19th meeting of the Security Sector Reform (SSR) Working Group and 4th meeting in collaboration with the Education Development Working Group (EDWG) of the Partnership for Peace Consortium of Defense Academies and Security Studies Institutes

GENDER-RESPONSIVE EVALUATION IN MILITARY EDUCATION: FOURTH WORKSHOP ON TEACHING GENDER TO THE MILITARY

21-24 JULY 2014

GENEVA, SWITZERLAND

AFTER ACTION REPORT

A key aspect of how to integrate gender in military structures and operations, pursuant to United Nations Security Council Resolutions on Women, Peace and Security and the corresponding NATO policy framework, is gender education and training for the military. In response to this, the Partnership for Peace Consortium of Defense Academies and Security Studies Institutes (PfPC) Security Sector Reform (SSR) and Education Development (EDWG) Working Groups have engaged on the topic in their individual activities since 2010.

In 2012, the Geneva Centre for the Democratic Control of Armed Forces (DCAF), on behalf of the PfPC SSR WG, held the first of what evolved to be a series of workshops on the topic of teaching gender to the military in collaboration with the PfPC EDWG. In July 2012, the working groups convened a workshop in partnership with NATO School Oberammergau titled "Teaching Gender to the Military - In the Classroom and through Advanced Distributed Learning." A second workshop, in December 2012 in partnership with the George C. Marshall Center in Garmisch-Partenkirchen, focused on designing sample gender lessons, and a third workshop in Geneva in December 2013 was dedicated to integrating gender learning in the curriculum.

From 21 to 24 July 2014, the two working groups held their fourth workshop on teaching gender to the military in Geneva, this time focusing on gender-responsive evaluation in military education, and coaching and mentoring. This event forms part of a series of workshops to build skills and develop practical resources to enable approximately thirty participants from seventeen NATO and Partner countries with backgrounds in gender and education to integrate gender perspectives in military education. It comprised a combination of presentations and syndicate work in order to facilitate the sharing of knowledge, good practices and strategies for overcoming challenges. The following topics were covered in the workshop sessions:

- Gender introduction and summary of transformative learning
- Reporting back on action plans
- Update on NATO's work on gender
- Evaluation theory and practice
- Panel on assessment and evaluation in instructional design
- Developing gender-responsive course evaluations
- Coaching and mentoring, with a key note speech on Sweden's Gender Coach Programme
- The way forward

At the end of the workshop, participants drafted (updated) individual action plans, discussed the need for further resources on gender education and training, and endorsed a corresponding proposal to develop a manual documenting the knowledge exchanged and created over the two-year, four-workshop 'teaching gender to the military' programme.

In addition to individual action plans, the workshop produced several concrete outputs in the form of resources and guidance on gender-responsive evaluation, coaching and mentoring, annexed to this report. In terms of outcomes, the participants gave very positive oral and written feedback on the event, highlighting in particular that the workshop had enabled participants to exchange and discuss ideas and resources, and that the workshop had equipped them with skills and resources they could apply in their work on integrating gender perspectives in military education. For many participants, this rare opportunity to meet others working on integrating gender into military education in similar environments to themselves had been both informative and encouraging.

CONTENTS

ACRONYMS AND ABBREVIATIONS

ACO	Allied Command Operations (NATO)
ACT	Allied Command Transformation (NATO)
ADL	advanced distributed learning
CIMIC COE	Civil-Military Co-operation Centre of Excellence
DCAF	Geneva Centre for the Democratic Control of Armed Forces
EAPC	Euro-Atlantic Partnership Council
EDWG	Education Development Working Group (PfPC)
FYROM	former Yugoslav Republic of Macedonia
GCSP	Geneva Centre for Security Policy
HQ	headquarters
ISN	International Relations and Security Network
NATO	North Atlantic Treaty Organization
NCGM	Nordic Centre for Gender in Military Operations
PfPC	Partnership for Peace Consortium of Defense Academies and Security Studies Institutes
SHAPE	Supreme Headquarters Allied Powers Europe (NATO)
SSR	security sector reform
SSR WG	Security Sector Reform Working Group (PfPC)
UNDP SEESAC	The South Eastern and Eastern Europe Clearinghouse for the Control of Small Arms and Light Weapons of the United Nations Development Programme
UNSCR	United Nations Security Council Resolution
WMO	World Meteorological Organization
WPS	women, peace and security

1. BACKGROUND

(A) CONTEXT

A key aspect of how to integrate gender in military structures and operations, pursuant to United Nations Security Council Resolutions 1325, 1820, 1888, 1889, 1960, 2106 and 2122, is gender education and training for the military. In February 2010, the Partnership for Peace Consortium of Defense Academies and Security Studies Institutes (PfPC) Security Sector Reform Working Group (SSR WG) held a workshop on gender and security sector reform, and in April 2011, a seminar on gender and defence transformation. Both included a focus on integrating gender learning in education and training. The PfPC Education Development Working Group (EDWG) integrated gender issues in the Reference Curriculum developed for Professional Military Education for Officers in 2010/2011 and for Non-Commissioned Officers in 2012/2013, and included gender in their 2011 Educators' Annual Program. During 2012/2013, members of the SSR WG, EDWG and ADL Working Groups also provided subject matter expertise to the development of a new basic-level gender awareness module by Allied Command Transformation (ACT).

Building upon this work, in 2012, the Geneva Centre for the Democratic Control of Armed Forces (DCAF), on behalf of the SSR WG, launched a series of workshops in collaboration with the EDWG to examine gender and military education. The two working groups held two workshops in 2012 - the first in July in partnership with NATO School Oberammergau was entitled "Teaching Gender to the Military - In the Classroom and through Advanced Distributed Learning."[1] This was followed by a second workshop in December entitled "Designing Sample Gender Lessons," this time in partnership with the George C. Marshall European Center for Security Studies in Garmisch-Partenkirchen.[2] In 2013, the two working groups convened a workshop in December in Geneva, titled "Integrating Gender in the Curriculum."[3] They produced several practical outputs including a list of best practices in teaching gender to the military, a checklist for gender curriculum review and three sample lesson plans for teaching gender to the military.

The fourth workshop of the SSR - ED Working Groups' joint programme on Teaching Gender to the Military was held in Geneva from 21 to 24 July 2014, titled "Gender-Responsive Evaluation in Military Education." The workshop focused on gender-responsive evaluation and evaluation of gender learning; as well as coaching and mentoring; exchanging experiences and updates; and charting the way forward.

(B) RATIONALE

Educating the military on gender issues has emerged over the last eight years as a new and important priority for the international community, including NATO states and partners. In 2000, the United Nations Security Council adopted a groundbreaking resolution on women, peace and security. Security Council Resolution 1325 (UNSCR 1325) recognizes the disproportionate effect of armed conflict on women and children, reaffirms the need to fully implement international humanitarian and human rights law that protect the rights of women and girls during and after conflicts, and underlines the essential role of women in the prevention of conflict, and in post-conflict peace building and reconstruction efforts. It encourages increased representation of women at all decision-making levels in national, regional and international institutions, as well as consultation with women's groups. Since 2000, the Security Council has adopted six additional resolutions on women, peace and security and on sexual violence in conflict:

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[1] For more details, see the After Action Report of this workshop, available at http://dcaf.ch/Event/PFPC-Workshop-on-Teaching-Gender-to-the-Military.

[2] For the lesson plans and details of the workshop, see the After Action Report, available at http://www.dcaf.ch/Event/Designing-Sample-Gender-Lessons-Second-PFPC-Workshop-on-Teaching-Gender-to-the-Military

[3] For more details, see the After Action Report of this workshop, available at: http://www.dcaf.ch/Event/Integrating-Gender-in-the-Curriculum-3rd-Workshop-on-Teaching-Gender-to-the-Military

UNSCR 1820, UNSCR 1888, UNSCR 1889, UNSCR 1960, UNSCR 2106 and UNSCR 2122. Notably UNSCR 2106 calls for the deployment of gender advisors to "ensure comprehensive gender training of all relevant peacekeeping and civilian personnel" deployed in UN peacekeeping and political missions.

