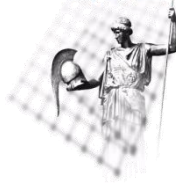




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PfP Consortium of Defense Academies
and Security Studies Institutes



16th meeting of the Security Sector Reform (SSR) Working Group in collaboration with the Education Development Working Group (EDWG) of the PfP Consortium of Defense Academies and Security Studies Institutes

**TEACHING GENDER TO THE MILITARY -
IN THE CLASSROOM AND
THROUGH ADVANCED DISTRIBUTED LEARNING**

**17-20 JULY 2012
NATO SCHOOL, OBERAMMERGAU**

AFTER ACTION REPORT

ACRONYMS AND ABBREVIATIONS

ACT	Allied Command Transformation
ADL	Advanced Distributed Learning
DCAF	Geneva Centre for the Democratic Control of Armed Forces
EDWG	Education Development Working Group
ISAF	International Security Assistance Force (Afghanistan)
NATO	North Atlantic Treaty Organization
NCGP	NATO Committee on Gender Perspectives
PfPC	Partnership for Peace Consortium of Defense Academies and Security Studies Institutes
SSR	Security sector reform
UNSCR	United Nations Security Council Resolution

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 and 1960, is gender education and training for the military. Both the Security Sector Reform (SSR) and Education Development Working Groups (EDWG) of the Partnership for Peace Consortium of Defense Academies and Security Studies Institutes (PfPC) have engaged on the topic of gender in military education within their respective activities in recent years. Building on this activity, the Geneva Centre for the Democratic Control of Armed Forces (DCAF), on behalf of the PfPC SSR Working Group, collaborated with the EDWG and partnered with the NATO School to host a workshop dedicated to the topic of “Teaching Gender to the Military - in the Classroom and through Advanced Distributed Learning.” The programme was held in Oberammergau, Germany, from 17 to 20 July 2012. The workshop gathered 28 experts from 17 NATO and partner countries. Participants represented armed forces, defence academies, NATO, the PfPC and DCAF. The participants were invited based on their expertise in the fields of military education, gender training for the military and/or integrating gender in military operations.

Given the extensive and complementary expertise of the participants, the workshop focused on sharing knowledge, exchanging experiences and producing concrete outputs. The workshop centred both broadly on the andragogy of teaching gender, and on specific teaching approaches. The following topics were covered in interactive sessions:

- What is gender?
- The NATO framework for integrating gender in education and training
- Andragogy for military education
- Andragogy of teaching gender content
- Using Advanced Distributed Learning (ADL) to teach gender
- Gender dynamics in the classroom
- Gender expertise
- Evaluation of gender education
- Institutional structures to support gender education

The final knowledge production sessions of the workshop produced three concrete outcomes. The first two, a list of best practices in teaching gender content and a checklist for gender curriculum review, are annexed to this report. The third outcome was a process to develop an introductory level ADL gender course. This is currently being implemented, with NATO Allied Command Transformation (ACT) as the office of primary responsibility, engaging subject matter experts from among the other workshop participants (DCAF, the EDWG and armed forces representatives from Austria, Norway, Sweden and the United States) as well as separately from the United Nations Department of Peacekeeping Operations, and associating the ADL Working Group of the PfPC and NATO School Oberammergau.

The workshop was very positively received by participants. Participants indicated through oral and written feedback that they felt a variety of topics were covered, and that the atmosphere of the workshop was open and collaborative. The sequencing of the sessions, the high quality and professionalism of the facilitators as well as the engagement and valued input of the extremely knowledgeable participants created a very constructive atmosphere with immediate plans for follow-up in the form of further discussions on developing templates and materials for gender training for the military, as well as on the elaboration of gender-related learning outcomes for military education and training (see also follow-up).

