

Steering Committee Workshop

**JOINT CANADA-US GENDER SENSITIZATION TRAINING
INITIATIVE FOR CIVILIAN AND MILITARY PARTICIPANTS OF
PEACE OPERATIONS**

FINAL REPORT

**16-17 September 1998
Paterson House
500 Wilbrod
Ottawa**

Dept. of Foreign Affairs
Min. des Affaires étrangères

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Also available is the "Reading Kit" from the Steering Committee Workshop which includes documentation from First Bilateral Officials Meeting (Briefing on the Conclusions Draw and Projected Plan of Work - Agenda - Points of Reference).

INTRODUCTION

Background:

The genesis of the initiative is a Canada-US agreement reached during Secretary of State Albright's visit to Minister Axworthy in March 1998 on developing a joint gender sensitization training curriculum for civilian and military participants in peace operations.

In May 1998, the Department of Foreign Affairs and International Trade (DFAIT) hosted a bilateral meeting of officials with the United States to discuss the parameters of the initiative, which included questions of scope, substance, process, roles and responsibilities, and a work calendar. After the May meeting, a Steering Committee was established which included policymakers, military and gender experts in peace operation issues and field activities.

The purpose of the September 1998 Steering Committee workshop was to develop the formal and substantive aspects of delivery, and establish the parameters and requirements of the training that will be submitted to the implementing agent. The Steering Committee was also tasked with establishing the initiative's theoretical framework and to engage in questions of pedagogy and curriculum content.

The Lester B. Pearson Canadian International Peacekeeping Training Centre (PPC) was invited to make a presentation of their capabilities in implementing the initiative. This session gave the Steering Committee the opportunity to outline the initiative's genesis, and its aims and objectives to the PPC. It also allowed for a discussion to clarify terms and approach and field questions. Pursuant to this discussion, the Steering Committee agreed to retain the PPC.

In this regard, after the workshop, the Steering Committee produced "Terms of Reference" (TOR) to guide the implementing agent's development of a proposal. The TOR specified expectations with respect to delivery; suggested clientele, methodology and content; and gave clear direction on the parameters of the curriculum. The TOR also requested that the PPC provide an inventory of already existing initiatives, programs, and curricula and contextualize this initiative within this framework.

At the end of October, designated members of the Steering Committee were expected to participate in a Course Design Conference (CDC) with PPC representatives. Over a three day period, participants would have further developed the aim, scope and structure of the training; identified resources including literature and background materials; established the length of the training; and discussed evaluation criteria. However, constraints kept officials from attending and the PPC held a CDC with NGO resources alone.

According to the initial plan, after the CDC the PPC would have developed a workplan which specified tasks, responsibilities, staff requirements, level of effort, deadlines and a budget. The proposal was also to include an outline of both training methodology and content. The proposal would then have been subject to the approval of the Steering Committee in early December in Washington. Instead, the PPC had proceeded to develop a first draft of a proposal. This draft is now expected to be discussed in January 1999 at the

next Steering Committee meeting in Washington. Comments received at that time will be integrated into a detailed proposal, as originally foreseen and will be submitted for final approval.

Record of the Discussion:

The report has two main purposes: first, to serve as a record of the workshop; second, to serve as a resource for the implementing agent, in this case and at this stage, the Lester B. Pearson Canadian International Peacekeeping Training Centre (PPC).

In light of its dual purpose, the report was written as a synthesis of the analysis of various issues as well as a record of the breadth of the discussion. Therefore the report reflects presentations as well as general conclusions and agreements. The report also includes specific instructions for the implementing agent, as well as Steering Committee recommendations on future steps and institutional and attitudinal supports necessary to make this initiative successful. Finally, the report also contains a workplan for the Steering Committee and the PPC for the next few months.

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**JOINT CANADA-US GENDER SENSITIZATION TRAINING
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STEERING COMMITTEE WORKSHOP

16-17 SEPTEMBER 1998

EXECUTIVE SUMMARY

AGREED CONCLUSIONS

The goal of the initiative is to integrate a gender perspective into peacekeeping operations. Specifically, the initiative endeavours to enhance awareness of gender issues, and ensure that participants will possess the ability to employ gender as an analytic method when in the field. This will be pursued through the development of a training curriculum.

