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development and
the rule of law



**18th meeting of the Security Sector Reform (SSR) Working Group and 3rd meeting in collaboration
with the Education Development Working Group (EDWG) of the PfP Consortium of Defense
Academies and Security Studies Institutes**

INTEGRATING GENDER IN THE CURRICULUM: THIRD WORKSHOP ON TEACHING GENDER TO THE MILITARY

9-13 DECEMBER 2013

GENEVA, SWITZERLAND

AFTER ACTION REPORT

WITH THE SUPPORT OF THE SWISS GOVERNMENT



Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

ACRONYMS AND ABBREVIATIONS

ACT	Allied Command Transformation (NATO)
ADL	Advanced Distributed Learning
CIMIC CCOE	Civil-Military Co-operation Centre of Excellence
DCAF	Geneva Centre for the Democratic Control of Armed Forces
EDWG	Education Development Working Group (of the PfPC)
GCMC	George C. Marshall European Center for Security Studies
GCSP	Geneva Centre for Security Policy
GILPP	Geneva Institute for Leadership and Public Policy
ISAF	International Security Assistance Force (Afghanistan)
LEPL	Academy of the Ministry of Internal Affairs of Georgia
NATO	North Atlantic Treaty Organization
NCGP	NATO Committee on Gender Perspectives
PfPC	Partnership for Peace Consortium of Defense Academies and Security Studies Institutes
SACT	Supreme Allied Command Transformation (NATO)
SSR	security sector reform
SSR WG	Security Sector Reform Working Group (of the 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

EXECUTIVE SUMMARY

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 response to this, the Partnership for Peace Consortium of Defense Academies and Security Studies Institutes (PfPC) Security Sector Reform (SSR) Working Group has held several workshops related to this topic, starting with a workshop on gender and SSR in February 2010 and a seminar on gender and defence transformation in April 2011. In 2012, the Geneva Centre for the Democratic Control of Armed Forces (DCAF) on behalf of the PfPC SSR WG organised two workshops in collaboration with the PfPC Education Development Working Group (EDWG). The first was held in July in partnership with the NATO School in Oberammergau and was entitled “Teaching Gender to the Military - In the Classroom and through Advanced Distributed Learning” and the second in December entitled “Designing Sample Gender Lessons” in partnership with the George C. Marshall Center in Garmisch-Partenkirchen. These meetings focused both broadly on the andragogy of teaching gender, as well as on specific teaching strategies (including the use of scenarios and ADL), assessment modalities and lesson planning. 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. These workshops revealed the benefits of sharing knowledge and exchanging on methods for teaching gender but also revealed the need to examine how gender might be integrated across military curricula and to go beyond stand-alone modules. A third workshop was consequently held by the two working groups in Geneva in December 2013, this time on “Integrating Gender in the Curriculum.”

This event forms part of a series of workshops to build skills and develop practical resources to enable approximately 30 participants from both NATO and Partner countries with backgrounds in gender and education to build skills and formulate strategies aimed at integrating gender across military curricula. It comprised a combination of presentations and group work in order to facilitate the sharing of knowledge, good practices and overcoming challenges. The following topics were covered in the presentations:

- Introduction to military education and gender
- Principles of curriculum review and gender
- Update on basic-level gender awareness ADL course
- Transformative learning
- Developing learning methods in response to curriculum review
- Institutional gender mapping
- Strategies for integrating gender into military curricula

At the end of the workshop, each participant drew up an action plan detailing some concrete steps that they would take in the first few months of 2014 towards better integrating gender in the curricula of their respective institutions. They will report back on their progress, lessons identified and challenges faced in a follow up workshop in mid-2014.

The participants generally gave very positive oral and written feedback on the conference highlighting in particular that the workshop had enabled participants to exchange and discuss ideas and resources. 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. The content of the workshop was also praised, with a significant number of participants stating that they now planned to improve their teaching methods based on what they had learnt.