NATO has responded with a policy and operational framework to implement these resolutions. The NATO/Euro-Atlantic Partnership Council (EAPC) Policy on Implementing UNSCR 1325 on Women, Peace and Security of 2007 (revised in 2011 and 2014), and Bi-Strategic Command Directive 40-1 on Integrating UNSCR 1325 and Gender Perspectives in the NATO Command Structure including Measures for Protection During Armed Conflict of 2009 (revised in 2012), recognise the strategic importance of integrating gender considerations into all aspects of the military and military operations. The NATO Summit has also taken up the issue, most recently in Wales in 2014, affirming a commitment to the full implementation of UNSCR 1325. Allied and Partner countries have also developed national-level policies to implement the women, peace and security resolutions: to date seventeen NATO states and eleven Partner states have also developed National Action Plans on the implementation of UNSCR 1325.[4]

These policies and initiatives identify education and training at both national and NATO level as essential tools in addressing gender issues within military structures and operations. NATO's own initiatives include courses provided by the Nordic Centre for Gender in Military Operations as NATO's Department Head for Gender Education and Training; the development by ACT of several ADL courses on gender; and the production by the NATO Committee on Gender Perspectives of recommendations on the implementation of UNSCR 1325 in gender training and education and a template for pre-deployment gender training.[5]

While significant advances have been achieved in developing gender education and training for military audiences, for many actors, this is still a new topic. Previous engagement by the SSR and EDWG, and feedback from participants, has highlighted a need to strengthen both the capacity of educators to deliver gender content, as well as the capacity of military gender experts to deliver education and training.

(C) Outcomes

The aim of the SSRWG/EDWG collaboration 2013-2014 is to build capacity for integration of gender in military curricula among NATO and EAPC members. This was the second of two workshops that the two working groups hosted to build capacity as well as develop practical resources to meet this aim.

More specifically, the two-year programme outcomes are to:

- Develop an understanding of key aspects of transformative learning
- Formulate concrete strategies for how to integrate gender in military curricula
- Develop operationalised tools to create capacity to integrate gender in curricula

The goal of this second workshop was to further build capacities to integrate gender into military education and to foster a community of practice. Three outcomes contributed to the realization of this goal. They were for participants to:

- Provide feedback on their action plans, sharing lessons identified and strategies for overcoming resistance

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[4] These are Australia, Austria, Belgium, Bosnia and Herzegovina, Canada, Croatia, Denmark, Estonia, France, Finland, Georgia, Germany, Iceland, Ireland, Italy, Kyrgyzstan, Lithuania, FYROM, the Netherlands, Norway, Portugal, Serbia, Slovenia, Spain, Sweden, Switzerland, the United Kingdom and the United States.
[5] For more details on NATO policies and initiatives related to gender, see the SSR WG Factsheet on NATO documents and initiatives on gender and security available at: http://www.dcaf.ch/Publications/Factsheet-on-NATO-Documents-and-Initiatives-on-Gender-and-Security.

- Be able to effectively evaluate gender learning in military education courses
- Be able to apply skills required for coaching and mentoring gender (sensitive) educators

2. WORKSHOP DESCRIPTION

The workshop brought together thirty participants from seventeen NATO and EAPC countries in Geneva from 21 to 24 July 2014 (for a list of participants, please refer to Annex A). The event was jointly hosted by the PfPC working groups on Security Sector Reform and Education Development and was financially supported by the Swiss Federal Department of Defence, Civil Protection and Sport. Participants represented Allied and Partner countries' armed forces, defence academies, and defence ministries; international and Geneva-based centres specializing in security and public policy (DCAF, GCSP, UNDP SEESAC); and NATO(-affiliated) institutions (SHAPE, Nordic Centre for Gender in Military Operations, NATO School Oberammergau, CIMIC Centre of Excellence). The participants were invited based on their complementary expertise in gender and military education.

The workshop spanned three full working days. The first day focused on exchanging updates - through individual participants reporting back on action plans as well as institutional updates from NATO. The second day was dedicated to evaluation in theory and practice, including gender-responsive evaluation. The third day introduced coaching and mentoring, and featured discussions on future directions for both individual participants as well as for the Teaching Gender to the Military programme (for the complete agenda, please refer to Annex B). Given the high levels of diverse forms of expertise in the room, the workshop used participatory and interactive methodologies in order to facilitate the exchange of knowledge, experiences and good practices between the participants. A brief description of the topics covered follows below.

(A) UPDATES AND EXCHANGING EXPERIENCES

GENDER INTRODUCTION SESSION

In this session, gender trainers and educators demonstrated approaches and exercises they use in gender education, with a focus on active learning methods with potential for achieving transformative learning. The approaches demonstrated focused on storytelling as a means for learners to examine their own frames of reference and assumptions regarding gender, as well as those of their community or workplace. The facilitators used actual and fictional stories to prompt discussions on how we understand gender equality within the military, on the treatment of local populations by military personnel on mission, and on our individual gendered values and assumptions.[6]

The session concluded with a reiteration of the concept of transformative learning, introduced in a previous workshop. Transformative learning was described as an educational approach whereby learners are encouraged to examine how their own personal frames of reference influence their thinking, beliefs and actions.[7] Furthermore, as an active learning approach, transformative learning is premised on shifting

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[6] Respectively, the stories included that of a Norwegian female conscript who was forced to bathe naked with a platoon of thirty men (http://www.thelocal.no/20111117/female-conscript-forced-to-bathe-naked-with-30-man-platoon); a discussion of graffiti found in Srebrenica, presumably written by NATO forces (http://bosniavolimte.blogspot.ch/2011/07/bosnia-srebrenica-prepares-to-bury-613.html); as well as the 'King and Queen Exercise' (http://www.gssrtraining.ch/files/Gender-Training-for-the-Security-Sector-Lessons-identified-and-practical-resources.pdf, p.44).
[7] See, for example, Dorine Plantenga (2004), "Gender, identity, and diversity: learning from insights gained in transformative gender training," *Gender & Development*, 12:1, 40-46, http://dx.doi.org/10.1080/13552070410001726506.

from a transmission mode of education - in which an instructor transmits knowledge to learners - to a transactional one - in which learners and instructors exchange views to collaboratively create knowledge. Participants reflected on the importance of transformative learning in teaching gender to the military, and highlighted the utility of the approach in fostering attitude change by addressing the affective domain of Bloom's taxonomy, and to create the space to include different perspectives on gender in military education.

REPORTING BACK ON ACTION PLANS

Participants then exchanged experiences on integrating gender considerations into their work. Those who attended the December 2013 workshop based their reporting on implementation of personal action plans drafted at that workshop, and those who did not based their reporting on personal experiences so far. Participants first worked in syndicate groups to identify good practices, strategies for overcoming resistance, and remaining needs, and then debriefed the whole group in a plenary session.

Participants identified as good practices: coordination and engagement with other government bodies, other countries and civil society; a policy framework to support integration of gender; provision of gender education and workshops; and establishment of gender advisor or gender focal point positions. Strategies for overcoming resistance included both formal approaches such as laws, policies and parliamentary oversight; as well as informal approaches such as networking, identifying allies and using transformative learning techniques. Participants also charted future needs, which include developing gender education, in general and specifically at high levels and for pre-deployment training; human and material resources; and creating institutional buy-in.