Through this effort the initiative seeks to convey to participants that "gender" is not a problem but a means of improving the effectiveness of the delivery of peace operations.

The definitions offered by the "Points of Reference" from the May 1998 meeting will be conveyed to the implementing agent as reflective of the Steering Committee's understanding of basic operational terms such as gender and peace operations and shall be reflected in the curriculum itself.

In the context of this initiative, the application of gender to peace operations will not be limited to the investigation women's participation nor to attempts to increase their participation. The initiative's objectives also include moving beyond understanding women solely as victims of conflict and instead reflecting the diversity of gender differentiated experiences.

The title of the initiative may imply an objective of behaviour modification, but this initiative is part of a larger process of understanding the relationship between gender issues and peacebuilding. This initiative is about rethinking program and policy from a gendered perspective, not just modifying behaviour, although changed attitudes and behaviours may be a by-product of the initiative. Specifically, this initiative aims to enable civilian and military personnel to develop and examine peace operations in a different way.

The course will focus on leaders and decisionmakers at the middle to senior management levels across the field of functions in peace operations, including military, election observation and development. The Steering Committee will explore means of tapping into other organizational levels so that the training is reinforced.

At this stage the Steering Committee has decided to proceed with the Lester B. Pearson Canadian International Peacekeeping Training Centre (PPC) as the implementing agent to develop the gender sensitization course.

The Steering Committee will not be used as the group of experts to provide the substance of the course but as a resource for direction. For example, members could provide names of resource people to assist in curriculum development, but not provide the expertise themselves. The PPC will have access to designated Steering Committee members to ensure that the PPC understands all of the dimensions of the training initiative and its objectives.

In order to reach senior levels without their members' direct participation in the course, it was suggested that the PPC develop a marketing tool, perhaps a five page document outlining the rationale of the project. The objective of this tool is to reinforce the sense that this initiative is necessary, that this issue should be taken serious by those in positions of leadership, and to challenge the trickling down of attitudes that are contrary to those imparted by the training.

Designated members of the Steering Committee were identified to participate in a Course Design Conference with PPC representatives. Over a three day period participants would among other things, further develop the aim, scope and structure of the training; identify resources including literature and background materials; establish the length of the training; and discuss evaluation criteria.

Aware that there must be institutional and attitudinal supports for successful application of the training course, at the next Steering Committee meetings members will proceed with the development of a "call to action". It was recognized that the success of this initiative and its broader objectives, specifically the integration of a gender dimension into peace operations, requires support and resources for its successful implementation. This includes the support of leaders from a range of institutions including government organizations and agencies and the UN system.

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Rapporteur's Report

I. Introduction

1. The session opened with welcomes and introductions. The Steering Committee briefly reviewed the genesis of the initiative as well as the outcome of the May meeting of officials. There was a recognition that the 'old rules' of engagement in peacekeeping no longer work in the post-Cold War era, and of the need to integrate a gender analysis and awareness into peace operations at all levels, including policy development, planning and implementation. This initiative is part of a larger project of "rethinking peacekeeping".

II. Objective of Steering Committee Workshop

2. The Steering Committee met in Ottawa to layout the parameters for the curriculum, as well as discuss some elements of content.

3. The Workshop had three objectives with respect to output:

- i) learning objectives;
- ii) content themes;
- iii) process/methodology;

4. The output was amended to reflect an additional item for discussion:

iv) bureaucratic processes, including logistics, contract negotiations and funding mechanisms and identification of clientele.

III. Context and Definitions: Gender and Peace Operations

5. Participants then discussed operational definitions. It was agreed that the definitions offered by the "Points of Reference" (POR) document from the May meeting were a useful starting point for discussion. Moreover, it was agreed that the definitions in the POR be conveyed to the implementing agent as reflective of the Steering Committee's understanding of these terms as well as part of the curriculum.

