peace and Security 15671/1/08 (2008) http://data.consilium.europa.eu/doc/document/ST-16586-2008-INIT/en/pdf
3. Overview and full text of the Women, Peace and Security Agenda resolutions http://www.peacewomen.org/resolutions-texts-and-translations
4. Report on the Baseline Study on Integrating Human Rights and Gender into the European Union's Common Security and Defence Policy EEAS(2016) 990 https://eeas.europa.eu/sites/eeas/files/baseline_study_report.pdf
5. JOINT STAFF WORKING DOCUMENT Gender Equality and Women's Empowerment: Transforming the Lives of Girls and Women through EU External Relations 2016-2020 SWD(2015) 182 (Gender Action Plan II) https://ec.europa.eu/europeaid/sites/devco/files/staff-working-document-gender-2016-2020-20150922_en.pdf

J.2.   EU Documents

1. Implementation of UNSCR 1325 as reinforced by UNSCR 1820 in the context of ESDP 15782/3/08
    http://register.consilium.europa.eu/doc/srv?l=EN&f=ST%2013899%202009%20INIT
2. Implementation of UN SCR 1325 in the context of ESDP (2005) http://data.consilium.europa.eu/doc/document/ST-11932-2005-REV-2/en/pdf
3. Check list to ensure mainstreaming of gender and UNSCR 1325 in the planning and conduct of ESDP Operations (2006)
    http://data.consilium.europa.eu/doc/document/ST-12068-2006-INIT/en/pdf
4. Comprehensive approach to the EU implementation of the United Nations Security Council Resolution 1325 and 1820 on Women, Peace and Security 15671/1/08 (2008)
    http://data.consilium.europa.eu/doc/document/ST-16586-2008-INIT/en/pdf
5. Indicators for the Comprehensive approach to the EU implementation of the United Nations Security Council Resolutions 1325 and 1820 on women, peace and security 11948/10
    http://data.consilium.europa.eu/doc/document/ST-10587-2010-INIT/en/pdf

6. Revised indicators for the Comprehensive approach to the EU implementation of the UN Security Council Resolutions 1325 and 1820 on women, peace and security 12525/16 (2016)
    http://data.consilium.europa.eu/doc/document/ST-12525-2016-INIT/en/pdf
7. Mainstreaming of Human Rights and Gender into ESDP – compilation of relevant documents 11359/07 EXT 1 (2007)
    http://data.consilium.europa.eu/doc/document/ST-11359-2007-EXT-1/en/pdf
8. Lessons and best practices of mainstreaming human rights and gender into CSDP military operations and civilian missions 17138/1/10 REV 1 (2010)
    http://www.civcap.info/fileadmin/user_upload/Working_Group/CIVCOM_LessonsLearned.pdf
9. Report on the Baseline Study on Integrating Human Rights and Gender into the European Union's Common Security and Defence Policy EEAS(2016) 990
    https://eeas.europa.eu/sites/eeas/files/baseline_study_report.pdf
10. JOINT STAFF WORKING DOCUMENT Gender Equality and Women's Empowerment: Transforming the Lives of Girls and Women through EU External Relations 2016-2020 SWD(2015) 182 (Gender Action Plan II)
    https://ec.europa.eu/europeaid/sites/devco/files/staff-working-document-gender-2016-2020-20150922_en.pdf
11. EU Action Plan for Democracy and Human Rights 2015 – 2019
    https://eeas.europa.eu/sites/eeas/files/eu_action_plan_on_human_rights_and_democracy_en_2.pdf
12. Concept on Strengthening EU Mediation and Dialogue Capacities (doc. 15779/09)
    http://www.eeas.europa.eu/archives/docs/cfsp/conflict_prevention/docs/concept_strengthening_eu_med_en.pdf
13. Council Conclusions on the Integrated Approach to External Conflicts and Crises 5413/18 (2018)
    https://ec.europa.eu/europeaid/sites/devco/files/2018-01-cnl_conclusions_on_ia.pdf