UPDATE ON NATO'S WORK ON GENDER

Following participants' reporting back, this session focused on providing updates on gender policies and initiatives from NATO - including from Headquarters (HQ), Allied Command Operations (ACO) and the Nordic Centre for Gender in Military Operations (NCGM).

NATO's Special Representative of the Secretary General on Women Peace and Security sent a written statement for the workshop outlining recent developments at HQ level. These include the adoption of a revised Policy[8] and Action Plan[9] for the implementation of UNSCRs on Women, Peace and Security. Notably, for the first time, the Action Plan has been made public, and its drafting involved consultations with civil society.[10]

ACO updated participants on its current focus on establishing structures and institutionalizing gender in operations. Initiatives include implementation of the revised (2012) Bi-Strategic Command Directive 40-1 on Integrating UNSCR 1325 and Gender Perspective in the Command Structure through the ACO Action Plan; a structure of gender advisors and gender focal points; the inclusion of gender in operational plans; as well as providing training and education requirements on gender.

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[8] Available at http://www.nato.int/cps/en/natolive/official_texts_109830.htm?selectedLocale=en
[9] Available at http://www.nato.int/nato_static/assets/pdf/pdf_2014_06/20140626_140626-wps-action-plan.pdf
[10] For a report of the consultation event see http://www.dcaf.ch/Event/Civil-Society-Consultations-for-the-Implementation-of-the-Euro-Atlantic-Partnership-Council-EAPC-Policy-on-Women-Peace-and-Security.

The NCGM, as NATO's Department Head for Gender Education and Training, provided an overview and update on gender education in NATO. The NATO global programming framework for education and training was introduced as the mechanism for the design and evaluation of gender education, and the role of the department head in this was discussed. An overview of available individual and collective gender education and training in the NATO framework was also distributed, with opportunities ranging from online ADL courses, to resident courses at the NCGM, to military exercises integrating gender perspectives. The recent release of a new ADL course for Gender Focal points was also mentioned.[11]

(B) EVALUATION IN THEORY AND PRACTICE

INTRODUCTION TO EVALUATION AND EVALUATION THEORY

The second day of the workshop focused on evaluation, and began with an introductory session on evaluation and evaluation theory. Evaluation was described as comprising the sum total of learner assessment and course value, with the purpose of collecting data and assessing whether instruction has satisfied the outcomes or objectives of the instructional programme in the most effective and efficient manner.

The presenters introduced Kirkpatrick's Evaluation model comprising measurement of reaction, learning, behaviour and results. They highlighted that evaluating behaviour (i.e. whether learners apply what they have learnt to their work) and results (i.e. whether what has been learnt achieves results for the organisation) tends to be overlooked because this needs to be conducted outside the classroom and after the course. Instead, much evaluation tends to focus on reaction (i.e. did learners like the course) and learning (i.e. were the learning outcomes achieved), which can be measured inside the classroom. Participants engaged in a practical exercise to apply this evaluation model to their own institutions.

On a more practical note, the presenters highlighted the importance of ensuring that the aims and target audience of the evaluation are determined beforehand so that this can be reflected in its design. In addition, it is important to consider evaluation methods that encourage learner participation, especially by demonstrating to them that their responses will have an effect on the future direction of the course.

The session then engaged with principles of evaluation relating to learner assessment (formative and summative); the conduct of instruction; the design of the curriculum; the instructional materials; and the programme. The principles were put into practice through a series of interactive exercises. Finally, the overview of evaluation theory considered evaluation plans - questions to be considered, documents to be reviewed and methods of recording findings.

EVALUATION IN PRACTICE

Following the introduction to evaluation theory, participants engaged in a practical exercise on evaluation of a curriculum. In the first phase of the exercise, participants worked in groups to consult a checklist of

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[11] ADL 171 'Gender Focal Point' -course available at https://jadl.act.nato.int upon registration.

course evaluation criteria (see [Annex C](#)), and brainstormed how course evaluation could address gender dynamics and gender learning.[12] The groups then applied the revised evaluation criteria to consider aspects of gender learning in the NATO/PfPC Generic Reference Curriculum for the Professional Military Education of Non-Commissioned Officers.[13]

PANEL ON ASSESSMENT AND EVALUATION IN INSTRUCTIONAL DESIGN

A panel discussion then centred on exchanging experiences on different aspects of evaluation, and of evaluating gender learning. The panellists covered various topics related to gender learning, such as how to assess and evaluate given different modes of instruction and constraints on time, access, and topic.

The first panellist highlighted how constraints on time and access impact evaluation methodologies. Possible approaches to evaluation therefore vary considerably. In brief sessions, for a guest facilitator the desired outcome is primarily affective - aiming at overcoming negative stereotypes about the topic of gender - and evaluation methodologies are limited to testing reaction through participant self-evaluation and formative assessment. In courses lasting several days, learner questionnaires are also used to evaluate learning ('What are three things you have learned?') and behaviour ('List three ways in which you will apply what you have learned in your work.'). Evaluation of curricula addresses all levels through surveys, interviews and summative assessment.

The second panellist focused on constraints on time and topic - namely the strategies to integrate gender learning in other topics. The panellist noted that assessment has demonstrated that a good strategy to integrating gender considerations is starting from gender disaggregated data as a puzzle, rather than from gender equality is a normative statement.

The third panellist focused on evaluation methodologies for a different mode of instruction; that of advanced distributed learning (ADL, e-learning). The panellist discussed the applications of technology for collecting and analysing evaluation data. The electronic automation of gathering evaluation information in ADL has the advantage of providing real-time data to instructors on the progress of individual learners - and of the entire group - without the use of additional time-consuming activities like filling in forms. This collection of real-time data can also be used in programming e-learning applications (like Mobler cards[14]) to tailor activities to learners' needs by requiring the programme to spend less time revising points the learner already knows and to focus on areas in need of improvement.

DEVELOPING GENDER-RESPONSIVE COURSE EVALUATIONS

The final session of the day focused on gender-responsive course evaluations. Specifically, participants discussed gender dynamics in the classroom environment, with a view to establishing how to evaluate whether the environment provides equal opportunities for male and female learners, and whether principles of transformative learning are being applied to challenge gender stereotypes and transform

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[12] Participants were also provided with a sample questionnaire for the evaluation of gender equality in teaching developed by the University of Fribourg 'Project e-qual', available at:
https://www.unifr.ch/didactic/assets/files/didactic/Eval_course_gender_en.pdf
[13] Available at http://www.nato.int/nato_static/assets/pdf/pdf_topics/20131209_131209-nco-defence-curriculum.pdf
[14] See http://www.isn.ethz.ch/e-Education/ISN-Mobler-Cards.

gender relations. The discussion centred on five main aspects of these questions: content of the instruction; classroom participation; learner appraisal; access to faculty and mentors; and access to educational resources.

Following an interactive presentation, participants were given a draft aide-mémoire on gender-responsive course evaluations. In addition to highlighting aspects related to gender dynamics in education, the aide-mémoire provides sample questions to include in learners' feedback on courses. Participants worked in small groups to suggest changes and improvements to the document (the revised document can be found in Annex D to this report).

(C) COACHING AND MENTORING

The morning of the third workshop day was dedicated to the topic of coaching and mentoring. Coaching, for the purposes of this discussion, was defined as one-on-one work with high-level individuals to enable and motivate them to integrate gender perspectives in their actual daily work. Mentoring, on the other hand, was characterised as the provision of professional advice to peers, subordinates or students, with a view to supporting their career development. Both can serve as means of integrating gender considerations into military education - and into defence institutions more generally.

Professional gender coaching was the topic of the key note speech. This presentation focused on examining the Swedish Gender Coach programme as an example of an innovative approach to engage senior leadership. It aims to change mindsets and strengthen capacities; with a view to mainstreaming gender and implementing obligations deriving from the Women, Peace and Security UNSCRs. The talk examined the background, aims, and approach of the Gender Coach Programme, as well as presenting best practices and lessons learned from the programme (for a more detailed summary, please refer to Annex E).