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 and 1960, 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. In 2010/2011 the PfPC Education Development Working Group (EDWG) integrated gender issues in the Reference Curriculum developed for Professional Military Education for Officers, and included gender in their 2011 Educators' Annual Program. Building upon this work, in July 2012, the Geneva Centre for the Democratic Control of Armed Forces (DCAF), on behalf of the PfPC SSR Working Group hosted a workshop to examine gender and military education titled "Teaching Gender to the Military - In the Classroom and through Advanced Distributed Learning" in collaboration with the PfPC Education Development Working Group and in partnership with NATO School Oberammergau. This meeting focused both broadly on the andragogy of teaching gender, and on specific teaching approaches such as the use of scenarios and ADL.

(A) TEACHING GENDER TO THE MILITARY

Educating the military on gender issues has emerged over the last five 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) recognises the disproportionate effect of armed conflict on women and children, reaffirms the need to implement fully 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, 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 four additional resolutions on women, peace and security and on sexual violence in conflict: UNSCRs 1820, 1888, 1889 and 1960.

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-SC Directive 40-1 on Integrating UNSCR 1325 and Gender Perspectives in the NATO Command Structure including Measures for Protection During Armed Conflict* of 2009 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. Some 35 states have also developed National Action Plans on implementation of UNSCR 1325.

National education and training are identified as essential tools in addressing gender issues within military structures and operations. NATO's own initiatives include the production by the NATO Committee on Gender Perspectives (NCGP) of recommendations on implementation of UNSCR 1325 in gender training and education and a template for pre-deployment gender training. Also included is the development by ACT of a gender-awareness ADL module.

While a number of NATO states and partners have been educating their military personnel on gender issues for some years, usually in the context of pre-deployment training for peacekeepers, for many militaries, gender is still a new topic. Educators face on the one hand the challenges of developing new curricula and teaching materials on gender and on "women, peace and security;" and on the other, the broader call to integrate gender dimensions across all military education. This being such a new area of teaching for military educators, there is much to be gained from sharing of good practices and development of recommendations on practical ways to integrate gender into curricula, teaching methods and content of military education.

(B) OBJECTIVES

This joint workshop aimed to provide a platform for experts on military education, gender training for the military and integrating gender in military operations to share experiences. The objectives of the workshop were to:

- Identify good practices in teaching gender concepts and contents to the military, and in employing gender-responsive teaching practices.
- Consider questions that can guide a review of curricula and education and gender materials to ensure they incorporate a gender perspective.
- Discuss developing an ADL module introducing gender.

2. WORKSHOP DESCRIPTION

The workshop gathered 28 experts from 17 NATO and partner countries in the NATO School in Oberammergau from 17 to 20 July 2012. It was jointly hosted by the PfPC working groups on security sector reform and education development, in partnership with NATO School Oberammergau. Participants represented armed forces, defence academies, NATO (NATO School Oberammergau, ACT, NCGP), the PfPC, the PfPC Education Development Working Group and DCAF. The participants were invited based on their expertise in the fields of military education, gender training for the military and integrating gender in military operations.

Given the extensive and complementary expertise of the participants, the workshop focused on sessions to share knowledge, exchange experiences and produce concrete outputs. A brief description of the topics covered follows below

(A) WORKING SESSIONS

WHAT IS GENDER?

This introductory session dealt explicitly with the content of gender education. The session was designed to provide an overview of core concepts and discussion of key areas of gender content in military education. The session discussed a definition of gender, and how gender roles affect the security roles and needs of women, men, girls and boys. It also introduced key areas of military education such as international norms, force diversity, conduct, and operational planning and analysis. The participants worked in small groups to tackle exercises on countering negative gender stereotypes, as well as to identify key learning outcomes related to gender for military education. These *learning outcomes were used* to guide small group exercises in subsequent sessions.

The participants were engaged in formulating gender learning outcomes for military education, but felt that the exercise could be expanded in time and scope: with more time, learning outcomes could be made more specific to different areas of military education. Important questions raised were whether the learning outcomes related to education in national structures or pre-deployment training, and what level of learning would be required from different personnel (soldiers, non-commissioned officers, officers, senior officers, gender (field) advisers, etc.).

