



HANDBOOK



Version 1

May 11



Commander's Guide to Female Engagement Teams

Observations, Insights, and Lessons

U.S. UNCLASSIFIED
For Official Use Only

Handling Instructions for CALL Electronic Media and Paper Products

Center for Army Lessons Learned (CALL) authorizes official use of this CALL product for operational and institutional purposes that contribute to the overall success of U.S. government efforts.

The information contained in this product is provided for informational purposes only and is not necessarily approved U.S. Army policy or doctrine.

This product is designated for official use by U.S. government personnel and their approved contractors. It cannot be released to allies, coalition partners, or the public without the expressed written consent of CALL. This product has been furnished with the expressed understanding that it will be used for official defense-related purposes only and that it will be afforded the same degree of protection that the

U.S. affords information marked "U.S. UNCLASSIFIED, For Official Use Only [FOUO]" in accordance with U.S. Army Regulations 380-5, section 5-2. Official military personnel, civil service/government personnel, and approved contractors of the United States may paraphrase; quote; or use sentences, phrases, and paragraphs for integration into official U.S. government products or research.

However, integration of CALL "U.S. UNCLASSIFIED, For Official Use Only [FOUO]" information into official products or research renders them FOUO, and they must be maintained and controlled within official channels or approved contractor facilities and cannot be released to allies, coalition partners, or the public without the expressed written consent of CALL. CALL "U.S. UNCLASSIFIED, For Official Use Only [FOUO]" documents may be placed on protected UNCLASSIFIED intranets within military organizations or units, provided that access is restricted through user ID and password or other authentication means to ensure that only properly accredited military, government officials, and approved contractors have access to CALL "U.S. UNCLASSIFIED, For Official Use Only [FOUO]" materials.

Regulations strictly forbid posting CALL "U.S. UNCLASSIFIED, For Official Use Only [FOUO]" documents to Army Knowledge Online or other Department of Defense (DOD) websites that do not restrict access to authorized personnel. AR-25-1, 15 Jul 2005, Army Knowledge Management and Information Technology, paragraph 6-4 n (2) (b) and DOD Web Site Administration Policy and Procedures (11 Jan 2002), Part II, paragraph 3.6.1 require appropriate mechanisms to protect sensitive information. DOD 5400.7-R, DOD Freedom of Information Act Program, September 1998, provides guidance on the release, safeguard, and unauthorized disclosure of FOUO information.

Appropriate disciplinary action may be taken against those responsible for the unauthorized release of FOUO information. Unauthorized disclosure of FOUO information that is protected by the Privacy Act may also result in civil and criminal sanctions against those responsible for the release; in addition unauthorized releases by contractor personnel to unauthorized persons may warrant action relative to the contractor under the Federal Acquisition Regulation (FAR)

When no longer needed, all CALL "U.S. UNCLASSIFIED, For Official Use Only [FOUO]" paper products and electronic media will be shredded or destroyed using approved paper shredders or CDROM destroyers.

Foreword

Prior to the publication of this handbook, no standardized Army training program existed for the training of Army female engagement teams (FETs). Even though U.S. Army Special Operations Command's (USASOC) Culture Support Team (CST) Program was established in 2010 at Fort Bragg, NC, this program only supports Army special operations units. Army general purpose force brigade combat teams (BCTs) currently train their FETs internally based on how the owning unit commander intends to employ them and usually with no assistance from outside resources. In the past, FET training has varied anywhere from four months to one week. The Marine Corps trains their FETs for four months prior to deployment and has by far the most FET experience. On the other hand, the Army FET training is usually on the short side, one or two weeks, conducted by the BCTs utilizing whatever experience resides within their unit. USASOC has a five week CST program which was only initiated in 2010.

This handbook will be a living document, published first on the Joint Lessons Learned Information System /Army Lessons Learned Information System to allow units deploying after 31 Aug 2011 to access the latest information available for training their FETs. As new/updated information becomes available, a new version of the FET handbook will be published. The Army FET Training Support Package (TSP) will not be available until June 2011 at the earliest.

If you would like to submit a request for information (RFI), use the following link on the Center for Army Lessons Learned (CALL) home page: "Request for Information or CALL Product" <<http://usacac.army.mil/cac2/call/>>.

You can also post questions or comments about this handbook on the Army Professional Forums. The Army Professional Forums supports the generation, application, management and exploitation of Army knowledge to foster collaboration among Soldiers and units.

This handbook and all reference materials are located at: <<https://www.jllis.mil/army/index.cfm?disp=binder.cfm&doit=view&binderid=403>> (common access card [CAC] access required).

To participate in these forums, you must have a CAC and register for the Female Engagement Team Forum <<https://forums.army.mil/secure/CommunityBrowser.aspx?id=1115459&lang=en-US>>.

Any comments on this handbook should be emailed directly to LTC Gregg A. Taylor at: <gregg.taylor@conus.army.mil> or <gregg.a.taylor@us.army.mil>.

Commander's Guide to Female Engagement Teams, Version 1

Table of Contents

Chapter 1. Introduction	1
Chapter 2. Female Engagement Team Mission and Organization	9
Chapter 3. Unit Female Engagement Team Pre-assessment Screening and Individual Preparation	19
Chapter 4. Female Engagement Team Assessment and Selection Phase	25
Chapter 5. Female Engagement Team Training and Qualification Phase	29
Chapter 6. Employing a Female Engagement Team	35
Appendix A. Female Engagement Team Volunteer Statement	55
Appendix B. Female Engagement Teams Assessment and Selection Packing List	57
Appendix C. Female Engagement Team Operations Assessment Forms (Examples)	61
Appendix D. Female Engagement Teams Mission Engagement Summary Format (Example)	67
Appendix E. Female Engagement Team Mission Debriefing Format (Example)	69
Appendix F. U.S. Army Special Operations Command Cultural Support Team Program of Instruction	71
Appendix G. U.S. Army Training and Doctrine Command Review of the U.S. Army Special Operations Command Cultural Support Team Program of Instruction	73
Appendix H. 1-25 Stryker Brigade Combat Team Female Engagement Team Course Handbook	75
Appendix I. Regional Command–East Female Engagement Team Training	77

Appendix J. Commander, International Security Assistance Force Baseline Female Engagement Team Training Guidance	79
Appendix K. Marine Corps Female Engagement Team Training Program of Instruction	81
Appendix L. References	83

Center For Army Lessons Learned	
Director	COL Thomas H. Roe
Author	LTC Gregg A. Taylor

The Secretary of the Army has determined that the publication of this periodical is necessary in the transaction of the public business as required by law of the Department.

Unless otherwise stated, whenever the masculine or feminine gender is used, both are intended.

Note: Any publications (other than CALL publications) referenced in this product, such as ARs, FMs, and TMs, must be obtained through your pinpoint distribution system.

Chapter 1

Introduction

Background

Complex operations often require the development of specialized teams with multidisciplinary perspectives. Examples of these groups include human terrain teams, provincial reconstruction teams, and, most recently, female engagement teams (FETs). These specialized programs are tasked with engaging local populations to ascertain information on civil-society needs and problems; address security concerns; and to form links between the populace, military, and interagency partners.

History has taught us that most insurgent fighters are men. But, in traditional societies, women are extremely influential in forming the social networks that insurgents use for support. Co-opting neutral or friendly women — through targeted social and economic programs — builds networks of enlightened self-interest that eventually undermines the insurgents. To do this effectively requires your own female counterinsurgents. Win the women, and you own the family unit. Own the family, and you take a big step forward in mobilizing the population on your side.

Men, women, and children are part of the triangle of knowledge that must be targeted for information collection. In Afghanistan, we observe rather consistent themes. Men interpret information and tell you what they think you want to hear. Women see and hear what goes on behind the walls. Children run free in the community and see, watch, and are involved in nearly every activity in the community.

Females are essential to the success of any COIN/collective intelligence gathering. Social sensitivity is a big part of the reason. In October 2010, a new study co-authored by Carnegie Mellon University, MIT, and Union College researchers documented the existence of collective intelligence among groups of people who cooperate well, showing that such intelligence extends beyond the cognitive abilities of the groups' individual members, and that the tendency to cooperate effectively is linked to the number of women in a group.

—*Army Female Engagement Teams Expand*,
by John Stanton posted on zeroanthropology.net on 4 Jan 2011.

Female engagements are an integral component of counterinsurgency (COIN) by embracing and understanding the missing 50 percent of the population; building relationships with the Afghan women to earn their trust, give women confidence in the Government of the Islamic Republic of Afghanistan (GIROA) and divide them from those that violate their constitutional rights; and empower them to have a voice and ownership in solutions for problems in their families, villages, country. The desired end states are four fold: (1) For women to influence families/communities not to support the Taliban; (2) For women to influence other women to demand basic services from the local government with Coalition Force (CF) support; (3) For women to influence family and community members to support the GIROA; and (4) For women not to support/enable the insurgency.

—From an HTS briefing describing/selling FET's prepared by Dr. LisaRe Brooks and dated 28 October 2010.

Female Engagement Team History

Women have exerted varying degrees of influence on men throughout history. Various military forces have learned this lesson and used female engagements to help influence the civilian populations to support them rather than their own country's military and government.

In the time of Xerxes, it is documented that the Persian king took advice from his queen which significantly impacted a political issue and prevented mass genocide. We are still in Persia. Conversations still go on between men and women behind closed doors. To understand those conversations and more importantly how we may be able to influence them we must be able to access the females. FETs are a proven concept and the U.S. Marines Corps have used them well.

During early Roman history, the Roman senate did not allow generals to take their wives on campaigns for fear the wives would exert undue influence over their husband's actions. The wives remained behind under a form of limited house arrest as hostages to insure the generals obeyed the senate's instructions. We know from history that this did not always work to the senate's desires/expectations.

More recently, during the 1954–1962 war in Algeria, France conducted female engagements with their "*Equipes Medico-Sociales Itinérantes*" (EMSI: Mobile Medical-Social Teams), supporting pacification efforts aimed at isolating the insurgency from the Algerian population. EMSI teams engaged with Algerian women to enhance their living conditions and to improve France's reputation. EMSI teams included social workers,

nurses, and educators and its primary tasks were fostering girls' education, teaching child care, cooking and sewing techniques, and conducting other efforts necessary to assist the women of Algeria. Feedback from French units highlighted the successes of EMSI teams, who saw the women as necessary "enablers" which complemented their security actions (**Note:** More than 350 EMSI teams were used in the whole theater). The French Special Administration Section, established to work with the Muslim people, also found EMSI teams to be one of the most efficient ways to engage the population; and the large numbers of Muslim Algerian women who integrated into the EMSI program showed the relevance and success of the concept.

Initial Female Engagement Team Concept

FETs are not a new concept in Afghanistan. They have existed in one form or another for more than nine years. Civil affairs teams have performed this type of mission on a regular basis for years in both Afghanistan and Iraq, along with countries like Bosnia and Kosovo, but not under that name. The Marines picked up on the FET concept and employed it on a large scale well before the Army and they have had great success using it. Currently, there is little consistency in the FET programs between deployed Army brigade combat teams (BCTs) in Afghanistan. The BCTs are having varying degrees of success in contributing to the information repository covering the total Afghan population that is required to be understood as part of the COIN environment. The Army has been slow picking up on the FET concept; it is now being codified and an Army wide FET training program is being developed based on the U.S. Army Special Operations Command (USASOC) Cultural Support Team (CST) program.

The Marine Female Engagement Team Experience

The first Marine FET was founded as an ad hoc team to support a specific operation of Marine Combat Logistics Battalion 3 in February 2009. It was comprised of a team of females who provided the simple search function of the Lioness Program in Iraq, in which female service members searched female local nationals at checkpoints. The first use of FETs in Afghanistan was in July 2009 by Task Force Leatherneck following an incident where trapped insurgents escaped by walking through a Marine cordon while dressed in female burqas.

From July to December 2009, Marine FETs were ad hoc, on-call teams which were fielded upon the request of maneuver units. FETs conducted roughly 70 short term search and engagement missions. Many local Afghans accepted the FET presence and some cultural and atmospheric information was gleaned, but there was no way to quantify the effectiveness of FETs in the larger operational mission.

In January 2010, the Marine FET mission became a consistent presence alongside civil affairs personnel in key population centers. The first platoon of female Marines on a full-time FET was deployed to Afghanistan in March 2010. FETs engaged the local female population, gave them information about what the Marines were doing, provided humanitarian assistance, and gathered information about the area of operation. In July 2010, the Marine Corps led the way for developing a formal 4-month FET training course at Camp Pendleton, CA.

Marine Capt. Matt Pottinger, an intelligence officer who co-founded the first Marine FET, wrote that it was designed to allow access to that half of the population which normally would have been denied due to cultural sensitivities. He said that some military leadership has been critical of the idea of a FET based on the assumptions that Pashtu men would be offended by the presence of American women and Pashtu women do not have enough influence or knowledge to make valuable allies. In Capt. Pottinger's experience, both of these assumptions are incorrect. In fact, FETs have evolved to engage both men and women. Anecdotal evidence shows that Pashtun men often feel more comfortable opening up around American women than American men. Pashtuns see American women as sort of a third gender — Pashtuns do not believe the rules for behavior and dress for Pashtun women should be applied to American women. Furthermore, according to Mariam Mansury, advocate and congressional liaison at the Hunt Alternatives, a Washington DC-based consulting group, Pashtun women have a powerful role in their families and in society. They have a wide network of male contacts and can be the difference between their sons becoming peacemakers or insurgents (Mariam Mansury, interview, May 4 2010).

To illustrate the potential effectiveness of FETs, Capt. Pottinger and Ms. Hali Jilani, cultural advisor for Marine Expeditionary Brigade–Afghanistan, cited their experience in Khan Neshin district. They said Khan Neshin is typical of the places where Marines are attempting to seize the initiative in Helmand province — poor and socially conservative, diverse population of Pashtuns and Baluchis, and a mix of longtime residents and new arrivals. The main concerns are water scarcity, security, and inadequate medical care. Although the Marine presence has allowed for a modicum of security, the bazaar has reopened but, the locals are still wary. They worry that the Marines will not stay long-term, and once they are gone the Taliban will take over again. Capt. Pottinger and Ms. Jilani said this condition, typical across much of the Helmand province, is one in which FETs can provide tangible gains. A FET came to Khan Neshin for a weeklong mission and every time their patrol stopped to talk to local men outside a compound the FET was invited inside to visit the women. During each visit the FET successfully encouraged the women to open up about their daily lives and concerns. Word spread among locals that female Marines were in the area

and the FET discovered that some Afghan women had been eagerly waiting for a chance to talk to them. One woman said they had “prayed you would come to us.” The FET accepted tea and bread from the families they visited and dispensed over-the-counter medicine.

