



**Ministry
of Defence**

**JSP 1325
Human Security in Military Operations
Part 2: Guidance**

Foreword

This Part 2 provides guidance in accordance with the policy set out in Part 1 of this JSP; the guidance is sponsored by the Defence Authority for Operations. It provides policy-compliant business practices which should be considered best practice in the absence of any contradicting instruction. However, nothing in this document should discourage the application of sheer common sense.

Preface

How to use this JSP

1. JSP 1325 is a statement of policy for the implementation of United Nations Security Council Resolution (UNSCR) 1325 and additional UNSCRs on women, peace and security (WPS), children in armed conflict (CAAC), Protection of Civilians (POC) and human trafficking into military activity. UNSCR 1325 provides a reference for terms and definitions associated with WPS, CAAC and POC and provides the legal framework which these mandates are built on. JSP 1325 explains who is responsible for the implementation of these mandates and provides examples of how UNSCR 1325 and other Resolutions can be integrated in to military activity. The policy is designed to be used by, but not limited to, Defence personnel serving in MOD Head Office, the single-Services, the Joint Force Command, Defence Attachés and Military Training Teams. This JSP will be reviewed in 2020 and will be done so with input from internal and external stakeholders.

2. The JSP provides instruction on how to integrate UNSCRs on WPS and CAAC in to military activity and identifies who is responsible for implementation. It is structured in two parts:

- a. Part 1 - Directive, which provides the direction that must be followed in accordance with statute or policy mandated by Defence or on Defence by Central Government.
- b. Part 2 - Guidance, which provides the guidance and best practice that will assist the user to comply with the Directive(s) detailed in Part 1.

Coherence with other Defence Authority Policy and Guidance

3. Where applicable, this document contains links to other relevant JSPs, doctrine and policy, some of which may be published by different Defence Authorities.

Related JSPs	Title
JSP 383	Joint Service Manual of the Law of Armed Conflict (2004 Edition)
JSP 398	United Kingdom Manual of National Rules of Engagement
JSP 510	International Defence Training
JSP 887	Diversity, Inclusion and Social Conduct
JSP 900	UK Targeting Policy

Other Related Documents
International Defence Engagement Strategy: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596968/06032017_Def_Engag_Strat_2017DaSCREEN.pdf
Building Stability Overseas Strategy: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67475/Building-stability-overseas-strategy.pdf
AJP 3.4.1 – Military Contribution to Peace Support
JDP 3-40 – Security and Stabilisation: The Military Contribution
JDP 3-52 – Disaster Relief Operations
JDP 3-90 – Civil-Military Cooperation
JDN 5/16 – Human Security

JDN 4/13 – Culture and Human Terrain
ADP Land Operations
AFM Stabilisation (forthcoming)
AFM Volume 1:10 – Countering Insurgency
DN 10/09 – Securing the Population
DN 10/18 – Understanding Human Terrain
IN 10/05 – Reconciliation and Reintegration in Conflict
Allied Command Training Legal Office (2013) ‘Gender’ – NATO Legal Gazette, Issue 31
DPKO Guidelines – Military Operations at the Tactical, Operational and Strategic Level
DPKO/DFS Guidelines – Integrating a Gender Perspective into Peacekeeping Missions
UNESCO Gender Definitions

Training

4. Specific courses relating to WPS are available and are recorded below. Personnel whose day-to-day work requires practical application of WPS should undertake the relevant training to ensure they are proficient in the execution of their role:

- a. United Nations Military Gender and Protection Adviser workshop. Places on this course are limited to officers who will deploy to a UN mission in the role of a Military Gender and Protection Adviser.
- b. The Nordic Centre for Gender in Military Operations delivers a two-week Military Gender Adviser course in Sweden. The UK is allocated two places per course: <https://www.forsvarsmakten.se/en/swedint/nordic-centre-for-gender-in-military-operations/courses-at-ncgm-and-how-to-apply2/nordefco-gender-advisor-course>.
- c. Peace Support Operations Training Centre Bosnia and Herzegovina (PSOTC) deliver the Utility of Gender in Peace Support Operation Course and UN Tactical Protection of Civilians in PSO Course.
- d. International Peace Support Training Centre (IPSTC) delivers courses on Gender in PSOs, Sexual and Gender Based Violence and Child Protection.
- e. Various international peacekeeping centres provide training on CAAC, POC and Conflict Related Sexual Violence (CRSV).
- f. The UK will deliver the first Military Gender and Protection Adviser’s courses in November 2018.

Further Advice and Feedback – Contacts

5. The owner of this JSP is SO1 WPS based in Defence Engagement Strategy in the Ministry of Defence, Main Building. For further information on any aspect of this guide, or questions not answered within the subsequent sections, or to provide feedback on the content, contact:

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1 How to Integrate UN Security Council Resolutions into Military Operational Staff Work

Framework for Mainstreaming UNSCRs in to the Intelligence, Planning, Operations and Civil Military Cooperation Functions

1. The most common reason for organisations failing to integrate UNSCRs in to their activity is because staff don't know how to. The first step in integrating UNSCRs is to analyse the situation. The table suggests information that can enhance understanding human terrain.

Disaggregated statistics	The collection and analysis of data by categories (e.g. sex, age, ethnicity, etc.) in order to identify socio-economic gaps, insecurity and patterns of discrimination in a given situation, such as those between women and men, or between women and men of various ethnicities.
Gender-sensitive indicators	Measurements, numbers, facts, opinions or perceptions that reveal gender-related changes over time. These include indicators that are: <ul style="list-style-type: none"> • disaggregated by sex (value for the indicator is calculated separately for men and women); • gender-specific (related to policies explicitly targeted at men or women, e.g. quotas for women in parliament); • implicitly gendered (e.g. number of reported rape cases); and • chosen specifically by women or men.
Practical needs assessment	The measurement of the immediate needs of women and girls that arise due to their subordinate status in society, such as disparities in living conditions, exposure to sexual violence, abduction etc.
Participation data collection	Participatory approaches recognise that local community members' involvement and support is of central importance in action planning and do not consider assessments only as an end in themselves but also as a process whereby citizens can share and analyse their knowledge concerns and perceptions. Specific techniques include: <ul style="list-style-type: none"> • community mapping. • interactive theatre. • action planning. • focus group discussions.

2. Below is a framework usually adopted by humanitarian actors, but which can be applied to a military context:

Analyse gender differences.

Design military operations to meet the needs of all the population.

Access to the military and military delivered humanitarian resources etc to be the same for women and men.

Participate equally – seek to deploy a force with at least a tipping point (25%) of women personnel in population-centric operations, ensure the military engages with Civil Society.

Train women and men in overseas militaries – this will support the security sector reform of that country and support peacekeeping and UN/NATO missions in the long term.

Early Warnings and Indicators

3. UNSCRs on WPS and CAAC require military personnel to be able to identify and detect if human rights violations are likely to occur. The Early Warning approach involves the systematic collection and analysis of information from areas of crises for the purpose of:

- a. anticipating an escalation of violent conflict.
- b. the development of strategic plans to prevent or respond to the crises.

4. The 77 Bde lead on gender and human rights has developed a matrix (below) to provide a template that can support Early Warning Indicator collection. This matrix should be viewed as an illustrative reference document, planning tool and inventory that can be adapted and integrated into existing and emerging early-warning and prevention systems on a case-by-case basis.

5. The indicators should prompt an analysis of changes in the operating environment, for instance in the mobility patterns of women and girls (e.g. absence from schools or market-places), the conduct of armed groups (e.g. pillage or proximity to civilian centres), or in terms of escalated political rhetoric (e.g. ethnic/gender-based propaganda). When developing the indicators, this should be done with local communities, including women, where it is safe to do so. This will better ensure the indicators are accurate and include gender perspectives.

6. This analysis can inform ‘hotspot mapping’ of the location and timing of violations, as well as helping to identify when seemingly isolated incidents may point to a larger pattern. The absence of the factors listed does not necessarily indicate the absence of violence or a risk of violence. Equally, the existence of these factors will not necessarily lead to violence in all cases. The indicators should be read in conjunction with the relevant contextual factors provided in the matrix, to assess the level of risk in a specific setting.

EARLY WARNING INDICATORS RELATING TO HUMAN RIGHTS VIOLATIONS	
	Factor
Political	Do women have opportunity to stand for public office on local or national level? If not, are they prohibited through law, custom or through exclusion by more powerful actors?
	Are female candidates targeted in electoral processes through intimidation or sexual/physical violence?
	What is the representation of women among mediators, negotiators, and technical experts in formal peace negotiations? Are women excluded from negotiations, peace talks?
	Do women enjoy greater participation in the political processes of the community where they were previously disenfranchised?
Economic/ employment	What is the participation of women and men in the formal and informal economy?
	Are there disparities between economic development for men and women?
	Are high numbers of male youth excluded from employment? Are high numbers of female youth excluded from employment?
	Is there a gender wage pay gap? Are women mostly employed in certain areas of the economy/certain jobs?
	Do women avoid markets due to fear?
	Are locally employed staff both men and women, or are well paid jobs available only to men/ men from certain groups?
	Are locally employed women treated with dignity and respect? Do staff surveys show women feel safe at and on their way to work?
	Are funds/ budgets available only for projects that will benefit certain groups/ men to the exclusion of women and children? Are all projects based on gender-conflict analysis? Do they deliver for women and girls?
	Are women/ children suffering from food insecurity/ lack of supplies?
	Do women have access to and control over natural and economic assets (land, household finances, other assets)?
	Do women have economic independence?
Are women, men, boys or girls forced into certain types of labour?	
Social/ humanitarian	What is the role of women in the family? Are they marginalised, do they have a voice or are they hidden from society?
	Are there cultural expectations/ traditions that subjugate women or can violate children?
	Are there high levels of prostitution? If so, is it forced prostitution? If not through coercion, are people being forced into prostitution due to their circumstances or lack of economic opportunity?
	Are there harmful traditional practices such as FMG, early or forced marriage or honour killings?
	Is homosexuality prohibited either through law or culture?
	Are there high rates of domestic violence? Are these rates increasing?
	Are there high levels of sexual violence?
	Are there sex-specific displacement/ refugee outflows? Are there high rates of women, children or the elderly fleeing?
Within IDP camps, are adults and children being housed in proximity to each other? Are areas where women and children are being held secure or easily accessible to outsiders.	