1. BACKGROUND

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 (SSR) Working Group 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 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 PfPC SSR Working Group hosted two workshops in collaboration with the PfPC Education Development Working Group to examine gender and military education. The first was held in July in partnership with the NATO School in Oberammergau and was entitled "Teaching Gender to the Military - In the Classroom and through Advanced Distributed Learning." This was followed by a second workshop in December entitled "Designing Sample Gender Lessons," this time in partnership with the GCMC in Garmisch-Partenkirchen. These meetings focused both broadly on the andragogy of teaching gender, as well as on specific teaching strategies (including the use of scenarios and ADL), assessment modalities and lesson planning. 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 two joint SSR WG/EDWG workshops of 2012 revealed the benefits of sharing knowledge and exchanging on methods for teaching gender. However, they also revealed the need to examine how gender might be integrated across military curricula with a view towards achieving transformative learning and expanding the focus from stand-alone modules. Given this need, the two working groups continued to draw upon the synergies of their work by organising a third workshop in Geneva in December 2013, this time on "Integrating Gender in the Curriculum." This was designed to be the first in a series of workshops to build skills and develop practical resources to enable participants from both NATO and Partner countries to build skills and formulate strategies aimed at integrating gender across military curricula.

(A) TEACHING GENDER TO THE MILITARY

Educating the military on gender issues has emerged over the last seven years as a new and important priority for 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: 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 policy on implementing UNSCR 1325 on Women, Peace and

Security of 2007, 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 version issued 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 Chicago in 2012, 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.

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 implementation of UNSCR 1325 in gender training and education and a template for pre-deployment gender training.¹

(B) OBJECTIVES

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

More specifically, the two-year programme objectives 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 objective of this workshop was for each participant to become an active member of the community of practice using technological tools available for continuous dialogue on gender integration in military education. As a member of the community of practice, the objectives were that the participants would be able to:

- Share an understanding of key aspects of transformative learning
- Formulate concrete strategies for how to integrate gender in military curricula
- Contribute to the development of operationalised tools to create capacity to integrate gender in curricula
- Use available media to maintain the community of practice

2. WORKSHOP DESCRIPTION

The workshop brought together 30 participants from 15 NATO and partner countries in Geneva from 9 to 13 December 2013. It 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; Geneva-based centres specializing in security and public policy (DCAF, GCSP, GILPP); and NATO institutions (ACT, NATO School Oberammergau). 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 questions of integrating gender into military curricula and examined what kinds of learning should take place, when and for

¹ 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>.

what audience level. The second day introduced curriculum review skills and transformative learning as an approach for achieving gender learning. The third and final day of the workshop was dedicated to operationalising these tools - including developing learning methods, strategies for bringing about curriculum review in military institutions, and development of personal action plans. 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) INTRODUCTION TO GENDER IN MILITARY EDUCATION

INTRODUCTION TO MILITARY EDUCATION

This session gave a general overview of what is meant by military education and how this differs from training. The presenters highlighted that education, which is grounded in theory, seeks to prepare the learner to give a reasoned answer to an *unpredictable situation*. Training on the other hand is grounded in practice and involves teaching predictable responses to predictable situations, for example through drills. While training should be designed in a gender-sensitive way, teaching gender is best understood as an educational process. The participants noted that while education may traditionally have been associated exclusively with officers, this may no longer be the case. Given the nature of contemporary military operations, in modern armed forces all personnel receive education as well as training.

GENDER CONCEPTS AND FRAMEWORK FOR MILITARY EDUCATION

This session showcased some educational exercises that can be used to introduce the concept of gender to military audiences. The participants were then encouraged to discuss in small groups why they felt that gender was an important topic for the military. Their responses echoed much of the reasoning put forward in NATO policy and in speeches by senior NATO representatives. The first group of arguments is outward-looking. It centres on understanding the different security needs of women, men, girls and boys in the target population for the purposes of boosting operational effectiveness and fulfilling mission objectives. The second group of arguments is introspective. Military institutions have to deal with increasingly complex defence and security challenges and therefore need to be able to tap into both the female and male human resource bases in order to recruit and retain personnel with a broad set of expertise and competences. Incorporating gender into military education is a necessary component of creating working environments that allow both men and women to flourish in pursuit of NATO's defence and security objectives. The session continued with an exploration of new provisions relevant to gender in military education found in the new United Nations Security Council Resolutions on Women, Peace and Security (UNSCRs 2016 and 2122). Finally, participants undertook an exercise designed to ensure that the group had a common understanding of key gender-related terminology used by NATO.

INTEGRATING GENDER IN MILITARY EDUCATION

This session focused on identifying topics that gender education should cover for different military audiences and at different stages of their professional education. Participants worked in syndicate groups to identify gender-relevant topics for military education for different audiences (officers, non-commissioned officers and students at specialist defence training academies) and at different levels (junior, intermediate, and senior; depth of knowledge). The participants had to draw from their own experience as well as the resources supplied to identify gender-relevant topics for the

different academic levels within their allocated target audience and also identify resources that they thought might be useful.