NATO FRAMEWORK FOR INTEGRATING GENDER IN EDUCATION AND TRAINING

This session provided an overview of the NATO policy framework, key actions and existing resources related to integrating gender in education and training. Relevant policies in the NATO framework include: the NATO/Euro-Atlantic Partnership Council Policy and its implementation plan; the NATO Action Plan relating to operations; and NATO Bi-SC Directive 40-1. Resources developed by the NCGP include its Template for Pre-Deployment Gender Training. The relationship between NATO training requirements and national military training was introduced, as was the mechanism by which the Strategic Training Plan adapts and implements the NATO Action Plan. The discussion touched upon different types of gender training from gender (field) advisers to officers, as well as the relation between ADL courses and the gender adviser course at the Centre for Gender in Military Operations at the Swedish Armed Forces International Centre.

The following training needs were identified:

- (i) a widely available basic level gender ADL course (NATO's current basic course is embedded in the ISAF ADL course)
- (ii) training to target mid-level officials.

ANDRAGOGY FOR MILITARY EDUCATION

The topic of andragogy (theory of teaching adults) for military education was introduced in this session. Key principles of andragogy include: the involvement of learners in the planning and evaluation of training/education, drawing upon professional and personal experience to facilitate learning, teaching matters of immediate relevance, and a problem-centred approach. Teaching in this paradigm is not about transferring pre-packaged knowledge, but rather relies on inter-cultural competence and strong communication. NATO and partner countries are increasingly moving from traditional approaches to this active learning paradigm.

The session highlighted some good practices in implementing andragogy in military education. For example, the use of scenario-based exercises in military training could be improved with more diverse scenarios or outcomes. More specifically, scenario-based exercises should also include outcomes where a soft approach that focuses on dialogue and participation resolves the issue and use of force is therefore not needed. The presentations also touched upon andragogy of teaching gender, noting that this is may be a topic which brings in strong emotions, as it challenges some personal and deeply held beliefs. The active learning experience must therefore happen in a safe environment that allows participants to be open and share experiences.

ANDRAGOGY OF TEACHING GENDER CONTENT

This highly interactive session explored different types of learning objectives and teaching methods for teaching gender content. Participants brainstormed on what makes teaching gender content to adults special, and what the best teaching strategies for this topic might be. The session provided an overview of different types of learning objectives, ranging from modest objectives of remembering and understanding content to the most advanced objectives of analyzing and evaluating. Different teaching methodologies, or active learning applications, such as active reading, lectures and discussions, as well as small group activities and experiential activities were presented. The topics presented were then applied in practice through small group work, with groups undertaking scenario-based

exercises, role plays, and developing instructional strategies/methods for the learning outcomes formulated in the first session.

USING ADL TO TEACH GENDER

The use of ADL in teaching gender was introduced in this session. The presenters gave an overview of the uses and applications of ADL, the mechanics of how ADL courses are developed and run, outlined existing resources, and presented requirements and principles to guide faculty involvement in the development of ADL resources. ADL modules are situated in a larger learning framework, either as stand-alone courses or as pre-learning tools. In terms of mechanics, they are also supported by online members' portals, communities of practice and faculty to answer any questions the students may have. As regards content, ADL courses present a number of requirements to faculty, from technology literacy to intercultural and cross-cultural literacy and to creativity and innovation. NSO and ACT provide complementary ADL courses on a wide range of topics.

Regarding existing resources and current needs, ACT's existing pre-deployment gender course for ISAF staff was presented. This ADL course has restricted access only. ACT has also recently designed a gender advisor/gender field advisor ADL course, the completion of which is a requirement for attending the corresponding residential course given by the Centre for Gender in Military Operations. The need for a widely accessible, basic level gender ADL course was noted.