J.3. Women, Peace and Security Agenda – UN Resolutions

1. Resolution 1325 (2000) of the United Nations Security Council on women, peace and security (UNSCR 1325)
    http://www.securitycouncilreport.org/atf/cf/%7B65BFCF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/WPS%20SRES1325%20.pdf
2. Resolution 1820 (2008) of the United Nations Security Council on women, peace and security (UNSCR 1820)
    http://www.securitycouncilreport.org/atf/cf/%7B65BFCF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/CAC%20S%20RES%201820.pdf
3. Resolution 1888 (2009) of the United Nations Security Council on women, peace and security (UNSCR 1888)
    http://www.securitycouncilreport.org/atf/cf/%7B65BFCF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/WPS%20SRES%201888.pdf

4. Resolution 1889 (2009) of the United Nations Security Council on women, peace and security (UNSCR 1889)
   http://www.securitycouncilreport.org/atf/cf/%7B65BFCF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/WPS%20SRES%201889.pdf
5. Resolution 1960 (2010) of the United Nations Security Council on women, peace and security (UNSCR 1960)
   http://www.securitycouncilreport.org/atf/cf/%7B65BFCF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/WPS%20SRES%201960.pdf
6. Resolution 2106 (2013) of the United Nations Security Council on women, peace and security (UNSCR 2106)
   http://www.securitycouncilreport.org/atf/cf/%7B65BFCF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/s_res_2106.pdf
7. Resolution 2122 (2013) of the United Nations Security Council on women, peace and security (UNSCR 2122)
   http://www.securitycouncilreport.org/atf/cf/%7B65BFCF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/s_res_2122.pdf
8. Resolution 2242 (2015) of the United Nations Security Council on women, peace and security (UNSCR 2242)
9. http://www.securitycouncilreport.org/atf/cf/%7B65BFCF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/s_res_2242.pdf

The WPS agenda, from UNSCR 1325 to UNSCR 2242, is complemented by and intersects with the wider gender equality agenda, including the **Beijing Declaration and Platform for Action** and the **Convention on the Elimination of All Forms of Discrimination against Women**. It also recognises the synergies and coherence between the WPS agenda and relevant UN and EU policy frameworks, such as conflict prevention and sustaining peace, the 2030 Agenda for Sustainable Development as well as the Youth, Peace and Security agenda, the EU Gender Action Plan 2016-2020, the EU Global Strategy for Foreign and Security Policy, the new European Consensus on Development and other relevant EU strategies, guidelines, action plans, tools and financing instruments. The WPS agenda identifies actions under the key issue areas of Prevention, Protection and Relief and Recovery and under the two cross-cutting aspects of Gender Mainstreaming and Participation. These actions are interlinked and mutually reinforcing, e.g. the meaningful and inclusive participation of women in decision making will contribute to breaking the continuum of violence and discrimination against women and girls and vice versa.

J.4. Other Sources

a.   Relevant conventions and reports

11.   Council of Europe Convention on preventing and combating violence against women and domestic violence – known as the Istanbul Convention (2011) – ratified by the EU in 2017
https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168046031c

12.   Coomaraswamy, R., & UN Women. (2015). Preventing conflict, transforming justice, securing the peace: a global study on the implementation of United Nations Security Council Resolution 1325. Retrieved from
https://reliefweb.int/sites/reliefweb.int/files/resources/UNW-GLOBAL-STUDY-1325-2015.pdf

13.   Convention on the Elimination of All Forms of Discrimination against Women (1979) http://www.un.org/womenwatch/daw/cedaw/text/econvention.htm

14.   Beijing Declaration and Platform for Action (specifically: platform E) (1995)
http://www.un.org/womenwatch/daw/beijing/pdf/BDPfA%20E.pdf

15.   Gender, Peace and Security in the European Union's Field Missions; Assessments of EUMM Georgia and EUPOL COPPS Palestinian Territories with observations from EULEX   Kosovo
https://fba.se/contentassets/bcfe134c7ace454c964c1cf68f856474/fba_csdp_rapport_s5_web_141217.pdf

b.   Other organisations working on WPS (selection/non-exhaustive list)