The presenters introduced two considerations for both coaching and mentoring. First, in designing such programmes, it is important to consider to what extent these activities address the cognitive or the affective domains of Bloom's taxonomy. In the case of the latter, the relationship between beliefs, attitudes and behaviours on the one side, and persuasion, motivation and change on the other hand must be considered. Second, these must be subjected to a cost-benefit analysis, examining financial, physical, human and personal resources required. In other words, what kind of change does a programme seek to achieve, and at what cost?

The presenters then discussed the forms and functions of mentoring. While mentoring is most often regarded as an enduring one-on-one relationship between a senior mentor and their junior mentee, the presentation highlighted that mentoring can take various forms. Mentoring can be conducted through a network, group, circle or as brief one-on-one advice (minute mentoring). Mentoring may also be invisible (when it is not formally established), or the roles may be reversed (when the mentor becomes the recipient of advice and support). Mentoring was described as having both career functions (sponsorship, visibility, strategic guidance, protection, or giving challenging assignments) as well as psychosocial functions (role modelling, acceptance and confirmation, counselling, and friendship).

The session also collected participants' experiences and advice for coaching and mentoring. As a first exercise, participants were asked to think of someone who had coached or mentored them, and then asked to share what qualities made that person a good coach or mentor. Finally, the participants engaged in role playing realistic coaching or mentoring scenarios. The role play prompted discussions on effective

strategies and techniques for coaching and mentoring. The participants' findings are summarised in [Annex F](#).

(D) THE WAY FORWARD

The final workshop session focused on charting the way forward, both for the working groups' engagement on gender in military education, as well as for individual participants.

In terms of the working groups' future engagement, a proposal for follow-up was presented to participants and their feedback solicited. The follow-up proposal consists of a publication project to produce a co-authored manual documenting the knowledge collected over the two-year 'Teaching Gender to the Military' programme.[15] Participants provided feedback on the audience, form and content of the proposed manual; noting that it corresponds to current needs and therefore endorsing this project in both written and oral feedback.

Following a round of feedback on this proposal, participants were invited to consider outcomes they personally could strive for to further the integration of gender perspectives in their work and that of their institution. Participants then drafted personal action plans, or updates to previous personal action plans drafted at the last workshop.

3. OUTPUTS, OUTCOMES, AND FOLLOW-UP

This event aimed to provide a platform for exchange and to develop capacities for gender-responsive evaluation, as well as for coaching and mentoring. The workshop produced concrete outputs in this regard, in the form of checklists on gender-responsive evaluation (Annexes [C](#) and [D](#)), and a case study and hints and tips on coaching and mentoring (Annexes [E](#) and [F](#)). Written evaluation forms, as well as oral feedback, indicated that participants overwhelmingly agreed that the workshop had achieved its intended outcomes and indicated an intention by the participants to put into practice what they had gained from the workshop (Annex [G](#)).

A follow-up project to document the knowledge outcomes of the two-year "Teaching Gender to the Military" joint SSR/EDWG programme in the form of a co-authored manual was endorsed by the participants through both written and oral feedback. The manual will be created through a collaborative process involving participants of this, and previous, workshops in the "Teaching Gender to the Military" programme. The manual, and the process to develop it, will lead to three outcomes: it will strengthen the capacity of educators to integrate gender in their work; it will build the capacity of military gender experts to deliver educational content; and it will foster the professional community of practice convened by the previous workshops.

The organisers would like to thank the Swiss Federal Department of Defence, Civil Protection and Sport as well as the Partnership for Peace Consortium of Defence Academies and Security Studies Institutes for their generous financial support. In addition, we would like to thank all of the presenters and participants for their high-quality input and participation as well as their respective institutions for giving them their permission and the support they needed to take part.

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[15] Details available upon request.

ANNEXES

A. PARTICIPANT LIST

First name	Last name	Position	Institution	Country
Natalia	Albu	Associate Professor, Head of Security Research Section	Military Academy of Armed Forces "Alexandru cel Bun" Moldova	Moldova
George	Amanatidze	Head, International Law Division	Ministry of Defence Georgia	Georgia
Maia	Avaliani	Head of Administration	National Defence Academy Georgia	Georgia
Bojana	Balon	Programme Officer	UNDP-SEESAC	Slovenia
Anna	Björsson	Gender Advisor	Operations Directorate, Armed Forces Sweden	Sweden
John	D'Amato	Event Coordinator	PfPC	USA
Daniel	de Torres	Deputy Head, Operations III	DCAF	Spain
Ksenija	Djuric-Atanasievski	Assistant Professor	Serbian Military Academy	Serbia
Thierry	Dussutour	Gender Focal Point, Taskforce Asia	NATO HQ SHAPE	France
Anja	Ebnöther	Assistant Director, Head Operations III	DCAF	Switzerland
Miriam	Fugfugosh	Senior Programme Officer, Regional Development Programme	Geneva Centre for Security Policy (GCSP)	Switzerland
Tanja	Geiss	ADL Chair	NATO School Oberammergau	Germany
Christian	Glahn	Researcher	Internationl Relations and Security Network (ISN), ETH Zürich	Switzerland
Steffie	Groothedde	Staff Officer Training & Education	CIMIC Centre of Excellence	Netherlands
Aiko	Holvikivi	Project Officer	DCAF	Finland
Kosta	Isailović	Training Division	Peacekeeping Operations Centre, Serbian Armed Forces	Serbia
Fred	Labarre	International Programmes Manager	Partnership for Peace Consortium of Defense Academies and Security Studies Institutes (PfPC)	Canada
Beth	Lape	Deputy, Individual Training	Joint Staff J7	USA
Iryna	Lysychkina	Chair, Philology, Translation and Lingual	National Academy of National Guard of	Ukraine

		Communication	Ukraine	
Vanja	Matić	Independent Expert on Implementation of UNSCR 1325	Independent	Bosnia-Herzegovina
Nevena	Miteva	Chief Expert	Ministry of Defence Bulgaria	Bulgaria
Diana	Molodilo	Head of Policy Analysis, Monitoring and Evaluation Section	Ministry of Defence Moldova	Moldova
Enrico	Müller	International Programmes Manager	PfPC	Germany
Aleksandra	Puci	Gender Focal Point	Ministry of Defence Albania	Albania
Kathaleen	Reid-Martinez	Chief Academic Officer	Oral Roberts University	USA
Mirela	Rrumbullaku	Gender consultant	Independent	Albania
Ankica	Tomić	Head of Department for International Cooperation	Ministry of Security, Bosnia-Herzegovina	Bosnia-Herzegovina
Callum	Watson	Research Assistant	DCAF	United Kingdom
Petra	Weyland	Professor	George C. Marshall European Centre for Security Studies	Germany
Valbona	Zeneli	Professor of National Security Studies	George C. Marshall European Centre for Security Studies	Albania

B. AGENDA

Monday 21 July – TRAVEL DAY

Afternoon	**Arrivals** Venue: Hotels Eden and Mon Repos
20:00-22:00	**Mandatory opening remarks** Mr Daniel de Torres, DCAF, SSR WG Dr Kathaleen Reid-Martinez, Oral Roberts University, EDWG Dr Iryna Lysychkina, National Academy of National Guard of Ukraine, EDWG Ms Aiko Holvikivi, DCAF, SSR WG Venue: Hotel Eden