GENDER DYNAMICS IN THE CLASSROOM

Taking gender dynamics into account is important to create a productive and non-discriminatory learning environment. This session began with a presentation that identified common sources of gender bias in curricula, educational materials, classroom interaction and teaching strategies, as well as identified strategies to ensure a non-discriminatory learning environment. Participants engaged in a role play exercise designed to highlight gender dynamics on an inter-personal level. Discussions noted the variance of gender dynamics at an individual level and especially their close interlinkage with cultural dynamics. The use of ADL and online resources such as chat rooms and blogs was also raised as a way of building peer communities, particularly where classroom dynamics are challenging.

GENDER EXPERTISE

Many who are tasked with teaching gender come to their mandate with limited prior expertise in the topic. This session explored the question of what constitutes gender expertise and how it can be acquired. Participants worked in small groups to identify sources of gender expertise for operational planning, among civil society, within defence institutions and in different cultural contexts.

The small groups identified a variety of different sources of gender expertise ranging from intra-institutional (gender advisors, female staff associations, gender coaches, etc.) to other government sources (other governmental agencies, international training institutions, etc.) as well as civil society (including diaspora communities). The variety of resources and forms of expertise reflected the consultative and inclusive nature of gender expertise.

This session examined the process of evaluating gender education and identified both intra- and extra-institutional structures to support evaluation and assessment. In a brainstorming session, participants identified both institutional structures within and external to the organisation (United Nations, commanders, evaluation teams, etc.) as well as policy frameworks (military doctrine, budget, educational plan, etc.). A presentation first provided an overview of assessment and evaluation - their purpose, process and methods. Finally, participants worked in small groups to identify assessment strategies and tools that could be used to evaluate whether the learning outcomes identified in the first session were met.

Participants highlighted in the plenary discussion the need to mainstream evaluation processes to pay attention to whether and to what extent gender is mainstreamed throughout the curricula. Gender advisers or gender experts were identified as a useful resource in helping different departments (including human resources, leadership, planning military operations, etc.) review their modules for gender perspectives and helping to identify relevant reading material and revising exercises.

3. OUTPUTS, OUTCOMES AND FOLLOW-UP

The organisers had set an objective of producing three concrete outputs for this workshop: the compilation of a list of best practices in teaching gender to the military, the development of a curriculum review checklist, and outlining a process for the development of an introductory-level ADL course on gender awareness. The objective was achieved, and all three outputs were produced during the workshop, benefiting from the excellent mix of expertise and experience of the participants. The list of good practices and curriculum review checklist are annexed to this report. The process for developing a publicly available 100-level gender ADL course is well underway, with ACT as the office of primary responsibility for the work. This initiative engages a working group associating the ADL working group of the PfPC and NATO School Oberammergau, and including subject matter experts from DCAF, the EDWG and armed forces representatives from Austria, Norway, Sweden and the United States, as well as the United Nations Department of Peacekeeping Operations. A planning meeting is foreseen in conjunction with the ADL working group meeting in Vienna in November 2012. The course is expected to be available in 2013.

In addition to achieving its outputs, the workshop was very well received by the participants. In an oral feedback session, as well as in subsequent written feedback, participants expressed a strong appreciation for the interactive nature of the workshop. The main points related to the excellent opportunities for networking; the respectful atmosphere and open discussions; the realization of the value of collaborative learning that is derived from the power of collective knowledge; and the concept of including many participants as facilitators. Participants also voiced appreciation for the scope of the different topics covered.

However, oral and written feedback also indicated that the workshop left participants wanting to continue working on this and related issues. In particular, participants identified the need to develop further resources to support gender education and training for the military, including sample gender lessons and curricula.

Given the commitment and expertise of the participants and the identified need for further practical tools, the organisers have considered a follow-up workshop to this event. Such a workshop would have two specific aims:

- i) to identify gender-related learning outcomes for different types of military education; and
- ii) to produce a number of corresponding lesson plans for gender education for the military.

The workshop proved to be another excellent example of using existing synergies between working groups of the PfPC. The richness, experience and knowledge that exists in the working groups should be used further to the benefit of a broader public.

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, and NATO School Oberammergau for their excellent organisation and hosting of the event and express their appreciation for the high-quality input and participation of all parties involved.