1.   Folke Bernadotte Academy (FBA)
https://fba.se/en/how-we-work/women-peace-and-security/

2.   Geneva Centre for the Democratic Control of Armed Forces (DCAF)
https://www.dcaf.ch/

3.   Swedish International Development Cooperation Agency (SIDA)
https://www.sida.se/English/?

4.   Crisis Management Centre (CMC)
https://www.cmcfinland.fi/en/cmc-finland/

5.   Organization for Security and Cooperation in Europe (OSCE)
https://www.osce.org/gender-equality

6.   European   Institute   for   Gender   Equality   (EIGE)
http://eige.europa.eu/

7.   European   Peacebuilding   Liaison   Office   (EPLO)
http://eplo.org/activities/policy-work/gender-peace-security-2/gender-mainstreaming-eu/.

8.   United Nations Population Fund (UNFPA)
https://www.unfpa.org/

9. United Nations Development Programme (UNDP)
   http://www.undp.org/content/undp/en/home/sustainable-development-goals/goal-5-gender-equality.html
10. United Nations Children's Emergency Fund (UNICEF)
    https://www.unicef.org/
11. North Atlantic Treaty Organisation (NATO)
    https://www.nato.int/cps/en/natohq/topics_91091.htm
12. Council of Europe (CoE)
    https://www.coe.int/en/web/genderequality
13. Kvinna till Kvinna
    https://kvinnatillkvinna.se/
14. CARE International (and local branches)
    https://www.care-international.org/
15. International Rescue Committee (IRC)
    https://www.rescue.org/

J.5. Training Courses and Materials

Courses:
Gender perspective and Human Rights are integral parts of the overall European Security and Defence College (ESDC) training programme offered by the member states, for example the CSDP Orientation Course and High Level Course as well as courses on integrated approach, conflict prevention, strategic planning for civilian missions, stabilisation and security sector reform. In addition, there are specialized courses such as:

a) ESDC course: Integrating a Gender perspective in CSDP, offered by FBA Sweden in Brussels.
b) ESDC course: A Comprehensive Approach to Gender in Operations is offered by the bilateral Dutch and Spanish initiative, the course is held in The Hague and Madrid twice per year.
c) ESDC course: Protection of Civilians in armed conflicts, offered by Austrian Study Centre for Peace and Conflict Resolution (ASPR) in Stadtschlaining Austria.
d) ESDC pilot course: Investigating and Preventing Sexual and Gender Based Violence in Conflict Environments (Training of Trainers) hosted by Baden-Wuerttemberg State Police College on behalf of the German Ministry of Interior, building and community (BMI).
e) ESDC Pre-deployment (PDT) training offered 10 times per year includes a session on gender mainstreaming as part of planning and review and an e-learning module "gender and the UNSCR 1325".
f) CEPOL course: Human Rights Mainstreaming in CSDP Missions and Operations, Mykolas Romeris University, Poland. ESDC provide the e-learning module "gender and the UNSCR 1325".

Materials:
1. Training Manual: A Gender Perspective in CSDP, https://fba.se/en/how-we-work/research-policy-analysis-and-development/publications/a-gender-perspective-in-csdp/
2. Implementation of UNSCR 1325 and UNSCR 1820 in the context of training for the ESDP missions and operations – recommendations on the way forward (doc. 13899/09)
3. Package of three draft concepts containing standard training elements on Human Rights, Gender and Child Protection in the context of CSDP (doc. 17209/10)
4. Online course - Interaction: Different Needs – Equal Opportunities: Increasing Effectiveness Of Humanitarian Action For Women, Girls, Boys And Men, https://www.interaction.org/resources/training/iasc-gender-elearning
5. Finland has prepared a gender checklist for crisis management personnel, http://www.1325.fi/wordpress/wp-content/uploads/2015/03/GenderChecklists_web.pdf
6. Gender & Conflict Analysis Toolkit: A Resource for Peacebuilders. London: Conciliation Resources, 2015. http://www.c-r.org/resources/gender-and-conflict-analysis-toolkitpeacebuilders
7. Garred, Michelle, Charlotte Booth and Kiely Barnard-Webster "Do No Harm & Gender." Guidance Note. Cambridge, MA: CDA Collaborative Learning Projects, 2018. http://cdacollaborative.org/wordpress/wp-content/uploads/2018/04/Do-No-Harm-and-Gender-A-Guidance-Note.pdf