UPDATE ON BASIC-LEVEL GENDER AWARENESS ADL COURSE

In this session, a sneak preview of NATO ACT's [new 100-level gender awareness course](#) was shown to the participants, many of whom participated in its development. The course will be available shortly to military and civilian staff at NATO and partner country defence and governmental institutions.

(B) PRINCIPLES OF CURRICULUM REVIEW AND TRANSFORMATIVE LEARNING

BASIC PRINCIPLES OF CURRICULUM REVIEW

This session focused on what curriculum review entails. The presenters emphasised that there is no perfect model of a curriculum review process and that a wide variety of different methods exist. However, there are several basic principles found in good review processes. These include engaging a diverse group of stakeholders in the process. A content analysis of syllabi was put forward as a particularly useful method for reviewing levels of gender mainstreaming across the curriculum. The session then re-introduced the [curriculum review checklist](#) that had been developed in a previous workshop in Oberammergau in 2012 to outline different aspects of curriculum review, including building gender expertise among faculty, mainstreaming gender learning across the curriculum, learning methods, and assessment, evaluation and validation. Participants were encouraged to discuss which of these aspects of curriculum review would be feasible in their own institutions.

GENDER AND CURRICULUM REVIEW

This session centred on a case study of gender curriculum review. The presenters showcased the [Generic Officer Professional Military Education Reference Curriculum](#) (2011), which was produced by a multi-national team of academics under the auspices of the Canadian Defence Academy on behalf of NATO and the PfPC. The reference curriculum integrates gender learning throughout, as does its recently published [equivalent for non-commissioned officers](#) (2013). The participants then undertook a small group activity, developing their own approaches to integrating gender in draft sections of the curriculum. Much of the discussion focused on defining what an appropriate level of gender integration might be for a curriculum not specifically on gender.

BASIC ELEMENTS OF TRANSFORMATIVE LEARNING

This session focused on the concept of transformative learning as a strategy for gender education. The approach involves encouraging learners to re-examine how they gain knowledge. Instead of assuming that knowledge is simply made up of facts learnt from the outside, this theory encourages learners to examine how their own personal frames of reference – which have developed over time based on assumptions and expectations – influence their thinking, beliefs and actions. This can emancipate the learner because it means that they are not dependent on others for knowledge. Instead, they are able to develop their skills in critical self-reflection meaning that they learn from experiences and interacting with others. Importantly, transformative learning encourages learners to

challenge their own basic assumptions, values and beliefs and develop new frames of reference based on critical reflection. To bring about transformative learning, educators need to move beyond the “transmission” model where knowledge is sent in one direction from the curriculum to learners. Instead the “transaction” model focuses on creating a dialogue between students and the curriculum whereby students create knowledge through problem solving. This ultimate leads to “transformation” where the inner nature of the student changes continuously as they interact with their environment. To bring this situation about, students must be free from coercion, have an equal opportunity to participate in class and feel powerful enough to challenge the basic assumptions behind knowledge that is being presented to them. This usually involves reducing the power of the educator and encouraging learners to cooperate as a group instead of competing with each other. The session involved a practical exercise designed to illustrate the process of introspective learning.

DEVELOPING LEARNING METHODS IN RESPONSE TO CURRICULUM REVIEW

This session focused on how gender learning can be mainstreamed in the curriculum by identifying appropriate learning methods. It built on previous sessions on active learning methods that had taken place at the prior workshop in December 2012. A useful tool in the development of active learning methods is backwards design. The first step is to define what the desired learning outcomes are, in other words what learners should be able to do, know, understand or produce in the end. There could be a gender component to this. The next step is to consider what evidence is needed to demonstrate that the learning outcomes have been achieved, how this can be measured and what the minimum standard for ‘success’ is. The third step is to plan learning activities. In other words, how and what can you teach so that the pre-defined evidence targets can be met. This model is designed to keep students and teachers focused on a clear set of goals, which are presented in the curriculum. It is also designed to ensure that progress towards these goals is measurable in order that curriculum review can take place and areas for improvement can be identified. The participants discussed appropriate learning methods for different topics in a group exercise.

