



ENTRi
EUROPE'S NEW TRAINING INITIATIVE FOR CIVILIAN CRISIS MANAGEMENT

Course Concept*
for the
SPECIALISATION COURSE ON:

LEADERSHIP & GENDER: PRINCIPLES & PARTICULARITIES

* This Course Concept, based on the proposal drafted by Folke Bernadotte Adacemy - FBA, has been approved by the ENTRi partners in December 2011.

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I. INTRODUCTION

Although there is abundance of available leadership trainings of all kinds and lengths out there, few of them examine leadership as a gendered concept. Yet, it is known today that gender influences leadership and female and male leaders therefore both experience their leadership differently and are evaluated on different basis. Simply being a woman can be enough not to be seen as being leadership material. This applies equally among internationals and in the host society.

Armed conflict affects women and men, boys and girls differently. While men are often killed in greater numbers as a direct consequence of conflict, women die more often as indirect consequences of conflict. Differences in access to the public sphere, access to power and to resources between men and women often leave women without the same opportunities to voice their needs. It is important that international operations aimed at restoring peace and stability understand gendered differences like these, and that they take into consideration the needs of the entire population. Understanding gendered differences and promoting gender equality is the professional responsibility of international mission staff.

II. TARGET GROUP

The central target group of the course is already deployed or soon to be deployed mission members who have or aim to have leadership positions. The assumption of the applicants is that they will be varied in earlier leadership as well as gender training and experience. FBA has thus planned the course with a starting point at a fairly basic level.

III. OVERALL OBJECTIVES

A. Course aim

Pro primo, the course puts great emphasis on that becoming a better leader requires both systematic and critical self-reflection. *Ideally, course participants dedicated to becoming better leaders will adopt this idea and continue the practice of self reflection as an effective means of enhancing one's professional development.* As the course introduces leadership theories and skills, self-reflection will be practiced throughout to relate that knowledge to one's own leadership performance.

Pro secundo, including a gender perspective in all aspects of peace operations is often seen as a means to increase social justice. Although this is true, it is important to realise that promoting gender equality goes much further than that. It is in fact an indirect method for

long term reduction of violence between the state or other actors. In other words gender equality leads to increased international stability, which is the ultimate goal for peace operations. *This course aims at giving the participants the necessary knowledge and skills to affect the gender landscape positively – internally or externally in relation to the mission activities – by including a gender perspective in their leadership.*

B. Learning objectives

As listed in the programme

C. Methodology

According to the FBA pedagogical approach, the L&G training course uses highly *inter-active* learning methods. Inter-activity will ensure that participants get to share and learn from each other, and also to ask trainers questions which they consider to be highly relevant. Although interactive methods require more time, the impact of such methods is known to be greater.

The ambition of the L&G course is that *participants will either engage in an initial discussion or an exercise, even before theory is presented in plenum*, a modified version of Problem Based Learning. This order is a conscious choice, as for most adult learners theory and reason “sink in better” when they follow a personal experience and need for a given knowhow. This approach also gives participant a better position to challenge the theory. Mentors and external trainers are asked to make a careful selection of what theory to include in each session to reach the learning objectives listed under each day. The course has a definite aim not to limit itself to providing new knowledge, but also to improve skills.

Participants will be seated in groups of five or six people, each such group having its own *mentor* facilitating discussions and giving feedback. This arrangement will allow both maximum engagement by participants in discussions and also *individual feedback* after exercises to each participant. Still, it is an effective way of managing valuable time in a five day course with an ambitious agenda.

Following an exercise and theory, participants will keep a *learning diary*, where they reflect on what they have learned in the class room and compare with their own real life work as leaders (or by envisaging themselves in a leadership position they are striving for). The use

of learning diaries will ensure that every participant will link the newly acquired knowhow personally to themselves. The formulation of individual action plans as part of the training course, is up to debate with partners and mentors.

IV. GENERAL BACKGROUND

Sweden sees itself as an advocate for women's rights and equality. FBA as a state institution is responsible for implementing the UNSCR 1325 as described in Sweden's National Action Plan for the implementation of the UNSCR 1325. Since 200X FBA has a permanent position of a Gender and UNSCR 1325 Project Leader, who has the responsibility to plan and direct the L&G course. As this course is run for the 3rd time in autumn 2011, it can be considered a permanent course in the FBA course catalogue and is one part of the efforts of the FBA to implement the 1325 NAP.

When civilian peace operations recruit personnel for field positions, they often put the main focus on the functional expertise required for sector areas like Human Rights, Rule of Law and security sector reform. As a consequence, many civilians who end up in leadership positions in field offices as well as in different departments on country level neither have the necessarily leadership training nor relevant leadership experience. The L&G training course offers a forum for developing leadership skills.

During the last decade, gender issues have rightfully gained an increasingly important role in peace operations. However, misperceptions reign of what is meant by gender in the first place (often wrongly been equalised to women, as opposed to the complexity of interdependent social relations between men and women) and how gender is relevant in the context of peace operations. This easily leads to the fact that mission personnel fail to see how promoting gender equality is a link to increasing international stability. Common misperceptions related to gender work among international peace builders include the following:

- “although gender is important, security comes first, and gender issues ought to wait until things have stabilized”
- “the IC should respect, not change local traditions”
- “putting specific emphasis on women will discriminate men, and therefore constitutes unfair and unequal treatment”
- “there is a Gender Expert in the mission to do the gender job”.

In 2000 the UN Security Council adopted resolution 1325 on Women, Peace and Security to address both the specific needs of and the wanted contribution by women in preventing and managing conflict as well as in building a post-conflict society. The above mentioned misperceptions, however, lead to the fact that missions fail to contribute to the implementation of UNSCR 1325. It is seen to be of utmost importance to get the message through to mission personnel holding positions as leaders of others, in order to get the desired change to take place. Although it is rarely explicitly stated in Terms of Reference, leaders of today are expected to have solid gender awareness. The L&G training course promotes gender awareness as an essential part of leadership of today.

V. MODULES AND SUBJECT AREAS

The course is not built based on modules, but below are the central subject areas:

- How does gender equality contribute to stability?

(Knowledge or cognitive objective)

- What am I expected to do gender wise, in my role as a leader?

(Attitude or affective objective)

- How can I - in my role as a leader within a peace operation - promote gender equality both in the host society that I serve and within the mission itself?

(Concrete skill or psychomotor objective)

- i. How does leadership in a peace mission differ from leadership at home?
- ii. Since when, why and how is gender awareness relevant in peace operations?
- iii. What are the expectations gender wise of a leader in peace operations?
- iv. What is the basic idea and benefit of transformational leadership?
- v. How can I set goals that are challenging, yet attainable and in line with the mandate?
- vi. How can I help my team develop into a high performing team?
- vii. How can I give my colleagues feedback and motivate them further?
- viii. When do I need and how do I do a simple gender analysis?
- ix. What does gender mainstreaming mean in plain language?
- x. How do I mainstream gender in the activities I am responsible for?
- xi. How do deal with the stress caused by my role as a leader of others?