6. A discussion on the dynamic character of gender analysis was led by Kirsten Mlacak. To summarize, gender is understood as a lens which allows for the investigation of the socially

constructed roles and responsibilities of women and men and the relationships between the two. These roles and relationships differ across culture, time and intersect with other variables including age, ethnicity, race and sex orientation.

7. It was agreed that the term gender is not synonymous or interchangeable with women, but it was acknowledged that gender can obscure women from view. While this is problematic, the advantage of using gender as a tool of analysis is that it places people within their socially constructed realities. At the same time, gender analysis is a flexible lens so that investigation can focus specifically on women.

8. It was agreed that the application of gender analysis to peace operations not be limited to the investigation of the participation of women nor to attempts to increase their participation. Curriculum objectives include challenging the privileged understanding that women are solely victims of conflict, and instead reflect the diversity of experience. In conceiving of peace operations as a continuum and a multidimensional process, gender analysis challenges singular notions of women's experience, locates them as autonomous agents and uncovers the structural and attitudinal barriers and relationships that circumscribe their agency. The example of Northern Ireland could be used to illustrate this particular issue, though other case studies will be used throughout the course.

9. In assisting the implementing agent in unpacking from a gendered perspective the assumptions about women and women's agency in the context of peace operations, it was suggested that the course deal with some of the questions listed below. Specifically, who is being reintegrated into post-conflict societies and how? Who benefits from demobilization, demilitarization, and re-integration programs (DDR)? Who has access to resources? Who has the authority and resources to engage in peace negotiations? Who benefits from the new peace? Whose definition of peace is being used to reconstruct post conflict society? Are there different definitions of peace dependent upon sex or gender? It should be noted that feminist articulations of peace often include the notion of economic autonomy as well as freedom from gender-based violence.

10. There was consensus that while the title of the initiative may imply an objective of behaviour modification, this initiative is part of a larger process of gender and peacebuilding. This initiative is about rethinking program and policy from a gendered perspective, not just modifying behaviour, although changed attitudes and behaviours may be a by-product of the initiative. Specifically, this initiative aims to enable civilian and military personnel to develop and examine peace operations in a different way.

IV. Peace Operations: Definition

11. Lt. Col. Stephen Moffat led a discussion on peace operations. The Steering Committee agreed that the training course must look at peace operations as a dynamic process, not simply as a function. Classical peacekeeping operations were governed by certain principles, including neutrality, and comprised narrow mandates. In the late 1980s

peacekeepers increasingly found themselves engaged in the theatre in a growing number of projects and activities. In the 1990s, peace operations have become increasingly complex, multifunctional and multidimensional missions, often comprising a humanitarian component, as well as addressing intrastate conflicts and sources of conflict.

12. Given this new set of circumstances, peace operations are now expected to take a holistic approach with peacemaking, peacekeeping, peace enforcement and peacebuilding initiatives often occurring simultaneously. At the same time, the military dimension of peace operations is recognized as one tool among many in conflict resolution processes.

13. In the past, gender issues and analysis have not been considered in the mandates and operations of peacekeeping missions. It was agreed that the integration of gender dimensions into all activities, at all stages, from planning to implementation, will make peace operations better.

V. The Challenge: Integrating Gender into Peace Operations

14. Professor Sandra Whitworth presented some of her research on gender and peacekeeping referring specifically to the United Nations Transitional Authority in Cambodia (UNTAC). Further information and detail can be found in her article, which was part of the reference package provided to workshop participants.¹

15. Feminist scholars often represent or articulate views and arguments that are rarely considered by the peacekeeping or security communities. Therefore, this literature should be considered in the development of the course materials. Moreover, since this literature is not usually intended to reach the clientele expected for this type of training, participants should be expected to "stretch" in order to make this feminist literature, as well as its insights and arguments relevant for themselves and their activities.

16. The case for integrating gender into peace operations is compelling, and as Whitworth argued, its relevance is more than operational. The undertaking of peace operations with little consideration of gender, leads to a number of gender specific consequences, which vary according to time, culture and place. In the case of UNTAC, these included a dramatic increase in prostitution, the spread of HIV/AIDS, the phenomenon of "fake" marriages and the economic dislocation of Cambodian women.

