



## CHECKLIST FOR GENDER CURRICULUM REVIEW

The 16<sup>th</sup> 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.<sup>1</sup> 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.

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<sup>1</sup> 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.