K.   ANNEXES

  I   Gender Analysis Tool
  II   Gender equality policy marker
  III   ToR for GFP (template)
  IV   Mission internal Gender Action Plan (template)
  V   Mission annual report on the GAP (template)

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GENDER ANALYSIS TOOLS

Gender analysis involves the analysis of information on gender differences and social relations to identify and understand inequities based on gender. To identify these gender dimensions, you are suggested to consider certain factors that focus on detecting gender dimensions. What follows below are three examples of gender analysis tools. The Harvard Model is the generic gender analysis tool. This model is to be adapted and furthered depending on the needs and the contexts where the gender analysis is applied, as exemplified by the table developed for EULEX Kosovo. Both of these examples are extracted from Elroy, G. (2016), *A gender perspective in CSDP – Training manual*, Folke Bernadotte Academy. The third example comes from the Gender Functional Planning Guide by SHAPE. The model has over the years been developed and used among others in the training courses and concepts of the Nordic Centre for Gender in Military Operations. It is based on the common knowledge from many different models.

Example 1: The Harvard model

Activity profile	This profile refers to the gendered division of roles and responsibilities by asking **who does what, where and when**?
Resources profile	Through their roles and responsibilities, people have different access and control of resources. In this profile we ask questions about who has **access to and who controls what resources**?
Causes profile	For this profile we look for the **underlying causes of the above**. Why does a situation look a certain way? Causes could be found in social attitudes, traditions, laws and customs, but also in poverty, lack of education, and other forms of disadvantage. To analyse the causes is important when designing the long-term strategies.
Consequences	This is where we ask what **the consequences are/or what the impact** of the previous two levels is on women, men, girls and boys? The answer tells us what the gender-specific needs, interests, opportunities are.

Questions to be asked to fill out the Harvard model:

NOT ONLY…	BUT ALSO…
• **What needs/interests?**	• **Whose needs/interests?**
• **What people do?**	• **Who does what?**
• **What resources?**	• **Whose resources?**
• **How many women?**	• **Which women?**
• **How many men?**	• **Which men?**
• **Who is included?**	• **Who participates?**
• **Who talks?**	• **Who is listened to?**
• **What security?**	• **Whose security?**
• **What information?**	• **Whose information is seen as valuable?**

Example 2: Gender Analysis model elaborated for EULEX Kosovo

	MEN	WOMEN
Activity profile • Who does what where and when (community/home/ police/justice)? • Who are witnesses? • Who are perpetrators? • Etc.		
Resources profile: access • Access to legal protection? • Access to the police? • Access to social support/ networks? • Access to legal information? • Access to protection/shelter? • Access to meetings/ committees? • Access to witness protection? • Etc.		
Resources profile: control/ influence • Who controls/influences decisions? • Who controls/influences social mobility? • Who controls/influences legislation/legal interpretation? • Who controls/influences what is being reported? • Etc.		
Vulnerabilities/insecurities profile • Who is affected by what insecurities where and when? • Etc.		
Social attitudes profile • What are the social attitudes within: • a) the community/family; • b) the police? • c) the justice system? • Etc.		
Consequences • Consequences and impact profile • What are the consequences/ impact of the above?		

Example 3: Analysis tool from Gender Functional Planning Guide

Source:
https://www.forsvarsmakten.se/siteassets/english/swedint/engelska/swedint/courses/genad/07-aco-gender-functional-planning-guide.pdf

Introduction

The following diagram outlines a simple analysis tool available for use by Gender Advisors, gender focal points and others tasked. It can be used at any level and at any time during the planning process. It can be applied to complex tasks given to the gender staff or used as a simple mind clearing tool to prepare a staff member for a verbal briefing. It can be developed in written or diagrammatic form and can provide a clear logical explanation in the development of a specific issue or a broader gender perspective.