(C) OPERATIONALISING INSTITUTIONAL GENDER CURRICULUM REVIEW

INSTITUTIONAL GENDER MAPPING

The aim of this session was for participants to undertake a horizontal and vertical mapping study of their institutions. At the horizontal level, the participants identified peers who might be potential allies for integrating gender in their institution’s curricula. At the vertical level, the participants considered where the entry points and challenges might be for integrating gender based on which of their superiors and subordinates they considered to be supportive. The presenters highlighted the different kinds of people that may be involved in curriculum review processes, the kinds of things these processes usually review and the sorts of places where information for the review is gathered. Once the participants had drawn their respective institutional maps, they were asked to locate themselves within the structure and then identify their peers, superiors and subordinates. They were then asked to evaluate how supportive these peers were to the notion of integrating gender in order to identify allies. These maps could then be used to identify entry points for integrating gender (i.e. areas where many allies are present) as well as identifying the key people that would need to be convinced to further integrate gender across the curriculum.

STRATEGIES FOR INTEGRATING GENDER

This session sought to identify practical strategies for integrating gender into the curriculum through a panel discussion. The panellists represented institutions at different stages in the process of integrating gender and different geographic regions. One set of challenges that the panellists outlined was that existing policies and procedures are not sensitive to gender and that gender integration policies do not exist. There is also a lack of trained gender educators and it could be difficult to identify other interested parties to cooperate with. Much of the work on integrating gender is ad hoc and thus relies on particular people, many of whom are on short rotations. Finally, gender is one of many competing priorities for space on the curriculum and funding. The panellists and the participants also put forward many good practices for overcoming these challenges. They highlighted the need to gain support from the highest authorities by explaining the importance and relevance of gender to their various mandated activities. National Action Plans on UNSCR 1325 are a particularly useful entry point in countries that have them. Creating formal and informal networks of gender experts and allies was also mentioned as a good practice as was cooperation at the regional level. Finally the development of tailored gender education packages at tactical, operational and strategic levels as well as the documenting of lessons learnt was mentioned.

PERSONAL ACTION PLAN DEVELOPMENT

In the final session of the workshop, participants considered how they would apply the skills and knowledge from this workshop to their own work. The participants were each invited to complete a personal action plan detailing the outcomes they would seek to achieve by the next workshop. They then listed actions they would take to reach the outcomes, identified potential partners before outlining foreseeable challenges and responses to overcome these challenges. The action plans were completed with the addition of a deadline for achieving each outcome.

3. OUTPUTS, OUTCOMES, AND FOLLOW-UP

This workshop aimed to provide a platform for exchange and to develop capacities for gender curriculum review. One of the objectives of this workshop was to formulate concrete strategies for how to integrate gender in military curricula. These were developed by the participants who drew on the content of the workshop to develop personal action plans. Another objective referred to gaining a deeper understanding of transformative learning. Following the session held at this workshop on the topic, which was ranked as one of the most useful, the participants will now have the opportunity to try out some of these techniques at their respective institutions.

A follow-up joint SSR WG/EDWG workshop on integrating gender into military curricula has been tentatively scheduled for summer 2014. This workshop will provide an opportunity for all those participants who attended this workshop to report back on their progress in implementing their various action plans. It will also act as a forum to share lessons learnt, challenges they encountered and strategies for overcoming these challenges. Good practices for integrating gender into the curriculum, techniques for overcoming related challenges and useful resources identified by the participants will be documented in line with the third objective of the workshop series, namely to develop operationalised tools to create capacity to integrate gender in curricula. In addition, in line with feedback from the workshop evaluation forms, this workshop will look deeper into aspects of transformative learning, provide more success stories from the ground and continue to have a strong focus on good practices in teaching gender.

Oral and written feedback from the participants was generally very positive and indicated that many of them aimed to improve their teaching methods based on what they had learnt at the workshop.

Notably every single participant stated that they definitely agreed the workshop had “enabled participants to exchange and discuss ideas and resources.” Some added that they had been encouraged by the event noting that they are often alone when trying to pursue the integration of gender perspectives into the work of their respective institutions. Some highlighted that they had benefited from the networking opportunities offered by the workshop and the overview of what others were doing in similar institutions throughout NATO and partners countries. This suggests that the fourth objective of the workshop, namely to use available media to maintain the community of practice, has a strong chance of being achieved.

The organisers would like to thank the Swiss Federal Department of Defence, Civil Protection and Sports 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 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.