17. It is also important to employ a gendered lens at the level of motivation. In exploring the reasons for the increase in the level of prostitution and incidents of sexual assault during UNTAC, two possible answers can be elicited. Moreover each answer yields differing

¹ Sandra Whitworth, "Gender, Race and the Politics of Peacekeeping", *A Future for Peacekeeping?*, Edward Moxon-Browne, Editor. London: Macmillan Press, Ltd., 1998. pp. 176-191.

interpretations of these events and the subsequent impact of the gender sensitization initiative. First, the 'essentialist' view holds assumptions that the highly sexualized and aggressive behaviour displayed in Cambodia is innate to men. Therefore, essentialists would argue that gender sensitization training would be ineffective or misplaced. A second view is that these consequences are only one expression of masculinity, and behaviours which result in sexual harassment and assault are either ignored or often times rewarded and considered as one ideal of militarized masculinity. In other words, certain masculinities are privileged within the military and are applauded. The task therefore is to engage in a "rethinking of masculinity" as well as a "rethinking of peacekeeping".

18. Lt. Col. Mark Jagoe spoke on the issue of the context of peace operations. He cautioned that the initiative be developed with practical experience in mind. Second, this initiative should be sensitive to differing cultural and religious interpretations of gender and women's rights within the peace operations themselves, and in recipient countries.

19. In addressing the subject that peacekeepers need to be culturally sensitive, it was suggested that assistance in identifying cultural cues is often available, and therefore can be obtained, from the foreign business press in the recipient countries. They often have this information at their disposal, particularly with respect to customs and cultural sensitivities.

20. Since external actors are taken from a variety of countries - with varying cultural identities - discussion centred on what was expected from actors involved in peace operations. The Steering Committee discussed existing standards to which peace operations personnel are expected to adhere. Discussion also focused on the potential for conflict when culturally specific ideas about comportment and acceptable behaviours are not in synch with those held internationally.

21. A caution was also given that the recipient countries not be rendered static. The post-conflict environment is subject to tensions and stresses that external actors may be unable to identify. Therefore, it was agreed that the training should provide for flexibility. The situation on the field should inform the approach and personnel need to be equipped with specific tools for a variety of situations. Standardized training cannot be universally applied and the training needs to impart the notion that all situations are culturally and temporally specific. The constant is the applicability of the analysis.

VI. Leadership

22. It was agreed that accountability is key to the effectiveness of the training. Therefore the involvement of a wide range of leaders is essential. In highly sensitive settings, the training initiatives that succeed are the ones where those in positions of authority claim that it is important for all. i.e. modelling leadership.

23. One of the benefits of including those in middle to senior positions of leadership, is that the issue of discipline would be less subjective. Instead discipline for misconduct should be

standardized and uniformly applied. i.e. one troop leader may dismiss a soldier for misconduct while another leader may not see it as a problem.

24. It was suggested that the initiative explore the possibility of encouraging those in leadership positions to accept accountability. This could be achieved through a set of principles.

VII. Gender Training in UNICEF

25. Nigel Fisher spoke on the subject of UNICEF strategies to deal with gender inequalities and differences in peacekeeping, and identified their strengths and weaknesses. Fisher pointed out that the Graça Machel study on the "Impact of Armed Conflict on Children" raised issues of gender and children in armed conflict, and emphasized the need for a separate study on gender.

26. In short: In June 1998, UNICEF called a meeting of agencies, NGOs, governments and trainers on gender and peacekeeping which dealt primarily with children's rights. A number of recommendations emerged from the meeting. They included: calling on contributing nations to train peacekeepers on norms and instruments of international law; calling for the identification of universalities, i.e. common minimum age of conscription; calling for an examination of rules of engagement and if they are at cross purposes with covenants including CEDAW; a push for children's and gender issues to be specified in UN mandates; the engagement of women in peacekeeping operations; an examination of civilian police and military standards of conduct and if they match humanitarian organizations' codes; the establishment or improvement of stress management programs for peacekeepers; and the provision of more training to senior decisionmakers, trainers and the civilian and military components of peace operations.