Capt. Pottinger and Ms. Jilani said of Khan Neshin: “Here, as elsewhere in Helmand, the presence of female Marines softened the interaction with local men and children.” They quoted a local man who opened his home to the FET as saying, “Your men come to fight, but we know the women are here to help.” They also reported that male Marines on patrol without the FETs said Afghan men thanked them for bringing women to help.

The Army Female Engagement Team Experience

The Army is a late comer to the FET program. Up through August 2010, Army FET training has been left up to the BCT commanders to develop their own FET training program utilizing internal BCT assets for trainers and female volunteers. These BCT FET trainers, for the most part, have limited Afghan cultural and language knowledge and experience. Although, some females volunteer for FET training and deployment, most are “*voluntolds*” — non-volunteers directed to participate and on their first tour in the Army with very little Army experience and no deployments. The quality of FET training has varied greatly from BCT to BCT. The same has happened with commander emphasis and support for FET training. Some commanders consider it more important and useful than others.

In early 2009, Multi National Division–North in Iraq directed their BCTs to begin a women’s initiative program, with the intended goal of empowering Iraqi women to improve their own lives and the lives of their families. The 2BCT, 1st Cavalry Division, within Kirkuk province, decided to work with several spheres of influence: the provincial council women’s committee, the rural women’s organization, and several women’s Iraqi non-governmental organizations (NGOs). In keeping with 2BCT’s method of operation, which was to put an Iraqi in the lead, the first meeting of the Kirkuk provincial council women’s committee was an eye opening experience resulting in several obstacles.

The first obstacle they had to overcome was the cultural curiosity of how an Army gear wearing Soldier could actually be a female Soldier, as many Iraqi females truly thought the female officers were males. After the officers shed their gear and opened their souls to the Iraqi women’s inquisitive questions, they were accepted as an equal. The Iraqi women were very impressed that the female American officers held leadership positions and could give orders to subordinate males. This was a stark role reversal for Iraqi women to see, which provided the Iraqi females with great role models. The officers quickly identified their second obstacle which was both the provincial women committee members and NGOs were conjugating

along strict ethnical groups and would barely acknowledge one another. To further compound the provincial women committee's development, a leader could not assume the title of chairperson, as that would throw off the number of reserved provincial chairperson positions per ethnicity, (Kurd, Arab, and Turkmen). Seeing the disarray, officers realized that they had to first help the women's committee develop basic committee leadership skills and focus on capacity building for the women NGOs. The lessons learned were:

- When developing a women's initiative program in a Middle East country, one needs to temper their expectations. The Army idiom of crawl, walk, run is very applicable when initiating new women's initiatives in a historically male dominated society.
- The FET officers learned to temper their approach and focus on capacity building. This empowered the Iraqi women with the skill sets necessary to make future gains through their gained knowledge of how to organize, plan a meeting, set goals, and ultimately achieve these goals.

Special operations missions within Afghanistan have identified a requirement for trained female soldiers to assist Army special operations forces (ARSOF) with operations designed to promote the legitimacy of the GIRoA with the relevant local female civilian population. Currently, U.S. Army Special Operations Command (USASOC) has very few trained female soldiers which limits ARSOF's ability to connect and collaborate with this critical part of the Afghanistan society. As mitigation, in 2010 USASOC began a female engagement training program at Fort Bragg, NC to meet this critical mission requirement. These female teams are called cultural support teams (CSTs). The first CST class concluded on 10 Dec 2010 and is currently supporting ARSOF operations within Afghanistan. The USASOC CST program is at present the Army's only resident FET training course. It is five weeks long with an established program of instruction and recruiting criteria.

Combined Joint Task Force 101, assigned to Regional Command-East in Afghanistan, has had an in-theater FET training program since 2010. This is a five day, 40 hour course. All BCTs assigned to this regional command are required to send their FETs to this course upon arrival in theater.

In January 2011, a three-day FET working group was conducted in Kabul, Afghanistan with FET leaders from U.S. and CF military services along with others attendees interested in female engagement from across Afghanistan. The primary purpose of the working group was to discuss and develop a unified, official FET doctrine, FET team composition, FET training requirements, and a FET mission statement. Building a core operational FET doctrine and learning about other FET's capabilities and

experiences occurred throughout the three-day meeting. Other subjects discussed included legal considerations, FET implementation flexibility, and key issues that should be resolved to ensure a successful, unified FET program. The outcome of the working group was expected to result in an official “way ahead” for FETs in Afghanistan.

In May 2010, an International Security Assistance Force (ISAF) FET directive provided guidance and intent for standardizing female engagements with Afghan females by ISAF units. After July 2010, units deployed in Afghanistan conducted some level of in-theater FET training and performed FET operations. In March 2011, ISAF directed that all BCTs deploying to Afghanistan after August 2011 have trained FETs assigned to the unit prior to deployment. With this requirement, Department of Army Military Operations–Training (DAMO–TR) directed the asymmetric working group to develop courses of action (COAs) to meet the ISAF FET training requirement (excluding ARSOF). The vice chief of staff of the army (VCSA) was briefed on the FET Training COAs on 22 Apr 2011.

The VCSA’s subsequent decision was to require BCTs to obtain female volunteers internally, send the BCT’s FET instructor personnel to Fort Bragg, NC to receive train-the-trainer (TTT) FET instructor training at the USASOC CST course, and then return to their parent BCTs to train the BCT’s female FET volunteers. The VCSA’s decision also requires U.S. Army Forces Command obtain female FET volunteers to augment the battalion equivalent units, send FET instructor personnel to Fort Bragg, NC to receive TTT FET instructor training, and then return to a designated location to train the FET volunteer augmenters prior to battalion equivalent unit pre-deployment training. U.S. Army Training and Doctrine Command was directed to develop the 7–10 day engagement team training support package based on USASOC’s CST program and to write a commander’s guide to female engagement teams handbook.

Currently, most Army general purpose forces BCTs conduct some type of pre-deployment FET training, with the courses varying from 3–5 days, prior to deployment.

Chapter 2

Female Engagement Team Mission and Organization

The female engagement team (FET) is a formally trained, dedicated resource that enables the operational environment (OE) owner and equivalent unit to influence and interact with the local population, primarily women, to achieve their counterinsurgency (COIN) objectives. FETs are unit enablers designed to facilitate a comprehensive understanding of the OE and are employed by the OE owner/equivalent unit to build enduring trust, confidence, and increased support of COIN and the Government of the Islamic Republic of Afghanistan (GIROA). When FETs are employed, units gain greater acceptance from the local population and collect information units can use to enhance their operations and provide improved security in their area of operations (AO). FETs are intended to:

- Support the OE owner/equivalent unit's priorities, including but not limited to enablers for COIN and a comprehensive understanding of the OE.
- Build support and confidence of the female population for GIROA and more broadly build support and confidence of the Afghan population on issues of security, health care, education, justice, and economic opportunity to enable their families to live in a safe and secure environment.
- Provide understanding of the different perspectives of women, which will provide a better situational awareness of the OE.

Female Engagement Team Mission

Support the brigade combat team's (BCT's) and battalion's lines of effort through information engagements with the female population throughout any OE.

Female Engagement Team Requirements

After 31 August 2011, the Commander, International Security Assistance Force requires a minimum of 18 FET-trained and qualified (FT&Q) female Soldiers, which equates to nine FETs, be assigned to each deployed/deploying BCT; and a minimum of four FT&Q female Soldiers, which equates to two FETs, be assigned to each deployed/deploying battalion equivalent unit (e.g., provisional reconstruction team [PRT] and agricultural development team [ADT]). FETs can be combined together for larger female engagement operations. These required numbers may be adjusted in the future as the operational situation and experience dictate.

BCTs and battalion equivalents are authorized to have more than nine (consisting of 18 FT&Q female Soldiers) and two (consisting of four FT&Q female Soldiers) FETs respectively. It is recommended that these FET members be organized into full-time FETs. The BCT and battalion equivalents are also authorized as many partially FET-trained but not qualified female Soldiers for which they can obtain volunteers. These FET members should be part-time FETs.

BCT and battalion-equivalent commanders should retain the maximum tactical control of FET employment across all lines of operation as possible. For this reason, there are primarily three options for organizing the FETs within the BCT: two FET options for full-time FET organization and one FET option for part-time organization. There are two FET organization options for battalion equivalents: full time or part time.

- The first or recommended full-time BCT FET organization option is to consolidate all FT&Q female Soldiers into a BCT FET detachment of three FET sections consisting of three FETs each. This option allows the BCT commander to retain the greatest tactical control over the FETs assigned to the BCT. Full-time FETs will always be available for employment by the BCT unless they are already involved in a FET operation. FET sections or individual FETs can be attached to the BCT's subordinate battalions or companies as needed to support battalion- or company-level FET operations.
- The second full-time BCT FET organization option is to directly assign a FET section of three FETs to each of the BCT's three maneuver battalions. If the FET sections are to be assigned to more than the three maneuver battalions, then the FET sections can be reduced to two FETs per section each and/or additional FET sections organized by adding additional FT&Q female volunteers. If the number of full-time FETs is required above the minimum of nine, additional female Soldiers can be recruited, FT&Q trained, and organized into additional full-time FETs. The number of FETs can also be increased by splitting each full-time FET and organizing new FETs using one FT&Q female Soldier and one part-time, partially FET-trained female Soldier teamed together.
- The third BCT FET organization option is for part-time FETs. It consists of all FT&Q female Soldiers remaining with their assigned modified table of organization and equipment (MTOE) unit and then made available as needed when their assigned MTOE unit can release them for FET operations. This option provides the BCT commander the least tactical control over FET employment. FET members assigned to MTOE unit mission requirements will have an adverse effect on the number of FETs available for FET operations. Several

observation reports have shown that some part-time FT&Q female Soldiers never perform a FET mission during the BCT's deployment because the day-to-day MTOE mission requirements have greater priority over FET mission requirements. Additionally, both members of an organized FET may not be simultaneously available for any given FET mission.

No matter how the FETs are organized within the BCT, these personnel will come internally from within the BCT's assigned personnel. There will be neither augmentation of FT&Q female personnel to perform the FET mission nor the addition of replacement females to backfill the positions vacated by females selected to be FETs. Whether or not these female Soldiers are full-time or part-time FETs, either their normal day-to-day mission within their parent unit or the FET mission will be adversely affected. They cannot simultaneously do both. Priorities will have to be established by the BCT commander.

Battalion-equivalent units can be either full time, which is the recommended option, or part time. Battalion-equivalent units have females assigned to the unit, but their duties may not permit them to function in the FET role. The required FET female volunteers will need to be FT&Q prior to predeployment training with their assigned battalion-equivalent units. These FETs may come from any U.S. military service. Normally, the battalion-equivalent units will be augmented with the required four additional FET personnel to perform full-time FET operations, since these type units are directly and fully involved with local governments and tribal leaders at all times.

Female Engagement Team Organizations

Each FET consists of two FT&Q female Soldiers. The FET leader is a female noncommissioned officer (E6–E8), female warrant officer (WO1–CW3), or female commissioned officer (O1–O3). The second FET member should be a female enlisted Soldier (E4–E8). All FT&Q female Soldiers should be assigned to a specific FET and always function as a team for the duration of the deployment. The two assigned FET members should always operate together as a team and not as two individuals or individuals from two different FETs.

The optimal utilization of these FT&Q female Soldiers is for them to be full-time FETs dedicated solely to FET operations. One FET member acts as the interviewer and the other as the recorder on all FET operations. Every FET should have a prepared engagement agenda and associated questions before beginning operations. The engagement agenda is tasked by the unit supported. The FET leader, as the most experienced and senior member, is the interviewer, asks the questions, and writes the FET mission engagement

summary. The recorder takes notes to document the engagement, collecting as much information as possible, and advises the interviewer of any missed questions or possible additional questions that should be asked.

Each FET should be augmented by a local Afghan female interpreter, a female medic or other female medical provider, and other enablers (e.g., a camera operator, security team, social scientist, or other augmentation as the situation dictates). These other enablers should be female Soldiers whenever the situation will allow. In all situations outside the wire, a security team, consisting of male Soldiers assigned to an infantry company, should augment the FET. **Under no conditions, should a FET be operating outside the wire without security.** A FET can also augment a patrol and perform engagement operations during the patrol.

Units are encouraged to have additional part-time FET-trained but not necessarily FET-qualified female Soldiers available to augment the full-time FETs in larger FET operations that require additional female Soldiers. These part-time, partially FET-trained female Soldiers can be trained by the full-time FT&Q Soldiers as time permits, during predeployment, or once the unit deploys to theater.

First Brigade Combat Team Female Engagement Team Organization Option

This is the recommended option and allows the BCT commander to retain greatest tactical control over the FETs assigned to the BCT. Consolidate all FT&Q female Soldiers into a BCT FET detachment of three or more FET sections consisting of three FETs each, for a total of 18 full-time FT&Q female Soldiers, with the same FET section supporting FET operations in each of the BCT's three maneuver battalion AOs. An additional FT&Q commissioned officer (O2 or O3) and a senior FT&Q senior NCO (E7 or E8) should be assigned to the BCT as the FET detachment leader and FET detachment senior NCO respectively. The senior FT&Q commissioned officer or warrant officer and the senior FT&Q NCO in each FET section act as the section leader and section senior NCO respectively.

To allow all nine FETs to perform and concentrate on FET operations, it is recommended that an additional FT&Q commissioned officer (O1 or O2) or warrant officer (WO1–CW3) and a FT&Q senior NCO (E7 or E8) be assigned to the FET section leader and section senior NCO positions respectively. At a minimum, each FET should have an E6 or higher assigned as the FET leader.

The primary duties of the FET detachment leader and detachment senior NCO are but not limited to:

- Advise BCT and battalion commanders and staffs on FET operations and capabilities.

- Develop and supervise additional training for all full-time and part-time FETs as time permits.
- Monitor and supervise all FET operations within the BCT.
- Directly lead all larger BCT-level FET operations involving FETs from multiple FET sections or four-plus FETs.
- Develop all BCT FET operation plans/orders with final approval from the BCT S-3.
- Conduct all BCT FET operation briefings to the FET sections and teams.
- Receive and consolidate all FET operation summaries from FETs operating at all levels within the BCT.
- Develop and submit the BCT FET mission engagement summary (Appendix D) to the BCT S-3 within 72 hours of the conclusion of a FET operation. The BCT FET detachment leader/senior NCO should receive a consolidated FET section mission engagement summary within 48 hours of the conclusion of a FET operation.
- Evaluate and counsel all full-time FET Soldiers on their performance during training and operations.
- Supervise, evaluate, and counsel all part-time FETs when augmenting the BCT FET detachment for BCT FET operations. Provide this information to the part-time FET's chain of command.
- Attend and participate in all FET debriefings. The debriefer can be the FET detachment/senior NCO, the BCT/battalion S-2, or other assigned BCT/battalion staff officers, warrant officers, or NCOs. Either the BCT FET detachment leader/senior NCO or the FET section leader/senior NCO must be present at all debriefings when FETs have participated in the operation.
- FET leaders submit FET engagement summaries to the FET section leaders within 24 hours of the conclusion of a FET operation.
- FET section leaders/senior NCOs submit a consolidated FET engagement summary to the FET detachment leader/senior NCO within 24–48 hours of the conclusion of a FET operation.