ANNEXES

A. PARTICIPANT LIST

First name	Last name	Position	Institution	Country
Natalia	Albu	Associate Professor, Head of Security Research	Military Academy of Armed Forces "Alexandru cel Bun"	Moldova
George	Amandtidzhe	Head, International Law Division	Ministry of Defence	Georgia
Maia	Avaliani	Head of Administration	National Defence Academy	Georgia
Anna	Björsson	Gender Advisor	Operations Directorate, Armed Forces	Sweden
Daniel	de Torres	Deputy Head Operations III	DCAF	Spain
Allie	DeLegge	Deputy Operations Officer	PfPC	United States
Danijela	Đurović	Project Officer/Advisor	UNDP SEESAC	Serbia
Anja	Ebnöther	Assistant Director, Head Operations III	DCAF	Switzerland
Yvette	Foliant	Legal Advisor	CIMIC Centre of Excellence	Netherlands
Kimberly	Garbett	International Programs Manager	PfPC	United States
Tanja	Geiss	ADL Chair	NATO School Oberammergau	Germany
James	Grabe	COO	Geneva Institute for Leadership and Public Policy	United States
Rachel	Grimes	Doctrine Writer	British Army, Directorate Land Warfare	United Kingdom
Andreas	Hildenbrand	Deputy Programme Director PASS-CB	George C. Marshall European Centre for Security Studies	Germany
Aiko	Holvikivi	Project Officer	DCAF	Finland
Aram	Hong	Gender Integration Co-ordinator	NATO HQ SACT	Canada
Beth	Lape	Deputy, Individual Training	Joint Staff J7	United States
Nathalie	Levesque	Development Officer	Defence Academy	Canada
Christina	Liang	New Issues in Security	Geneva Centre for Security	Switzerland

		Course Director	Policy	
Vanja	Matić	Independent Expert		Bosnia-Herzegovina
Diana	Molodilo	Head of Policy Analysis, Monitoring and Evaluation Section	Ministry of Defence	Moldova
Caroline	Pradier	Research Assistant	DCAF	France
Kathaleen	Reid-Martinez	Provost	Mid-America Christian University	United States
Mirela	Rrumbullaku	Gender Specialist	Ministry of Defence	Albania
Elisabeth	Schleicher	Independent Consultant		Austria
Kristin	Valasek	Project Coordinator	DCAF	Sweden
Callum	Watson	Research Assistant	DCAF	United Kingdom
Petra	Weyland	Professor	George C. Marshall European Center for Security Studies	Germany
Christian	Wiesli	Senior NCO to Military Representative	Swiss Mission to NATO	Switzerland
Valbona	Zeneli	Professor	George C. Marshall European Center for Security Studies	Albania

B. AGENDA

Monday, 9 December 2013

Afternoon

Arrivals

Venue: Hotel (Hotel Eden and Hotel Mon Repos)

20:00-22:00

Mandatory opening remarks

Ms Anja Ebnöther, SSR WG, DCAF

Maj Kimberly Garbett, PfPC

Cdr Andreas Hildenbrand, EDWG, GCMC

Venue: Hotel Eden

Tuesday, 10 December 2013

08:45-09:00

Arrival at workshop venue

Venue: Geneva Centre for Security Policy, WMO Building, Salle Jura (3rd floor)

09:00-09:30

Welcome and opening remarks

Ms Anja Ebnöther, SSR WG, DCAF

Maj Nathaly Levesque, EDWG, Canadian Defence Academy

Ms Aiko Holvikivi, SSR WG, DCAF

09:30-10:30

Introduction to military education

Maj Nathalie Levesque, EDWG, Canadian Defence Academy

Ms Aiko Holvikivi, SSR WG, DCAF

This session will provide an overview of what we understand by military education, what its key principles are, and notably how it differs from training.

10:30-11:00

Coffee break

11:00-12:30

Gender concepts and framework for military education

Mr Callum Watson, SSR WG, DCAF

This session will provide an overview of the mandates and regulatory framework for gender in the military, and identify a conceptual framework for integration of gender in military institutions, operations, and education.

12:30-14:00

Lunch

14:00-15:15

Integrating gender in military education

Ms Aiko Holvikivi, SSR WG, DCAF

This session will involve a research exercise in small groups to identify gender-relevant topics for military education at different levels and for different audiences.