	Are there high rates of violence within IDP camps?
	Are there large numbers of soldiers/ militia's in proximity of civilian population centres?
	Are women forced to dress in a more conservative way for example wearing the veil or covering up?
	Are women no longer allowed to worship with males?
	Do women and girls now require a male escort when leaving the home? Are women no longer allowed to work?
	Are there reports of human trafficking taking place?
Infrastructure	Are checkpoints at vulnerable location for women and girls? Has checkpoint location been discussed with women and girls to ensure it is safe?
	Do segments of the population experience limited freedom of movement including lack of access to driving or solo travel?
	Are transit routes secure for children or women to access education, food, employment?
	Are people harmed through lack of access to food?
	Has there been an increase in the hours per day that women and men spend fetching water, food or collecting fuel?
	Are there safe houses for victims of sexual offences, domestic violence? Does the military know where these are and what the referral pathways are? (NOTE: any referrals must ensure they are safe for the survivor and centre and the pathway therefore discussed with the service provider in advance).
Information/ media	Is there gender-based propaganda in newspapers/ media which creates a negative stereotype of women of a certain group?
	Are some people excluded from receiving public information due to lack of literacy or an inability to access media/ IT etc?
Military/security	Do parties/ armed groups rely on conscription, abduction or other forms of forced recruitment?
	What are the number and respective positions of male and female personnel within the security apparatus?
	Are there credible reports of sex-selected massacres?
	Are members of armed groups/ armed forces implicated in sexual exploitation or GBV? What are the numbers of reported cases of sexual exploitation or violence allegedly perpetrated by uniformed personnel, and what percentage are investigated?
	Is CRSV being used as a strategy of warfare, a strategy within armed groups or as a result of a breakdown of public order? Is this being documented?
	Does military training inculcate violence and aggression and equate this with masculinity? Are recruits to military training ill-treated, called by derogatory names of a sexual or racist nature?
	Are there frequent relationships between men and women in the same command structure?
	Are forces allowed to visit brothels and use prostitutes or has this been placed out of bounds?
	Are there reports of torture, ill treatment, sexual violence in detention centres?
	Does strip-searching take place in detention?
	Are women and children in detention separated?

Health	Are medics reporting increased cases of STDs, pregnancies, conflicted related violence?
	Do women have control over their own rights to marriage and fertility?
	Are women becoming pregnant younger?
	Are there indications of harmful traditional practices such as forced sterilisation or forced pregnancies?
	Are there changes in the morbidity rate in certain groups? What is that related to scarcity of food/ water?
	Are there changes in the mortality rates? What factors are causing deaths? Food, violence, maternal morbidity etc.
	Are there increased infant mortality rates?
	Is there decreased life expectancy for men or women or children?
Education	Are children excluded from education due to their sex?
	Are children being prevented from attending school that would normally do so? If so are the reasons due to insecure route of passage, or the use of those children to undertake tasks normally done by adults?
	Is there a high literacy gap between men and women or between boys and girls?
Legal	Are women and children effectively protected by the rule of law? Do they have access to reporting of crime and fair trials? Do women have confidence in the judicial system and the court system?
	Do women enjoy the same property rights (particularly to land) as men?
	Do women enjoy the same benefits under DDR as men? Do DDR plans provide different services for women and men? Are there separate safe spaces within the DDR process for women and men to disclose violence experienced?
	Are women protected from domestic violence and sexual abuse by law or excluded from justice for such offences?
	Is there impunity to justice for those accused of committing abuses?
	Is male rape categorised as a crime?
	Is homosexuality categorised as a crime? Is there a high level of anti-gay violence?
	Do traditional justice mechanisms undermine legal rights for women or children?
	Do men received harsher legal sentences than women?
	Are there indications of high rates of sexual violence, but low rates of reporting?

Op ORBITAL Example

7. The 77 Bde Human Rights and Military Gender and Protection Adviser was tasked to visit Ukraine and assess where and how a gender perspective could be incorporated in to the training being conducted by UK troops. Below are the recommendations provided. It is not anticipated that every recommendation would be applied but they offer an example of where and how a gender perspective can be included in traditional military training.

1	<p>Basic Infantry Course</p> <ul style="list-style-type: none"> • Patrol skills <ul style="list-style-type: none"> - Understand how the posture taken by soldiers and routine means of engaging with the public can cause fear and mistrust especially amongst those who have been affected by conflict (often the elderly and children). - Understand how appropriate engagement with different members of the public, both women and men, can allow for increased intelligence gathering. - Understand how changing patterns of life can act as warning and indicators that the conflict is changing (such as increased pregnancies, more children out of school and so on). • Checkpoints <ul style="list-style-type: none"> - Undertake appropriate personal search skills of women and children that is professional and credible and not perceived as exploitative. - Act respectfully and professionally towards civilians passing through checkpoints. - Understand and address the insecurity faced by vulnerable groups passing through checkpoints who may experience long queues before crossing. - Recognise who is at risk and consider what actions may be required to afford these groups some protection either from the elements or from other people. • Detention <ul style="list-style-type: none"> - Understand that there are appropriate and acceptable ways of dealing with CPers and ways that are harmful and not accepted. - Understand that CPers are in the care of the military and they have an obligation under both national and international law to ensure that CPers are provided with certain basic rights which must be upheld. - Understand that different CPers are required to be treated in different ways, such as the vulnerable or children. • Values and standards¹ <ul style="list-style-type: none"> - Understand what sexual exploitation is and why it is harmful to operational effectiveness and reputation. - Understand the impact of drunkenness and criminality among vulnerable population groups in conflict affected areas. - Understand how both on and off duty behaviour affects the perception of the military.
2	<p>JNCO Development Course</p> <ul style="list-style-type: none"> • Responsibilities of a JNCO <ul style="list-style-type: none"> - Understand that a JNCOs responsibilities do not just extend to their military skills but also to the example that they set their section and how that section behaves and is allowed to behave towards civilians and CPers. - Understand that JNCOs in the British Army have a responsibility for looking after both the physical and mental wellbeing of their soldiers to ensure that they remain operationally effective.

¹ Note: this is not about imposing British V&S on the UAF but to incorporate gender within the existing V&S lessons that we deliver.

	<ul style="list-style-type: none"> - Understand the importance of building strong bonds of trust between section commander and subordinates to strengthen military effectiveness. • Values and standards <ul style="list-style-type: none"> - Understand through case studies and examples what sexual exploitation is and why it undermines military effect. - Understand why relationships with subordinates undermines trust and operational effectiveness. - Understand why drunken/ criminal behaviour in the civilian domain undermines the military as a professional and credible organisation. • British doctrine <ul style="list-style-type: none"> - Understand that British Doctrine includes aspects such as IHL, human security, gender and so on. Explain how policy requires the British to act in a way that complies with national and international law, and that we adhere to this to be a credible and effective fighting force. • Estimate <ul style="list-style-type: none"> - Understand how we analyse human terrain and what this means in terms of understanding who is at risk and what security needs must be addressed. - Understand that as a part of planning process we consider what harm (direct and collateral, personal and property) might be done and how that can be mitigated. - Understand that we have targeting regulations and control measures which seek to avoid damage or harm to those who are not participants in the conflict. - Understand the risk that civilians face harm if it is perceived that they are colluding with military forces. • Casualty evacuation <ul style="list-style-type: none"> - Considerations of how women, children or the elderly may become casualties and the considerations required if they are to be evacuated and under the protection of the military. • Include gender-based serials which test the above in the classroom as well as on exercise.
3	<p>SNCO Development Course</p> <ul style="list-style-type: none"> • Values and standards <ul style="list-style-type: none"> - Take responsibility for the discipline and behaviour of soldiers under command both on and off duty. - Avoid sanctioning women on camp able to practice prostitution. - Have a clear understanding of what sexual exploitation is and the strategic impact of sexual exploitation and how allegations might affect international support for Ukraine. - Understand the harm done through sexual relationships within the rank structure and the importance of setting examples for troops under command. - Recognise that soldiers can suffer from mental health problems because of conflict and that in the British military we recognise this can occur and have procedures for supporting troops that are affected. Explain that this

enables troops to quickly return to the contact line and enables rather than decreases operational effectiveness.

- British doctrine
 - Rather than focusing only on tactical aspects of British military doctrine, expose the SNCOs to wider aspects of doctrine and policy that govern the British approach. Include Stabilisation Operations, International Humanitarian Law, Human Security and Queens Regs require certain standards of behaviour.
- DIT
 - Utilise examples and case studies during the DIT aspect that provide SNCOs the opportunity to grapple with how the situation in Ukraine is affecting women and children and what the Army's role might be in addressing this.
- Estimate
 - Within question 1, situate the human terrain around the situation in Ukraine. Address issues surrounding IDPs, civilians affected by conflict in the East and Crimea, how that affects their security. Discuss how seeing the population in this way can create opportunities for intelligence gathering and understanding the security situation and how different parts of the community are affected in different ways.
 - During COA development, include how various COAs will affect different aspects of the civilian population and the effect that may have on the success of the planned operation. For example, how patrol postures, the management of checkpoints or the laying of mines can have unintended and un-desirable consequences on the population.
 - Within question 7, discuss IHL and how we utilise military lawyers within our planning and operational cells and the requirement to adhere to international laws by controlling the use of offensive force.
- Battle procedure
 - Understanding the effect that timings and locations of patrols and engagement with the population can have on the conflict.
 - Remind deploying troops of their responsibilities towards non-combatants and CPers and that the British Army takes care to consider how these groups will be dealt with if encountered on patrol.
- Defensive ops
 - Consider where defensive positions are located and how that may affect children at play, proximity to urban locations, ability to affect day to day routine of civilians.
 - Understand how defensive ops offer an opportunity to get to know and understand what a normal pattern of life looks like for the civilian community and recognise changes.
- Urban skills
 - Recognise the power that soldiers hold and understand why the British military takes an approach to operating within a civilian community rather than focussing only on the tactical aspects of building entry and search.