Additionally, an FT&Q officer (O1 or O2) or a warrant officer (WO1–CW3) and an NCO (E7 or E8) should be assigned to each maneuver battalion as the battalion FET staff officer and FET staff NCO. Other battalions within the BCT may also require a battalion FET staff officer and FET staff NCO be assigned.

The primary duties of the battalion FET staff officer and FET staff NCO are but not limited to:

- Advise the battalion commander and staff on FET operations and capabilities.
- Monitor and supervise all FET operations in the battalion AO.
- Assist with the development of battalion FET operation plans/orders.
- Attend all battalion FET operation briefings.

This option requires a minimum of 20 full-time FT&Q female Soldiers. With the addition of a battalion FET staff officer and battalion FET staff NCO with each of the BCT's three maneuver battalions, the total of full-time FT&Q female Soldiers in the BCT is 26. Add two full-time FT&Q female Soldiers to the BCT total for every additional battalion to which a battalion FET staff officer and a battalion FET staff NCO are added.

Additional full-time FET personnel may have to be recruited and trained if FETs are to be assigned to any of the BCT's other battalions. In this case, FET sections should consist of, at a minimum, two FETs plus the FET section leader and section senior NCO if the nine FETs are allocated to support more than the BCT's three maneuver battalions. A FT&Q section leader and senior NCO should be added for every additional FET section organized to support battalions other than the three BCT maneuver battalions.

Second Brigade Combat Team Female Engagement Team Organization Option

Central control of all FETs is not possible under this option and does not allow the BCT commander to retain as much tactical control over the FETs assigned to the BCT as the first option. Organize all FT&Q female Soldiers into three battalion FET sections, each consisting of three FETs totaling six FT&Q female Soldiers, and directly assign each FET section to one of the BCT's three subordinate maneuver battalions. Each FET should have an E6 or higher assigned as the FET leader. To allow all three FETs in the FET section to perform and concentrate on FET operations, an FT&Q female commissioned officer (O1 or O2) or a FT&Q female warrant officer (WO1–CW3) and a senior FT&Q female NCO (E7 or E8) should be assigned to the battalion as the FET section leader and FET section senior NCO respectively.

The primary duties of the battalion FET section leader and senior NCO are but not limited to:

- Advise the battalion commander and staff on FET operations and capabilities.

- Assist the BCT FET staff officer and staff senior NCO in the development and supervision of additional training for all full-time and part-time FETs as time permits.
- Monitor and supervise all FET operations within the battalion.
- Directly lead all battalion-level FET operations involving two or more FETs.
- Develop all battalion FET operation plans/orders with final battalion S-3 approval.
- Conduct all battalion FET operation briefings to the FET teams.
- Receive and consolidate all FET operation summaries from FETs operating at all levels within the BCT.
- Develop and submit the battalion FET mission engagement summary (Appendix D) to the BCT S-3 within 72 hours of the conclusion of a FET operation. Receive a consolidated FET section mission engagement summary (Appendix D) within 48 hours of the conclusion of a FET operation.
- Evaluate and counsel all full-time FET Soldiers on their performance during training and operations.
- Evaluate and counsel all part-time FETs when augmenting the battalion FET section for battalion FET operations. Provide this information to the part-time FET's chain of command.
- Attend and participate in all battalion FET debriefings. The debriefer can be the FET section leader or section senior NCO, the battalion S-2, or other assigned battalion staff officer, warrant officer, or NCO. Either the battalion FET section leader or senior NCO must be present at all debriefings when FETs have participated in the operation.
- Develop and submit a consolidated FET engagement summary to the battalion S-3 and the BCT FET staff officer/senior NCO within 24-48 hours of the conclusion of a FET operation. Receive a FET engagement summary from the FET leader within 24 hours of the conclusion of a FET operation.
- FET leaders submit FET engagement summaries to the FET section leaders within 24 hours of the conclusion of a FET operation.

Additionally, an FT&Q FET officer (O2 or O3) and a senior FT&Q NCO (E7 or E8) should be assigned to the BCT staff. They do not act as the FET detachment leader and senior NCO but as a BCT FET staff officer and FET staff NCO.

The primary duties of the BCT FET staff officer and senior NCO are but not limited to:

- Advise BCT and battalion commanders and staffs on FET operations and capabilities.
- Develop and supervise continuous additional training for all full-time and part-time FET Soldiers.
- Monitor and keep the BCT commander and staff up to date on all FET operations within the BCT AO.
- Directly lead all BCT-level FET operations that require FETs from multiple maneuver battalions.
- Participate in developing BCT-level FET operation plans/orders.
- Provide all FET operation briefings to the FET teams during BCT-level operations.
- Evaluate and counsel all full-time and part-time FET Soldiers on their performance during BCT-level FET training and operations and provide that information to the FET's chain of command.

This option requires a minimum of eight full-time FT&Q female Soldiers be assigned to each maneuver battalion. With the addition of a BCT FET staff officer and BCT FET staff NCO, the total of full-time FT&Q female Soldiers in the BCT is 26. Add two full-time FT&Q female Soldiers to the BCT total for every additional battalion to which a battalion FET staff officer and a battalion FET staff NCO are added.

Additional full-time FET personnel may have to be recruited and trained if FETs are to be assigned to any of the BCT's other battalions. In this case, FET sections should consist of, at a minimum, two FETs plus the FET section leader and section senior NCO if the nine FETs are allocated to support more than the BCT's three maneuver battalions. A FT&Q FET section leader and senior NCO should be added for every additional FET section organized to support battalions other than the three BCT maneuver battalions.

Third Brigade Combat Team Female Engagement Team Organization Option

This is the least desirable FET organization option. The BCT commander only retains tactical control over FETs when they are performing a BCT-level FET operation. At a minimum, each BCT should have nine FETs (18 FT&Q female Soldiers) assigned within the BCT and its subordinate units. All FETs are part time and continue to perform their normal MTOE

unit duties until released by their battalion commander to perform a FET mission.

This option requires more thought and prior planning to ensure sufficient part-time FETs are available for each FET operation. Continuing FET training is also more difficult for the same reasons. Some observation reports have shown that there are part-time FT&Q female Soldiers who never perform a FET operation during the deployment. These part-time FETs have day jobs, which appear to have greater priority over FET operations. FET members may not be continuously assigned to the same FET. FET assignment will more likely be based on who is available to be released for each FET operation.

At a minimum, it is recommended that an FT&Q FET officer (02 or 03) and a senior NCO (E7 or E8) be assigned to the BCT staff. They do not act as the FET detachment leader and senior NCO but as the BCT FET staff officer and FET staff senior NCO.

The primary duties of the BCT FET staff officer and FET staff senior NCO are but not limited to:

- Advise the BCT and battalion commanders and staffs on FET operations and capabilities.
- Develop and supervise continuous additional training for all full-time and part-time FET Soldiers.
- Monitor and keep the BCT commander and staff up to date on all FET operations within the BCT AO.
- Directly lead all BCT-level FET operations that require FETs from multiple maneuver battalions. Participate in developing BCT-level FET operation plans/orders.
- Provide all FET operation briefings to the FET teams during BCT-level operations.
- Evaluate and counsel all full-time and part-time FET Soldiers on their performance during BCT-level FET training and operations and provide that information to the FET's chain of command.

This option requires a minimum of 18 part-time FT&Q female Soldiers be assigned to the BCT, primarily in the brigade support battalion. With the addition of a full-time FT&Q female BCT FET staff officer and full-time FT&Q female BCT FET staff senior NCO, the total of both full-time and part-time FT&Q female Soldiers in the BCT is 20. Add two full-time FT&Q female Soldiers to the BCT total for every additional battalion to which a FT&Q female battalion FET staff officer and a FT&Q female battalion FET staff senior NCO are added.

In this case, FETs are allocated to support FET operations at whatever level is needed. For larger FET operations requiring two or more FETs, the FET staff officer and FET staff senior NCO at the level conducting the FET operation supervise and/or command the FET operations. The BCT FET staff officer and FET staff senior NCO develop and supervise all continuing FET training with assistance from the battalion FET staff officer and FET staff senior NCO. They become the FET subject matter experts within the BCT and battalions.

Battalion-Equivalent Female Engagement Team Organization

Battalion-equivalent units (e.g., PRTs and ADTs) are organized with personnel from all the U.S. military services plus civilian specialists. Most if not all battalion-equivalent units are created and come together for the first time when they receive their predeployment training at a U.S. Army Forces Command (FORSCOM)-selected location. Individual specialists receive their specialty training at other locations prior to their arrival at the FORSCOM-selected FET training location for predeployment training.

Since most personnel currently assigned to a battalion-equivalent unit are specialists and only a few may be female, they are not normally available for FET operations, although they may augment a FET for specific, larger FET operations. Most do not have time available to attend FT&Q training before all personnel assigned to the battalion-equivalent unit arrive at the FORSCOM-selected location for the first time to participate in predeployment training. For these reasons, battalion-equivalent units will be augmented with four full-time FT&Q female Soldiers already organized into two FETs. These FETs receive their FET training at the FORSCOM-selected location prior to the arrival of all other assigned battalion-equivalent unit personnel for their predeployment training. This predeployment training takes place just prior to deployment.

The FORSCOM-selected location will be the location for most battalion-equivalent unit FET training. There will be a resident FT&Q course established at the FORSCOM-selected location plus an FT&Q mission training team, which can perform the FT&Q training at other locations. The FET training will be in accordance with the TRADOC FET training support package. Most female FET volunteers for this option will come from the Army Reserve/Army National Guard or other U.S. military services. For the most part, they will meet for the first time at the FORSCOM-selected location where they will be organized into FETs, receive FET training, and then be assigned to their battalion-equivalent unit for unit predeployment training.

Chapter 3

Unit Female Engagement Team Pre-assessment Screening and Individual Preparation

Unit Female Engagement Team Pre-assessment Screening

Unit female engagement team (FET) pre-assessment screening applies to both brigade combat teams (BCTs) and battalion-equivalent units. FET quality directly correlates to FET success and effectiveness. In general, all FET members should be volunteers, not *voluntolds* (nonvolunteers directed to participate).

Brigade Combat Team Female Engagement Team Prescreening

The FET volunteer's commander, at whatever level she is assigned, should conduct the BCT FET prescreening. The first O-5 commander in her chain of command is still responsible for certifying her as qualified—that is, that she meets the FET assessment and selection criteria listed in Chapter 4. If the BCT cannot obtain sufficient female volunteers from its assigned personnel, the BCT commander should coordinate with his higher headquarters to advertise for volunteers.

For the BCT to accept non-BCT FET volunteers and not exceed its authorized strength, nonvolunteer BCT female Soldiers may need to be swapped out with other BCT female Soldiers. Volunteers with higher rank and more experience usually perform better during both the FET assessment and selection (FA&S) and FET training and qualification (FT&Q) phases.

Commanders at all levels within the BCT should take an active role in selection of female personnel for FET training. Commanders will ensure that all female volunteers meet the FET assessment and selection criteria listed in Chapter 4 before beginning the FA&S phase, which takes place prior to the FT&Q phase. The volunteer's unit completes the FET volunteer statement (Appendix A).

The first O-5 in the volunteer's chain of command will certify that the volunteer meets all the requirements listed in the FET assessment and selection criteria by signing the FET volunteer statement (Appendix A). Women who volunteer for FET training and assignment, are selected by their commanders during the unit's FET prescreening, and meet the FET assessment and selection criteria *should not* be hindered from attending the FA&S phase.

Battalion-Equivalent Unit Prescreening

Battalion-equivalent FET volunteers are solicited from the Army National Guard, Army Reserve, Army Active Duty, and other U.S. military services. These women, organized into FETs, will augment battalion-equivalent units and not be selected through the battalion-equivalent unit's internal authorized personnel strength.

Battalion-equivalent FET volunteers must meet the same FET assessment and selection criteria as the BCT FET volunteers. The FET volunteer's commander, at whatever level she is assigned, should conduct the FET prescreening. The first O-5 in her chain of command is also required to certify that she is qualified—that she meets the FET assessment and selection criteria. The female FET volunteer's parent unit must also release her for FET training and assignment to a deploying Battalion-equivalent unit.

Key Female Engagement Team Personal Attributes

FET personnel should possess the following key personal attributes:

- Sound judgment.
- Good written and oral communications skills.
- Ability to adapt to complex environments with many stakeholders.
- Tactical experience.
- Drafting and analytical skills and technical competence (i.e. computers, signal equipment, GPS).
- Negotiating skills.

Pre-assessment Preparation

Individual FET pre-assessment preparation should consist of additional physical training, correcting any medical or dental problems, completing all administrative actions, and undertaking personal study of Afghan specific books, articles, and movies.

Physical Fitness

The Army Physical Fitness Test (APFT) administered during the FA&S phase will be graded harder than the APFT is graded at the volunteer's home unit. It is recommended that units invite local Special Forces/Ranger recruiters, who grade strictly, to administer at least two APFTs to FET volunteers. The first APFT should be administered several months prior to departure for FA&S; the second APFT should be administered shortly

before departure to FA&S. This will ensure that all FET volunteers have a clearer understanding of the physical training standards they will encounter at FA&S.

Volunteers will not be give time to get into acceptable physical condition during either the FA&S or FT&Q phases of FET training. Volunteers *must* be in good physical condition at the time they report to the FA&S phase.

All FET volunteers must be in good physical condition to meet the demanding physical requirements of deployment. While awaiting movement to the FET assessment and selection phase, all volunteers are encouraged to maintain and, if possible, to improve their physical condition above the minimum requirements listed in the FET assessment and selection criteria (Appendix B). Soldiers on profiles or required to take alternate APFTs *will not* be accepted into the FET program.

Medical and Dental

To meet the demands placed upon them during deployment, all FET volunteers must be in good medical condition and have no dental problems. Women interested in volunteering for FET training should correct all medical and dental issues before volunteering. Soldiers *must* be medically and dentally qualified for deployment at the time they report to the FA&S phase. No profiles are acceptable.

Personality and Psychological Criteria

Some type of personality/psychological test should be administered during the FA&S phase.