27. Nigel Fisher agreed to provide Steering Committee members with materials from UN agencies, which will assist in the identification of agencies currently conducting gender training and trainers.

VIII. Lessons from Training

28. The Steering Committee discussed lessons learned from training programmes, particularly from USAID's experience as described by Margaret Lycette. Past training indicates that consciousness raising is an important element of training, but insufficient; that a one-shot approach to training is insufficient as a pedagogic method; that training should include substantive content, and that reliance upon experience sharing is inadequate; that participant mix is important, i.e. similar background and expertise; and that the training have real applicability to participants specific duties, responsibilities.

29. It was reiterated that high content and specialized training cannot stand alone, that there must be institutional and attitudinal supports at all echelons for its successful application.

IX. The Training: Form

30. In shaping the form of the training, the distinction was made between the goal, purpose and objective.

Goal: the integration of gender into peacekeeping operations. Specifically, the training will enhance awareness of gender issues, and participants will possess the ability to use gender as a lens when on the field. To convey to participants that "gender" is not a problem but a means of making peace operations better and more effective.

Purpose: to improve the effectiveness of delivery of peace operations.

Objective: to develop a training curriculum.

31. It was agreed that the training methodology not rely on lecture as its most dominant form, and include other learning methods such as case studies and role playing. The Steering Committee believes that role playing is an effective teaching method and suggested its inclusion as a significant part of the training.

32. The Steering Committee discussed whether there is a way for the training to be systematized, perhaps in video form so that it can be made accessible to all peacekeepers. Creating a video would increase the training's impact by having a visual component, and second it would address the operational difficulty of having all peacekeepers in the same place, at the same time.

X. The Training: Content

33. It was agreed that the course should fulfill two objectives: first, to impart concrete information and skills to participants; second, to impart a new view of peace operations.

34. Some of the themes and issues to be addressed in the course include:

- concepts and terminology of gender issues and peace operations;
- the changing role for peacekeepers and peace operations;
- the role of women in peace operations;
- understanding activities, context and impacts as gendered instead of gender neutral;
- illustration of the complexity of gendered burdens and consequences, including for example, gender-based persecution;

- the international norms which govern UN peace operations, as well as expectations and instruments which govern personnel behaviour, including the “Code of Conduct”;
- the issue of culture, including the cultures of participants in peace operations, and the culture(s) of recipient countries;
- recognition that gender equality work is being done on the field (local gender efforts such as challenging violence against women) and that peace operations personnel need to tap into these local networks;
- to identify local entry points, to counter the “can’t do anything in this culture” attitude;
- create flexible tools that will adapt to culturally specific arenas;
- the themes of universal conventions versus local ideas about issues including the age of consent and age of maturity;
- recognize that recipient countries are not static or fixed in their political, economic or social development, nor are they homogenous entities;
- recognize that societies into which peace operations move are war-torn and cognizant of fact that tensions may exist that may not be known at time of planning;
- sensitive to the dilemma that peace operations impose a western definition of democracy yet at the same time seeking domestic constituencies that may agree with these objectives and views;
- review and critique experiences that are illustrative of gender sensitivity and ungendered peace operations;
- gender issues within each topic, i.e. repatriation of refugees, reintegration of combatants;
- provide an inventory of resources and tools including analytical processes like critical analysis problem solving, questions to be asked when in the field and when developing a peace operation.

35. The training should also address an important question: why is this course important? This could be answered in a number of ways including as a means to improving peace operations, as a matter of social justice, and in conformity with international law and existing regulatory instruments.

36. Since peace operations consist of a wide variety of functions, including electoral

monitoring, human rights monitoring, and education, there is a need for modules of gender training to be integrated into already existing courses. At the same time, the curriculum should reflect that there is a "core" material that all participants should learn regardless of function. The PPC will be responsible for suggesting to form of the training. However, the product should be a training template that can be extended to other organizations. It was also suggested that the PPC be encouraged to integrate a gendered perspective into already existing courses.