	<p>This includes how we deal with women and girls in a respectful manner as well as not brutalising or terrorising men.</p> <ul style="list-style-type: none"> - Understand how adherence to the law such as by obtaining the correct authority to conduct searches of locals' homes helps build trust and confidence. - Discuss how to deal with women, children and the elderly on entry to buildings or homes. - Understand what kinds of warnings and indicators can assist in helping to understand the situation and how it is changing. - Understand how and to whom such warnings and indicators should be reported. <ul style="list-style-type: none"> • Include gender-based scenarios in exercises.
4	<p>PI Comd Development Course</p> <ul style="list-style-type: none"> • Values and Standards <ul style="list-style-type: none"> - Understand how the British Army takes responsibility for treating all soldiers under command equally, regardless of their age or gender. - The importance to us of not taking advantage of those under our command sexually or in any other way. - That the British Army uses non-violent means to discipline young soldiers/ recruits. Encouraging violence against our own side may lead to soldiers understanding that violence is a legitimate means for engaging with the civilians including against the young and the elderly. - Address the measure we put in place to prevent our soldiers committing harm within the local community (drinking, criminality etc) and why that is important to operational success. - How we react when our soldiers have committed harms in local communities. • Responsibilities of a PI Comd – to all soldiers, their families, civilians and to further govt aims (e.g. NAP). <ul style="list-style-type: none"> - Seek to expand this from only tactical responsibilities to addressing how we have a responsibility for ensuring that our troops remain mentally and physically fit and supported in order that they remain effective front-line forces. - Understand that we recognise the 'strategic corporal' phenomena' and how fairly low-level actions on the ground can have far reaching consequences if undertaken without thought. - Understand that in the British military we regard officers as having a responsibility for preventing and responding to sexual and gender-based violence due to the national and international legal frameworks regulating this. Remind them that their state has signed up to this and that in accordance with their own law they and their troops may be held personally liable if found to be perpetrating or complicit. Understand that in many states this accounting can take place many years in the future and that behaviour in the present can have personal and political long-term effects. • DIT <ul style="list-style-type: none"> - Utilise scenarios that enable the officers to grapple with their own law, the National Action Plan and how they reconcile these obligations with the operational reality that they face daily.

	<ul style="list-style-type: none"> - Utilise scenarios that enable the officers to understand the wide spread implications of conflict stress both within the military (exist of troops, undisciplined troop) as well as the wider social implications. • Estimate <ul style="list-style-type: none"> - As with the PI Sgts course, utilise the estimate process in a less formulaic way and as an opportunity to draw in some of the ways that we operate which is now in our DNA but might still be unfamiliar to the UAF. - Understand how the deployment of females on the ground within mixed or single sex patrols may offer access to and but in of parts of the population who are normally afraid of the military or unwilling to engage with them.
5	<p>Recce Soldier's Course</p> <ul style="list-style-type: none"> • Expand the programme from focussing on the building of effective Ops and patrolling skills, to include understanding the community that those soldiers will be observing. • Understand patterns of life, warnings and indicators, how and to whom such changes should be reported and why.
6	<p>Urban Defence Course</p> <ul style="list-style-type: none"> • Understand how the military and conflict poses risks and threats on the civilian population in urban areas (for example, that children may play in areas in which there are booby traps, civilians may be exposed to IEDs on commuter routes etc). Recognise how this takes places and to whom it should be reported. • Recognise the harm that can take place when soldiers are in proximity to civilians and that the combination of danger, combat stress and vulnerable populations can lead to the circumstances in which sexual exploitation can take place, and that it is not acceptable. • Close quarter battle <ul style="list-style-type: none"> - Recognise the proximity to non-combatants and the potential for causing collateral damage both physically and mentally to the population. • Method of entry <ul style="list-style-type: none"> - Consider the approach to be taken approach if women/ children/ the elderly is or may be in buildings to be searched. - Consider the reasons why entry and search should take place in a legal manner and using appropriate authorities and procedures, otherwise such entry is a violation of the resident's rights and causes them to lose face in the armed forces. • Recognise how the handling of CPers can have a positive or negative effect on the perception of the armed forces as there is likely to be a greater audience than in rural areas. Brutal or mistreatment may result in a lack of trust in the armed forces and a reaction against them. • Recognise how the siting of defensive positions may affect the civilian population as poorly sited positions may affect the ability of children to safely get to school, access to infrastructure and supplies etc.

	<ul style="list-style-type: none"> Recognise the risks and challenges posed by checkpoints and how these can be mitigated (such as effective patrolling, access to shelter, access to water).
7	<p>Counter-Sniping Course</p> <ul style="list-style-type: none"> Understanding the terrorising effect that having snipers can have on the local pop and consider when and how they may be utilised to target the enemy forces in a way that does not appear arbitrary to non-combatants. Recognise the utility of snipers gathering intelligence of pattern of life changes by understanding warnings and indicators.
8	<p>Combat First Aid Enhanced Course</p> <ul style="list-style-type: none"> Understand responsibility to ensure CPers receive proper medical care and that potential abuses are reported. Understand responsibilities to recognise and report sexual and gender-based violence. Recognise warnings and indicators within own troops and within civ pop where directly engaged (e.g. increased STDs, increased pregnancies, increased injuries amongst children and so on).
9	<p>Counter Explosive Ordnance Course</p> <ul style="list-style-type: none"> Recognise how intelligence can be gained regarding the location of mines/IEDs from the civilian population. Recognise where and how explosive ordnance may affect the civilian population and ensuring that it is either disposed of or marked to ensure that civilians (especially children) are not affected.
10	<p>Land Survival Course</p> <ul style="list-style-type: none"> Understanding the threat that traps / snares can have on children and adults who might utilise wooded areas / natural resources for food or leisure and consider where they might be placed and overwatch to ensure that civilians are not harmed. Recognise that living from the land should not be to the detriment of local populations (such as foraging for and using up scarce resources that population in need may depend upon). Recognise that fires can cause harm to the areas used for local farming if not managed in a considered way.
11	<p>Warehouse Management Course</p> <ul style="list-style-type: none"> Understand the potential for the military to support humanitarian operations and how warehousing may be affected. Recognise that the size of food distribution parcels may affect who can access aid (25kg sacks cannot be carried by children, the elderly, pregnant women). Consider the placement of military warehousing to understand if the traffic that it causes will hamper local trade and day to day activity.

	<ul style="list-style-type: none"> • Understand if having warehouses of supplies in areas of derivation may lead people to commit theft².
12	Fuel Operators Course
	<ul style="list-style-type: none"> • Consider the siting of fuel depots and the hazards that this may create if placed near to schools, hospitals or residential areas. • Consider how the site may be protected and kept out of bounds to children who may not readily understand the dangers. • Recognise that the throughflow of vehicles may affect traffic and hamper the day to day activity of civilians. • Recognise and mitigate the potential for accidents that will have a detrimental effect on the environment and therefore on sources of food sources and water supplies. • Recognise the effect that fuel has on SP or locally employed civilians who are or may be pregnant.
13	Food Services Course
	<ul style="list-style-type: none"> • Nil.
14	Ammunition Storage Course
	<ul style="list-style-type: none"> • Consider the siting as well as access to the site to mitigate against children playing in a dangerous area. • Recognise and mitigate against the risk to female staff or local employed civilians who may be pregnant.
15	Custody and Detention Course
	<ul style="list-style-type: none"> • Understand the national and international obligations regarding the protection of CPERS and the operational and reputational effect if people are abused seriously, are injured or die while in the care of the state. • Understand the different CPERS status', Detainee, Internee and PoW, as these have implications for how long persons may be in custody and may affect their treatment. • Recognise the need for appropriate and independent oversight in detention facilities to ensure that CPERS are not being abused or ill-treated (physically, verbally or sexually) either by service persons or by other inmates. Understand the requirement and procedures to report on this if it does become apparent. • Recognise the need for medical care to be available to CPERS, especially the elderly, children, pregnant women and injured people. • Understand why and how to assess who should be separated and when family groups should be kept together for their protection and to avoid disruption in the detention centres.

² Op ORBITAL have previously delivered the AFU Building Integrity Course (BITEC) as a part of this training and focused on corruption and its effect on frontline supplies.

	<ul style="list-style-type: none"> • Ensure that food and water is distributed in a way that does not advantage the strongest within the group. • Understand why we support independent visits from the ICRC.
16	<p>Defence Instructional Techniques Course</p> <ul style="list-style-type: none"> • Utilise scenarios a part of the instructional package that have a gender dimension and can provide the trainees with a different perspective. For example, choose presentation topics that include topics like commanders' responsibility to treat all those under their command equally and not to favour some, why it's detrimental for commanders to have sexual relations with those under their command, using case studies setting out how sexual exploitation undermines faith in the armed forces and the professional effectiveness of an armed force. • Provide convincing examples of how gender training/ understanding increases operational effectiveness.