Administrative Actions

No Soldier flagged for or pending adverse administrative/UCMJ action should be accepted into the FET program.

Individual Pre-Female Engagement Team Training and Qualification Study

If a FET volunteer desires to be better prepared for FET training, she can conduct personal study by reading some of the following books and articles or viewing some the following movies. *Women of Afghanistan*, by Isabelle Delloye, should be required reading during the FT&Q phase.

• Books/articles:

- *A Bed of Red Flowers: In Search of My Afghanistan*, by Nelofer Pazira.
- *A Thousand Splendid Suns*, by Khaled Hosseini.

- *A Vizier's Daughter*, by Lillias Hamilton.
- *A Woman Among Warlords*, by Malalai Joya.
- *Behind the Burqa*, by Sulima and Hala, as told to Batya Yasgur.
- *Freedom and Culture*, by John Dewey.
- *Half the Sky*, by Nicholas Kristof and Sheryl WuDunn.
- *Kabul Beauty School*, by Deborah Rodriguez & Kristin Olson.
- *Kabul in Winter*, by Ann Jones.
- *Land of the High Flags: When the Going was Good*, by Rosanne Klass
- *Meena: Heroine of Afghanistan*, by Melody Ermachild Chavis.
- *My Forbidden Face*, by Latifa.
- *Religions, Values, and Peak-Experiences*, by A.H. Maslow.
- *Stones into Schools*, by Greg Mortenson.
- *The Bookseller of Kabul*, by Asne Seierstad.
- *The Disappearance*, by Philip Wylie.
- *The Kite Runner*, by Khaled Hosseini.
- *The Storyteller's Daughter*, by Saira Shah.
- *The Swallows of Kabul*, by Yasmina Khadra.
- *The Three Women of Heart*, by Veronica Doubleday.
- *Three Cups of Tea*, by Greg Mortenson.
- *Veiled Threat: The Hidden Power of Women in Afghanistan*, by Sally Armstrong.
- *Women and Nation Building*, by Cathryn Quantic Thurston, Olga Olikier, Seth G. Jones, Cheryl Benard, and Brooke K. Stearns.
- *Women for Afghan Women*, by Sunita Mehta.
- *Women of Afghanistan*, by Isabelle Delloye.
- *Women of Afghanistan in the Post-Taliban Era*, by Rosemarie Skaine.

- *Women of Courage*, by Katherine Kiviat and Scott Heidler.
- *Zoya's Story*, by John Follain and Rita Cristofari.

• **Movies:**

- *Daughters of Afghanistan*, directed by Robin Bender.
- *Earth and Ashes*, written by Atiq Rahimi.
- *Iron Jawed Angels*, directed by Katja von Garnier.
- *Lioness*, directed by Meg McLagan and Daria Sommers.
- *Losing Hope: Women in Afghanistan*, directed by Paul Anderson.
- *Motherland of Afghanistan*, directed by Sedika Mojadidi.
- *Osama*, directed by Siddiq Barmak.
- *The Beauty Academy of Kabul*, directed by Liz Mermin.
- *The Black Tulip*, directed by Sonia Nassery Cole.
- *The Kite Runner*, directed by Marc Forster.
- *The Stoning of Soraya M.*, written and directed by Cyrus Nowrasteh.

Chapter 4

Female Engagement Team Assessment and Selection Phase

Brigade combat team (BCT) female engagement team (FET) volunteers may come from multiple organizations located at the BCT's home station. For this reason, the FET assessment and selection (FA&S) phase is conducted at the BCT home station. The FET training and qualification (FT&Q) phase is also conducted at the BCT home station by the BCT's FET training team. The battalion-equivalent FA&S and FT&Q phases will be conducted at Forces Command- (FORSCOM)-selected locations or by a FET mobile training team at an arranged location. FA&S includes, but is not limited to: basic medical screening, physical fitness testing, and some type of personality or psychological screening.

An inspection and inventory of all items listed on the FET Assessment and Selection Packing List (Appendix B) will be conducted upon the volunteer's arrival. Any volunteer who does not have the required items will be released from the course and returned to her unit of origin. No exceptions and no substitutions are authorized. Any item not authorized on the FET Assessment and Selection Packing List will be confiscated by FA&S cadre and not returned until the volunteer completes the FT&Q phase or otherwise returns to her unit of origin.

It is recommended that the BCT commander use the special operations recruiters located on most FORSCOM bases to conduct the FA&S phase. Because the recruiters are disinterested parties, it is expected that they will select the most qualified FET candidates and not accept all volunteers just because bodies are needed to meet the FET requirement. By selecting the best qualified FET candidates, future successes during FET operations will likely result.

The FA&S phase can last up to three hectic days and consist of physical, mental, and intellectual evaluations designed to determine a candidate's ability to maintain her composure, apply logic, communicate clearly, and solve problems in demanding environments. The FA&S phase is not a training course — it is an observation of behaviors that suggest suitability for service as a FET member. During this phase, candidates are expected to skillfully manage multiple, simultaneous tasks and comprehend ambiguous instructions while working under varying degrees of uncertainty with little feedback. FA&S is as much a mental test as it is a physical test.

For battalion-equivalent FET candidates, this phase will be conducted at FORSCOM-selected location just prior to the commencement of the FT&Q phase. All FET candidates are expected to be mentally and physically prepared when they arrive at the FA&S/FT&Q location.

FET candidates for both the BCT and battalion-equivalent FET training should arrive mentally prepared, physically fit, and highly motivated. If candidates do not meet any of the FA&S criteria, they will be disqualified and returned to their parent units. The desired outcome of the FA&S phase is a candidate pool of female Soldiers who are eager to serve with an Army BCT as FET members and who are willing to train and excel in advanced techniques.

Women who successfully complete the FA&S phase will continue on to the FT&Q phase. Any female FET Volunteer, who does not meet the FA&S criteria listed below or does not have, as a minimum, the required items listed on the FET Assessment and Selection Packing List, will immediately be returned to her unit of origin.

Female Engagement Team Assessment and Selection Criteria

The FA&S criteria are based on the United States Army Special Operations Command (USASOC) cultural support team (CST) selection criteria. The primary requirement is to select older, more experienced female volunteers. This will provide a basis for greater success and effectiveness for each FET member during future FET operations.

Nonwaiverable FET assessment and selection criteria

The following are the recommended FA&S criteria:

- Volunteers only. No *voluntolds*.
- Must be female.
- Deployable according to unit status reporting procedures covered in AR 220-1.
- Volunteers who are airborne qualified and on jump status must ensure their jump status is current before reporting to the FT&Q phase. FET students will not conduct proficiency pay jumps while assigned to FET training.
- Soldiers selected for the FT&Q phase will complete all predeployment administrative requirements (powers of attorney, wills, personally owned vehicle and household goods storage, family care plan, etc.) before reporting to FT&Q.
- Must be qualified on their individual assigned weapon.
- Must fall within the grades E-4 to E-8, WO-1 to CW-3, or O-1 to O-3. An E-3 is acceptable if the Soldier will be promoted to E-4 before the end of the FT&Q phase and has at least one deployment to Iraq or Afghanistan.

- The Soldier's branch is immaterial.
- Minimum general-technical (GT) aptitude score of 100.
- Minimum Army Physical Fitness Test (APFT) score of 210 with at least 70 points in each event. Soldiers on profile or required to take an alternate APFT event *will not* be accepted.
- The Soldier must meet height and weight requirements outlined in Army Regulation 600-9.
- Must be able to carry 35 pounds for 6 miles in 1 hour and 39 minutes.
- Soldier must not be flagged for or pending adverse administrative or UCMJ action.
- Minimum security clearance is Secret. Interim Secret is acceptable.
- Must have minimum of two years before estimated time of separation.

Additional FET selection considerations (not requirements)

The following additional FA&S considerations are not required, but will provide an additional basis for future individual FET success.

- Language proficiency in PASHTO, URDU, or DARI.
- At least 21 years of age.
- At least one deployment.
- Preferred specialties are military police (31B), military intelligence specialists (35M, 35F, 35P), psychological operations specialist (37F), civil affairs specialist (38B), family medicine (61H), physician's assistant (65D), army public health nurse (66B), nurse midwife (66G8D), nurse practitioner (66P), and health care specialist (68W).

Chapter 5

Female Engagement Team Training and Qualification Phase

Female Engagement Team Training and Qualification Phase in General

Female engagement team (FET) training is specialized training above and beyond predeployment training. FET training must be completed prior to the brigade combat team's (BCT's) and battalion-equivalent unit's mission readiness exercise (MRE) so the newly trained/qualified FETs can participate as FETs. The battalion-equivalent FET program of instruction (POI) will be the same as the BCT FET POI.

U.S. Army Training and Doctrine Command (TRADOC) has been tasked to develop the FET training support package (TSP) consisting of FET-specific subjects, based on the U.S. Army Special Operations Command (USASOC) cultural support team (CST) POI subjects required to be taught by both. U.S. Army Forces Command (FORSCOM) has been tasked to develop/refine the combat training center MRE scenarios to include the FETs and to establish a resident FET course and FET mission training team (MTT) at a designated location for battalion-equivalent unit augmentee FET training. USASOC has been tasked to provide BCTs and battalion-equivalent FETs train-the-trainer (TTT) support at the CST course located at Fort Bragg, NC. The FET TSP will be available for training all Army General Purpose Force FETs not later than July 2011. All BCTs and battalion-equivalent units deploying to Afghanistan after 31 August 2011 are required to deploy with FT&Q female Soldiers organized into FETs.

BCTs will train their own internal female FET volunteers using the TTT method. BCT commanders need to determine how the FET POI will be taught within their BCTs relative to their deployed mission requirements and predeployment training. Selected BCT officers, warrant officers, and noncommissioned officers will first be selected and sent to Fort Bragg to participate in a FET TTT program alongside USASOC CST instructors. Once the TTTs return to their parent BCTs, they will conduct the FET assessment and selection (FA&S) phase to select the best qualified female volunteers for the FET training and qualification (FT&Q) phase.

There are basically two options for conducting FET training. The first or recommended option is to conduct a 7–10 day FT&Q phase. The second option is to spread the FET training over a longer period of time and teach FET subjects as time becomes available.

The first option completes the training quickly within a shorter time frame. FET personnel can then participate in other required predeployment training

as scheduled rather than as makeup. The FET instructors can return quickly to their modified table of organization and equipment assignments and participate in the predeployment training of their subordinates.

This FET training phase will be conducted shortly after the BCT FA&S phase is completed for those who are selected. For the BCT FT&Q, this phase will be conducted at the BCT's home station. For battalion-equivalent FT&Q, this phase will be conducted at the FORSCOM-selected location or via an FET MTT at a designated location. Female FET volunteers who successfully complete this phase receive a FET qualification additional skill identifier (ASI)/professional development skill identifier for skill-tracking purposes, be assigned to a BCT FET, and deploy overseas with their assigned BCTs or with a battalion-equivalent unit. At any time during the FT&Q phase, any female FET volunteer who does not meet the required training and qualification standards for graduation, does not wish to continue with the training, or no longer desires to be assigned to a FET, will immediately be returned to her unit of origin. Those who complete the training and meet all the requirements for qualification will be given an ASI so their specialized training, qualifications, and experience can be tracked for utilization on future deployments.

United States Forces–Afghanistan Baseline Female Engagement Team Training Guidance

Predeployment Baseline FET Training Guidance, as provided and recommended by United States Forces-Afghanistan on 7 March 2011, is the same information in the Commander, International Security Assistance Force (ISAF) Memo, Annex A to Commander, U.S. Central Command dated 26 February 2011. Most BCTs and battalion-equivalent units will not be able to allocate four weeks to FET training, but after TRADOC's FET TSP is published not later than July 2011, the units will be required to complete FET training in accordance with the FET TSP. Prior to the publication of the FET TSP, commanders should assign the best-qualified personnel to be FET instructors and select the FET-specific subjects to be taught from the interim FET training sources listed below based on the time available for FET training during predeployment training.

TRADOC Female Engagement Team Training Support Package

The Army's FET TSP is currently being developed by TRADOC and will be published with the Commander's Guide to FETs Version 2 sometime in June 2011. The FET TSP will be the same for both BCT FET training and battalion-equivalent augmentee FET training. The FET TSP will contain only FET-specific subjects required to be taught during a 7–10 day FET training course. The FET trainees should also be integrated into any combat skills training conducted by the BCT during predeployment.

Interim Female Engagement Team Training Sources

ISAF's guidance for predeployment FET training is a four-week course (Appendix J), not including the assessment and selection. The training should cover the following subjects, which include additional non-FET-specific training required to provide the FETs with the combat skills familiarization required to survive and succeed during FET operations.

- Week 1: Combat Skills Familiarization
 - Escalation of Force (EOF)/Rules of Engagement (ROE).
 - Crew-Served Weapon Familiarization.
 - Combat Lifesaver.
 - Search/Pat Downs.
 - Checkpoints.
 - Site Exploitation.
 - Counter Improvised Explosive Device (IED).
 - Detainee Collection Point/Main Combat Post Basics.
 - Field Exercise.
- Week 2: Counterinsurgency Fundamentals
 - Afghan Culture.
 - History:
 - * Tribalism/Ethnicity.
 - * Religion.
 - Language:
 - * Immersion Training.
 - * Linguist Management.
 - Coalition Enablers:
 - * Synchronization with Human Terrain Teams, Civil Affairs, Provincial Reconstruction Teams, Agricultural Development Teams, and Operational Environment Owners.
 - * Civil-Military Integration.
 - * Funding Mechanisms/Money as a Weapons System-Afghanistan.

- * Intergovernmental Organizations/Nongovernmental Organizations.
- Government of the Islamic Republic of Afghanistan/Governance:
 - * National Gender Strategy.
 - * Afghanistan National Security Force Partnering.
 - * Rule of Law.
 - * Reintegration.
 - * Sub-National Governance.
- Media/Information Operations Considerations.
- Week 3: Engagement and Culture
 - Roles/Responsibilities of the FET.
 - Women in Afghanistan.
 - Medical Considerations.
 - Engagements:
 - * Relationship Building.
 - * Art of Communication.
 - * Tactics, Techniques, and Procedures.
 - * Shura/Key Leader Engagement Planning and Execution.
 - Reporting Procedures.
- Week 4: Culmination Training Events
 - Operations Planning.
 - Review of Best/Worst Practices.
 - MRE Preparation.
 - MRE Execution.
 - After Action Report.

Since most BCTs currently conduct some type of FET training, usually from 3–5 days during predeployment training, units deploying prior to 31 August 2011 should have some FET-trained female personnel. Department of the Army has tasked TRADOC to develop a 7–10 day FET TSP based on the

USASOC CST course POI (Appendix F).

