

Curriculum

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| To be reviewed by <i>February 2021</i> | Activity number 41 | Integration of a Gender Perspective in CSDP | ECTS 1 |
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| <u>Target audience</u> The target group is EU personnel (including Member State, EEAS and mission and operations staff), both civilian and military, who want to improve their capacity to integrate a gender perspective in the context of CSDP missions and operations. The course is open to third countries. | <u>Aim</u> The aim of the course is to provide EU-level personnel with the necessary knowledge, tools and skills to integrate a gender perspective to their day-to-day work. More specifically, by the end of the course, the participants are expected to be able to apply a gender perspective in a CSDP missions and operations context. |
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| Learning outcomes | Knowledge | <ul style="list-style-type: none"> Define the concept of gender Give examples of gender inequalities Give examples of gender-specific security needs Give examples of the universality of gender equality aspirations Explain how to conduct a basic gender analysis Explain what a gender perspective is and how it is applied in CSDP: provide arguments for why a gender perspective is of relevance to CSDP Explain what is meant by gender structures and gender relations Name the main focus areas of the women, peace and security agenda and give examples of key policy commitments on women, peace and security (WPS) Explain how gender analysis and the systematic integration of a gender perspective relate to EU policy on WPS Identify existing EU policy commitments regarding gender integration and explain how they can be translated into concrete strategies within the context of CSDP Retell, in simple words, the meaning of gender mainstreaming Give examples of the integration of a gender perspective in CSDP missions and operations |
| | Skills | <ul style="list-style-type: none"> Demonstrate how to integrate a gender perspective in a CSDP missions and operations context Conduct a basic gender analysis |
| | Competences | <ul style="list-style-type: none"> Assess how basic gender integration can be done and apply it in one's own work |

Evaluation and verification of learning outcomes

The course is evaluated according to the Kirkpatrick model: it makes use of *level 1 evaluation (based on participants' satisfaction with the course)*.

In order to complete the course, participants have to accomplish all learning objectives, which are evaluated based on their active contribution in the residential module, including the syndicate session and practical activities, as well as on their completion of the eLearning phases: course participants finalise the autonomous knowledge units (AKUs) and pass the tests (*mandatory*), scoring at least 80 % in the incorporated out-test/quiz. Active observation by the course director/lead instructor and a feedback questionnaire filled in by course participants at the end of the course are also used.

However, no formal verification of learning outcomes is foreseen; the proposed European credit transfer system (ECTS) score is based on participants' workload only.

| Course structure | | |
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| Main Topic | Recommended Working Hours (of which eLearning) | Contents |
| Different security needs | 2 | <ul style="list-style-type: none"> The reasons for integrating a gender perspective in mission work Different security needs based on gender dynamics Group work and student presentations |
| Conceptual framework | 3 | <ul style="list-style-type: none"> Gender structures and the concept of gender |
| The overall policy framework | 2 (1) | <ul style="list-style-type: none"> The policy framework related to gender integration |
| Key EU policy commitments | 2 (1) | <ul style="list-style-type: none"> The EU policy framework related to gender and WPS in CSDP |
| Gender analysis | 2 | <ul style="list-style-type: none"> The practical tools for integration of gender perspective |
| The meaning of gender mainstreaming | 1 | <ul style="list-style-type: none"> Exercise on formulating the meaning of gender mainstreaming |
| Gender integration in CSDP | 8 (4) | <ul style="list-style-type: none"> The gender architecture in CSDP Gender in planning and reporting processes in CSDP Group work to practice knowledge and tools gained in previous sessions on concrete cases |
| Metacognition | 2 | <ul style="list-style-type: none"> Knowledge retention and self-reflection on learning processes |
| TOTAL | 22 (6) | |

| Materials | |
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| <p><i>Essential eLearning:</i> AKU 6 CSDP decision-shaping/making AKU 11A Gender and UNSCR 1325</p> <p><i>Recommended study on a voluntary basis:</i> AKU 2 on the European Global Strategy AKU 4 CSDP crisis management structures and chain of command</p> <p>- Supplementary materials and documents provided/suggested by course director.</p> <p>- Civilian Operations Commander, Operational Guidelines for Mission Management and Staff on Gender Mainstreaming, EEAS(2018)747</p> <p>- Council conclusions on Women, Peace and Security (WPS) and annex EU Strategic Approach to WPS (15086/18)</p> <p>- Global Strategy for the EU's Foreign and Security Policy (July 2016)</p> <p>- Council conclusions on the Integrated Approach to External Conflicts and Crises (22 January 2018, doc. 5413/18)</p> | <p><u>Additional information</u></p> <p>A pre-course questionnaire on previous knowledge, training needs and learning expectations, along with a briefing topic from the specific area of expertise, may be used.</p> <p>The course methodology will be learner-centred, supporting participants' awareness of their own learning. There will be a self-reflection on the learning process at the end of each day with a follow-up the next day provided by the course director.</p> <p>All course participants have to prepare for the residential module by completing the relevant eLearning preparatory phase, which is mandatory.</p> <p>The materials proposed for supplementary study (eLearning) will reflect current developments in the field of relevant EU policies in general and on gender integration in CSDP in particular. Mandates of CSDP mission/operations and/or Commission programmes will be included where relevant, as well as other related documents from the EEAS, the Council Secretariat and the Commission.</p> <p>In order to facilitate discussion between course participants and trainers/experts/guest speakers, the Chatham House Rule is used during the residential module: '<i>participants in the course are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed</i>'.</p> |