Human Security in Operations

Implementing UNSCRs into Military Activities:

UNSCRs*
1261
1325
1880
1888
1960
2106
2242
2331

J1	Personnel:	Comment
	<ul style="list-style-type: none"> Does the deploying Force/ Training Team have sufficient trained servicewomen to fulfil military tasks eg <ul style="list-style-type: none"> Women Searchers Women Interpreters Women Medics Female/Mixed Engagement Teams Does the deploying Force/ Training Team have a Military Gender and Protection Adviser? Are deploying personnel trained in Preventing and Responding to Conflict Related Sexual Violence and the 6 Grave Violations? <p>Discipline:</p> <ul style="list-style-type: none"> Are soldiers aware of standards of behaviour towards the local population and servicewomen? Are clear rules issued placing brothels and prostitutes out of bounds? Have all personnel been briefed against committing incidents of Sexual Exploitation and Abuse? 	<ul style="list-style-type: none"> Applying a gender perspective means understanding how women, men, girls and boys are affected differently and designing operations which responds to these differences, does no harm and does not perpetuate human rights violations <p>UNSCR 1325 requests that all parties to the conflict:</p> <ul style="list-style-type: none"> Ensure the participation of women – both within the military component and through key leader engagement with civilian women in the AOR Prevent and protect civilians from conflict related sexual violence (CRSV) <p>UNSCR 2331 request that the military component:</p> <ul style="list-style-type: none"> can identify and respond appropriately to individuals who have been human trafficked eg by keeping them safe, not causing further exploitation and referring them to civilian agencies such as INTERPOL.
J2	<p>Human Terrain:</p> <ul style="list-style-type: none"> Conduct sex and age disaggregated data (SADD) and encourage sub-units to provide reports and returns using SADD Availability of female interpreters, handlers or women personnel to join population-centric patrols? Does the branch recognise the need to engage with local women as well as men for enhancing situational awareness? Has mapping been conducted in the AOR of civil society who can be engaged with to better understand the threats facing women and girls? Is there a known and Early Warning Indicator for human rights violations? Is J2 supporting the Monitoring, Analysis and Reporting Arrangement? Is there a map of agencies (eg UN, INTERPOL, NGOs) to refer survivors of CRSV, children affected by armed conflict or human trafficking to? Does the J2 have mapping of human rights violations? Does J2 contribute to the UN Child Protection Monitoring and Reporting Mechanism? Consider Joint Analysis of Conflict and Stability (JACS) AOR reports 	
J3	<p>Orders and Direction</p> <ul style="list-style-type: none"> Aware of J2 products is direction given to have women on patrols to engage with the local community? Do patrol patterns match hot spots identified by J2 for human rights violations eg on roads on market days, around water and wood collection areas? Is guidance provided on which agencies in the AOR can support military units on patrol and around military bases? Reports and Returns to be SADD and include key leader engagement with Civil Society groups <p>Joint Effects and Information Activities:</p> <ul style="list-style-type: none"> Understand the role of women in society and the roles they often play in preventing and countering violent extremism – support them if requested. Don't perpetuate or condone cultural norms that are human rights violations – eg forced early marriage, FGM, under age sex, report incidents and if necessary protect civilians Understand that human rights of individuals are more important than cultural mores which typically subjugate women and can violate children. KLE to include women as well as men <p>Short Term Training Teams etc</p> <ul style="list-style-type: none"> Integrate the prevention and protection of civilians from conflict related sexual violence in training, scenarios and exercises Teach the 6 Grave Violations – no killing and maiming of children; recruitment or use of children as soldiers; sexual violence against children; abduction of children; attacks against schools or hospitals; denial of humanitarian access for children Where possible deploy mixed-training teams (men and women trainers) to encourage international troops to deploy mixed patrols etc 	
J4	<p>Logistics:</p> <ul style="list-style-type: none"> Combat Logistic Patrol personnel to report on any changes in the areas they drive through – are women and girls now having to wear the veil in an area where previously they didn't? Is there now restriction upon the movements of women? (indicating extremism) <p>Medics:</p> <ul style="list-style-type: none"> Ensure female medics are part of the deployed force Ensure there is at least one paediatric trained staff Ensure medics can -if appropriate – can conduct outreach programmes in support of women and girls in the community Have personnel who can, in extremis, respond to victims of CRSV eg the provision of Post- Exposure Prophylaxis kits <p>Military Police:</p> <ul style="list-style-type: none"> To understand the reporting procedures for incidents of human rights violations to the local security force (ensuring survivors are not placed in more harm) MPs to know which agencies are operating in the local area who can support survivors of CRSV, human trafficking and children In extremis lead on investigations of CRSV MPs to be familiar with International Criminal Court CRSV reporting to increase rate of prosecution where rape has been used as a weapon of war, genocide, human rights violation Provide training on the prevention and investigation of incidents of SEA <p>Contracts:</p> <ul style="list-style-type: none"> To consider local women's markets for contracts To ensure that contractors treat staff appropriately To ensure women employed on camp are not used as prostitutes 	<p>J5 Planning Considerations:</p> <ul style="list-style-type: none"> Avoid group-think by having a diverse planning team Consider other Government Department strategies covering same AOR Employ or nominate a Military Gender and Protection Adviser to mainstream UNSCRs into operational staff work <p>Disarmament, Demobilisation and Reintegration programmes:</p> <ul style="list-style-type: none"> Ensure female combatants and child soldiers are included in DDR programmes (housing/education/work opportunities) Use servicewomen/interpreters to address female combatants Locate women and children away from male combatants with safe ablutions and living accommodation <p>Security Sector Reform programmes:</p> <ul style="list-style-type: none"> Include women in recruiting and training initiatives Servicewomen to train local women if cultural constraints apply Employ female interpreters Ensure there is accommodation for women and that it is safe (most rape attacks occur in ablutions and shower blocks) <p>Post-Conflict Negotiations:</p> <ul style="list-style-type: none"> Local women should be included in negotiation talks and political agreements – include in all Key Leader Engagement <p>Internal Displaced Persons and Refugees:</p> <ul style="list-style-type: none"> Camps should be safe for women (lighting and locks in ablutions) Camp perimeters should have lighting and protection In unsecured areas plans should be adapted for foot and veh patrols to coincide with wood/water/food collection Allocation of humanitarian assistance to consider separate lines
J7	<p>Training – mixed training teams where possible:</p> <ul style="list-style-type: none"> UK personnel to receive context specific training on the protection and prevention of civilians from CRSV 1 x pax per plt to be trained as Human Security Focal Point 	<p>J8 Budget Allocation:</p> <ul style="list-style-type: none"> In addition to Commanding Officer's Funds funding should be made available for projects engaging local women
J9	<p>Civil Military Cooperation:</p> <ul style="list-style-type: none"> Map civilian agencies working on women, peace and security, children affected by armed conflict (CAAC) and human trafficking Ensure that liaison with state actors and civil state actors includes groups representing women and children's security and welfare Women's initiatives to be considered as well men when developing projects Before deploying establish comms with organisations in country that respond to WPS, CRSV and CAAC Include the reporting of meetings with such groups in reports and returns 	

* UN Security Council Resolutions relating to Children Affected by Armed Conflict and Women, Peace and Security.

2 Internally Displaced Persons

1. Women and girls typically make up the majority of internally displaced persons (IDPs), their particular needs have tended to not sufficiently be taken into account. Pointing to this gap, the Fourth World Conference on Women, held in Beijing in 1995, called for more effective protection and assistance for refugee and displaced women. In recent years, there thus has arisen greater attention not only to the problem of internal displacement but also to the particular problems of internally displaced women and girls.

The Impact of Gender on Internal Displacement

2. Gender may impact upon a situation of internal displacement in any and all of its phases: the pre-displacement phase, the experience of displacement, and the processes of return or resettlement and reintegration. It can be a determining factor in terms of cause of displacement, the consequences for the internally displaced and remedies to their plight.

a. Gender may be a determining factor in the cause of displacement, for instance, if women and girls are targeted with human rights violations compelling flight. Notably, the displacing effect of gender-based persecution is not necessarily limited to women. In Bosnia-Herzegovina, campaigns of mass rape were an instrument of 'ethnic cleansing' designed to ensure the displacement not only of women but, in instilling widespread fear and communal shame, of entire communities.

b. The consequences of displacement also raise gender concerns, with the experience of being displaced tending to affect men and women in different ways. Displacement tends to alter the structure of families and households and to change gender roles.

(1) Adult and adolescent males often become separated from the family as they stay behind to maintain land or migrate in search of work. In conflict situations, they likely serve -- or are suspected as serving -- as combatants and as a result are susceptible to go missing, be killed or become disabled in combat.

(2) In cases where families are able to remain together, the experience of displacement nonetheless places severe strains on the family unit to the extent that divorces have been found to be common in IDP settings.

(3) In situations of displacement the number of female-headed households increases significantly. This not only places a burden on women as they become the sole supporters of their families, but in most situations of displacement limited economic opportunities and patriarchal norms work against them.

(4) Bereft of the protection provided by their homes and communities IDP women are at greater risk of gender-based violence including physical and sexual attacks, rape, enforced prostitution and sale into marriage or slavery.

(5) In cases where the family unit remains intact, the stress of displacement often increases the incidence of domestic violence, including spousal abuse and marital rape. Consequently, large numbers of internally displaced women suffer psychological and physical trauma and, moreover, many are

c. Gender-based inequality also may arise in the distribution of material assistance or collection of food, firewood or water:

- (1) When aid is distributed solely through or to men, women may be forced to trade sexual favours in order to obtain at least part of their ration.
- (2) Sexual exploitation may occur in exchange not only for food, shelter and other items of material assistance but also for physical protection.
- (3) A high incidence of rape and sexual violence among internally displaced women also is associated with the collection of firewood, which may require women to venture out alone and far from their camps or settlements into unsafe areas.