Conducting a gender analysis

To make sure that the gender analysis is thorough and comprehensive, the user can follow the guide below:

a) **Identify the Aim.** The aim of the gender analysis is key and orientates the whole analysis work. At the core is always its relevance to the planned/ongoing mission. This could be an identified task or an assumed task. The output of a gender analysis can result in a revised aim for a new or reviewed gender analysis.

b) **Gathering information.** Information to a gender analysis could come from, for example: EEAS desks, INTCEN, MS resources, exploratory or assessment mission reports, books/articles, previous gender analysis, UN/NATO and other lOs, NGOs and in theatre sources.

c) **Process**. The information gathered must be processed to assess quality and relevance to the gender analysis. Here is where the factors relevant to the aim are identified as well as any shortfalls in information.

d) **Analysis**. This is the process of analysing information relevant to the aim and drawing conclusions based on this material.

e) **Output**. The output of the gender analysis could be a task, a recommendation, a request for information, a consideration for further planning etc. In identifying the output there could well be both resource and communication requirements relating to that output. There may also be the need to develop a risk assessment associated with the implementation or non-implementation of that output. The output can lead to a change in the existing aim or a new aim. Thus, the gender analysis is a continuous process as the analysis should be updated with new information and new perspectives and used for the potential development of new tasks and objectives. In addition, records should be kept where possible.
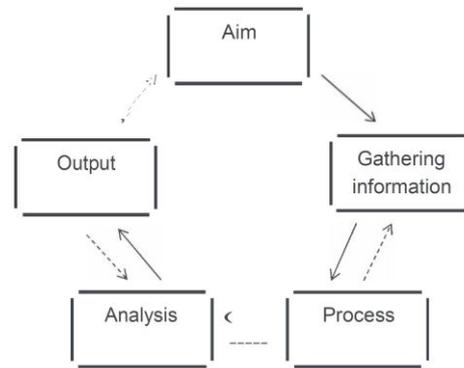
Factors

Gender analysis involves the analysis of information on gender differences and social relations to identify and understand inequities based on gender. To identify these gender dimensions, you are suggested to consider certain factors that are focus on detecting gender dimensions. What follows is not an exhaustive list of relevant factors in a gender analysis but is designed to serve as triggers to find the relevant conclusions for the gender analysis.

A suitable method for doing gender analysis can be conducted using the PMESII model that address the goals, strengths, weaknesses and interdependencies of main actors in the Political, Military, Economic, Social, Infrastructure and Information domains. When analysing these factors from a gender perspective the role, position and situation of men, women, boys and girls should be considered in relation to each domain. These are suggestions to relevant factors within the PMESII domains:

a) **Political**. Proportion, representation and influence of men and women in government, parliament, political parties both on national and local level. Male and female actors and networks in civil society and politics. Male and female participation in election and other political processes. Levels and of threats against women politicians compared to men.

b) **Military**. Proportion and representation of men and women in national armed/security forces, as well as irregular armed groups, including their rank, positions and function.

c) **Economic**. The role of men and women in different economic areas, for example agriculture, industry or finance. The economic position of men and women, including the percentage of women in labour force compared to that of men. Possible legal or social constraints on men and women's economic activities. Percentage of unemployment amongst the youth (breakdown in gender).

d) **Social**. Number of men, women, boys and girls in the population. Ethnicities, socio-economic groups, religions and their respective gender dimensions. Humanitarian situation and demographics, including refugees and IDPs. Health and education such as maternal health, and access to education for boys and girls. Family structures. Access and rights in judicial and legal system. Incidents of violence against groups by the attackers considered to be of 'low status".

e) **Infrastructure**. Men and women's access to freedom of movement and possible constraints, including access to vehicles, condition of roads. Access to basic resources such as water, food, electricity etc.

f) **Information**. Information and communication tools influencing men and women i.e. TV, radio, printed media, cell phones, internet, and access to technical equipment. Literacy levels for men and women.