37. The Steering Committee also agreed that this initiative be situated within a structure of different programs and projects, and that the PPC should scan what initiatives, programs, and curricula already exist.

XI. Clientele

38. It was agreed that the expected clientele represent the broad scope of actors involved in peace operations at the intermediate and senior levels. It was agreed that the Steering Committee should also explore means of tapping into other institutional levels so that the training is reinforced.

39. It was repeated throughout the two days that leadership support, including UN leadership, Special Representatives of the Secretary-General (SRSGs), Heads of Mission, as well as leaders in the field, is important to the success of the initiative. In order to tap into this level of clientele, without them necessarily participating in the course, it was suggested that the PPC develop a marketing tool which would explain why this course is necessary. The marketing tool could diminish the likelihood that leaders will shrug off responsibility for participating, serve as an educational tool, and stress the initiative's importance. Part of the objective in targeting those in leadership and informing them about the initiative is to challenge and/or diminish the probability that attitudes contrary to those imparted by the training would trickle down.

40. It was suggested that this tool could take the form of a document outlining the rationale of the project, detailing problems like the ones mentioned above, and stressing that participation not be conveyed as a burden but rather a means by which to improve peacekeeping.

XII. Evaluation/Monitoring

41. The issue of participant evaluation is recognized by the Steering Committee as an important aspect of the initiative. The issue of evaluating the success of the training was discussed, particularly how the implementing agent would evaluate the impact of training, and track peace operations? It was suggested that this aspect of the initiative be discussed later at the Course Design Conference.

XIII. Action Plan

42. There was some discussion over whether training was the best method to achieve the Steering Committee's broad objectives which are consistent with the Beijing Platform for Action (PFA). It was acknowledged that training is only part of the answer, and that there are other institutional requirements necessary to support the training and therefore achieve the broader objectives.

43. The Steering Committee also discussed the development of a "call to action" that would increase the effectiveness of the training. The success of this initiative and its broader objectives require commitments of support and resources from a range of institutional actors to allow for its successful implementation. This includes the support of leaders from a range of institutions including government organizations and agencies and the UN system. The 'call to action' will be on the agenda of the next Steering Committee meeting.

XIV. PPC Presentation

44. Ken Eyre and Dr. Diane Forestell presented the PPC's capabilities and their process of course development.

45. PPC courses generally comprise a precis, two or three readings, an outline of the course, a "Coles Notes" of sorts, a bibliography, and a central presentation or lecture which is usually multi-media in format. The participants also break into small group sessions where they discuss the readings, and conduct exercises. Exercises include, for example, "in my world" exchanges where participants evaluate whether their experiences either reinforce or are contrary to the course material. Other methods of teaching include the use of case studies.

46. The PPC methodology in developing a course curriculum is to hold a roundtable workshop to explore the issue and to establish what questions should be addressed by the training; to conduct research; to hold a review seminar and then to finally move to course development. This process generally takes six months to one full year. Given the time constraints in developing this training, the PPC suggested that a 3 day Course Design Conference be held in lieu of a roundtable.

47. In PPC terms a course is a standalone activity which imparts a focused body of knowledge, whereas a module is a teaching unit which can be dropped into another course. A typical module possesses substantive aspects of the course but not the theoretical framework. A standard PPC course runs for approximately 2 weeks and comprises 80 hours of instruction, and the training generally aims at intermediate and senior levels of civilian and military domains.

XV. Post PPC Discussion: Selection of PPC as Implementing Agent

48. Given the indication that it takes approximately six months to one year to develop a course, the group discussed the original timeline, whether there were politically motivated

deadlines that had to be met and whether the PPC could be granted more time than had originally been expected. (The original timeline had slotted the week of 08 March 1999 for the pilot's delivery.)

49. After some discussion and taking into consideration some operational difficulties including locating and securing the participation of field experts, and recognizing that engaging other implementing agents at this stage would set the initiative back further; the Steering Committee decided to seek some clarification from the PPC on a number of issues and then reconvene.

50. It was clarified that the Steering Committee would not be used as the group of experts to provide the substance of the course but as a resource for direction. For example, members could provide names of resource people rather than the expertise themselves. However, the PPC would have access to project managers, possibly two members of the Steering Committee to ensure that the PPC understands all of the dimensions of the training and its objectives.