UNICEF Guidance on what to Consider when Planning or Delivering IDP and Refugee Facilities

3. A recent UNICEF study compiled a list of 'best practices' for those working in the design, development and running of IDP shelters. Military support is only provided in extremis as UN and other organisations are the subject matter experts in this area; however, the military have been directed to assist in recent disasters:

a. to minimise the incidence of gender-specific violence suffered by internally displaced women, camps and settlements should be designed with a view to protection concerns by paying attention to:

- (1) the placement of latrines.
- (2) the provision of adequate lighting.
- (3) how far women have to go to collect firewood or water.
- (4) community security patrols should be encouraged.

b. to address the specific problem of the link between firewood collection and rape, several different strategies are available for avoiding women having to walk alone into unsafe areas in search of it:

- (1) communal firewood collections can be organised.
- (2) IDPs could be provided with firewood or alternative forms of fuel.
- (3) in situations of protracted crises, a more cost-effective and sustainable solution would be plant fast-growing trees close to IDP settlements.
- (4) humanitarian assistance could be designed with fuel efficiency in mind through the provision of short-cooking beans providing the same nutritional value than versions requiring double or triple the amount of cooking time.

c. to involve women in the planning of assistance programmes and camp management. So long as women remain the primary care-givers to their families, they are best placed to make recommendations for meeting assistance needs. This includes in the area of shelter, where the experience in refugee camps in Tanzania of providing women heads of household with specially marked tents leading to a marked increase in the number of sexual attacks against these women provides a cautionary example of what not to do.

d. on the issue of housing design, in Azerbaijan, men and women IDPs alike raised concerns with the representative that for fathers and brothers to share a single, non-partitioned living space with adolescent girls in the family runs contrary to cultural norms.

e. to provide assistance directly to women, in order to avoid them having to trade sexual favours to receive their rations or their receipt of inadequate portions. In northern Uganda, for instance, WFP has designated women as the initial point of control for the distribution of food. In Azerbaijan, WFP's implementing partner, World Vision International, also ensures that female staff are present at every food distribution.

f. displaced women and girls often have been found to receive less than their full ration of food, to eat last and eat less. To address this problem, surveys of household food distribution patterns in order to determine whether rations reach their intended beneficiaries should be undertaken, as CARE and Save the Children have begun to do in a number of locations.

g. to ensure women have access to women health-care providers. In certain cultures, women will not or cannot seek health services, particularly in reproductive health, from a male practitioner. Thus, their health needs may go entirely unaddressed. Women health-care providers should be employed in IDP settings as a matter of course.

h. to provide medical treatment and psychosocial counseling to women who have been raped or subjected to other serious sexual or physical abuse.

i. to ensure women have equal access to education, skills training and meaningful income generating activities. Traditionally, skills-training and income-generating programmes have relegated women to activities such as sewing and embroidery, which generate little income. However, displaced women have been found to prove adept at working in non-traditional, more meaningful income-generating activities including those such as reforestation and reconstruction associated with large-scale development projects.

j. support should be provided to encourage the formation of organisations of internally displaced women or to strengthen those already in existence.

3 Human Security in Disaster Relief

1. The impact of disasters is felt differentially within societies, and those most socially excluded and economically insecure bear a disproportionate burden. The impact of disasters also varies between women and men. Any UK Military response to humanitarian or natural disasters should conduct a gender analysis of the area of responsibility and consider how its activities can be designed in a more sophisticated manner.

The World Health Organization/Emergency and Humanitarian Action Department defines disasters as 'any occurrence that causes damage, ecological disruption, loss of human life or deterioration of health and health services on a scale sufficient to warrant an extraordinary response from outside the affected community area'.

Disasters are **classified** as *human-made (non-natural)* and *natural*.

Natural disasters are environmental events, not (directly) human made, such as volcanic eruptions, earthquakes, floods, cyclones or more long term, epidemics, drought, famine (catastrophic food shortage).

Examples of Gender Roles Contributing to Human Insecurity in Disasters

2. Women's vulnerability to the impact of disasters is increased by socially determined differences in roles and responsibilities of women and men and inequalities between them in access to resources and decision-making power. Examples taken from The World Health Organisation (https://www.who.int/gender/other_health/genderdisasters.pdf):

- a. Excess deaths among females following an earthquake in Maharashtra, India were attributed to women being in homes damaged by the earthquake and men being in open areas. Men were sleeping in fields during harvest time and were away from the home in preparation for a festival, boys were at school away from the village.
- b. One study on a 1991 cyclone in Bangladesh noted that many women perished with their children at home as they had to wait for their husbands to return and make an evacuation decision. One report from Bangladesh describes a father who, when unable to hold on to both his son and his daughter from being swept away by a tidal surge, helplessly released his daughter, because '... (this) son has to carry on the family line'.
- c. Men, on the other hand, may suffer other disadvantages, because of their gender-role socialisation. Field notes from a Western Ethiopian refugee camp report an instance where young Sudanese men fleeing conscription continued to starve in refugee camps despite receiving food aid. They starved because they had never learned to cook.
- d. In the aftermath of Hurricane Andrew in the USA, men who had traditionally been the family providers and protectors struggled with their feelings of inadequacy and failure. Men's roles as protectors may place a greater responsibility on them for risk taking during and after a disaster, both within their households and as volunteers and rescue workers.

Gender Considerations for Responding to Humanitarian and Natural Disasters

3. **Issues in Planning and Delivery of Relief Services.** Emergency management agencies (including the military) and others responsible for emergency relief such as law-enforcement agencies and fire personnel have historically been dominated by men. Male-dominated recovery groups which see disasters 'through the eyes of men' may organise relief work in a manner that does not take gender differences and women's specific needs into consideration. For example, when considering aid packages do responders traditionally consider:

- a. sanitary napkins.
- b. powdered food for babies.
- c. nappies.
- d. contraceptives.
- e. counselling services for psychological distress and domestic violence.

4. There is also a tendency on the part of responders to take for granted women's time and labour for work as paid and unpaid care givers in the aftermath of a disaster. Similarly, they may assume men's physical and emotional strength, and therefore overlook their needs.

What Can the Military Do?

4. J2, J5 and medical personnel supporting any Humanitarian Assistance/Disaster Relief (HADR) should seek out sex and age -disaggregated data on disaster-related mortality, morbidity and long-term health consequences. When conducting analysis, the military staff officers should be aware of the gender balance in their own HQ and ask:

- a. whether and how perceptions, preparedness and warning response in disaster relief and vulnerability are influenced by gender-based differences between women and men.
- b. how gender relations operate in households and communities in a disaster situation and during the relief and recovery phase.
- c. how gender roles and gender relations influence coping mechanisms.
- d. if domestic and sexual violence in the aftermath of a disaster will increase.
- e. if the needs of disadvantaged women and girls, such as women and girls with disabilities and women needs to be better researched.

5. Pre-disaster activities such as hazard mapping and vulnerability analysis should integrate gender considerations. This would involve considering:

- a. the differences in vulnerability to and impact of disasters in women and men.
- b. how their roles and status affect disaster-relief and recovery.

- c. community-based disaster-preparedness projects and disaster training and education programmes should include women and men, and address their respective needs and concerns.
- d. information collected through rapid assessments of health status and health needs in disaster situations should be sex-disaggregated and include a gender analysis.
- e. information is needed on reproductive and mental health needs, in addition to information on communicable diseases and on malnutrition.
- f. basic health services provided as part of emergency relief should likewise cater to women's and men's different needs and be provided in a gender-sensitive manner.
- g. disadvantaged groups such as women and men with disabilities and women in violent relationships should be identified as special-risk populations for disaster relief and recovery services.
- h. where possible work with other UK Govt departments IOs, NGOs, Civil Society and community organisations to identify groups facing vulnerable situations.
- i. gender training of emergency managers and health service providers should become an integral part of staff training in all organisations and agencies involved in disaster-relief.

4 Sexual Exploitation and Abuse

1. Within UK, Defence Sexual Exploitation and Abuse (SEA) sits within Legal and Personnel departments. Occasionally staff working as military Gender Advisers may be asked to support work on SEA but it is not a WPS or POC cross-cutting theme.
2. The UN defines Sexual Exploitation and Abuse in two separate headings – abuse and exploitation.
3. Sexual Abuse is defined as actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.
 - a. 'physical intrusion' is understood to mean 'sexual activity'.
 - b. 'sexual abuse' is a broad term, which includes 'rape', 'sexual assault', 'sex with a minor' and 'sexual activity with a minor'.

Note: all sexual activity with a child is considered as sexual abuse.

4. Sexual Exploitation is defined as any actual or attempted abuse of position of vulnerability, differential power or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another.
5. While it is agreed that SEA must be viewed through a human rights lens, the UN is in the process of determining under what criteria SEA rises to the level of a human rights violation or to conflict-related sexual violence.
6. Within the United Nations system, the civilian and military Gender and Protection Advisers do not lead on preventing or responding to incidents of SEA. The UN Conduct and Discipline Unit (CDU) is the lead both in UNHQ and in the mission areas.
7. All UK personnel are to uphold the values and standards of the UK Armed Forces. Any misconduct is to be reported to the chain of command and dealt with. The RMP are developing training materials to prevent and respond to incidents of SEA.

5 Civil Society

1. The UN describes civil society as the 'third sector' of society, next to governments and businesses. It comprises civil society organisations and non-governmental organisations. It is essential for all parts of Government, including the Ministries of Defence and the military, to engage with civil society as they offer often organisations closest to the ground. Civil society knowledge of local issues as well as international systems can provide expertise that benefit planning and operations. They can represent issues not traditionally heard by the military. It is only by understanding their perspective that a military tasked to protect a community understand the context they are operating in. The UK's civil society network on Women, Peace and Security is Gender, Action for Peace and Security (GAPS) who work closely with HMG.

2. Gender Action for Peace and Security (GAPS) is the UK's only Women, Peace and Security civil society network. It has a membership organisation of 17 NGOs and experts in the field of development, human rights, humanitarian and peacebuilding. It is founded to progress the United Nations Security Council Resolution 1325. GAPS role is to promote and hold the UK government to account on its international commitments to women in conflict areas worldwide.

3. Through collaborative advocacy, campaigning and research, GAPS highlights the realities of women living in conflict-affected countries to decision-makers and practitioners and to promote their participation at all levels. GAPS is dedicated to promoting, facilitating and monitoring the inclusion of gender perspectives in all aspects of UK government peace and security policy and practice and work in close partnership with UK government ministers and civil servants. GAPS is considered the UK Government's 'critical friend' on WPS and works with all parts of Government, including MOD and the military, on WPS.