TRADOC reviewed the USASOC CST POI and reduced it from approximately 380 hours to 224 hours (Appendix G).

1/25 Stryker Brigade Combat Team has developed a 5-day FET POI and published a FET Course Handbook (Appendix H).

Combined Joint Task Force-101, currently deployed in Afghanistan, has developed a 5-day FET POI (Appendix I).

Marines currently augment their units with FETs and have a four-month FET POI (Appendix K).

Recommended Additional Female Engagement Team Training

- Immediate action drills (mounted/dismounted):
 - Reaction to a sniper.
 - Reaction to a found unexploded ordnance and IED/IED blast.
 - Possible suicide bomber.
 - Reaction to an ambush (near/far).
- Martial arts program (especially joint manipulation techniques).
- Interaction with local nationals (low threat/high threat).
- Detainee operations.
- Female/male search techniques.
- Radio familiarization class and communications procedures.
- Tactical movement.
- Patrolling.
- Personal weapons marksmanship.
- Familiarization with other weapon systems (e.g., squad automatic weapon, M240, and M203).
- Combat lifesaver review and practical application.
- Law of war/ROE/EOF review.
- Additional local language training.

Chapter 6

Employing a Female Engagement Team

Female Engagement Team Engagement in General

By definition, engagements are efforts to establish ties of trust and respect between local nationals and the coalition with the end state being local national support, trust, and respect for the presence of coalition forces in their area. Although the primary female engagement team (FET) mission is not to gather intelligence, it is helpful to have some structured discussion points, some of which might provide information useful for intelligence purposes. FETs should not be employed as permanent search teams. FETs are intended to:

- Support the battle space owner's/equivalent units' priorities including, but not limited to, an enabler for counterinsurgency (COIN) and a comprehensive understanding of the operational environment (OE).
- Build support and confidence of the female population for Government of the Islamic Republic of Afghanistan (GIROA) and more broadly build support and confidence of the Afghan population. Includes issues of security, healthcare, education, justice and economic opportunity to enable their families to live in a safe and secure environment.
- Provide understanding of the different perspectives of women, providing better situational awareness of the operational environment

What is the point of the FET? Part of the mission is to search women. But, as the word "engagement" suggests, this really about building relationships with Afghan women from whatever tribe is in your area of operations (AO). It is about starting to reach half the population that has been beyond our ability to influence. It is about reassuring local women that US intentions are good and that the US is here to protect them. The moment the FET walks into a village wearing headscarves and politely approaching local families, the FET is already sending a powerful and positive message. There are ways the FET can conduct their conversations to reinforce the message that the US is on the side of the people and that it is in the people's interest to deal with the US.

"Female engagement" includes engaging both men and women and will occur through the men of the community. Afghan men often see Western women as a "third gender" and will approach coalition force (CF) women with different issues than are discussed with men. For this reason, engagements are necessary with both men and women. As a result, many of those cultural prohibitions are not applicable with respect to Western women involved in female engagements.

Women are a critical, yet often overlooked, demographic in COIN strategy. This is a key demographic in gaining popular support; however, engaging women is a delicate, refined process that requires a keen understanding of cultural sensitivities. Female engagement teams are not collection assets. Female engagement initiatives that promote the use of females as collection assets can seriously impede engagement processes, scare women away, and put local women in danger. Men are not the only decision-makers in the Afghan community. Women hold significantly more sway in the household and the village than is often understood or immediately apparent. It is by understanding the means through which they exercise that influence that requires greater understanding by the Coalition. Therefore, female engagement in Afghanistan cannot be framed by Western and Iraqi biases, and cultural awareness is vital to successful female engagement processes. Afghanistan is also at an extremely different level of social development in 2010 than was Iraq in 2006-2009 when the majority of the United States Marine Corp female engagement occurred. Therefore, it cannot be viewed as a “Marine Afghan Lioness Program.” All politics in Afghanistan is local.

In light of this, broad-stroke programs that do not anticipate or account for the very local nature of Afghan culture and politics risk causing more problems than solving them. Female engagement encompasses methodical, long-term outreach efforts to the entire population; men, women, and children, which is essential in a COIN. Such engagement efforts provide opportunities to connect with both men and women, counter negative Taliban information operations (IO) efforts, and improve civil affairs efforts.

First, and foremost, always remember and strive to **DO NO HARM**. Do not brag in public about the success you are having getting information from Afghan females or adolescents. If word gets back to the insurgents, their lives could be in great danger. In addition, do not let the news media get any information on the FET program nor any specific information of locations or names of Afghan females you obtain information from. Protect the female and adolescent civilians providing information and you will continue to glean useful information from them. Cause any of them to get killed or injured by the insurgents, and that information will quickly dry up. When Afghans see US military females in the field, the civilian population becomes more accepting of the US military in their area. In a Red Team Fratricide-Murder Study on the Mutual Perceptions between Afghan National Security Forces (ANSF) personnel and US Soldiers dated 4 Apr 2011, it was stated that ‘US female Soldiers were viewed as having better attitudes and being more respectful and respected than US male Soldiers.’ Using female Soldiers to interact with local Afghan civilians may be the best-kept secret weapon available to the brigade combat team to gain acceptance and information from the local civilian population. It is vital that your unit gather information about female issues early on and use that information on deciding what actions to take.

There are great contrasts between Iraqi and Afghani women. As a comparatively modern state, it was not uncommon for Iraqi women to hold political office, openly wield tribal authority as *Sheikhas*, and maintain a modern lifestyle in the major urban areas that is roughly comparable to that found in the West during the late 1960s and early 1970s. In the rural areas the situation is extremely different, roughly comparable to that found within the late 1700s in the West, and the status of women's rights in the south has declined in particular under the influence of Iranian-backed militias such as *Jaysh al-Mahdi* (JAM). While Iraq by no means fully embraces women's rights in the Western sense of the term, there are definite avenues of influence and power that are available to women, and the urban-elite culture in particular has had a great deal of exposure to German, French, and Russian conceptions of women's rights. The comparatively free status of Iraqi women compared to the perceived repression and servitude of their counterparts in Iran is often considered a point of nationalist pride by even the most backward and chauvinist of Iraqi tribal leaders, and support for women's honor under *futuwa* (the Arabic code of honor) is framed in terms that the mistreatment of local women often results in social ostracism at best and direct retaliation by the nearest male relatives at worst.

In contrast, thirty years of warfare and rural tribal society have set apart Afghan women at some length culturally from Iraqi women, and views are often determined by local dynamics. In some areas, women may inherit property of a deceased husband, a practice uncommon throughout Afghanistan. The Taliban's control over women, especially in the urban centers, is crippling in that women are shut out from public life, denied access to schools, cannot sing, have to wear the burqa in public, and have to be accompanied by male family members when traveling outside the home compound. All these problems are especially problematic given the tens of thousands of widowed women as a result of the Soviet and civil wars, causing thousands of these women to resort to begging, prostitution, and starvation. In order to rectify these injustices and provide some basic services to men, women, and children alike, hundreds of underground women's networks have been established and reach thousands of people to provide schooling, health services, and a forum for therapeutic discussion. If women are caught, they will be executed. These underground networks are believed to largely exist in Kabul, Jalalabad, and Herat, and some of the surrounding rural areas. However, it is unknown if these networks exist in the countryside where these services are badly needed; but given the logistical constraints and dangerous of traveling in rural areas it is unlikely that they do.

After the fall of the Taliban, efforts were made to improve the lives of women in Afghanistan and include women in governance and other capacities. The Afghan constitution extends equality to women, approximately one-third of the *Wolesi Jirga* are reserved for female

representatives, and two women ran for president and seven for vice president during the August 2009 elections. Thousands of girls and women are attending school, where several generations lost such an opportunity during the 1980s and 1990s. However, all of these improvements in the lives of women have occurred in the urban areas, whereas rural areas remain poor and more at risk to attacks given the rural nature of the Afghan insurgency. Approximately one percent of girls in rural communities attend school and the mother and infant mortality rate in rural areas is significantly worse (in some cases 1 out of 16 women die during childbirth).

Understanding the stark differences between the lives of women in Iraq and Afghanistan is critical for engagements so as not to allow previous deployments in the former shape female engagements in the latter. Where most Iraqi women remember a better time and needed to be reminded of and encouraged to pursue what they once had, rural Afghan women do not have the same experiences of attending school, running shops, selling produce, and other opportunities. As such, they often do not know about other options that could fit within their cultural boundaries to participate in with regards to development and improving their own lives. In the cultural context, it is essential that any changes to women's lives are first brought through the men, while simultaneously teaching the community about possible improvements in daily living, healthcare, and job opportunities.

In Afghanistan, the culture segregates by gender. So the appropriate operational response that is culturally sensitive to that segregation is to engage the population, interacting male to male and female to female. The military needs to understand 100% of the community by engaging them directly. By doing so, commanders get the insight they need, while being respectful of the culture, yet building the fundamentally essential social contracts founded on trust and established in a cooperative environment. That social contract needs to be with the male and female population, both of whom are making decisions about the future of Afghanistan, whether publicly or privately. In non-permissive environments, the majority of information is collected by military members because of the high threat levels. If military expects to get information from the female half of the population, then military females need be the ones getting the information because they are the only females operating in high threat areas. First impressions matter and they set the stage for all future efforts. Afghan women in this society must be considered because limited mobility creates constraints in their access to needed support. The Afghan population must determine whether to support the Insurgents or the GIROA. In Afghanistan, we observe rather consistent themes. Men interpret information and tell you what they think you want to hear. Women see and hear what goes on behind the walls. Children run free in the community. They see and watch and are involved in nearly every activity in their community. Children are a delicate engagement endeavor and the military does not want to put them at

risk. However, approximately 45% of the population is under the age of 16, impressionable, vulnerable and a prime target for enemy force recruitment. To understand which direction the population is leaning, the military must get feedback from all three entities.

FETs are engagement teams - while distinguished by the ability to engage females, they can also engage males. Males interact differently with female Soldiers than they do with male Soldiers. They provide different insights in regard to what they see happening around them in the local community. Many males feel comfortable speaking with females Soldiers. They find them to be an anomaly, intriguing, and less threatening than male Soldiers. This is particularly true with adolescent males who also happen to be the most impressionable for insurgent recruitment. The future of Afghanistan rests with the children. Adolescent males have a natural desire to impress females. This is true regardless of the adolescent male's race or nationality. Using this desire to interact with and impress females can be advantageous to US military forces when done respectfully to both the female Soldier and the adolescent Afghan males. Female Soldiers can often obtain different and even more in depth information from Afghan males than can male Soldiers. Female Soldiers sometimes think to ask different questions that male Soldiers do not ask.

Respecting the male role in conservative Afghan society is the most effective manner to enable female engagements. A military male leader requesting Afghan males to support female engagements has consistently been the most well received of the methods to organize female engagements. When the elders are involved, the community supports, and they take responsibility for protecting the gathering of their females or opening homes to allow for military females to visit. During engagements, FETs cannot make promises, they can only listen. But when possible, answering a few needs can make a tremendous impact. Every female engagement informs the lines of operations and adds a different dimension to understanding the total population picture. Utilizing the tribal and government leaders incorporates them into the process and gives them ownership of the effort. If they believe that value exists in altering gender roles, then they illicit change in the community, not outsiders. If they bring the change, they will own it and CF can leave. Honoring conservative values protects the FET members from unintentionally offending Afghan males. To do so enhances mission effectiveness by incorporating the males into the process, which earns their support and ensures a welcomed reception by the females after seeing the male leader of the household invite the military females into the home. By showing respect to the traditional values, the FET and their partnered military males demonstrate a cultural competence that is well regarded. The men maintain their honor publicly and privately while the women earn the freedom to engage in open dialogue with no feeling of threat. With the proper type of introduction, better

information is garnered from both the male and female conversations with no offense to either.

FETs should be employed as military teams. As such, their missions are guided by the standard military decisionmaking process. FETs will be useless if the information they gather does not support the unit mission and if their work is not operationally relevant and properly rehearsed. In the military, we gauge unit success with assessment tools that are generally based on measures of performance and measures of effectiveness that are linked to individual and collective tasks. FETs should be no different. Use of assessment tools guide female engagements, collect data on the female population, and inform the command regarding the female population in the OE. Every FET military operation begins with the commander's guidance and the creation of a plan with a concept of operations. This is particularly critical so that the receiving units know how to support the FET mission.

Female engagement conducted appropriately can have massive IO implications. In a COIN, the population is the center of gravity, as such it is essential to reach as wide of an audience as possible. Providing services in a culturally sensitive way to women sharply contrasts with the experience of rural and urban women during the 1980s and 1990s, when rape was regularly used as a means of violence and exerting control, or when reforms were either far too progressive or extremely oppressive by Afghan standards especially in the urban centers. This recent history strongly resonates with Afghans, and when female engagement is conducted in a manner shaped by local traditions, men and women recognize that. It is not surprising that atmospherics improve when it is clear that Afghan women are well taken care of by Marines, and a significant indication of respect for Afghan culture. Engaging females discredits Taliban IO that CF rape local women or disrespect women's role in Islam. After relationships have been established with local women and trust has been formed, women can be yet another means of spreading GIROA and ISAF-friendly messaging, or spreading critical information.

FETs primarily work in a civil affairs capacity, assisting with community development projects that can include women, engaging with key leaders and shopkeepers alike, helping with reconstruction efforts, and supporting civil society development. It is precisely because Marines and Soldiers provide tangible services in a civil affairs capacity that locals come to trust and appreciate their efforts. For this reason, the primary goals of female engagement should not be motivated by collection or security requirements. FETs serve in such a capacity only in so much as civil affairs teams do.

The primary goal of female engagement should not be intelligence collection. By virtue of the placement and access to information that FETs can achieve under the framework of "every Soldier a sensor/

collector,” information shared by women can assist the US Military to better understand the OE or occasionally provide actionable intelligence. However, the information is not always transferred through women, and when it is, it is after long-term engagements and trust-building has already occurred with men and women in the community.

Women oftentimes will know who in their villages are planting improvised explosive devices (IEDs) and who is causing trouble; however, extracting that information must be done in a thoughtful and methodical manner that does not significantly put the lives of women at risk. The US military realistically has no way of protecting women as sources, especially given the cultural environment, and the safety of local women is usually not considered in the planning process for employing female Soldiers. When FETs are utilized as active collectors, female Soldiers become higher value targets and local women are put in significant danger. The US military should be particularly cognizant of what other women and children are present while information is passed. Because women are almost always surrounded by children, they may inadvertently put women in danger by telling men what was discussed in meetings. For this reason, especially when relationships have not been established with the men in the household, conversations should largely be limited to civil affairs topics (such as governance, development, education, health, atmospheric, etc) unless the women voluntarily offer information. Such topics have major COIN implications and preserving that access is critical. Particularly as US military outreach to local women is in its infancy, the US Military must understand that it would take only a handful of murder and intimidation incidents to completely and permanently cripple the rapport with local women in key areas. As a result, in order to preserve regular access to information **it is absolutely vital that FETs not be viewed as a collection asset or employed towards tactical objectives.**

Female Engagement Team Information Operations

FETs are primarily employed to collect information useful to the BCT's current and future operations and to gain acceptance of the US Military by Afghan civilians. IO should always be assessed to determine how successful they are.