51. The cost associated with the development of a standard training course which runs for 2 weeks is approximately \$20 000- \$30 000 to develop and \$34 000- \$ 40 000 to run. The fee for participants is approximately \$2 200 per person, not including travel costs to Halifax.

52. Some reservations about the PPC were expressed. These included some perceptions that the PPC underestimated the costs associated with developing a training. There were also some reservations regarding the PPC's expertise in gender. The benefits of retaining the PPC include its excellent international reputation, its experience in course development, and their ability to access the quality of clientele that this initiative merits. It was agreed that the project should proceed at this stage with the PPC as the implementing agent.

The Process

53. The Steering Committee agreed to draft Terms of Reference (TOR) for the PPC. The TOR will:

- a) render the Steering Committee's understanding of gender issues;
- b) specify expectations, including marketing tool;
- c) and not include "a call to action".

54. After receiving the TOR, the PPC will plan a Course Design Conference. Over a three day period, members of the Steering Committee will meet with PPC representatives, and:

- a) develop the aim, scope and structure (preliminary) of the training;
- b) develop the title of the training;
- c) discuss key elements of the course;
- d) establish the length of the training, as well as designate blocks of time for key curricula;

e) discuss possible evaluation criteria.

55. The Steering Committee representatives will provide guidance on resources, literature, background materials and expertise.

56. Participants at the CDC will include Dr. Diane Forestell, 2 or more members of the Steering Committee, including Ginette Saucier and Margaret Lycette, regional/NGO representatives, a representative from the military, and academics. It was suggested that Professor Cynthia Enloe of Clark University was a good candidate for academics. Margaret and Ginette will liaise on the CDC with the PPC.

57. After the CDC, the PPC will develop a detailed proposal which will outline the course as well as a budget. Upon the Steering Committee's acceptance of the proposal, a contract will be negotiated with the PPC.

XVII. Funding

58. Margaret and Ginette will liaise on contract negotiations with the PPC and funding arrangements in order to accommodate American and Canadian procurement and disbursement methods.

XVIII. Timeline

19 Oct. 1998	TOR finalized and handed over to PPC
27-29 Oct.	Course Design Conference
	PPC generates proposal
Mid Nov.	Steering Committee receives proposal laying out process that PPC will proceed with in order to develop course, indicate their needs, specify a workplan, and indicate their learning curve.
End Nov./early Dec.	Meeting (in US) to review CDC output (proposal), establish deadline for pilot, discuss mechanisms for monitoring and evaluation, finalize contracting issues.



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OTTAWA**

AGENDA

September 16, 1998

8:30 Welcome and Introductions

9:00 Objectives and Review of the Agenda

**9:45 Definitions: Peace Operations and Gender (a review of discussion from the First
Bilateral Officials Meeting, May 1998)**

10:15 Coffee

10:30 Stating the Challenge:

**(1) Identification of the issues: why and how is gender a relevant variable in peace
operations?**

What is the peace operations context?

**(2) Identification of strategies used to date to work with gender inequalities and
differences in peace operations**

(3) Strengths and weaknesses of these strategies

12:30 Lunch

**13:45 Meeting the Challenge through Training: Issues raised by past gender
training initiatives**

15:15 Coffee

17:00 End

September 17, 1998

- 8:30 Review of the previous day
- 9:00 Building the Key Points in the Curriculum:
Learning objectives, substance/content, methodology/process.
- 10:30 Coffee
- 10:45 Presentation by the Lester B. Pearson Canadian International Peacekeeping Training
Centre (PPC)
- 11:45 Closed door discussion on implementing agency
- 12:30 Lunch
- 13:00 Other issues associated with the Curriculum:
Evaluation/Monitoring of the Course, Clientele.
- 14:15 Coffee (if appropriate)
- 14:30 Wrap-up, Next Steps and Conclusion
- 15:30 End of Workshop (or, if required, final discussion)

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STEERING COMMITTEE WORKSHOP

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