4. GAPS provides the secretariat for the All-Party Parliamentary Group on Women, Peace and Security to ensure progress on WPS benefits from the influence and scrutiny of parliamentarians.

5. GAPS operates across a variety of policy areas. These include the UK WPS NAP, the Building Stability Overseas Strategy (BSOS), DFID's Strategic Vision for Gender Equality and the Preventing Sexual Violence in Conflict Initiative (PSVI).

6. For example, recently we have advocated for women's rights in Afghanistan, a focus country for the UK's National Action Plan.

7. The Secretary of State for Defence has pledged to meet with Civil Society at least twice a year. His first meeting was held in July 2017 and he will meet again with organisations in January 2019. The aim of these meetings is to better understand the concerns of women and girls in the areas where the UK military is deployed and to broaden the military planners' notions of security.

8. The Secretary of State has led the way in listening to Civil Society. Below is an example of the outcome of the first meeting. This model of engagement with Civil Society can be used by JFC, the single Services and critically by senior officers and planners when deployed.

**RECOMMENDATIONS MADE BY CIVIL SOCIETY TO THE SECRETARY OF STATE
(17 JULY 2018)**

UK INTERNAL ACTIVITY	ACTION	UK EXTERNAL ACTIVITY	ACTION
SofS to lead on the Defence contribution to PSVI.	SofS' office	Encourage other militaries to meet with Civil Society.	DA's Training Teams
Establish dedicated Military Gender & Protection Adviser posts in home based and deploying units.	ACDS(DE), SO1 WPS	Influence governments to ensure their military adheres to Protection of Civilians (POC) direction and UN SCRs	DA
Deploy Military Gender Protection Advisers to population-centric operations.	JFD	Train all troops on: <ul style="list-style-type: none"> • IHL. • POC. • Civil-Military Cooperation. • Preventing Sexual Violence in Conflict (PSVI). • Children in Armed Conflict (CAAC). • targeting procedures. • casualty tracking. • conducting a Gender Analysis. • respond to Human Trafficking. 	Ongoing – BMATT, BPST Establish a STTT with specific military expertise in delivering training on IHL and human security areas (WPS, CAAC, CAAC, MSHT and POC).
Establish a Military UNSCR1325 Network.	SO1 WPS	Train all troops on: <ul style="list-style-type: none"> • human rights core values (e.g. avoiding use of prostitutes). • increasing respect for women in the military. • introducing post-traumatic counselling. 	DAs STTTs
Collaborate with Civil Society on MOD WPS Policy.	SO1 WPS	Deploy Military Gender and Protection Adviser to Iraq. Officer to provide training on how to respond to survivors of CRSV, CAAC and POC.	Ops Directorate PJHQ

Military Intelligence to conduct gender analysis for planning purposes.	Defence Intelligence & appropriate Tier 1 and Tier 2 courses.		
Military to be taught how to identify and respond to incidents of human trafficking. UK to deploy more women peacekeepers to UN missions.	SO1 WPS, 77X design a slide pack for training purposes (Ops Directorate, Single Services and PJHQ).		
Military Planners to meet with Civil Society within UK and when deployed on Ops.	Ongoing in some theatres but not institutionalised.		
Exploit medical and military police expertise to respond to CRSV.	Ongoing with Defence Medical Services and Provost Marshal.		

6 Reading and Resources List

General

Gender and Age Country Analysis Tools

JACS Guidance: <file:///H:/Downloads/JACS%20Guidance%20Note.pdf>

OSJA Guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/583304/OSJA_Guidance_2017.pdf

International, Regional and National Policy on WPS

UNSCR 1325: <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N00/720/18/PDF/N0072018.%20pdf?OpenElement>

NATO BiSc: <https://www.act.nato.int/images/stories/structure/genderadvisor/nu0761.pdf>

Protection of Civilians Websites

Protection of Civilians – A Military Response:

<http://publications.armywarcollege.edu/pubs/3520.pdf>

National Policy on WPS and Conflict

UK NAP on WPS:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/692066/FCO1215-NAP-Women-Peace-Security-ONLINE_V2.pdf

Building Stability Overseas Strategy:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67475/Building-stability-overseas-strategy.pdf

Conflict Security and Stability Fund (CSSF) Overview:

<https://www.gov.uk/government/publications/conflict-stability-and-security-fund-cssf/conflict-stability-and-security-fund-an-overview>

CSSF - Women, Peace and Security:

<http://www.sclr.stabilisationunit.gov.uk/images/supub/downloads/cssf-tips-women-peace-and-security.pdf>

CSSF - Conflict Sensitivity:

<http://www.sclr.stabilisationunit.gov.uk/images/supub/downloads/cssf-tips-conflict-sensitivity.pdf>

CSSF - Conflict Analysis:

<http://www.sclr.stabilisationunit.gov.uk/images/supub/downloads/cssf-tips-conflict-analysis.pdf>

CSSF - Early Warning and Horizon Scanning:

<http://www.sclr.stabilisationunit.gov.uk/images/supub/downloads/cssf-tips-early-warning-and-horizon-scanning.pdf>

CSSF - Human Rights:

<http://www.sclr.stabilisationunit.gov.uk/images/supub/downloads/cssf-tips-human-rights.pdf>

CSSF - Preventing and Resolving Conflict:

<http://www.sclr.stabilisationunit.gov.uk/images/supub/downloads/cssf-tips-preventing-and-resolving-conflict.pdf>

CSSF - Security and Justice:

<http://www.sclr.stabilisationunit.gov.uk/images/supub/downloads/cssf-tips-security-and-justice.pdf>

X-Govt Websites

<https://www.gov.uk/government/organisations/stabilisation-unit>

MOD Websites

International Defence Engagement Strategy:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596968/06032017_Def_Engag_Strat_2017DaSCREEN.pdf

Cross-Cutting Themes

CONFLICT-RELATED SEXUAL VIOLENCE (CRSV)

United Nations

UN Special Training Materials on CRSV, including conceptual models, presentations, mission-specific scenario-based exercises and lesson plans:

<https://research.un.org/stm/CRSV>

UN Peacekeeping CRSV:

<https://peacekeeping.un.org/en/conflict-related-sexual-violence>

Presentation from DPKO on CRSV:

<https://issat.dcaf.ch/download/127405/2601845>

UK HMG

Principles for Global Action on tackling the stigma of CRSV – FCO 2017:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/645636/PSV_I_Principles_for_Global_A

Understand to Prevent - Practical guidance on the military contribution to the prevention of violent conflict (Part 3, Chapters 7 & 8):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/618886/dar_mcdc_u2p_handbook.pdf

International Partners

Scenario-based training by the United States Africa Command (AFRICOM) on CRSV:

http://pksoi.armywarcollege.edu/default/assets/File/CRSV_Training_Scenarios_Preparing_to_Prevent.pdf

United States Institute of Peace (USIP) publication on rape in war and the motivations in the DRC: <https://www.usip.org/publications/2010/05/rape-war-motives-militia-drc>

International Organisations

London School of Economics (LSE) Centre for Women, Peace and Security: <http://www.lse.ac.uk/women-peace-security/publications>

CRSV beyond Conflict Termination – African Centre for the Constructive Termination of Disputes (ACCORD) 2012: <https://accord.org.za/publication/sexual-violence-beyond-conflict-termination/>

International Institute for Strategic Studies article on CRSV: <https://www.iiss.org/publications/armed-conflict-survey/2017/armed-conflict-survey-2017/acs2017-03-essays-2>

Monitoring, Analysis, and Reporting Arrangements (MARA) on CRSV: <http://www.endvawnow.org/en/articles/1526-monitoring-analysis-and-reporting-arrangements-on-conflict-related-sexual-violence.html>

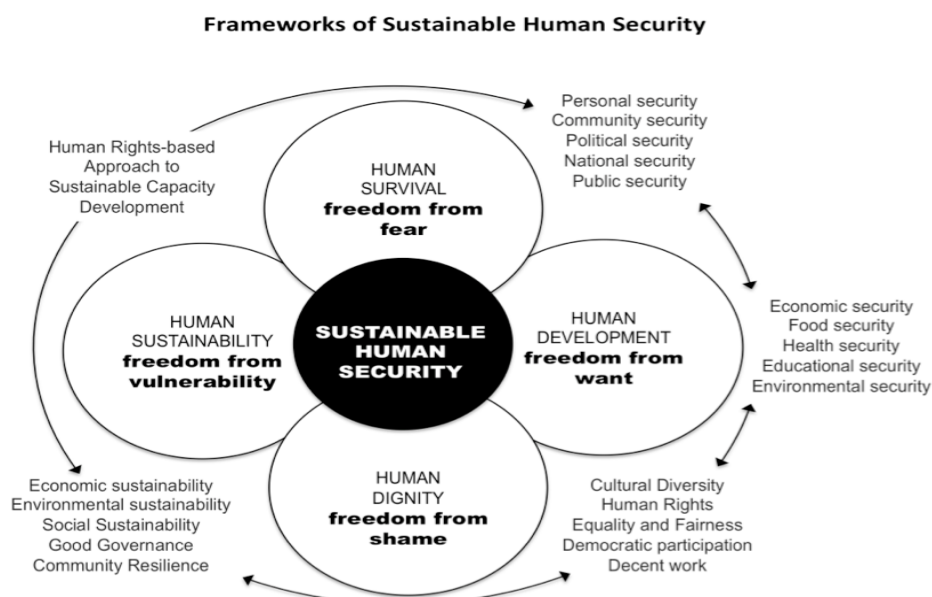
HUMAN SECURITY

UN Trust for Human Security (4 mins): <https://www.youtube.com/watch?v=xdo9GTNP0D8>

TEDx: Human Security by Gary Lewis (17 mins): <https://www.youtube.com/watch?v=EWdq35jvNLA>

Human Security - A New Response to Complex Threats (5 mins): <https://www.youtube.com/watch?v=axb0KkB2Le4>