Tuesday 22 July

08:45-09:00	**Arrival at workshop venue** Venue: WMO Building, Salle Vieira de Mello
09:00-09:30	**Welcome and opening remarks** Ms Aiko Holvikivi, DCAF, SSR WG Dr Iryna Lysychkina, National Academy of National Guard of Ukraine, EDWG
09:30-10:15	**Gender introduction session** Ms Vanja Matić, Independent expert *This session will demonstrate different approaches and methods used in gender education.*
10:15-10:45	Coffee break
10:45-11:30	**Gender introduction session (continued)** Ms Aiko Holvikivi, SSR WG, DCAF Mr Callum Watson, SSR WG, DCAF *This session will demonstrate different approaches and methods used in gender education, and provide a recap of transformative learning.*
11:30-12:30	**Reporting back on action plans** Mr Callum Watson, SSR WG, DCAF Facilitators: Ms Maia Avaliani, National Defence Academy of Georgia Ms Diana Molodilo, Ministry of Defence of Moldova Dr Petra Weyland, George C. Marshall Center *In this session, participants will exchange experiences of their efforts to integrate gender in their work in small group discussions. They will record lessons identified, document strategies for overcoming resistance and list any outstanding needs.*
12:30-14:00	Lunch
14:00-15:15	**Reporting back on action plans (continued)**

	Plenary debrief of reporting back on action plans to generate lessons identified, strategies to overcome resistance and identify further needs.
15:15-15:45	Coffee break
15:45-16:45	**Update on NATO's work on gender**
	Mr Daniel de Torres, DCAF, SSR WG
	LtCol Thierry Dussutour, NATO SHAPE
	Cpt Steffie Groothedde, Civil-Military Co-operation Centre of Excellence (on behalf of the Nordic Centre for Gender in Military Operations)
	Updates on NATO's policy framework and initiatives on gender education and gender more broadly.
16:45-17:00	**Wrap-up**
	Ms Miriam Fugfugosh, Geneva Centre for Security Policy
18:00-22:00	**Old Town Tour and Workshop dinner**
	Venue: Café Papon. Rue Henri-Fazy 1 (Old Town)

Wednesday 23 July

08:45-09:00	**Arrival at workshop venue**
	Venue: WMO Building, Salle Vieira de Mello
09:00-09:15	**Reflections on Day 1**
	Ms Ankica Tomić, Ministry of Security of Bosnia and Herzegovina
09:15-10:30	**Introduction to evaluation and evaluation theory**
	Dr Iryna Lysychkina, National Academy of National Guard of Ukraine, EDWG
	Ms Beth Lape, Joint Staff J7 USA, EDWG
	This session will provide an overview of evaluation theory.
10:30-11:00	Coffee break
11:00-12:30	**Evaluation in practice**
	Dr Iryna Lysychkina, National Academy of National Guard of Ukraine, EDWG
	Ms Beth Lape, Joint Staff J7 USA, EDWG
	Dr Kathaleen Reid-Martinez, Oral Roberts University, EDWG
	Ms Tanja Geiss, NATO School Ogerammergau, EDWG
	Dr Christian Glahn, ISN Zurich, EDWG
	This session will centre on interactive exercises designed to facilitate exchange on evaluation in practice.
12:30-14:00	Lunch

14:00-15:00	**Panel on Assessment and Evaluation in Instructional Design**
	Moderator: Dr Iryna Lysychkina, National Academy of National Guard of Ukraine, EDWG
	Ms Aiko Holvikivi, DCAF, SSR WG
	Dr Valbona Zeneli, George C. Marshall Center
	Dr Christian Glahn, ISN Zurich, EDWG
	In this session, panellists will share their experiences and practice of evaluation of both evaluating gender learning, as well as gender-responsive evaluation of education that does not specifically focus on gender.
15:00-15:30	Coffee break
15:30-17:15	**Developing gender-responsive course evaluations**
	Dr Iryna Lysychkina, National Academy of National Guard of Ukraine, EDWG
	Mr Callum Watson, DCAF, SSR WG
	This session will examine good practices for learner evaluation of courses.
17:15-17:30	**Wrap-up**
	LtCol Nevena Miteva, Ministry of Defence of Bulgaria
17:30 - 18:30	**Cultural event: Scenic Apero**
	Venue: L'Attique, top floor of WMO Building

Thursday 24 July	
08:45-09:00	**Arrival at workshop venue**
	Venue: WMO Building, Salle Vieira de Mello
09:00-09:15	**Reflections on Day 2**
	Dr Ksenija Djuric-Atanasievski, Serbian Military Academy
09:15-10:45	**Coaching and mentoring**
	Key note: Cpt Anna Björsson, Swedish Armed Forces
	Dr Kathaleen Reid-Martinez, Oral Roberts University, EDWG
	This session will share experiences from Sweden's Gender Coach programme, and provide an overview of the concepts of coaching and mentoring for gender-responsive military education.
10:45-11:15	Coffee break
11:15-12:30	**Coaching and mentoring (continued)**
	Ms Tanja Geiss, NATO School Oberammergau, EDWG
	Ms Aiko Holvikivi, DCAF, SSR WG
	Participants will role play coaching and mentoring scenarios, with a view to identifying good practices and strategies for coaching and mentoring.
12:30-14:00	Lunch

14:00-15:00	**The way forward**
	Ms Aiko Holvikivi, DCAF, SSR WG
	Mr Callum Watson, DCAF, SSR WG
	This session will focus on updating action plans and discussing future directions for SSR WG activities.
15:00-15:30	Coffee break
15:30-16:00	**Closing session**
	Maj Enrico Müller, PfPC
	Dr Iryna Lysychkina, National Academy of National Guard of Ukraine, EDWG
	Ms Anja Ebnöther, SSR WG, DCAF
	Wrap up and participant evaluations
19:00 – 21:00	**Optional informal dinner (self-pay)**
	Venue: TBC

Friday 25 July	
Morning	**Departures**

Brief Course Description

1.1. Provides a brief description of the course's content.

1.2. Does not focus on instructional strategies, assessments and course objectives

(Should not be repetitive or identical to other sections. Instructional strategies, assessments tools and learning objectives are not appropriate for this section. These should be saved for their respective sections).

Textbooks/Supplemental Instructional Materials

2.1. Includes a list of core textbooks.

2.2. Includes a list of key supplemental instructional materials.

2.3. Provides evidence that each textbook and supplemental material clearly supports the curriculum.

2.4. All text and material are level- and content- appropriate.

Course Purpose

3.1. Explains the course-wide learning outcomes.

3.2. Does not focus on how the course goals will be met.

3.3. Not a reiteration of state standards or textbook objectives.

Course Outline

4.1. Illustrates the concepts, topics and skills taught and the depth and breadth of each.

4.2. Demonstrates the flow of content and the progression of learners' learning.

4.3. Incorporates texts and supplemental instructional materials.

Key Assignments

5.1. Provides a detailed description of each key assignment.

5.2. Provides a detailed description of each writing assignment, if applicable.

5.3. Provides a detailed description of each laboratory activity, if applicable.

5.4. Connects to the unit's topics and goals.

5.5. Demonstrates the progression of content, skills and student understanding.

Instructional Methods and/or Strategies

6.1. Provides the types of instructional methods and/or strategies.

6.2. Indicates how each methods and/or strategy supports the delivery of the curriculum and the learning objectives.

6.3. Explains when (and why) each method and/or strategy is used.

Assessment Methods and/or Tools

7.1. Provides the types of assessment methods and/or tools.

7.2. Explains the intent and significance of each assessment method.

7.3. Provides evidence of when each method and/or tool is used.

Gender Perspective

8.1. _____

8.2. _____

8.3. _____

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[16] Compiled by Iryna Lysychkina and Elizabeth Lape for the PfPC event "Gender-Responsive Evaluation in Military Education: Fourth Workshop on Teaching Gender to the Military" held 21-24 July 2014 in Geneva, Switzerland.