ANNEXES

(I) PROGRAMME

Arrivals and welcome: Tuesday 17 July	
15:00	Arrivals at Hotel Posch
17:00	Meeting of Day 1 facilitators
18:30	Welcome reception at NATO School Lodge Welcome by Col. Mark D. Baines, Commandant of the NATO School

Day 1: Wednesday 18 July	
08:30	Registration
08:45	Welcome, workshop overview and introductions Col. Mark D. Baines, Commandant of the NATO School Ms Anja Ebnöther, Assistant Director, Head Operations III DCAF; Chair SSR WG Dr Kathaleen Reid-Martinez, Chair EDWG
09:15	What is gender? <i>Overview of core concepts and discussion of key areas of gender content in military education</i> Ms Aiko Holvikivi, DCAF Ms Kathrin Quesada, DCAF
10:45	Coffee break
11:00	NATO framework for integrating gender in education and training <i>Overview of NATO policy framework, key actions and existing resources related to integrating gender in education and training</i> Lt. Col. Hilde Segers, NATO Office on Gender Perspectives Lt. Col. Michele Claveau, NATO Allied Command Transformation
11:45	Andragogy for military education <i>Introduction to andragogy for military education</i> Dr Kathaleen Reid-Martinez, Chair EDWG Dr Petra Weyland, George C. Marshall Center Dr Bernadette Dececchi, Canadian Defence Academy Major Lena P. Kvarving, Norwegian Defence University College
12:30	Lunch
14:00	Andragogy of teaching gender content <i>Discussion of different types of learning objectives and teaching methods for gender content</i> Dr Iryna Lysyckina, Academy of the Interior Troops, Ukraine Major Lena P. Kvarving, Norwegian Defence University College Cdr Andreas Hildenbrand, George C. Marshall Center Dr Cezar Vasilescu, Regional Department of Defense Resources, Management Studies Ms Megan Bastick, DCAF
16:00	Coffee break

16:15	Using ADL to teach gender <i>How ADL is different from classroom settings for teaching gender; overview of existing resources</i> Ms Tanja Geiss, NATO School Mr Georghe Roman, NATO School Dr Kathaleen Reid Martinez, Chair EDWG Lt. Col. Michele Claveau, NATO Allied Command Transformation
17:15	Day 1 wrap-up / Day 2 overview
19:00	Workshop dinner at restaurant Kolbenalm

Day 2: Thursday 19 July

08:45	Introduction to the day's agenda DCAF
09:00	Gender dynamics in the classroom <i>Taking gender dynamics into account in creating a productive and non-discriminatory learning environment</i> Dr Iryna Lysyckina, Academy of the Interior Troops, Ukraine Dr Bernadette Dececchi, Canadian Defence Academy Dr Cezar Vasilescu, Regional Department of Defense Resources, Management Studies Cdr Andreas Hildenbrand, George C. Marshall Center Ms Kathrin Quesada, DCAF
10:15	Gender expertise <i>Discussion on what gender expertise entails, and how to build it</i> Lt. (N) Ian Matheson, Peace Support Training Centre Ms Beth Lape, Joint Staff, USA Major Elisabeth Schleicher, Austrian Armed Forces, KFOR Dr Cezar Vasilescu, Regional Department of Defense Resources, Management Studies Ms Kathrin Quesada, DCAF Ms Aiko Holvikivi, DCAF
11:00	Coffee break
11:15	Evaluation of gender education & institutional structures to support gender education <i>Discussion of effective strategies for evaluating the impact of gender education; institutional structures to support gender education, including in curriculum review</i> Ms Beth Lape, Joint Staff, USA Cdr Andreas Hildenbrand, George C. Marshall Center Ms Megan Bastick, DCAF
12:45	Lunch
14:00	Knowledge production sessions (3 parallel sessions) <hr/> <i>(A) Development of a list of best practices in teaching gender to the military</i> Ms Beth Lape, Joint Staff, USA Ms Kathrin Quesada, DCAF <hr/> <i>(B) Development of a checklist for reviewing curricula and materials for training and education</i> Dr Iryna Lysyckina, Academy of the Interior Troops, Ukraine Ms Megan Bastick, DCAF