15:15-15:45

Coffee break

15:45-16:45

Basic principles of curriculum review

Dr Kathaleen Reid-Martinez, EDWG, Mid-America Christian University

Mr James Grabe, EDWG, Geneva Institute for Leadership and Public Policy, Accrediting Commission of Independent Colleges and Schools

This session will introduce the basic elements of curriculum review and the issues to consider, including observations on gender-responsive curriculum review.

16:45-17:00 **Update on basic-level gender awareness ADL course**
Ms Aram Hong, NATO HQ SACT
This session will offer a sneak preview of the new gender awareness course.

17:00-17:15 **Wrap-up**
Dr Valbona Zeneli, GCMC

19:00-22:00 **Workshop dinner**
Venue: Restaurant Edelweiss

Wednesday, 11 December 2013

08:45-09:00 **Arrival at workshop venue**
Venue: Geneva Centre for Security Policy

09:00-09:15 **Reflections on Day 1**
SSR WG

09:15-10:45 **Gender and curriculum review**
Ms Elizabeth Lape, US Joint Staff J7
Ms Aiko Holvikivi, SSR WG, DCAF
This session will discuss key aspects of gender analysis of a curriculum, centring on a practical exercise.

10:45-11:15 Coffee break

11:15-12:30 **Basic elements of transformative learning**
Maj Nathalie Levesque, EDWG, Canadian Defence Academy
Ms Kristin Valasek, SSR WG, DCAF
This session will introduce the concept of transformative learning as an approach to teaching gender, incorporating a practical exercise.

12:30-14:00 Lunch

14:00-15:15 **Basic elements of transformative learning ctd.**

15:15-15:45 Coffee break

15:45-17:15 **Developing learning methods in response to curriculum review**
Cdr Andreas Hildenbrand, EDWG, GCMC
This session will focus on developing active learning strategies to effectively integrate gender and exchanging on good practices in choosing learning methods.

17:15-17:30 **Wrap-up**
Ms Vanja Matić, NATO HQ Sarajevo

17:30 - 18:30 **Cultural event: Apéro and Marmite de l'Escalade**
Venue: l'Attique, WMO building (workshop venue)

Thursday, 12 December 2013

08:45-09:00	Arrival at workshop venue <u>Venue: Geneva Centre for Security Policy</u>
09:00-09:15	Reflections on Day 2 EDWG
09:15-10:45	Institutional gender mapping Dr Kathaleen Reid-Martinez, EDWG, Mid-America Christian University Cdr Andreas Hildenbrand, EDWG, GCMC <i>This session will, through a practical exercise, map the actors and process - horizontally and vertically - involved in curriculum review in participants' institutions. It will also identify challenging responses and how to overcome them.</i>
10:45-11:15	Coffee break
11:15-12:30	Strategies for integrating gender Ms Maia Avaliani, LEPL David Aghmashenebeli National Defence Academy, Georgia Ms Danijela Đurović, UNDP SEESAC Cpt Yvette Foliant, CCOE Ms Elisabeth Schleicher, Independent expert Dr Petra Weyland, GCMC Moderator: Mr Callum Watson, SSR WG, DCAF <i>A panel discussion will introduce strategies used to bring about integration of gender in the curriculum, including both bottom-up and top-down strategies, and be followed by a participatory exercise.</i>
12:30-14:00	Lunch
14:00-15:30	Personal action plan development Ms Kristin Valasek, SSR WG, DCAF Ms Tanja Geiss, EDWG, NATO School Oberammergau <i>During this session, participants will be encouraged to draw upon identified strategies for integrating gender in curricula to develop personal action plans.</i>
15:30-16:00	Coffee break
16:00-17:00	Closing session Maj Kimberly Garbett, PfPC Dr Kathaleen Reid-Martinez, EDWG, Mid-America Christian University Ms Aiko Holvikivi, SSR WG, DCAF <i>Feedback and evaluation of the workshop, closing comments, way forward.</i>

Friday, 13 December 2013

Morning	Departures
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C. ADDITIONAL RESOURCES

The 18th meeting of the Security Sector Reform Working Group of the Partnership for Peace Consortium, hosted in Geneva from 9 to 13 December 2013 in collaboration with the Education Development Working Group brought together experts on military education, gender training for the military and integrating gender in military operations. They shared experiences and collectively identified good practices in integrating gender in military curricula. The following are a list of online resources related to teaching gender to the military that were identified by the participants.