Gender-responsive evaluation is an important tool to establish whether *any* given course:

- Achieves its learning outcomes on gender-related topics
- Provides both male and female learners with equal educational opportunities
- Is free of all forms of gender discrimination
- Contributes to the overcoming of restrictive gender norms in the wider institution/society

Note that writing gender-responsive course evaluations involves asking both gender-related questions and also sex-disaggregating responses to other questions in order to analyse gender.

Content

Gender **stereotypes** can reinforce notions that certain roles and professions are only appropriate for men or for women. **Generalizations** are also problematic because they exclude people who do not conform to social norms (e.g. "everyone has a mother and a father"). They can also put undue pressure on underrepresented groups (e.g. "it's great having men around to help you carry heavy equipment.") **Analogies** can also exclude those who are unfamiliar with what they refer to ("It's bottom of the ninth and the bases are loaded."[18]). It is important to assess the content of language used in the classroom, in any written form as well as of pictures, particularly with a view for balanced representation and taking into account any sensibilities learners may have.

Sample agree/disagree statements for learner evaluations

- Men and women are presented in course materials in non-stereotypical roles.
- Instructors and other learners use analogies and examples that I can relate to.
- Gender-neutral pronouns, or both male/female pronouns, are used during instruction.

Participation

Both instructor behaviour, and learner behaviours that an instructor tolerates or promotes, have a heavy influence on which learners participate in class. Instructors must prevent a minority of students from dominating class (e.g. students of a particular gender). Rather, they should identify quieter learners and develop strategies to foster their participation, giving opportunities to both men and women to show leadership. Common strategies include giving learners up to five seconds to think over a question before asking for an answer and not allowing individuals to shout it out. Group work and assigning individual presentations to each learner can also be effective, as can be setting ground rules for conduct in class. Promoting learner agency and encouraging critical thinking have the added benefit of preventing instructors from imposing their point of view, including on topics related to gender roles.

Sample agree/disagree statements for learner evaluations

- I feel comfortable raising my hand in class.
- The instructor fosters an environment where a diversity of opinions are expressed.
- I have been in a leadership role at some point during this course.
- I feel included in the group.

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[17] Compiled by Callum Watson, and incorporating participant feedback from the PfPC event "Gender-Responsive Evaluation in Military Education: Fourth Workshop on Teaching Gender to the Military" held 21-24 July 2014 in Geneva, Switzerland.
[18] An analogy used to convey the last opportunity in a high stress situation. It refers to the second part of the ninth (final) inning of a baseball game where bottom refers to the home team's location below visitors on the scoreboard.

- I feel free to voice my opinion.

Learner appraisal

A learner's performance can often be predicted by the instructor's expectations, regardless of the learner's ability. These can be influenced by gender stereotypes ("men are more athletic and excel in sports," "women are more disciplined and excel in academia"). It is important that an instructor has equal expectations of women and men in order for them to have an equal opportunity to succeed. This involves placing equal demands on female and male learners in all subject areas. Care should be taken to appraise men and women according to the same criteria in order to avoid situations where, for example, women are praised on their work's *appearance* and men on its *intellectual content*. Anonymous, multimodal appraisal mechanisms can also help circumvent the problem of gender-biased appraisal.

Sample agree/disagree statements for learner evaluations

- The instructor gives all learners equally difficult tasks irrespective of their gender.
- The instructor has equal expectations of all the learners in the class.
- The instructor appraises the intellectual quality of my work, not just its presentation.
- I have different opportunities to demonstrate my knowledge (in writing, speaking, group work, etc.).

Access to instructors, other educational staff and mentors

Learners who have a good personal relationship with an instructor are more able to ask for (and receive) extra support than those who do not. Learners with a good personal relationship with the faculty in general may have more access to their institution's human resources such as subject-matter specialists, mentors and those who might be able to facilitate their access to certain professional roles. It is important that instructors address all of their learners appropriately and with equal levels of respect (i.e. all by first name or all by title and last name, with the same tone of voice). In this way they can avoid showing favouritism towards certain individuals or learners of a particular gender and further encourage any learners who need extra support to come forward.

Sample agree/disagree statements for learner evaluations

- I feel comfortable asking the instructor for more help outside the classroom if I need it.
- I have access to suitable mentors if I need them.
- The instructor treats all of the learners equally within the class.

Access to educational resources

The unequal distribution (or appropriation) of an institution's resources such as computers, books, pieces of equipment or permission to use rooms and other facilities can create an unequal learning environment. Furthermore, some learners may have access to private resources (such as personal laptops), while others do not. This may give some learners an unfair advantage in reaching the learning outcomes. Alternatively, it may simply reinforce the greater sense of entitlement that some students (e.g. those of a particular gender) feel they have over shared resources.

Sample agree/disagree statements for learner evaluations

- I have access to all of the resources I need to reach the learning outcomes of this course.
- Finite resources are distributed fairly (e.g. according to need, randomly, or on a first-come, first-served basis.)
  - I was able to obtain all of the necessary materials for this course easily (either myself or through the support of others/the institution).

The Swedish Gender Coach Programme is an innovative approach to improving the gender-responsiveness of security and humanitarian agencies, through improving skills and fostering commitment among the senior leadership in these agencies. The programme is often cited as an example of best practice, given its success in increasing the visibility and weight accorded to gender equality considerations in the Swedish Armed Forces. Its renown has been bolstered by the fact that its first iteration involved the Supreme Commander and the Head of the Swedish Armed Forces Headquarters. Notably, however, the programme has had an impact on the institutions as a whole, not only the top leadership.

Institutional background

The Swedish Gender Coach Programme was run for the first time in 2007, within the framework of a project called Gender Force Sweden - a cooperative initiative between security sector institutions and non-governmental organisations active in the field of international relief operations and post conflict peacekeeping missions. Gender Force was active between 2004 and 2007, and involved the Civil Contingencies Agency, the Armed Forces, the Association of Military Officers in Sweden, the Swedish Police, the Women's Voluntary Defence Organisation, the Kvinna till Kvinna Foundation, and the Folke Bernadotte Academy (FBA).

After 2007, the project has evolved into cooperation between the Armed Forces, Civil Contingencies Agency, FBA, the police, and the Swedish International Development Agency (SIDA). Kvinna till Kvinna plays an advising role in the cooperation. Its purpose is to promote and strengthen the agencies' work on gender equality and implementation of UNSCR 1325 and related resolutions. The agencies have run the gender coach programme again during 2013 and 2014.

Aims of the programme

The overarching aim of the Gender Coach Programme is for leaders within security and humanitarian agencies to increase their competence and ability to integrate a gender perspective in their organisation in all national and international activities. More specifically, the aims are for leaders to:

- Increase their capacity to implement gender equality laws and policies and a gender perspective in their daily work.
- Be able to meet their organisation's obligations set out in the National Action Plan to Implement UNSCR 1325.
- Improve their ability to deal with organizational obstacles to gender mainstreaming and implementation of UNSCR 1325.
- Develop individual action plans on gender mainstreaming and the implementation of UNSCR 1325 within the areas of responsibility of the individual leader.
- Implement the personal action plans developed.

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[19] Based on the Key Note Speech delivered by Cpt Anna Björsson, Gender Advisor in the Swedish Armed Forces, at the PfPC event "Gender-Responsive Evaluation in Military Education: Fourth Workshop on Teaching Gender to the Military" held 21-24 July 2014 in Geneva, Switzerland.

The Gender Coach Programme offers senior leadership within security and humanitarian agencies an exclusive opportunity to develop their competence on gender mainstreaming and implementation of the Security Council Resolutions on Women, Peace and Security (WPS). The programme aims to develop knowledge and skills on gender mainstreaming. It further aims to create a network of peers around the topic of gender for both individual support and to facilitate inter-agency cooperation. Targeting leaders for coaching is expected to result in tangible outcomes as regards gender equality and implementing the WPS Resolutions within their fields of responsibility.