(C) Development of a suggested process for an introductory ADL course on gender

Ms Tanja Geiss, NATO School

Mr Georghe Roman, NATO School

Ms Anja Ebnöther, DCAF

Ms Aiko Holvikivi, DCAF

15:45 *Coffee break*

16:00 **Knowledge outputs and next steps**

Plenary discussion to present outputs and agree on next steps

17:00 **Workshop wrap-up and closing**

Ms Anja Ebnöther, Assistant Director DCAF; Head Operations III DCAF; Chair SSR WG

Dr Kathaleen Reid-Martinez, Chair EDWG

Departures: Friday 20 July

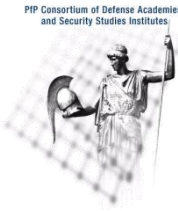
(II) LIST OF PARTICIPANTS

Title	Last name	First name	Institution
Ms	Bastick	Megan	DCAF
1LT	Björsson	Anna	Swedish Armed Forces Headquarters
CPT	Bonaldi	Stefania	Italian Army General Staff
LTC	Claveau	Michele	NATO HQ Allied Command Transformation
Dr	Dececchi	Bernadette	Canadian Defence Academy
Ms	Ebnöther	Anja	DCAF
MAJ	Garbett	Kim	PfPC
Ms	Geiss	Tanja	NATO School
LTC	Gil Ruiz	Jesús Ignacio	NATO Committee on Gender Perspectives
MAJ	Grimes	Rachel	British Stabilisation and Coin Centre
CDR	Hildenbrand	Andreas	Marshall Center
Ms	Holvikivi	Aiko	DCAF
MAJ	Kvarving	Lena	Norwegian Defence University College
Ms	Lape	Beth	Joint Staff, USA
Dr	Lysyckina	Iryna	Academy of the Interior Troops of the Ministry of Internal Affairs of Ukraine
LT (N)	Matheson	Ian	Peace Support Training Centre, Canada
SFC	Mulavdić	Nura	Peace Support Operations Training Centre, Bosnia and Herzegovina
MAJ	Müller	Enrico	PfPC
LTC	Popović	Saša	Peace Support Operations Training Centre, Bosnia and Herzegovina

Ms	Quesada	Kathrin	DCAF
Dr	Reid-Martinez	Kathaleen	Mid-America Christian University
Mr	Roman	Gigi	NATO School
MAJ	Schleicher	Elisabeth	HQ KFOR, NATO
LTC	Segers	Hilde	NATO Committee on Gender Perspectives
Ms	Stojković	Biljana	Serbian Ministry of Defence
SGM	van Oosterhout	Paul	NATO School
Dr	Vasilescu	Cezar	Regional Department of Defence Resources, Romania
Dr	Weyland	Petra	Marshall Centre



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BEST PRACTICES IN TEACHING GENDER TO THE MILITARY

The 16th meeting of the Security Sector Reform Working Group of the Partnership for Peace Consortium, hosted in Oberammergau from 17 to 20 July 2012 in collaboration with the Education Development Working Group and the NATO School Oberammergau, brought together experts on military education, gender training for the military and integrating gender in military operations.¹ They shared experiences and collectively identified good practices in teaching gender concepts and content to the military, and in employing gender-responsive teaching practices.