Additionally, the following dimensions can be considered in relation to the six domains:

a) **Activity Profile**. Consider the activity profiles of actors, for example the day-to-day activities make sure to consider not only income-generating activities but also unpaid labour, care related activities and community work or social activities.

b) **Resource Profile**. Consider actor dependency on resources where they do not have legal ownership/access to those resources. An actor might have access to or even control a resource even though someone else is the owner.

c) **Relations**. The domains in the PMESII model are interdependent and complex, which makes the relations between the domains but also between actors relevant. When tangible resources are scarce, relationships can become resource in themselves. Actors might be dependent upon relationships to other actors to have access to recourses or be able to carry out their income-generating activity.

d) **Instruments of Power**. The instruments of power are primarily Military, Political, Economic and Civil. These are the instruments of an international mission can influence in the PMESII domains. They could also be instruments of power for other actors other than the EU. They should thus also be considered in a gender analysis since they easily can influence the other factors.

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GENDER EQUALITY POLICY MARKER

When planning for activities with a gender component or in general, a useful tool is **the gender equality policy marker:**

http://www.oecd.org/dac/gender-development/dac-gender-equality-marker.htm

The gender equality marker is a qualitative statistical tool to record aid activities that target gender equality as a policy objective. It is used by the OECD-DAC members to track aid in support of gender equality and women's rights and as part of the annual reporting of their aid activities. The gender equality policy marker is based on a three-point scoring system:

- Principal (marked 2) means that gender equality is the main objective of the project/programme and is fundamental is its design an expected results. The project/programme would not have been undertaken without this objective.

- Significant (marked 1) means that gender equality is an important and deliberate objective, but not the principal reason for undertaking the project/programme.

- Not targeted (marked 0) means that the project/programme has been screened against the gender marker but has not been found to target gender equality.

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TEMPLATE FOR TERMS OF REFERENCE FOR GENDER FOCAL POINTS

NB: This template and the content of the ToR should be adjusted to fit the needs and mandate of each Mission, in accordance with internal Gender Action Plans

1.   Background

The Gender Focal Point network is a tool to implement the key commitments of the EU to implement the Women, Peace and Security agenda of the EU[16]. According to the mission's OPLAN, the mission should implement a gender perspective in both its internal and external activities *(for each mission to specify)*. To that effect, the mission has created a Gender Action Plan and the Gender Focal Points will assist the Gender Advisor in its implementation.

2.   Appointment process / person specification

GFPs are appointed on a voluntary basis and after an internal application process coordinated by the Gender Advisor. Ideally, the Gender Focal Point should have some background in gender and women's rights *or* a willingness to receive training and undertake individual learning. GFPs will receive special gender-training as preparation for their tasks and be supported to attend internal and external training opportunities. For more information, see section G.4 in the Guidelines.

3.   Responsibilities and tasks

General:

- Identify entry points for gender mainstreaming and bring them to the attention of Line Managers and the Gender Advisor
- Provide guidance/advice on how to include a gender perspective to their unit in their activities
- Coordinate between their unit/team and the Gender Advisor
- Create and/or provide comments on draft documents, tools or checklists
- Contribute to gathering and sharing good practices and lessons learnt on gender mainstreaming
- Contribute to awareness raising of colleagues on gender mainstreaming and gender-sensitive approaches
- Participate in activities of the Gender Focal Points network (e.g. meetings, trainings, workshops etc.)

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[16]   The key commitments of the EU are laid out in the following document: The implementation of UNSCR 1325 as reinforced by UNSCR 1820 in the context of ESDP' (CoEU 15782/3/08/REV 3)

Mission specific:

Include here tasks and responsibilities that are specific to the mandate of the mission

4. <u>Duration</u>

Ideally, the Gender Focal Point should be appointed for a duration of 1 year, renewable *(for each mission to specify).*
Gender Focal Points are expected to dedicate *x %* of their time to their duties *(for each mission to specify).*

5. <u>Line of reporting</u>

The Gender Focal Points are to report on their GFP duties to their line managers and through regular reporting mechanisms.
Gender Focal Points are expected to keep in regular *(for each mission to specify)* contact with the Gender Advisor.