Female Engagement Team Core Tasks

- Facilitate female engagements and key leader engagements.
- Facilitate civil-military operations.
- Gather and report information.
- Disseminate messages.

- Conduct female searches.
- Support combat patrols as required.

Female Engagement Team Talking Points

- We are Americans.
- We are here to offer support and security in cooperation with CF/ANSF.
- We will be a continuing presence in the AO.
- We want to solve issues through peaceful means and mutual understanding.
- We want to help your women/you succeed and be healthy.
- We want to help your family/village.

Female Engagement Team Questions

- Do you have any concerns with us being here? Do you have any issues with women Marines being here?
- What is your biggest concern for your family/village?
- Do you feel safe/secure?
- Who provides your security?
- Do you see much support from GIROA/ANSF?
- Do you attend school?
- Where is the closest school?
- Where are you from?
- Why did you come to this village?
- Is the population in this village changing?
- Where do you work?
- What is your typical day like?
- Who do you see regularly?
- Where do you visit?
- Who do you think can help you?

Female Engagement Team Provided Services

- Attempt to gain the acceptance of the local population by traveling with a female medic. Be prepared to offer simple medical assistance.
- Distribute sacks of grain, small personnel hygiene kits, school supplies, clothing and shoes/sandals, medical, sewing, and/or small, simple food preparation gifts/tokens of good will to women whenever possible. Gifts should be humble and practical. Items can include but are not limited to toothbrushes, toothpaste, soap, lotions, sunscreen, blankets, socks for both adults and children, clothing for both adults and children, shoes, sandals, combs, hair brushes, finger nail clippers, scissors, sewing kits, needles, small simple food preparation items, book bags, writing materials (like paper, pencils, pens), small radios (don't forget the batteries), small children's toys, over the counter pain meds, vitamin C, Pepto-Bismol, Chap stick, etc. Gifts should be small and practical. **Ensure you deliver these gifts/tokens directly to the women and explain/demonstrate how to use them if necessary.**
- Demonstrate/show women and children how to perform simple personnel hygiene.
- Demonstrate/show/assist women and children with learning how to do new and simple tasks that will help improve the life.
- Demonstrate/show children how to play new simple games.
- If FETs have time, teach women and children simple English phrases and words, English numbers and the alphabet, even show them how to write them.

Female Engagement Team Lessons Learned

- Female Soldiers who are FET-trained and units with FET programs in the continental United States (CONUS) are better prepared to meet FET missions upon arrival Afghanistan.
- FETs do not have to operate as a separate mission. Operating separately does not maximize resources. Units can designate from one to any number of Soldiers to perform this mission.
- Tailor the FET effort in each province. Afghanistan has 34 provinces. Every province is different and almost acts as its own country. What works in one province may not work in another.
- A general lack of qualified, fluent Pashto or Dari female linguists that are physically fit and have the right attitude and training is impeding FETs from being truly effective. People skills, as often as language abilities, were a limiting factor.

- FET officer in charge (OIC) or noncommissioned OIC should coordinate the expectations and execution of the mission directly with the supported company commander prior to arrival. This will alleviate any misunderstanding of the objective of FET. There is a poor understanding of the capabilities and potential uses of FETs on the part of some unit commanders and staffs. FET needs to have specific uses, not just medical treatment. Prior coordination with supported units must clearly articulate FET missions and goals. While an effective team leader mitigates any confusion on the ground, negotiating scheme of maneuver robs the team of valuable rehearsal and coordination time.
- Before each mission, FETs need to prepare a clear message that they will convey in their conversations with locals. Message may be different depending on the mission. There are some basic guidelines and talking points that the FET can usually fall back on. Always be clear in explaining why the US is here. It is not always apparent or clear to locals that the US is trying to help. US Soldiers look menacing with all their gear and weapons and they drive around or fly overhead in loud scary vehicles. Always try to explain that:
 - US Soldiers are here to remove the Taliban, provide security, and to protect (and not to hurt) civilians.
 - Explain to the locals the things they can do to avoid being mistaken for the enemy, such as pulling over to the side of the road and getting out of their vehicles when our convoys pass or informing US Soldiers ahead of time if they are going to be out farming after dark.
 - Be honest about what the US can and cannot do for them. It is okay to openly acknowledge that civilians have been promised help and security in the past only to be disappointed. Always avoid making promises.
 - Admit things will not change overnight, but that things will change with time.
 - Be compassionate. These people have been through a lot over the past 30 years of continuous warfare. Few Afghans alive today have known peaceful times. They have also not known effective government or what it means to have social infrastructure like schools, a justice system, and decent, if any, medical care.
- Although minimally trained in certain areas, the FET has been marked as having the following capabilities: local national female searches, psychological operations, civil-military operations, IO, intelligence, and human exploitation team.

- Despite the considerable pool of women who have been trained to conduct FET missions, less than half have actually gone on a mission. This is in part because FETs, with a couple of exceptions, have “day jobs” that keep them busy. Most FETS are part-time, not full-time FETs.
- In order for FETs to be truly effective, teams need to return to regions and villages where contact was previously made.
- Use subject matter experts (SMEs) to develop an FET program of instruction. Initially, classes included: The Rise of the Taliban; Pashtu Culture and Women; Conversation Skills and Use of Interpreters for FETs; Media Training for FETs; The Origins of Al Qaeda; and Poppy Harvest.
- The Khan Neshin Model proved to be the best model for employing the limited FET assets for maximum effectiveness. FET Training needs to continually evolve. In-theater lessons learned and tactics, techniques and procedures need to be incorporated in the on-going FET program.
- During cordon and knock (C&K) operations, an FET presence can de-escalate potentially hostile or tense situations by conducting searches of females and female rooms for hidden weapons and munitions or contraband on their persons. Make sure you search females out of public view to include male ANSF and US military personnel. C&Ks are not a preferred use of FETs as it does not allow women to establish necessary rapport with Afghan women.
- Avoid making promises unless you are absolutely certain you can keep them. Avoid giving the perception that you will deliver. Always be very clear. Safest thing to say is “I cannot promise you that I can deliver these things, but I will convey your needs to my bosses.”
- A female Soldier must **want** to do this job. Being on an FET requires long hours of studying and preparation, self-discipline to keep up skills such as language training, risk in entering unfriendly territory, savvy cultural skills to not cause further instability, patience when things do not go right, and a sturdy heart when becoming a witness to some of the most tragic of situations.
- It takes staff planners who know how to properly nest and synchronize FET efforts into a commander’s plan, or a partnering agency’s efforts in gender operations. An FET staff planner must be able to understand a commander’s overall intent within his/her OE, and be able to nest the FET actions into the plan. At the same time, an FET staff planner should be knowledgeable of all the other efforts going on in the community by other agencies such as the Department of

State, United States Agency for International Development (USAID), intergovernmental organizations and nongovernmental organizations, and, most importantly, GIROA, in order to synchronize their operations for the enhancement of all.

- Commanders require training in understanding how to use FETs just as much as FETs require training on how to do their jobs. Commanders must understand the purpose of a FET. They must provide directives and guidance on how FETs will fit into the organization's plans and operations (starting with the commander's critical information requirements), and ensure the FETs are properly trained and resourced, to include well-trained interpreters.
- Commanders must assist FETs by discussing the FET's purpose and advantages to the Afghan leaders, both governmental and tribal. This allows FETs to open dialogue with Afghan women without controversy and brings back the importance of the core tasks in FET skills and training: to conduct female engagement in order to "support...BSO requirements," "achieve campaign plan objectives," "support connecting GIROA and Afghan female population," "leverage the accepted influence of females within Afghan society," and, with utmost importance, to "conduct female engagements in a culturally sensitive manner."
- FET instructors must be experienced SMEs with an understanding of Afghan history and culture, as well as gender affairs issues in Afghanistan (or the country where the FET is required). The instructors should have participated in multiple FET operations and be able to provide lessons learned through experience. It should not be an exportable program of slides. The instructors' credentials should be verified for qualification to teach the material.
- Afghan security forces have to be watched and prevented from coming along as Peeping Toms. A special eye needs to be kept on non-Pashtun soldiers and policemen.
- When being interviewed by a reporter, remember that there is no such thing as "off the record." Always use a digital recorder and make sure the reporter can see that you are also recording the interview. Do not say "no comment," as it makes it seem like you are trying to hide something even if you are not. "I do not know" is not a bad answer. Be able to provide some concrete examples to the questions you are asked. Do not ramble on with your answers, keep them short. Always be cooperative and friendly. Some questions reference FET that you need to be prepared to answer are:

- Why do you need an FET?
- What is the message the FET is delivering?
- Do you gather intelligence?
- What are your feelings about how women are treated in Afghanistan?
- What lessons have you learned that have changed how you operate?
- What do you do to address cultural sensitivities?
- What are some differences between here and Iraq?
- Which lessons from Iraq apply here?
- Which lessons from Iraq do not apply here?
- What do you hope to come away with after this mission/ deployment?
- What do you think, as an independent woman, of this culture?
- How does the FET screen its members?
- How do other Soldiers, especially male Soldiers, see you?
- Why did you volunteer to be part of an FET?
- Is being part of an FET dangerous?
- How do you feel about wearing a headscarf?
- Afghan people are very generous and will invite guests in for tea and give them their last bite of food. This action of hospitality is called *melmastia* and is offered by all Afghans. It is important to know that guests must take what is offered to them, as Afghans find it offensive to their honor if their hospitality is turned down; they believe that their hospitality is regarded as insufficient, take this as a slight, and view it as a dishonor to them.
- For engagements and information collection operations to be successful, coalition forces need to be routinely visible to the local populace. FETs need to build trusted relationships to yield information of critical importance. To build trusted relationships, multiple engagements with the same individuals are required. Initial meetings should be about making friends, talking about family and engaging in small talk. Subsequent engagements can branch out into targeted conversations about village dynamics, needs, and support

requirements. Once meaningful relationships have been established through persistent and consistent engagement, village men and women will provide increased information about the population and enemy forces.

Female Engagement Team Best Practices

- FET personnel should never ask local people to do anything for them.
- Examples are asking them to go take a photo of someone or find a location of an IED. **Putting local people in dangerous situations, even if they volunteer for it, is against the law.**
- Never employ FETs without a task and purpose. FET operations should be tailored and flexible.
- Tailor the FET effort in each province. Afghanistan has 34 provinces. Every province is different and almost acts as its own country. What works in one province may not work in another.
- Initially engage women through the men, and continue to engage the men. Bypassing men creates skepticism as to why the US military is working with the community and questions of what influence and ideas are being imparted upon local women.
- On initial contact with local women, FETs should not start by firing off questions. To break the ice, play with the children.
- FETs should not let their interpreter hijack the conversation. Interpreters should only ask the questions they are directed to ask and not to interpret the answers received but to translate the answers back verbatim.
- The presence of female Soldiers softens the interaction with local men, women, and children, helping to establish local trust in the US Army.
- Use FETs to search houses. The Taliban know that male American Soldiers avoid the inner sanctum of homes so as not to dishonor local women and use it to their advantage by storing weapons and IED materials in rooms where women are present.
- Avoid executing large FET operations during important religious holidays. As an example, *Eid al-Fitr* is an enormously important three-day religious holiday that marks the end of Ramadan. For locals, having U.S. and Afghan soldiers snooping around their homes and villages on this holiday is akin to American families getting a knock on the door from the Red Coats on Christmas morning. It doesn't help our relations with ANSF either.

- Best to initially employ FETs of from 2-4 females; includes the two female FET members which should be augmented by a female interpreter and a female medic, in small operations (i.e., patrols) to be less intrusive. Larger FET operations may be utilized after the local women become accustomed to interacting with the small FETs.
- Do not take photographs of women or have cameras out around women. Always ask first if it is okay to take a photo of the children. Polaroid cameras are extremely useful, as they provide immediate photographs of children which may be a very welcome gift. In a compound with only women, the women may allow photographs, but will likely cover faces. As a general rule, avoid photographs of women. If a camera is stolen (and children are great at pick-pocketing) and photos of women are found, it could potentially cause serious problems. There will be instances where women will permit photographs to be taken even around men (such as key elders and GIROA figures), however it is very rare.
- Rural Afghans especially see Western women as a “third gender.” While they are extremely protective of their own women, they are not necessarily protective of American women. However, Afghan men will judge US Soldiers based on how they treat their own female Soldiers and they will be very suspicious of large groups of Western women or women working independently. This is particularly true of women in uniform. Suspicions and curiosities can be best kept at bay when working in a civil affairs capacity.
- Female hair should always be kept up and tight. Walking around with hair down can be quite insulting to locals. However, if a female Soldier has a pony tail, letting it go out the back of the helmet will tell the locals that it is a female soldier.
- Headscarves are not a necessity for good relations with locals. While it may be perceived as a sign of respect, Afghans largely understand US Soldiers are not Muslims, and therefore are not required to wear headscarves. When worn under the helmet outside the forward operating base on patrols or other operations, the headscarf may identify the FETs as female and become an ideal target for the Taliban. However, patrolling with headscarves on under their helmets will identify soldiers as female when they enter a house or stop to search a woman and they will not be mistaken for men by people watching from the sidelines. If wearing the headscarf is too hot and unwieldy, females should keep the scarf around their necks and use them to cover their heads once their helmets are off inside the compound.