Leaders are assigned personal coaches, chosen from collaborating agencies, including civil society, for their expertise in the field of gender mainstreaming. Leaders hold regular one-on-one meetings with their coaches, but they also attend, as a group, four gender seminars with both gender coaches and institutional gender advisors present. In the framework of coaching meetings and seminars, the leaders develop individual gender mainstreaming action plans, which are followed up on the following year. The action plans must be specific to the functions and areas of responsibilities of the individual in question and their organisation.

The approach of the gender coaching programme is seen as an educational process seeking to achieve transformative learning, targeting both cognitive and affective domains. In other words, the programme aims to both transform mindsets and equip participants with the capacity to make a difference. The approach involves a transactional model of learning, in which those being coached are encouraged to examine how their own personal frames of reference influence their thinking, beliefs and actions. The role of dialogue with the coach is crucially important to this transactional model of creating knowledge, skills and attitudes for integrating gender equality. This process is facilitated by the fact that the coaches have a similar level of seniority to the leaders they work with - the coaches are senior professionals from different organisations - and are thus able to work with senior leadership on an equal footing.

BEST PRACTICES

The Gender Coach Programme has been successful due to a variety of factors. Some of the best practices that contributed to the success are:

- Involving high leadership and those on an upward career track lends additional **status and demand** to the gender coaching programme
- Good **match-making** to pair leaders with coaches that they have a good rapport with
- Using **established networks** of coaches and subject matter experts to ensure coaches have a high level of seniority and expertise
- Involving **leaders at the same level from different organisations** to share experiences and ideas
- **Bringing leaders out of their usual environment** by scheduling meetings and seminars outside their usual workplace
- Using a **mix of coaching, education and seminars**
- Involving **permanent subject matter experts from the leader's organisation** in the process
- Ensuring that the programme is continuously **evaluated** and that the participants are held **accountable** for implementing what they have learned

The multiple iterations of the Gender Coach Programme have also pointed to some lessons learned. These include:

- The **planning and scheduling** of the programme must start well ahead of time to ensure the availability of senior leadership.
- Full time **administrative support** is required for the activities.
- The programme should follow the activity or **business year**.
- Programme coordinators must continuously **monitor the progress between the coach and the leader**.
- The **meetings** between coaches and those they coach should be **structured**.
- **Expectations should be clear** from the outset in relation to the topics to be covered and the freedom to choose how the process between coach and coached should be structured.
- The individual **action plans must be accepted and grounded**, and be realistic in the work environment of the coached.
- A **parallel educational programme for personnel** at the institution of the coached helps institutionalise changes.
- In seminars, **critiques should be general**, and avoid pointing the blame at one organisation.

The participants of the 19th meeting of the Security Sector Reform (SSR) Working Group and 4th meeting in collaboration with the Education Development Working Group (EDWG) of the PfP Consortium of Defense Academies and Security Studies Institutes titled "Gender-Responsive Evaluation for Military Education - 4th Workshop on Teaching Gender to the Military" provided the following hints and tips on coaching and mentoring.[20]

WHAT MAKES A GOOD COACH OR MENTOR?

- Availability, including in the long run
- Constructive, creative and open-minded attitude
- Depth of experience
- Feels they also benefit from coaching/mentoring
- Good listening and communication skills
- Good people skills - empathy, humility and respect
- Good personal fit with the person they are coaching/mentoring, able to bring out their best
- Informality
- Knowledge and the ability to pass it
- Motivated to coach/mentor, understand and learn
- Personal charisma and a wide professional network
- Prioritises the goals of the person they are coaching/mentoring

TIPS AND TECHNIQUES FOR COACHING AND MENTORING

- Be an active listener:
    - Be patient, do not interrupt
    - Demonstrate understanding by summarizing what they have said and asking follow-up questions
    - Encourage the speaker with verbal and non-verbal gestures (face the speaker, nod, voice agreement or empathy, ask questions)
- Be honest in your responses
- Bear in mind that coaching is different from negotiating
- Do not expect the person you are coaching or mentoring to always agree with you or follow your advice exactly
- Encourage and empower the person you are coaching or mentoring
- Have a well-designed plan
- Propose solutions and remain solutions-oriented

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[20] Further resources on mentoring are available from the Gender Equity Project, drafted by Virginia Valian at the Hunter College of the City University of New York: http://www.hunter.cuny.edu/genderequity/resources/equitymaterials.

INTRODUCTION

The workshop brought together thirty participants from seventeen NATO and partner countries. Twenty-two participants responded to the evaluation; some participants had left before the end of the workshop and therefore did not complete the evaluation. The remainder of non-respondents were workshop organisers. The respondents were asked to identify their gender with a word or phrase. Seventeen respondents identified as women, three identified as men and two chose not to identify their gender. While the data was gender disaggregated, the gender balance was not sufficient to show any meaningful trends based on gender. For this reason, the statistics in this report are not gender disaggregated. Thirteen of the respondents (approximately half) had attended one or several of the previous workshops on teaching gender to the military held in 2012 and 2013.

REACTION
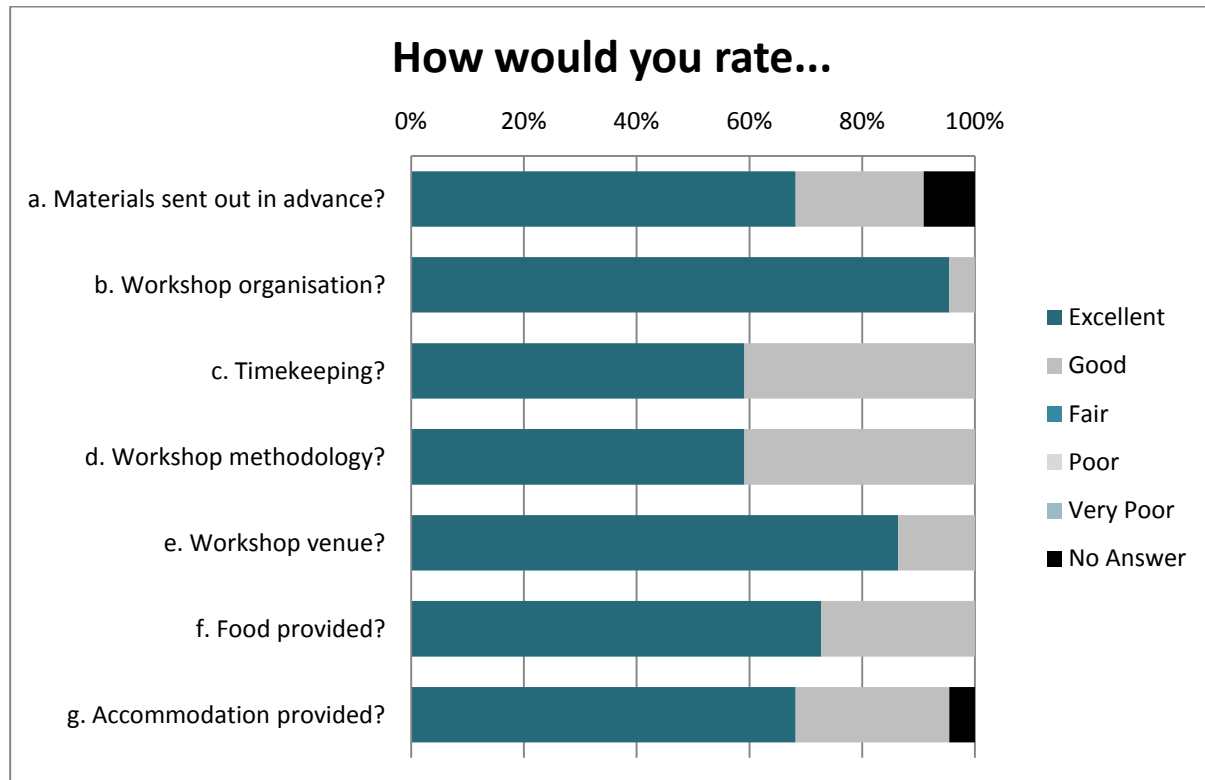
FIGURE 1: WORKSHOP RATING

As shown in figure 1, the participants generally responded very favourably to the way in which the workshop was designed and run. All aspects were rated as good or excellent except for two who did not received the materials in advance.