PREVIOUS WORKSHOP REPORTS ON TEACHING GENDER TO THE MILITARY

PfPC SSRWG in collaboration with the EDWG, 'Teaching Gender to the Military – in the Classroom and through Advance Distributed Learning', After Action Report of the workshop held at the NATO School, Oberammergau, 17-20 July 2012.

<http://dcaf.ch/Event/PFPC-Workshop-on-Teaching-Gender-to-the-Military>

PfPC SSRWG in collaboration with the EDWG, 'Designing Sample Lesson Plans – the Second Workshop on Teaching Gender to the Military', After Action Report of the workshop held at George C. Marshall European Center for Security Studies in Garmisch-Partenkirchen, 12-14 December 2012.

<http://www.dcaf.ch/Event/Designing-Sample-Gender-Lessons-Second-PFPC-Workshop-on-Teaching-Gender-to-the-Military>

Contains sample lesson plans for teaching gender to the military, an updated version of best practices in teaching gender to the military and a checklist for gender curriculum review.

NATO AND GENDER

PfPC Factsheet on NATO documents and initiatives on gender and security

<http://www.dcaf.ch/Publications/Factsheet-on-NATO-Documents-and-Initiatives-on-Gender-and-Security>

ADVANCED DISTRIBUTED LEARNING

NATO Joint Exercises and Training Division's Advance Distributed Learning (JADL) Portal

<https://jadr.act.nato.int/>

This portal can be used to access the forthcoming course entitled "Gender Awareness: Improving Operational Effectiveness by Integrating Gender Perspective" that was presented at this workshop.

GENDER AND EDUCATION

DCAF, 'The Gender Training Resource Package'.

<http://www.gssrtraining.ch>

Inter-Agency Network for Education in Emergencies, *Gender Equality in and through Education: INEE Pocket Guide to Gender* (Geneva: UNHCR, 2010).

http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1009/INEE_Pocket_Guide_to_Gender_EN.pdf

Pepper, Analee. *Gender Training for the Security Sector: Lessons identified and practical resources*. (Geneva: DCAF, 2012).

<http://www.dcaf.ch/Publications/Gender-Training-for-the-Security-Sector-Lessons-identified-and-practical-resources>

ACTIVE LEARNING

Schimpf, Crystal; Hixon, Kieran & Trimm, Nancy. '101 Interactive Training Techniques.'

<http://www.slideshare.net/coloradostatelibrary/101-interactive-training-techniques>

TRANSFORMATIVE LEARNING

'Core Principles of Transformative Learning Theory – Mezirow & Others', Transformative Learning Theory

<http://transformativelearningtheory.com/corePrinciples.html>

Cranton, Patricia, *Understanding and Promoting Transformative Learning: A Guide for Educators of Adults* (Ann Arbor: University of Michigan Press, 1994).

Imel, Susan. 'Transformative Learning in Adulthood' *ERIC Digest* 200 (1998)

<http://eric.ed.gov/?id=ED423426>

Mezirow, Jack and Associates. *Fostering Critical Reflection in Adulthood: Guide to Transformative and Emancipatory Learning* (San Francisco: Jossey-Bass, 1990).

Mezirow, Jack and Associates. *Learning as Transformation: Critical Perspectives on a Theory in Progress* (San Francisco: Jossey-Bass, 2000).

Mezirow, Jack. 'Transformative Learning: Theory to Practice' *New Directions for Adult and Continuing Education* 74, (Summer 1997): 5-12.

<http://www.dlc.riversideinnovationcentre.co.uk/wp-content/uploads/2012/10/Transformative-Learning-Mezirow-1997.pdf>

Nagata, Adair Linn. 'Transforming Learning in Intercultural Education', *Rikkyo Intercultural Communication Review* 4 (2006): 39-60.

<http://www.humiliationstudies.org/documents/NagataTransformativeLearning.pdf>

Sable, David, Cathy Driscoll and Linda Van Esch. 'Applying Transformative Learning to Ethics Education,' Conference Proceeding, 2005.

<http://www.smu.ca/institutes/csw/documents/TransformativeLearningTechniques.pdf>

Taylor, Edward W. 'The Theory and Practice of Transformative Learning: A Critical Review', Information Series No. 374, The Ohio State University, Columbus, Ohio, 1998.

<http://files.eric.ed.gov/fulltext/ED423422.pdf>