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MISSION GENDER ACTION PLAN

MISSION (NAME) GENDER ACTION PLAN - YEAR XX						
	External/ Internal	**Objective**	**Activity**	**Indicator**	**Timeframe**	**Progress report**
Gender Mainstreaming		*Example…*				
	External	Improved legal protection from Gender-Based Violence	Provide recommendations based on international standards and European best practice regarding Gender-Based Violence to the legislative working group	Provisions penalizing Sexual and Gender-Based Violence included in the Criminal Code		
	Internal	Enhancement of the Mission's	Create a Mission-wide Gender Focal	N# of GFPs appointed		

		gender mainstreaming mechanisms	Point network			
Specific Action	*External*	Increased representation of women at all levels in the Border Police and Corrections Service	Support counterparts to design targeted recruitment campaigns towards women. Organize trainings for female corrections officers on leadership skills	N# of female candidates applying to the Corrections Service N# of female candidates in supervisory positions		
	Internal	Increased the Mission's external and internal outreach and visibility in regards to women's rights and gender equality issues.	Produce articles covering gender-related activities and issue press statements on Action Days such as on 8 March, the International Women's Day, and during the 16 days against violence	N# of articles and press releases on gender-related issues		

			against women.			
			Organize a symbolic action on 31 October about UNSCR 1325			
Dialogue	*External*	Enhanced dialogue between the Mission's Senior Management and local women's organizations regarding the implementation of UNSCR 1325	Establish a consultation meeting mechanism and organize two consultation meetings per year	N# of meetings with women's organizations Examples of actions/decisions by the Senior Management to follow up on consultation meeting recommendations		
	External	Strengthened dialogue with local counterparts about the need to	Create key messages based on UNSCR 1325 to be delivered to selected local	N# of talking points delivered by Senior Mission Managers related to UNSCR		

		implement UNSCR 1325	counterparts by Senior Mission Managers	1325		
				Examples of actions taken by local counterparts to follow up on advice from the Mission		
	Internal	Strengthen the internal dialogue between the Mission's Senior Management team and GA-GFPs	Organize regular meetings between GA-GFPs and Senior managers	N# of meetings Meeting minutes		

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MISSION ANNUAL REPORT ON THE GAP (TEMPLATE)

1. EXECUTIVE SUMMARY

2. BACKGROUND

This could be how / when Gender Action Plan was developed, adopted

3. MISSION ACTIONS/ACTIVITIES

3.1 GENDER MAINSTREAMING

3.1.1 INSTRUCTION FROM CIVILIAN OPERATIONS COMMANDER ON GENDER DISAGGREGATED DATA

- IMPACT OR CONTRIBUTION OF GENDER DISAGREGATED DATA TO MISSION OUTCOMES

  o INTERNAL

Through the data collection, the Mission realised that it needed to take stronger steps to recruit women in operational teams.

  o EXTERNAL

Through the collection of gender disaggregated data, the mission carried out stronger and deeper analysis of the police response. This allowed the Advisors to prioritise training in a more targeted way.

- EVIDENCE OF INTERNAL LEARNING – GENDER DISAGGREGATED DATA

How does collecting this data help make people consider their environment through a gender lens?

3.1.2 GENDER MAINSTREAMING GENERALLY

  o INTERNAL

The Mission created the first Gender Focal Point Network in November of 2018, with six gender focal points appointed and trained.

o   EXTERNAL

The mission provided recommendations based on international standards and European best practice regarding Gender-Based Violence to the legislative working group. This resulted in inclusion of provisions for penalizing sexual and gender-based violence in the Criminal Code.

3.2   SPECIFIC ACTIONS

INTERNAL

EXTERNAL

The Mission continues to work to increase representation of women at all levels in the border police through supporting counterparts to design targeted recruitment campaigns aimed at women. Since this action was initiated, the percentage of female applicants has risen by 5%.

3.3   DIALOGUE

INTERNAL

The Mission held three meetings between the gender focal point network and senior mission management in an effort to strengthen dialogue and cooperation.

EXTERNAL

To continue to enhance dialogue between mission management and local women's organisations on UNSCR 1325, the mission established a bi-annual consultation meeting…

4.   ANALYSIS AND LESSONS IDENTIFIED

How the information presented feeds into priorities for the next year/ how to address obstacles

5.   SUMMARY / CONCLUSION

6.   HoM COMMENTS[17]

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[17]   If relevant.