Human Rights in 2066 | William Schabas | TEDx Zurich (15mins): <https://www.youtube.com/watch?v=YyHiUGdWdFc>



CHILDREN IN ARMED CONFLICT

UN Report: Machel Study – 10-year strategic review of children and conflict in a changing world:

https://childrenandarmedconflict.un.org/publications/MachelStudy-10YearStrategicReview_en.pdf

Children affected by Armed Conflict: UNICEF Actions

<https://reliefweb.int/sites/reliefweb.int/files/resources/893C5BFA8D01FF3CC1256E85004A7F86-Child-Armed.UNICEFAct.pdf>

<https://www.unicef.org/research-and-reports>

UN working group on CAAC: <https://www.un.org/sc/suborg/en/subsidiary/wgcaac>

UN Resolutions and Presidential Statements specific to Children in Armed Conflict:

<https://www.securitycouncilreport.org/un-documents/children-and-armed-conflict/>

<https://www.un.org/scborg/en/subsidiary/wgcaac/resolutions>

UN Annual Reports: <https://www.un.org/sc/suborg/en/subsidiary/wgcaac/annual>

NATO - Protection of Children in Armed Conflict

https://www.nato.int/cps/en/natohq/topics_156399.htm

NATO factsheet:

https://www.nato.int/nato_static_fl2014/assets/pdf/pdf_2016_10/20161018_1610-children-armed-conflict-en.pdf

Children in Armed Conflict ACT

<https://act.nato.int/children-and-armed-conflict>

European Union Instruction: EU Guidelines on Children and Armed Conflict

https://eeas.europa.eu/sites/eeas/files/10019_08_en.pdf

War Child, NGO website

https://www.warchild.org.uk/?gclid=EAlaIqobChMI3Pynsq_W3glVx_hRCh2LyABKEAAYA_SAAEgJylfD_BwE (provides access to recent news and blogs on children in armed conflict, as well as vignettes)

Economist Intelligence Unit, NGO/Global Press

<http://www.eiu.com/> (provides access to specific articles through search function on children in armed conflict globally)

CIA World Factbook, OSINT resource

<https://www.cia.gov/library/publications/resources/the-world-factbook/> (provides basic information on military conscription ages and key transitional risks for failed states)

Child Soldiers: Human Rights Watch

<https://www.hrw.org/topic/childrens-rights/child-soldiers>

Children and Armed Conflict

<https://childrenandarmedconflict.un.org>

Child Rights International Network – CRIN

<https://www.crin.org/en/home/what-we-do/policy/children-and-armed-conflict>

Save The Children

<https://www.savethechildren.net/waronchildren/>

Analysis tools that could be used in relation to Children in Armed Conflict

http://www.guillaumenaicaise.com/wp-content/uploads/2014/09/resum -du-cours_analyse-de-conflits.pdf

ICRC: The involvement of children in armed conflict

<https://www.icrc.org/eng/resources/documents/article/other/57jp4t.htm>

ODI Report: Innovations and challenges in protecting children in armed conflict

<https://www.odi.org/sites/odi.org.uk/files/resource-documents/12060.pdf>

CHILDREN IN ARMED CONFLICT MEDIA AND NGO LINKS

BBC World Service ‘Children of Conflict’:

<http://www.bbc.co.uk/worldservice/people/features/childrensrights/childrenofconflict/>

Forced Migration Review: <https://www.fmreview.org>

International Committee of the Red Cross – Children:

<https://www.icrc.org/en/war-and-law/protected-persons/children>

M decins Sans Fronti res Report: ‘Mental health services for children exposed to armed conflict: M decins Sans Fronti res’ experience in the Democratic Republic of Congo, Iraq and the occupied Palestinian territory’

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3817578/>

Save the Children Report: ‘The War on Children’

<https://www.savethechildren.net/waronchildren/pdf/waronchildren.pdf>

UNICEF Research and Reports on the State of Children in the World:
<https://www.unicef.org/research-and-reports>

University of Essex's The Children and Armed Conflict Unit:
<https://www1.essex.ac.uk/armedcon/>

War Child UK: <https://www.warchild.org.uk>

War Child US: <https://www.warchild.org>

Watchlist on Children in Armed Conflict: <https://watchlist.org>

HUMAN TRAFFICKING

United Nations Office on Drugs and Crime

<https://www.ohchr.org/EN/Issues/Slavery/UNVTFCFS/Pages/SlaveryList.aspx>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730757/Useful links to national organisations who support vulnerable people.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730757/Useful_links_to_national_organisations_who_support_vulnerable_people.pdf)

United Nations Global Initiative to Fight Trafficking: <http://www.ungift.org>

United Nations Human Rights Office of the High Commission:
<https://www.ohchr.org/EN/pages/home.aspx>

Global Data Hub on Human Trafficking:
<https://www.ctdatacollaborative.org>

Human Trafficking Analysis:
<https://www.informs.org/ORMS-Today/Public-Articles/April-Volume-44-Number-2/Human-trafficking-analysis>

International Organisation for Migrants:

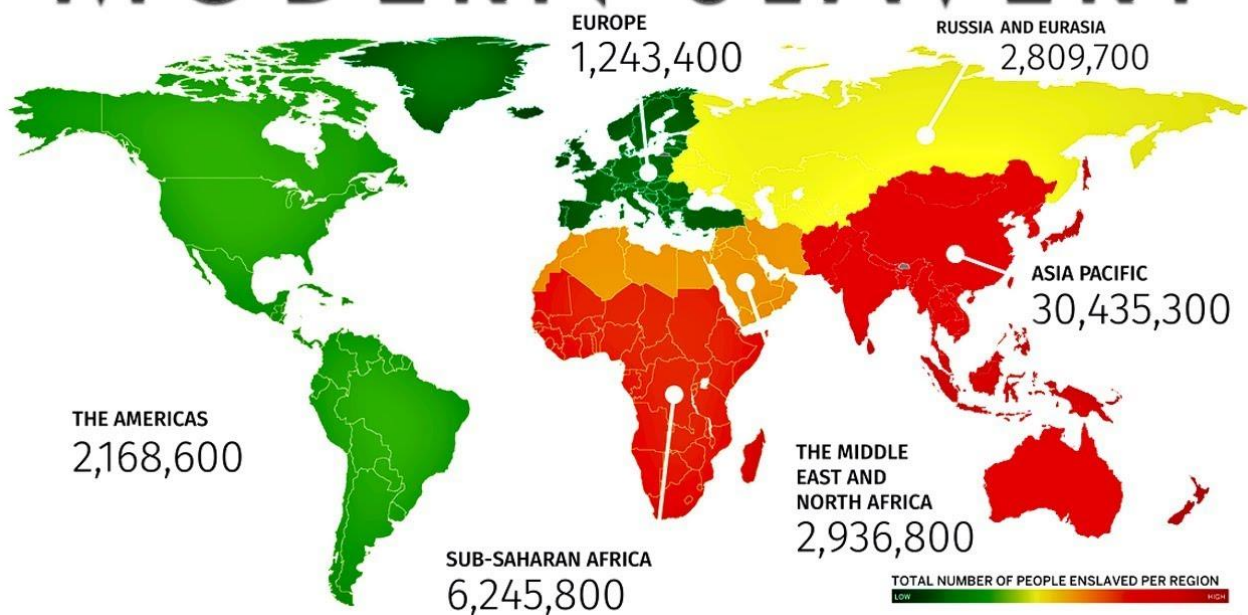
<https://www.iom.int/southern-africa>

<https://www.unodc.org/unodc/en/human-trafficking/>

UK organisations who support vulnerable individuals

<https://theirworld.org/explainers/child-trafficking>

MODERN SLAVERY



INTERNATIONAL MILITARY AND GENDER OPERATIONAL STAFF WORK

Gender Perspectives and Military Inclusivity: Implementing UNSCR 1325 and the NAP on WPS (US Military):

<https://www.inclusivesecurity.org/publication/gender-perspectives-and-military-effectiveness/>

Advancing Gender Considerations in Military Operations (US Military):

<http://www.dtic.mil/dtic/tr/fulltext/u2/a591135.pdf>

Gender Considerations in Military Planning: Examples from Nepal:

<http://smallwarsjournal.com/jrn/art/gender-considerations-military-planning-examples-nepal>

Sexual Exploitation and Abuse

Sexual Exploitation and Abuse:

https://hr.un.org/sites/hr.un.org/files/SEA%20Glossary%20%20%5BSecond%20Edition%20-%202017%5D%20-%20English_0.pdf

SEA Military Aide Memoire:

https://www.un.org/preventing-sexual-exploitation-and-abuse/sites/www.un.org/preventing-sexual-exploitation-and-abuse/files/the_military_aide_memoire_united_nations_measures_against_sexual_exploitation_and_abuse.pdf

UN SEA website:

<https://www.un.org/preventing-sexual-exploitation-and-abuse/>

<https://www.un.org/preventing-sexual-exploitation-and-abuse/content/quarterly-updates>

WPS and SEA – LSE:

<http://www.lse.ac.uk/women-peace-security/assets/documents/2017/wps9Westendorf.pdf>

LSE blog on SEA by peacekeepers and its impact and the move to zero tolerance policy:
<http://blogs.lse.ac.uk/wps/2017/10/05/wps-crsv-and-sexual-exploitation-and-abuse-in-peace-operations-making-sense-of-the-missing-links-jasmine-kim-westendorf-92017/>

Country Resources

AFGHANISTAN

Background

Human Rights Watch Afghanistan (General Overview on Human Rights):
<https://www.hrw.org/asia/afghanistan>

Brookings: Stability and Human Security in Afghanistan in 2016:
<https://www.brookings.edu/events/stability-and-human-security-in-afghanistan-in-2016/>

Amnesty International - Afghanistan Report:
<https://www.amnesty.org/en/countries/asia-and-the-pacific/afghanistan/report-afghanistan/>

ICRC Afghanistan:
<https://www.icrc.org/en/where-we-work/asia-pacific/afghanistan>