LEARNING

The overall objectives of the two-year programme (2013-2014) are to:

- Develop an understanding of key aspects of transformative learning
- Formulate concrete strategies for how to integrate gender in military curricula
- Develop operationalised tools to create capacity to integrate gender in curricula
- Foster a community of practice using technological tools available for continuous dialogue on gender integration in military education

Within this framework, the goal of this workshop was to further build capacities to integrate gender into military education and to foster a community of practice by enabling participants to:

- Provide feedback on their action plans, share lessons identified and strategies for overcoming resistance
- Effectively evaluate gender learning in military education courses
- Apply skills required for coaching and mentoring gender (sensitive) educators

The participants were generally in agreement that the workshop had achieved its objectives and had largely met their expectations, although one participant felt that they were not yet able to evaluate gender learning or the gender-responsiveness of the classroom environment (See figure 2.) Some of the participants – particularly those who had not attended previous workshops – did, however, state that they needed more time to fully understand some of the concepts introduced at the workshop and that it was not so easy to come into this workshop as a newcomer.
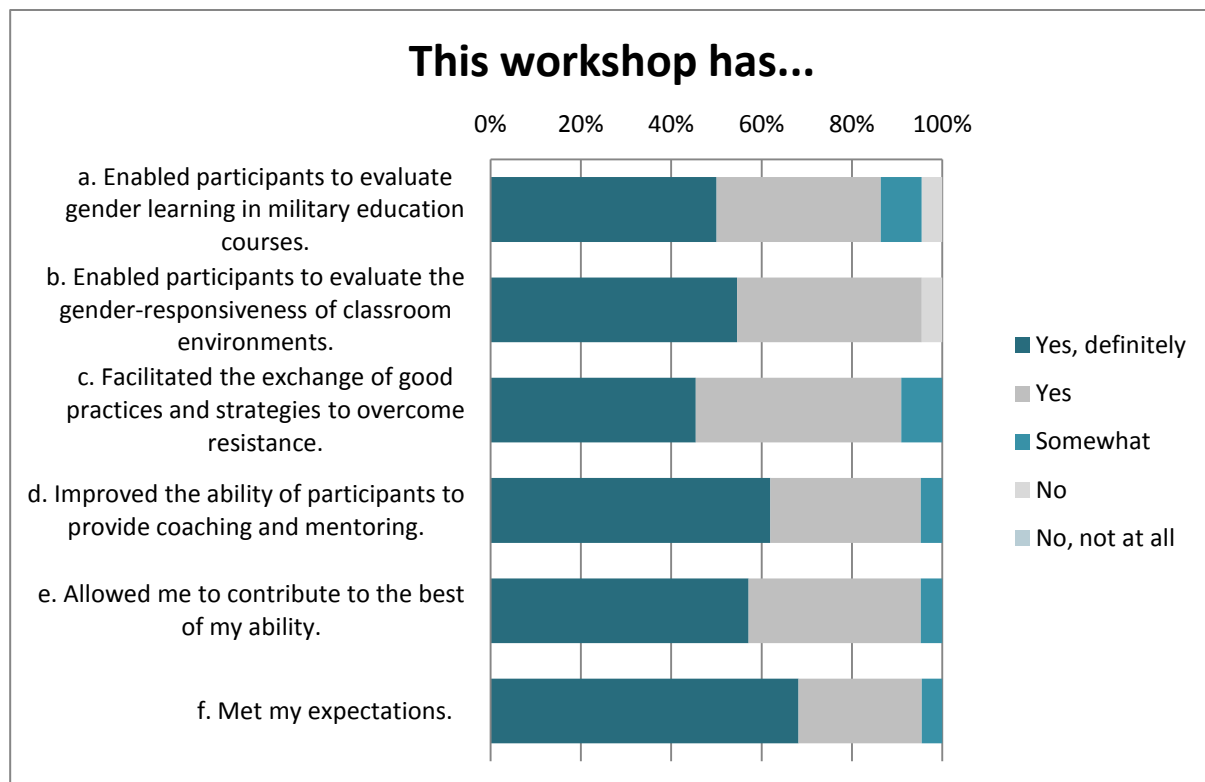

FIGURE 2: WORKSHOP RATING

When asked how the workshop would impact their work, thirteen respondents highlighted their intention to apply their new knowledge and skills related to the workshop content on evaluation, coaching and mentoring. Ten respondents, however, also mentioned that the workshop style and methodology (e.g. interactive exercises and participatory presentations) had given them new ideas about how they

approach teaching in their own institutions. Using stories as a method of transformative learning was particularly well received.

Over half of the participants mentioned the coaching and mentoring scenarios as the most useful session (see figure 3). Many also appreciated the re-cap on transformative learning, which also included a sample training exercise. Otherwise, different sessions appealed to different participants, which suggests that even though some participants were experts in some of the content matter (many participants also presented during one of the sessions), every participant learnt something new at the workshop.

Which of the sessions did you find the most useful?	
Votes	Session
12	Coaching and mentoring scenarios
8	Gender training example & transformative learning
5	Update on NATO's work on gender
4	Panel: assessment and evaluation
4	Gender intro session
4	Coaching and Mentoring keynote
2	Intro to evaluation
2	Evaluation in practice
2	Developing gender-responsive course evaluations
1	Reporting back on action plans

FIGURE 3: MOST USEFUL SESSION

BEHAVIOUR

The participatory and interactive nature of the workshop was praised for facilitating the exchange of ideas and giving the participants the confidence to continue towards the goal of making education in their institutions more gender-sensitive. For some this would involve integrating new teaching methods and content into their daily work, drawing on materials presented by the EDWG and resources created by DCAF. Others would focus on trying to create change and overcome resistance at the institutional level. Five respondents explicitly mentioned the value of networking and several participants proposed collaborations between institutions present at this workshop in their action plans. This would likely involve some degree of coaching and/or mentoring and suggests that progress has been made to the objective of creating a community of practice.

Selected Appraisal

"Staff from all three participating institutions is absolutely excellent. I could not ask for more in terms of knowledge, hospitality and helpfulness."

"…it is really interesting when participants are also the presenters. We are involved in the whole process."

"Very useful, practical, insightful and intellectually stimulating learning opportunity with an incredibly rich addition to my network."

RECOMMENDATIONS

In terms of ways to improve future workshops, three participants asked that a short participant biography be created to facilitate networking. There was also a suggestion to use small group seating instead of the U-shape, require seating changes and spend more time on interactive sessions (and less on panels) for the same reasons. Three participants also mentioned doing brief participant and institutional introductions in addition to the opening remarks. It was suggested that future workshops be organised outside of vacation times and that more material could be sent out in advance to first-time participants. There was also

request to include more men and also staff from NATO/ACT in order that NATO military positions could be better mainstreamed into the workshop.

Regarding future activities, ten participants explicitly mentioned that they were in favour of the proposal to create a manual documenting the work of the SSRWG on teaching gender to the military (with no dissenting opinions.) There were also suggestions for further training activities aimed at gender advisors and gender focal points; more workshops with greater representation from partner-countries; in-country training of trainer workshops and a seminar focusing on other gender issues outside of education and training.