- Afghan women may give headscarves as gifts, and in such cases it should be worn in the compound as a sign of respect. In the presence of multiple religious clerics, a headscarf should be worn.
- Once FETs are inside a compound visiting with the local women, they should remove their helmet and replace it with a headscarf (to allay the fear and distrust of the local men and women within), and remove protective vests, eye protection, and sunglasses – unless they are on security in which case they keep these items on. Incidentally, once these items are removed, they can become a conversation starter.
- A vast majority of rural Afghans have never seen persons of African descent and may unintentionally assume that they are men (especially if in uniform and carrying weapons). Once relationships have been established with the community, any potential misconceptions will likely be alleviated. Until then, very short haired, darker skinned, African American females may want to wear the headscarf under the helmet when talking to Afghan women outside the civilian compounds.
- Be aware that oftentimes local women may be very afraid of female Soldiers during searches given that this is a completely foreign practice. Furthermore, not every local female met should be searched, nor should anyone be searched when invited into homes. Searching babies and children when there are a lot of women and children present should be addressed by the men and women alike. The likelihood of the Taliban targeting large groups of women and children in order to kill or target one female Soldier will lose the support of the entire community. Attacks upon women and girls has occurred more in RC-East than in other parts of Afghanistan, and largely against girls attending schools.
- Women and children will act differently depending on who is present nearby. Generally, women and children are very friendly and inquisitive when there are no nefarious actors in the area. However, men, women, and children may act disengaged, afraid, or less receptive to interaction with the FETs if someone they fear is watching. As an example, in a contested village in Now Zad, very few women and children attended the female village medical outreach despite the desperate need for medicine and health service. In a nearby village with no Taliban, over 40 women and children were treated. In another case, a village where a previous female village medical outreach wielded over 40 women being treated, another medical outreach several weeks later wielded only two, despite the second outreach employing an Afghan female midwife whereas the first one did not, due to harassment and intimidation by Taliban elements.

Being able to read locals, especially women and children in a hostile environment, is critical.

- No matter what an FET member's marital status is, it is best to tell locals you are married and have children. Have photos available to show. It is also helpful to tell locals that one of the male Soldiers is a brother or cousin. Just make sure every Soldier knows the story. Women traveling unaccompanied by male family members are very unusual (especially in large groups), and may inadvertently cause locals to have negative perceptions toward female Soldiers trying to engage them. More importantly, talking about married life and children is a great way to bridge a cultural gap and open conversation. Engaging Afghan females is a very delicate task that requires an individual attuned to local nuances and capable of working in a culturally sensitive manner. **Do not turn the first few (2 or 3) female engagements into interviews.** It is very easy to make women feel like they are being interrogated, especially given that many women may never have seen a Western woman before. Afghan women need to feel comfortable talking with the FETs before they will open up about the situation in the local area. Do not attempt or expect to obtain too much information on the first couple of visits/engagements.
- When local women find out that a female medic is included with the FET, they will usually not hesitate to tell the FET about their medical dilemmas ranging from headaches to infertility. As an example, it was difficult for Marine Corpsman to treat each and every medical illness addressed by all the women. Women assumed that the Corpsman had the wonder drug for fertility. It was difficult to explain they needed to go through a series of tests, which the Corpsman could not provide. Typically, that is not a problem that a Corpsman can solve in a one-time interaction. However, if medical personnel are prepared for those type questions, they can provide more helpful advice. Women have extremely limited access to medical care. The local women lack the knowledge of eating healthy, staying in good physical condition, and drinking water which can alleviate medical issues (i.e., headaches, constipation, aches and pains, etc). That problem of lack of knowledge can be alleviated by the frequent presence of FET Soldiers, along with a medic, conducting humanitarian assistance efforts and other efforts to reach the local population.
- Only conduct a Village Medical Outreach (VMO) if there is an expressed need requested by the villagers. Needs must be identified by conducting engagement patrols. Treating everyone in stride is not as successful as conducting engagement patrols, assessing the trends in the village, and consolidating those needs for a planned VMO on a pre-determined day. VMOs should be in or near villages. The risk of

establishing a VMO at a previously identified location remains, but the benefits will far exceed those garnered at a COP removed from the village.

- Children will eagerly invite Western women to their homes for chai and meals. Make an effort to do so, but do not make promises that cannot be kept.
- Drink many cups of chai with the locals and the rewards will be great. However, cups of chai must be coupled with tangible benefits to the community and efforts to improve the lot of locals in terms of security and civil affairs projects.
- While trying not to disrupt the daily duties of local women, FETs should ask women and children to teach them how to do what they do. Once a relationship has been established, ask how to make chai, cook meals, take care of the children, etc. This will strengthen outreach efforts and relationships with local women, as well as assist with their tasks. Most Afghans believe in taking care of their guests and that they should not be offended. However, Afghan women will likely be happy to watch Western women attempt to learn their own tasks.
- As security, education, and the economy improve FETs will observe tangible improvements in the lives of local women. Because rural Afghanistan is still a medieval society, development will have to come in stages and cannot be prematurely forced without risking the kind of backlash that overthrew former King Amanullah and Queen Soraya. Over time, there will be real improvements to women's rights in Afghanistan. It would behoove all FETs to recognize that attempts to import Western-style women's rights, rhetoric, and ideas without any cultural preparation will not take root and may be regarded as hostile.
- Realize that the Afghan concept of time is different than that of a Westerner. References to "Afghan time", when referring to the late start to meetings and shuras, is largely accurate. Interestingly, when it comes to projects and getting things done, Afghans tend to want to see that promises made by US and other CFs are being kept. Oftentimes in shuras with either men or women, locals will express dissatisfaction with security and GIROA. After being reminded of the progress made and benefits brought forth from Coalition or GIROA presence, perceptions change.
- A critical factor to the success of an FET is the provision of a dedicated female interpreter or language assistant (LA) and the understanding between FET members of the proper employment of an LA. A large majority of service members are not familiar with the use of an interpreter. Practice is required for introductions, flow of

conversation, and translation speed. It is critical that the FET speak directly to the Afghan woman in question and maintain direct eye contact with her. The interpreter should never be the center of the conversation and should place herself off to the side when interpreting between a US service member and a local.

- During female-to-female engagements, utilizing female interpreters will vastly improve relationships with locals and access to women. The most ideal situation would be for female Soldiers to speak the local language themselves, at least for basic conversations, medical outreaches, and “kitchen talk.” Locals are extremely surprised by Westerners, let alone Western women, being able to speak their language. The effort goes a long way in convincing locals that Westerners are trying to understand their culture. While male interpreters may be able to translate from behind a sheet during female-to-female engagements, it is not ideal and may diminish how open and honest females are with FETs.
- Gifts provided to women should be humble and practical. Women almost always ask for soap, lotion, or sunscreen, seeing as the weather is harsh on their skin. Toothbrushes, toothpastes, hairbrushes, blankets, socks, and small gifts for their children are strongly appreciated. Be exceedingly careful not to intrude on someone’s business by providing gifts. As an example, large donations of clothing or shoes to the community may intrude on someone’s clothing or cobbling business. Gifts such as shoes and clothing should be done in small numbers when there is the possibility of disrupting someone’s business activities. Men and women alike often ask for radios, while children largely want candy, pens, and pencils.
- Practice the critical actions of the patrol, such as the interview. Prepare for operations in advance by understanding the steps to conduct an interview and preparing questions before hand in order to target the specific information you are seeking to find. It is very easy to get off track while conducting an interview, if questions are not prepared in advance during the mission analysis phase of your engagement. These interview questions should be part of the civil reconnaissance mission analysis to gain targeted information for priority information requirements.

Female Engagement Team Information Operations Assessment

Assessment activities are as important as combat intelligence. Just as reliable intelligence of the enemy drives successful combat operations, having solid information on the causes of instability and the core community issues allows for targeted reconstruction and development

activities. A systematic way to collect, analyze and act upon data is critical to stabilization efforts. A structured approach to conducting assessments will facilitate identification of issues, their root cause, and will gauge whether actions result in the desired effects. USAID has created the **Tactical Conflict Assessment (TCA)** (Appendix C Fig 1) which is very useful in base-lining and then measuring the effectiveness of your FET IO efforts. If needed, USAID can provide training on the TCA process. 1-25SBCT has successfully used a **TACTICAL CONFLICT ASSESSMENT FRAMEWORK** (Appendix C Fig 2). This assessment form is longer and more detailed than the USAID assessment form.

Appendix A
Female Engagement Team Volunteer Statement

**This section is being developed
for inclusion in Version 2.**

Appendix B

Female Engagement Teams Assessment and Selection Packing List

Required Items

The following are the **REQUIRED** items to bring to the FET Assessment and Selection (FA&S) Phase. No exceptions and no substitutions. It is not authorized to bring extra TA-50 to FA&S. This packing list is also good for FET training and qualification phase, **IF SELECTED** during the assessment and selection phase.

1 Ea – Small case to carry/protect the following seven items:

- 1 Ea – Copy of current physical.
- 1 Ea – Copy of medical records.
- 1 Ea – Copy of dental records.
- 1 Ea – Copy of doctor's authorization for each medication (no other medications are initially authorized).
- 1 Ea – Copy of DD Form 93.
- 1 Ea – Original copy of the FET volunteer statement (**signed by first O5 in chain of command**).
- 1 Ea – Copy of FET assessment and selection (FA&S) packing list.

4 Pr – ACUs (see note #2) (more than 4 are authorized).

5 Ea – Army issue tan T-Shirts (**no cool max**) (more than 5 are authorized).

1 Ea – Complete IPFU.

1 Ea – Army issue tan or black belt.

5 Pr – Socks, green or black (no polypro/Gortex) (more than 5 are authorized).

2 Ea – Patrol cap (see note #2).

1 Pr – Running shoes (**no black running shoes**).

2 Ea – Reflective belts.

2 Pr – Socks, White cotton (**no ankle or knee highs**) (more than 2 are authorized).

CENTER FOR ARMY LESSONS LEARNED

- 1 Ea – Gortex top/bottom (see notes #1 and #2).
- 1 Ea – W/W top and bottom (see note #2).
- 2 Pr – Boots, Army issue or jungle only (see note #3).
- 1 Pr – Gloves, Army issue, w/liners or Army issue Gortex gloves (see note #1 for Gortex gloves).
- 1 Ea – Cap, wool, black (see note #1).
- 1 Pr – Underwear, cold weather, wool, or polypro (see note #1).
- 1 Ea – Personal hygiene kit (i.e. razors, toothpaste, toothbrush, dental floss, soap, shampoo, conditioner, hair spray, comb, hair brush, fingernail clipper, fingernail file/emery board, mouthwash, plain non-colored hair bands, small hand mirror, plain non-colored barrettes and or bobby pins).
- 2 Ea – Towels (brown or white only).
- 1 Pr – Shower shoes.
- 1 Ea – Sewing kit.
- 3 Ea – Pens/pencils.
- 1 Ea – Notebook (not larger than 4” X 6”) (**only 1 is authorized and any additional will be confiscated**).
- 2 Pr – Eyeglasses, if worn (**no contact lenses**).
- 1 Ea – Wrist watch (**no compass or altimeter function**) (**no other jewelry is authorized and will be confiscated until graduation from the course or upon early termination from the course**).
- 1 Ea – Laundry bag.
- 1 Ea – Duffel or kit bag (**no civilian bags or suitcases**).
- 1 Ea – Poncho.
- 1 Ea – Poncho liner.
- 1 Ea – ACH (no cover).
- 1 Ea – MOLLE/ruck sack w/frame (Army issue only).
- 1 Ea – LBE/LBV/MOLLE vest.
- 2 Ea – 1-quart canteen.
- 2 Ea – 1-quart canteen covers.

1 Ea – 2-quart canteen.

1 Ea – 2-quart canteen cover.

1 Ea – Complete sleep system w/stuff sack (bivy sack, green & black).

1 Ea – Cash; \$50.00 (do not bring more than \$50.00).

1 Ea – W/W bag.

1 Ea – SWCS issued laptop w/all issued accessories.

1 Ea – Headlamp/flash light/penlight (red and blue lens only).

Note #1 – Required for classes from 15 October through 15 April.

Note #2 – No rank, branch insignia, cat eyes, or other badges are authorized for wear **WITH ONE EXCEPTION**. One uniform will be maintained to garrison standards (i.e., all patches, U.S. flag, name and U.S. Army name tapes) for graduation.

Note #3 – No boots that have a sneaker style construction will be authorized for wear in accordance with Army Regulation 670-1.

Additional Items

The following **ADDITIONAL** items brought to FA&S are authorized for use by candidates attending FA&S. **Any item not listed below will be confiscated by FA&S cadre and not returned until the Soldier returns to their unit of origin.**

- Underwear (includes bras).
- Prescription medications (as required by doctor's written authorization or noted in medical records).
- Camelback (highly recommended).
- 1 book per candidate (can only be Bible, Ranger handbook, or novel. No magazines).
- Cotton tipped applicators.
- Clothes pins.
- Hair dryer.
- Curling iron.
- Bandages.
- Medical tape.

- Anti-bacterial cream.
- Cravats.
- Foot powder.
- Gauze pads.
- Insect repellent.
- Lip balm.
- Map case.
- Moleskin.
- Pace count beads/cords.
- Pocket knife/tool (1 per candidate).
- Scissors, small.
- Security locks.
- Skin lotion or cream (non-odor).
- Sun screen.
- Vaseline.
- Zip lock bags large/small.
- 550 cord.
- 100 MPH tape.
- Highlighters.
- Bungee cords.
- Snap links.
- Batteries for headlamp/flash light/penlight.
- Feminine hygiene items (**no cosmetics or perfumes are authorized**).

****Neither tobacco products nor alcoholic beverages will be used during the entire FA&S rotation with No Exceptions.****

Appendix C

Female Engagement Team Operations Assessment Forms (Examples)

U.S. Agency for International Development Tactical Conflict Assessment (TCA) Form

Province:		Date:	
District:		GPS Reference:	
Village:		Population:	
Interpreter Name:		Interviewee:	
Interviewer Name:		Title:	
1. Have there been any changes in the village population over the past year?			
Answer		Why?	
Increase	Lack of Drinking Water	More Drinking Water	
Decrease	Lack of Work	More Work	
No Change	No Shelter	Better Shelter	
Don't know	Lack of Healthcare	Better Healthcare	
No Comment	Lack of Electricity	More Electricity	
	Lack of Security	More Security	
	Poor Sewage / Sanitation	Poor Sewage / Sanitation	
	Poor Roads	Better Roads	
	Poor Irrigation	Better Irrigation	
2. What are the most important problems facing the village?			
Answer			
Lack of Food		Poor Sewage/Sanitation	
No Drinking Water		Poor Electric Supply	
No work		Poor Roads	
Poor Government		Poor Irrigation	
Lack of Shelter		Taliban	
Poor Healthcare		Crime	
Poor Education		ISAF Presence	
Poor Security (ANP)		Cost of Food	
No Problems		No Comment	
3. Who do you believe can solve your problems?			
Government	ISAF	Nobody	
ANP	Tribal Elders	Don't Know	
ANA	NGO	No Comment	
4. What should be done first to help the village?			
Drinking Water	Roads	ISAF Leave	More ANA
Healthcare	Stop Crime	More ISAF	More Work
Shelter	Stop Corruption	ANP Leave	Other
Food	Better Electricity	More ANP	Nothing
Schools	Remove Taliban	ANA Leave	Don't Know / No Comment

1-25 Stryker Brigade Combat Team Tactical Conflict Assessment Frame Work

General Questions – Initial Interview

Q1. Province:		Q2. MGRS/GPS Reference:									
Q3. District:		Q4. Village:									
Q5. Last Name of Interviewer:		Q6. Date of Interview (00/00/06)									
Person Interviewed											
Q7. First Name:		Q8. Last Name:									
Q9. Title:											
Q10. Organization/Affiliation:											
Q11. Organization/Affiliation (category)											
<input type="checkbox"/>	1	District Government	<input type="checkbox"/>	2	Local Government	<input type="checkbox"/>	3	Tribal/Clan Leader	<input type="checkbox"/>	4	Religious Leader
<input type="checkbox"/>	5	Police	<input type="checkbox"/>	6	Army	<input type="checkbox"/>	7	Political Party	<input type="checkbox"/>	8	Civil Society
<input type="checkbox"/>	9	Health Sector	<input type="checkbox"/>	10	Schools/ Education Sector	<input type="checkbox"/>	9	9	Other:		

Q12. How many people live in this village? _____

Q13. How many households are there in this village? _____

Q14. In the past 12 months, have more people moved in or out of this village?