The best practices listed in this document span six broad aspects of teaching gender to the military:

- (1) [Using effective teaching methods and strategies](#)
- (2) [Making effective use of online learning tools, including Advanced Distributed Learning \(ADL\)](#)
- (3) [Encouraging a respectful learning environment and non-discriminatory dynamics in the classroom](#)
- (4) [Building teachers' gender expertise](#)
- (5) [Evaluating gender teaching](#)
- (6) [Institutional practices to support gender education](#)
- (7) [Other](#)

(1) USING EFFECTIVE TEACHING METHODS AND STRATEGIES

- ✓ While the message that is being taught should always be consistent, the teaching methods have to be adapted according to the audience and context.
- ✓ Use a good mix of teaching methods to create an engaging learning environment.
- ✓ Use active learning methods and interactive sessions to draw from the different experiences and perspectives in the room in order to overcome resistance to gender issues.
- ✓ Highlight the benefits of integrating a gender perspective and make teaching practical: let the learners know how they can put what they have learned into practice.
- ✓ Use argument development exercises to voice and counteract stereotypes.
- ✓ Use role plays so that learners may experience differences in views and perceptions.
- ✓ Where applicable, include the commander's guidance in designing training and focus on the command's priorities.

¹ For the after action report of this workshop, see <http://dcaf.ch/Event/PFPC-Workshop-on-Teaching-Gender-to-the-Military>.

(2) MAKING EFFECTIVE USE OF ONLINE LEARNING TOOLS, INCLUDING ADVANCED DISTRIBUTED LEARNING (ADL)

- ✓ Use an ADL gender course as a pre-learning instrument, having students complete the ADL module before coming for face-to-face education or training.
- ✓ Ensure students receive certification or accreditation for completing an ADL gender course to increase students' motivation.
- ✓ Develop ADL gender courses that are Shareable Content Object Reference Model (SCORM) compliant (allows other institutions to use and adapt parts of it, as deemed appropriate).
- ✓ Use online learning tools to counteract cultural barriers and gender-related power dynamics between students and teachers, as well as between students.
- ✓ Online learning tools on gender should supplement other teaching methods.

(3) ENCOURAGING A RESPECTFUL LEARNING ENVIRONMENT AND NON-DISCRIMINATORY DYNAMICS IN THE CLASSROOM

- ✓ Be aware of gender and cultural differences in the classroom and take care to not favour one sex above another.
- ✓ Engage all students in the classroom equally and empower those who need encouragement.
- ✓ Ensure an environment of respect in order to create a safe and open learning environment. This could include a "No hats, no salutes" policy in the classroom.
- ✓ Prepare the trainer/teacher with class management methods, and tips and tools on how to address gender dynamics.
- ✓ Avoid voicing or assuming national stereotypes and prejudices when teaching gender in an international environment.

(4) BUILDING TEACHERS' GENDER EXPERTISE

- ✓ Teachers should be able to explain the theoretical dimensions of gender, but also have relevant practical experience or examples to share.
- ✓ Learn from practices that work and use lessons learned in delivering training and education.
- ✓ Intersperse military phrases and expressions into gender lessons to ensure gender is understood as a military topic.
- ✓ Include gender concepts and issues in other lessons, to mainstream gender throughout training and education.
- ✓ Venture outside of the military to draw from other experiences and resources (academia, NGOs, police, online sources, international standard setting institutions) in teaching gender.
- ✓ Create a network or community of practice to exchange expertise.

(5) EVALUATING GENDER TEACHING

EVALUATE WHETHER GENDER LEARNING OUTCOMES HAVE BEEN ACHIEVED:

- ✓ Develop a needs assessment so you have a baseline against which to measure achievement of gender learning outcomes.
- ✓ Use a set of diverse and complementary assessment methods and tools to evaluate whether gender learning outcomes have been achieved.

EVALUATE TEACHERS:

- ✓ Informally observe teaching and students in the classroom, if appropriate.
- ✓ Encourage self-assessment of teachers and peer review of lesson plans before each session.
- ✓ Include gender sensitivity as a criterion within the formal performance evaluation of all teachers

(6) INSTITUTIONAL PRACTICES TO SUPPORT GENDER EDUCATION

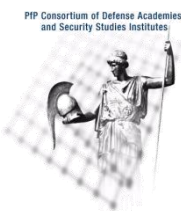
- ✓ Ensure that gender is integrated into all doctrines and that key leaders are engaged.
- ✓ Ensure that institutional policies that address gender training and education exist at all levels.
- ✓ Regularly publish articles on gender and the military highlighting the achievements that the institution has attained by integrating a gender perspective for public and academic use.
- ✓ Make gender sensitivity a criterion in job descriptions, recruitment, evaluation and promotion. Specifically, include gender in leadership criteria for promotions to motivate higher levels and higher ranks to undergo gender education.
- ✓ Ensure sufficient allocation of resources to gender training and education, in terms of time, personnel, and money.