The Asia Foundation - Afghanistan in 2017: A Survey of the Afghan People:
<https://asiafoundation.org/where-we-work/afghanistan/survey/>

Human Terrain Analysis

Governance and Social Resource Centre - Gender Issues in Afghanistan:
<http://gsdrc.org/publications/gender-issues-in-afghanistan/>

UNDP Gender Equality: Afghanistan:
<http://gsdrc.org/docs/open/hd458.pdf>

Central Asia Institute: Women's Empowerment through Education:
<https://centralasiainstitute.org/womens-empowerment-through-education/>

Social Institutions and Gender Index - Afghanistan:
<https://www.genderindex.org/country/afghanistan/>

The Guardian, Nov 2018 - Women's Rights and Gender Equality article:
<https://www.theguardian.com/global-development/series/womens-rights-and-gender-equality-in-focus>

PubMed - Towards gender equality in health in Afghanistan:
<https://www.ncbi.nlm.nih.gov/pubmed/25034914>

YouTube Clips

TED Talk Education Women in Afghanistan:
<https://www.youtube.com/watch?v=PqGNMeDt5pl>

NYT Empowering Women in Afghanistan:
<https://www.nytimes.com/video/world/asia/1194819782105/empowering-women-in-afghanistan.html>

Boston University: A Fragile Future for Afghanistan (1 hr 30 mins):

<https://www.youtube.com/watch?v=oIF2kBEON0>

DEMOCRATIC REPUBLIC OF CONGO

UK Gov Activity in Country

House of Commons International Development Committee: Fragility and Development in the Democratic Republic of Congo, Fifth Report of Session 2016-17:

<https://publications.parliament.uk/pa/cm201617/cmselect/cmintdev/99/99.pdf>

DFID Democratic Republic of Congo country profile:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/723135/Democratic-Republic-Congo-July-2018.pdf

International Documentation

Security Council report archive, DRC:

<https://www.securitycouncilreport.org/democratic-republic-of-the-congo/>

ICRC, DRC: <https://www.icrc.org/en/where-we-work/africa/democratic-republic-congo>

CRSV DRC

UN Sexual Violence in Conflict, DRC:

<https://www.un.org/sexualviolenceinconflict/countries/democratic-republic-of-the-congo/>

MONUSCO report on sexual abuse:

<https://peacekeeping.un.org/en/monusco-launches-projects-to-assist-victims-of-sexual-exploitation-and-abuse>

Wider Interest - News Articles

The Guardian - The 'rape capital of the world'? We women in Congo don't see it that way:

Justine Masika Bihamba: <https://www.theguardian.com/global-development/2017/oct/09/the-rape-capital-of-the-world-we-women-in-democratic-republic-congo-dont-see-it-that-way>

The Guardian - 'No sleep for Congolese mothers trying to save their girls from rape':

<https://www.theguardian.com/global-development/2016/dec/07/democratic-republic-congo-drc-mothers-trying-to-save-girls-rape-sexual-violence>

NIGERIA

<https://www.britishcouncil.org/sites/default/files/british-council-gender-nigeria2012.pdf>

<http://www.nsrp-nigeria.org/wp-content/uploads/2017/12/Lessons-Learned-Conflict-and-Gender-Sensitivity-in-Conflict.pdf>

<https://www.ajol.info/index.php/gab/article/view/23397>

<https://link.springer.com/content/pdf/10.1057%2Ffr.2012.1.pdf>

<https://library.fes.de/pdf-files/bueros/nigeria/08162.pdf>

IRAQ

Human Terrain Analysis

Social Institutions and Gender Index:

<https://www.genderindex.org/country/iraq/>

Gender and Conflict Analysis in Isis Affected Communities of Iraq:

<https://reliefweb.int/.../resources/rr-gender-conflict-isis-affected-iraq-300517-en.pdf>

A Strategy for Peace in Iraq: A Gender-Sensitive National Reconciliation Platform:

<https://www.ndi.org/publications/strategy-peace-iraq-gender-sensitive-national-reconciliation-platform>

United Nations Population Fund Iraq:

<https://iraq.unfpa.org/en>

Countries: Iraq | UN Women - Arab States / North Africa:

<http://arabstates.unwomen.org/en/countries/iraq>

International Rescue Committee Iraq: Strategy Action Plan:

<https://www.rescue.org/irc-document/iraq-strategy-action-plan-2018>

United Nations - United Nations Assistance Mission for Iraq – Gender:

http://www.uniraq.org/index.php?option=com_k2&view=item&layout=item&id=953&Itemid=621&lang=en

Al Jawaheri, Y H (2008), *Women in Iraq: The Gender Impact of International Sanctions* (IB Tauris and Co Ltd)

SOMALIA

United Nations

Transition update, Meeting 8295:

<https://www.un.org/press/en/2018/sc13341.doc.htm>

UN Somalia Mission (UNSOM):

<https://unsom.unmissions.org/prevention-and-counteracting-violent-extremism>

UN Support Office Somalia (UNSOS):

<https://unsos.unmissions.org/>

Africa Mission Somalia (AMISOM):

<http://amisom-au.org/>

World Food Programme Somalia:

<http://www1.wfp.org/countries/somalia>

EU Enhancement of Maritime Security:

<https://www.eucap-som.eu/>

Somalia Human Rights:

https://www.amnesty.org.uk/search/somalia?&gclid=EAlaIQobChMIzsLM2K3X3qIVCbTtCh1cJAu3EAAYASAAEgKz3fD_BwE

<https://www.hrw.org/africa/somalia>

Articles of Interest

<https://www.reuters.com/article/us-somalia-security-idUSKBN1HU1QE>

<https://www.tandfonline.com/doi/full/10.1080/13533310500066487?src=recsys>

<http://origins.osu.edu/article/avoiding-scourge-war-challenges-united-nations-peacekeeping/page/0/1>

<https://www.telegraph.co.uk/news/worldnews/europe/bosnia/11729436/Srebrenica-20-years-on-What-have-been-the-successes-and-failures-of-UN-peacekeeping-missions.html>

SINGLE SERVICE HUMAN SECURITY ADVISER / FOCAL POINT JOB SPECIFICATION

Job Title

1. Single Service Human Security Adviser/Focal Point (either Regular or Reservist).

Main Job Objective

2. To perform the duties of a Human Security Advisor within the single Service HQ and on operational deployment.

Responsibilities

3. Responsible to:
 - a. the single Service Chief.
4. Responsible for:
 - a. **Mission.** To provide subject matter expertise on UN Security Council Resolutions on women, peace and security (WPS), children affected by armed conflict (CAAC), human trafficking and protection of civilians (POC) in order to ensure military planning and staff work include the human security concerns of civilians.
 - b. **Personnel.** Fulfilling the Human Security responsibilities at the operational and tactical level: advising senior officers, informing, analysing, mentoring and training peer and subordinate staff officers. Ensuring that operational staff work includes non-traditional aspects of security as well as traditional notions of security. Disseminating and training single Service Human Security Focal Points within staff roles and at unit level.
 - c. **Individual.** Maintaining individual knowledge and skills and applying professional knowledge. Conducting self-development and self-improvement.

Tasks

5. **Advise Military Commanders and fellow staff officers** on integrating, delivering and mainstreaming a gender perspective across all military planning and conduct of operations and identifying when and where to include guidance on WPS, CAAC, human trafficking and POC. This will be achieved by:
 - a. communicating a gender perspective with military decision makers.
 - b. establishing relationships with decision makers to increase operational effectiveness.
 - c. maintaining functional contact with MOD WPS team and FPs in higher and subordinate commands.

- d. providing SME advice on WPS, CAAC, human trafficking and POC.
- e. supporting single Service operational objectives and activities.
- f. contributing to Knowledge Development across all military functions.

6. Conduct gender analysis and sex and age disaggregated assessments:

- a. ensure single Service Directives, doctrine and training includes WPS, CAAC, human trafficking and POC guidance.
- b. ensure all single Service military functions (1-9) assess the security risks of women, men girls and boys and the impact of operations on civilian groups.
- c. analyse traditional and cultural concepts of masculinity and the impact for operations and security.
- d. conduct data collection, analysis, monitoring and reporting
- e. disseminate gender and age disaggregated analysis through Intelligence and CIMIC roles.

7. Facilitate an internal and external engagement network to deliver human security:

- a. establish a single Service Human Security Network of officers and other ranks.
- b. establish a regular meeting and activities with IOs /NGOs and Civil Society.
- c. when deployed coordinate with local security forces.

8. Act as Subject Matter Expert (SME) on all WPS, CAAC, Human Trafficking and POC related issues:

- a. advise on WPS UNSCR 1325 and CAAC 1261 and all related resolutions.
- b. act as SME for SGBV in conflict.
- c. advise the 1-9 military functions and Brigade staff in how to mitigate against Sexual and Gender Based Violence.
- d. advise on the roles and functions of the international Gender Advisor, Child Protection and Protection of Civilians Adviser framework and network.

9. Advise the single Service HQ and Front Line Commands:

- a. when and where to include references to WPS, CAAC, human trafficking and POC in doctrine, training, force generation and conduct of operations.
- b. ensure that women are deployed to mixed patrols and mixed training teams noting that such patrols and teams are more effective than single-sex patrols and

teams at engaging with the local population and collecting information that can be used to support protection of civilians strategies.

c. ensure that patrols conducting population-centric tasks know how to respond to survivors of human rights violations and victims of trafficking.

d. ensure that patrols know which civilian actors based in the area of operations who the survivors can be referred to.

e. conduct training, if necessary with the support of the Defence WPS team, to Brigades and units on Human Security.

10. Attendance at Defence meetings:

a. attend ACDS(DE)'s Implementation Working Group in Main Building (six meetings a year).

b. attendance at the Human Security Doctrine and Training Working Group (twice a year).

Training

11. The single Service Human Security Focal Point will attend the Military Gender and Protection Advisers course run at the Defence Academy.