<input type="checkbox"/>	More moved in	<input type="checkbox"/>	More moved out	<input type="checkbox"/>	The same number moved in as moved out	<input type="checkbox"/>	None moved in or out	<input type="checkbox"/>	I don't know
(4)		(3)		(2)		(1)		(9)	[DO NOT READ]

Q15. Why?

COMMANDER'S GUIDE TO FEMALE ENGAGEMENT TEAMS, V.1

Q16. What are the major problems facing the residents of this village today?
(Read options only if respondent is unable to provide an answer; please probe for three most important should the respondent list more than three.)

	Worst Problem (15A)	Second Problem (15B)	Third Problem (15C)
A. Lack of food/potable water	1	1	1
B. Lack of paid work opportunities	2	2	2
C. Lack of shelter	3	3	3
D. Limited roads, sewage/sanitation, electric power	4	4	4
E. Access to health care	5	5	5
F. Access to education	6	6	6
G. Security	7	7	7
H. Discrimination	8	8	8
I. Government responsiveness to citizen concerns	9	9	9
J. Corruption	10	10	10
Other: _____			
Other: _____			
Other: _____			
None	0	0	0
No further reply <i>[DO NOT READ]</i>		990	990
I don't know <i>[DO NOT READ]</i>	999		

CENTER FOR ARMY LESSONS LEARNED

Q17. How much do you think the residents of this village trust each of the following institutions? (*Read options; probe for strength of answer.*)

	Not at all	Just a little	Somewhat	A lot	I don't know [DO NOT READ]
A. The National Government	0	1	2	3	9
B. The Provincial Government	0	1	2	3	9
C. The municipal/local government	0	1	2	3	9
D. The courts	0	1	2	3	9
E. The local police	0	1	2	3	9
F. The national army	0	1	2	3	9
G. International forces	0	1	2	3	9
H. Tribal leaders	0	1	2	3	9
I. Religious leaders	0	1	2	3	9
J. Local social service organizations	0	1	2	3	9
K. Radio broadcasts	0	1	2	3	9
L. Newspapers	0	1	2	3	9
M. Television reports	0	1	2	3	9

COMMANDER'S GUIDE TO FEMALE ENGAGEMENT TEAMS, V.1

Q18. What are the most important things that can be done in the next six months to improve conditions for residents of this village? *(Read options only if respondent unable to answer; please probe for three most important to respondent.)*

	Primary Response (44A)	Secondary Response (44B)	Tertiary Response (44C)
Increase food availability	1	1	1
Provide job/employment opportunities	2	2	2
Shelter construction	3	3	3
Property dispute adjudication	4	4	4
Reliable power supply	5	5	5
Potable water	6	6	6
Improve local roads	7	7	7
Waste management programs	8	8	8
Build schools	9	9	9
Teachers	10	10	10
School supplies	11	11	11
Health care facilities	12	12	12
Health care training	13	13	13
Medical supplies	14	14	14
Improve policing	15	15	15
Integrate militias into security structures	16	16	16
Increase or withdraw international forces	17	17	17
Improve rule of law	18	18	18
Decrease human rights violations	19	19	19
Anti-corruption/transparency programs	20	20	20
Citizen access to government representatives	21	21	21
Increase local government influence/activities	22	22	22
Other (1 st response): _____			
Other (2 nd response): _____			
Other (3 rd response): _____			
Nothing / No problem	0		
No further reply [DO NOT READ]		990	990
Don't know [DO NOT READ]	999		

Appendix D

Female Engagement Teams Mission Engagement Summary Format (Example)

See *Kunar FET Engagement Summary* listed in Appendix L – References. Add as much detail as possible in your summary.

Mission Summary:

Composition of FET Element:

Key Findings: Area, villages and province, where FET mission was conducted.

Local People: Tribe(s), and information about them, in area where FET mission was conducted.

Schools: Schools within area where FET mission was conducted.

Security: Within the area where FET mission was conducted.

Primary Grievance(s): Of the people contacted within area where FET mission was conducted.

Medical: Medical condition and problems within area where FET mission was conducted.

Recommendation(s): Be detailed with reasons for each recommendation.

Conclusion:

End of Report.

Name, rank, position, and unit (of writer/submitter).

Notes:

Enclosure (#): May have multiple encloses with photos. Make sure add a brief description beneath each photo. May include multiple photos for each enclosure.

Photo(s).

Name/location engagement:

Composition of element engaged.

Name, rank, position, and unit of each FET member on mission engaged.

Dialogue Key: Explain all abbreviations.

Engagement Discussion: Brief description of engagement.

Engagement Summary (#): For each engagement. May be multiple summaries.

End of Summary.

Name, rank, position, and unit of summary completer.

Appendix E
Female Engagement Team
Mission Debriefing Format (Example)

**This section is being developed
for inclusion in Version 2.**

Appendix F

U.S. Army Special Operations Command Cultural Support Team Program of Instruction

**This section is being developed
for inclusion in Version 2.**

Appendix G

U.S. Army Training and Doctrine Command Review of the U.S. Army Special Operations Command Cultural Support Team Program of Instruction

**This section is being developed
for inclusion in Version 2.**

Appendix H

1-25 Stryker Brigade Combat Team Female Engagement Team Course Handbook

**This section is being developed
for inclusion in Version 2.**

Appendix I
Regional Command–East
Female Engagement Team Training

**This section is being developed
for inclusion in Version 2.**

Appendix J

Commander, International Security Assistance Force Baseline Female Engagement Team Training Guidance

**This section is being developed
for inclusion in Version 2.**

Appendix K
Marine Corps Female Engagement Team
Training Program of Instruction

**This section is being developed
for inclusion in Version 2.**

Appendix F

References

ALARACT 0412011 AT2_USASOF Recruiting Poster

ALARACT 0412011 AT3_USASOF FET Volunteer Statement (Appendix A)

ALARACT 0412011 AT4_USASOF Cultural Support Team (CST) Assessment and Selection Packing List

ALARACT 0412011 AT5_Volunteers for the USASOF FET Program

ALARACT 0802011_Establishment of PDSI-Code D5K-For CST

USFOR-A Training Recommendations_6 Dec 2009

USFOR-A Female Engagement Team (FET) SVTC_7 Mar 2011

CJIOC-A_COMISAF Moring Standup: Recommended ISAF Guidance for FETs_23 Dec 2010

USASOC Cultural Support Team (CST) Course Design Draft V1_11 Mar 2011

USASOC CST POI v1_90% Solution

TRADOC Review of USASOC CST POI

COMISAF Baseline FET Training Guidance_26 Feb 2011

Draft Female Engagement Teams Working Group Mar 2011

Marine FET AAR and Way Forward_20090516-CDR-6141

USASOC FET ATRRS Information

1-25 SBCT FET Course Handbook

Marine FET Paper-CDR-7588-Training Female Engagement Teams

CST Information Paper 5 Nov 2010 v3

Marine FET Training Package_27 Sep 2010

Marine Generic FET Training Schedule

Observation Report USASOF FET Recruitment

III Corps Culture Support Team AAR1_2 Mar 2011

RC-SW_FET_10-1_AAR-CDR-7397

Observation Report 1AE32 07032011

2MEB COIN Center FET AAR Part 1

2MEB COIN Center FET AAR Part 2

Training Female Engagement Teams: Framework, Content Development, and Lessons Learned

Female Engagement_2d_MEB – CDR-8323

2MEB Female Engagement Team Findings – 30 Sep 2009

ISAF Engagement with Afghan Females Directive_31 May 2010.

MARSOC Brief-CDR-1444_Female Engagement Teams (FET) in Afghanistan

Army female engagement teams expand_ by John Stanton in Zero Anthropology, 2 Jan 2011.

Female Engagement Teams_ Afghanistan/Pakistan Hands Program Kandahar Provincial Reconstruction Team, 411th Civil Affairs Battalion

Kunar FET Mission Summary

Interview–2BCT, 4ID FET OIC, 1LT Russell

Chap5_CALL10-43_CIED_Bltn_V_Half-Hearted_Trying to win Afghan without Afghan Women

CJIOC-A COMISAF Morning Standup Recommended ISAF Guidance for FETs_v2-CDR 6648_23 Feb 2010

PROVIDE US YOUR INPUT

To help you access information quickly and efficiently, the Center for Army Lessons Learned (CALL) posts all publications, along with numerous other useful products, on the CALL website. The CALL website is restricted to U.S. government and allied personnel.

PROVIDE FEEDBACK OR REQUEST INFORMATION

<<http://call.army.mil>>

If you have any comments, suggestions, or requests for information (RFIs), use the following links on the CALL home page: "RFI or a CALL Product" or "Contact CALL."

**PROVIDE OBSERVATIONS, INSIGHTS, AND LESSONS (OIL) OR
SUBMIT AN AFTER ACTION REVIEW (AAR)**

If your unit has identified lessons learned or OIL or would like to submit an AAR, please contact CALL using the following information:

Telephone: DSN 552-9569/9533; Commercial 913-684-9569/9533

Fax: DSN 552-4387; Commercial 913-684-4387

NIPR e-mail address: call.rfimanager@conus.army.mil

SIPR e-mail address: call.rfiagent@conus.army.smil.mil

Mailing Address:

**Center for Army Lessons Learned
ATTN: OCC, 10 Meade Ave., Bldg. 50
Fort Leavenworth, KS 66027-1350**

TO REQUEST COPIES OF THIS PUBLICATION

If you would like copies of this publication, please submit your request at: <<http://call.army.mil>>. Use the "RFI or a CALL Product" link. Please fill in all the information, including your unit name and official military address. Please include building number and street for military posts.

PRODUCTS AVAILABLE “ONLINE”

CENTER FOR ARMY LESSONS LEARNED

Access and download information from CALL’s website. CALL also offers Web-based access to the CALL Archives. The CALL home page address is:

<<http://call.army.mil>>

CALL produces the following publications on a variety of subjects:

- **Combat Training Center Bulletins, Newsletters, and Trends**
- **Special Editions**
- ***News From the Front***
- **Training Techniques**
- **Handbooks**
- **Initial Impressions Reports**

You may request these publications by using the “RFI or a CALL Product” link on the CALL home page.

**COMBINED ARMS CENTER (CAC)
Additional Publications and Resources**

The CAC home page address is:

<<http://usacac.army.mil/cac2/index.asp>>

Center for Army Leadership (CAL)

CAL plans and programs leadership instruction, doctrine, and research. CAL integrates and synchronizes the Professional Military Education Systems and Civilian Education System. Find CAL products at <<http://usacac.army.mil/cac2/cal/index.asp>>.

Combat Studies Institute (CSI)

CSI is a military history think tank that produces timely and relevant military history and contemporary operational history. Find CSI products at <<http://usacac.army.mil/cac2/csi/csipubs.asp>>.

Combined Arms Doctrine Directorate (CADD)

CADD develops, writes, and updates Army doctrine at the corps and division level. Find the doctrinal publications at either the Army Publishing Directorate (APD) <<http://www.usapa.army.mil>> or the Reimer Digital Library <<http://www.adtdl.army.mil>>.

Foreign Military Studies Office (FMSO)

FMSO is a research and analysis center on Fort Leavenworth under the TRADOC G2. FMSO manages and conducts analytical programs focused on emerging and asymmetric threats, regional military and security developments, and other issues that define evolving operational environments around the world. Find FMSO products at <<http://fmso.leavenworth.army.mil/>>.

Military Review (MR)

MR is a revered journal that provides a forum for original thought and debate on the art and science of land warfare and other issues of current interest to the U.S. Army and the Department of Defense. Find MR at <<http://usacac.army.mil/cac2/militaryreview/index.asp>>.

TRADOC Intelligence Support Activity (TRISA)

TRISA is a field agency of the TRADOC G2 and a tenant organization on Fort Leavenworth. TRISA is responsible for the development of intelligence products to support the policy-making, training, combat development, models, and simulations arenas. Find TRISA Threats at <<https://desint-threats.leavenworth.army.mil/default.aspx>> (requires AKO password and ID).

Combined Arms Center-Capability Development Integration Directorate (CAC-CDID)

CAC-CDID is responsible for executing the capability development for a number of CAC proponent areas, such as Information Operations, Electronic Warfare, and Computer Network Operations, among others. CAC-CDID also teaches the Functional Area 30 (Information Operations) qualification course. Find CAC-CDID at <<http://usacac.army.mil/cac2/cdid/index.asp>>.

U.S. Army and Marine Corps Counterinsurgency (COIN) Center

The U.S. Army and Marine Corps COIN Center acts as an advocate and integrator for COIN programs throughout the combined, joint, and interagency arena. Find the U.S. Army/U.S. Marine Corps COIN Center at: <<http://usacac.army.mil/cac2/coin/index.asp>>.

Joint Center for International Security Force Assistance (JCISFA)

JCISFA's mission is to capture and analyze security force assistance (SFA) lessons from contemporary operations to advise combatant commands and military departments on appropriate doctrine; practices; and proven tactics, techniques, and procedures (TTP) to prepare for and conduct SFA missions efficiently. JCISFA was created to institutionalize SFA across DOD and serve as the DOD SFA Center of Excellence. Find JCISFA at <<https://jcsifa.jcs.mil/Public/Index.aspx>>.

Support CAC in the exchange of information by telling us about your successes so they may be shared and become Army successes.

<http://call.army.mil>

Celebrating 25 years of uninterrupted support to the warfighter



Center for Army Lessons Learned (CALL)

10 Meade Avenue, Building 50
Fort Leavenworth, KS 66027-1350

Combined Arms Center (CAC) • Ft. Leavenworth, KS



**US Army
Combined
Arms Center**

"Intellectual Center of the Army"

**U.S. UNCLASSIFIED
For Official Use Only**