

# Inclusiveness in Training for Security

From Numbers to Effectiveness

Or

It is more than “add women and mix”

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# Diversity Matters for UN Peacekeeping Operations

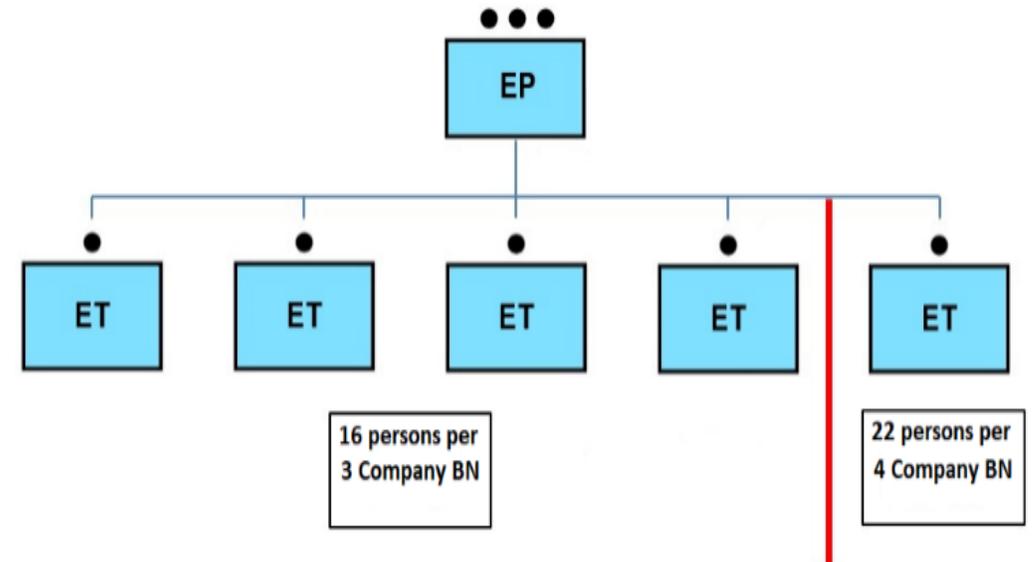
- Increases operational effectiveness
- More diversity means:
  - Greater views of what the problem is;
  - Greater range of solutions to solve or mitigate the problem;
  - Greater choice in individuals who can execute the task.
- Diversity of Gender:
  - UNSCR 1325
  - National Action Plans for 1325;
  - UN Gender parity strategy;
  - **UN Engagement Platoon;**
  - ELSIE –
    - Barrier Assessment;
    - Gender Strong Units - substantial representation of women across all functions of a unit, including command positions; and
    - ELSIE Fund.

# Why the Engagement Platoon

1. Lack of engagement with the local population;
2. A lack of sophisticated protection of civilian strategies and poor Early Warning Mechanisms;
3. Increase the Battalion's situational awareness within its area;
3. To broaden engagement activities – specifically to understand the threats faced by vulnerable members of communities.

# Engagement Platoon for UN Peace Operations

- An EP is to be established in each Inf Bn.
- The EP will be embedded within the Battalion's Combat Support Company.
- The EP is to have an Officer in Charge, along with a 2IC.
- The Platoon will be made up of a number of engagement teams (ET), containing four personnel per team.
- Battalions with three companies will have four ETs in the Engagement Platoon.
- Battalions with four companies will have five ETs.
- The EPs are to be at least 50 per cent women. TCCs may choose to establish teams with more than 50 per cent women.
- The teams can be made up of men and women from any branch of the military and any rank
- EPs are optional in specialist Inf Bns, such as a Quick Response Force or Special Forces Battalion as these Battalions are designed for offensive actions rather than engagement



# Mission

- The mission of the EP is to **enhance the situational awareness** of the battalion **by engaging with the local population** and **mapping the human terrain** of the AO in order to **identify vulnerable areas** and **at-risk populations**.
- **Outcome - enhance situational awareness**
- **Focusing on - identifying vulnerable areas and at-risk populations**
- **How - engaging with the local population**
  - **mapping the human terrain.**

# Tasks of the Engagement Platoon

- **Provide information to the Military Peacekeeping Intelligence section.**
- **Identify the vulnerabilities, needs and interests of local men, women, boys and girls.**
- **Conduct gender perspective-inclusive Village Assessments, as outlined in Annex C to the UNIBAM, to improve situational awareness.**
- **Undertake patrol activities, including repeat engagement, to foster trust with local population.**
- **Engage in dialogue with local communities to better understand their situation and unique needs, including protection and prevention strategies. Specifically, EPs should focus on CRSV, Human Trafficking, crimes against Children and other breaches of humanitarian law.**
- **Establish and maintain liaison with civil actors to facilitate cooperation, information sharing and better planning and conduct of operations.**
- **Facilitate military operations by creating and sustaining conditions to achieve mission objectives.**
- **Continuously monitor and report on the Operating Environment.**
- **Work with Community Liaison Assistants (CLA) to conduct targeted patrolling and related activities.**

# Potential Barriers

## to Women's Participation

1. **eligible pool;**
2. deployment selection;
3. deployment criteria;
4. household constraints;
5. **peace operations infrastructure,**
6. **negative experiences,**
7. redeployment incentives,
8. top-down leadership,
9. **gender roles**
10. **social exclusion.**

## to Engagement Platoon

1. employment criteria of non-infantry;
2. lack of understanding of how to employ engagement platoon;
3. "competing" organisations;
4. attitude of members of infantry unit;
5. "loss" of infantry positions;
6. potential training time:
  - a. basic land skills;
  - b. engagement platoon specialty.

# Increasing Diversity - Multiple Lines of Effort

## Leadership

- Ensuring women are aware of PKO opportunities (national level)
- Number of women in key positions
- Training and education of leaders on
  - This is a leader centric task – ie. not the GENAD
  - need/value of women
  - barriers to the effective employment of women
  - how to ensure a receptive environment.

There is a leader centric approach to establishing and maintaining an organisational culture that understands and accepts the importance of women in PKO

## Physical environment

## Personal Wellbeing

- physical
- emotional
- mental
- equipment

Identify and quantify the differing needs of men and women then meet those needs within operational restraints to allow both to effectively perform their duties.

## Training and Education

- Of men within the mission to shape the culture and environment
  - Operational impact of women
  - GBA+
  - SEA/Harassment
- For women to provide training needed to perform non-traditional roles
  - Filling national gaps in training
    - Basic field training for non-army
    - Staff officer training

Men understand the positive operational impact that are achieved by having women in all roles and ranks within PKO; and understand their role in sustaining a receptive environment

Women are provided the required knowledge, skills and attributes to perform duties across all areas within PKO

**There is a Receptive Environment within the Mission**  
There is a culture of acknowledging and accepting the importance of women in all aspects of PKO

## Notes

1. each aspect needs to be examined through separate lens of military – UNMO, Staff Officer, member of contingent.
2. Barriers as well as enablers for each need to be identified and then addressed. Results from the barrier assessment will allow for member state specific refinement of the outline above.
3. Solutions will likely be multi-dimensional across DOTMLPF or PRICIE.
4. **Key enabler/obstacle is leadership**