(7) OTHER

- ✓ Start with gender training and education at the highest levels, emphasizing that this is not additional work but rather makes operations more effective.
- ✓ Let relevant branches know how you can support them in teaching gender (avoid a “watchdog” atmosphere).
- ✓ Gender is a cross cutting issue and has to be reflected in all branches. It needs to be integrated into all training and education.



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CHECKLIST FOR GENDER CURRICULUM REVIEW

The 16th meeting of the Security Sector Reform Working Group of the Partnership for Peace Consortium, hosted in Oberammergau from 17 to 20 July 2012 in collaboration with the Education Development Working Group and the NATO School Oberammergau, brought together experts on military education, gender training for the military and integrating gender in military operations.¹ They shared experiences and collectively identified good practices in teaching gender concepts and content to the military, and in employing gender-responsive teaching practices.

The best practices listed in this document span four broad aspects of curriculum review:

- (1) [Building faculty and trainers' gender expertise](#)
- (2) [Mainstreaming gender learning across the curricula](#)
- (3) [Teaching methods](#)
- (4) [Assessment, evaluation and validation](#)

(1) BUILDING FACULTY AND TRAINERS' GENDER EXPERTISE

- A. Assess faculty and trainer qualifications and skills with regard to gender.
- B. Implement an individualized faculty/trainer development plan to build gender expertise, which includes the following:
 - i. Enhancing teaching methods to ensure they are appropriate to facilitate gender learning
 - ii. Building gender competence, which may require the following:
 - a. Delivering a gender course for faculty/trainers appropriate to the level of instruction or certification (gender courses for faculty/trainer development can be based upon national policy, national law, UN Security Council Resolution 1325, international agreements, NATO Template for Pre-deployment Training, etc.)
 - b. Supporting integration of gender learning in the instructor's discipline
 - c. Building awareness of gender in the dynamics of the learning environment to ensure a respectful and non-discriminatory classroom
- C. Strive for gender balance among faculty and trainers.

¹ For the after action report of this workshop, see <http://dcaf.ch/Event/PFPC-Workshop-on-Teaching-Gender-to-the-Military>.

(2) MAINSTREAMING GENDER LEARNING ACROSS THE CURRICULA

- A. Ensure addressing gender issues is a guiding principle of the curriculum.
- B. Review each program/course purpose, description, goals and objectives for gender responsiveness, including integration of:
 - i. Gender issues as content and exercises
 - ii. Learning experiences supportive of gender-sensitive perspectives, attitudes and competencies
 - iii. Gender sensitive language, images, writings, and processes within the curriculum (e.g., he/she in English language, photos of females and males, female and male speakers, male and female authors, female and male perspectives, etc.)
- C. Teaching materials should be aligned with institutional policies (e.g. NATO Bi-Strategic Directive 40-1), national policy and law, as well as international standards (e.g. UN Security Council Resolution 1325, *Convention on the Elimination of All Forms of Discrimination Against Women*) as concerns equal opportunities, gender equality and gender perspectives.

(3) TEACHING METHODS

- A. Assure the course/program contains teaching methods that are transformative regarding gender sensitivity and learning.
- B. Teaching methods should address both cognitive and affective domains.

(4) ASSESSMENT, EVALUATION AND VALIDATION

- A. Assure exams or other assessments throughout the course/program occurring in the learning process are not gender biased.
- B. Implement formative (evaluation during and throughout the learning course/ program) and summative (final evaluation at end of course/program) assessment strategies for gender learning, to include gender awareness self-assessment; triangulation of learner, instructor, and supervisor regarding learning gender awareness, etc.
- C. Establish validation time line and process.