

SADSEM

Southern African Defence & Security Management Network

A gender review of SADSEM's academic programmes on defence and security



Edited proceedings of a workshop held at the
University of the Witwatersrand on 18 – 19 June 2013



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development and
the rule of law

SADSEM

Southern African Defence & Security Management Network

The Southern African Defence and Security Management (SADSEM) Network offers common programmes at tertiary education institutions to contribute to democratic management of defence and security in Southern Africa, and to strengthen peace and cooperative security. Visit us at: www.sadsem.org



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We would like to thank all workshop participants for sharing their experiences and providing input for this workshop report.

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ACRONYMS

CSS	Centre for Security Studies
CDSM	Centre for Defence and Security Management
CSIS	Centre for Strategic and International Studies
DCAF	Geneva Centre for the Democratic Control of Armed Forces
MDG	Millennium Development Goal no 3
RPTC	Regional Peacekeeping Training Centre
SADSEM	Southern Africa Defence and Security Management Network
SADC	Southern Africa Development Community
SIPO	Strategic Indicative Plan for the Organ on Peace, Defence and Security Cooperation
RPTC	Regional Peacekeeping Training Centre
UNAM	University of Namibia
ZPSP	Zimbabwe Peace and Security Programme

SADSEM NETWORK PARTNERS

ANGOLA	Centro de Estudos Estratégicos de Angola (CEEAA)
BOTSWANA	Centre for Strategic Studies (CSS), Department of Political and Administrative Studies, University of Botswana
MALAWI	Defence and Security Management Project, Centre for Security Studies, Mzuzu University, Malawi
MOZAMBIQUE	Defence and Security Management Project, Centre for African Studies, Eduardo Mondlane University, Mozambique
NAMIBIA	Defence and Security Management Project, Department of Political and Administrative Studies, University of Namibia
SOUTH AFRICA	Centre for Defence and Security Management (CDSM), University of the Witwatersrand
TANZANIA	Defence and Security Management Subcentre, Centre for Foreign Relations (CFR), Tanzania
ZAMBIA	Defence and Security Project, Department of History, University of Zambia
ZIMBABWE	Defence and Security Management Project, Centre for Defence Studies (UZ-CDS), Department of History, University of Zimbabwe

INTRODUCTION

On 18–19 June 2013, the Centre for Defence and Security Management (CDSM) at the University of the Witwatersrand in Johannesburg, South Africa, hosted a workshop aimed at reviewing the gender components of academic programmes on defence and security offered by members of the Southern African Defence and Security Management (SADSEM) network. It was attended by representatives of SADSEM member institutions in Angola, Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa, Zambia and Zimbabwe; participants from and representatives of the sponsoring partner, the Geneva Centre for Democratic Control of Armed Forces (DCAF); and academics and other experts on gender and defence/security training and education in southern Africa (the participants are listed in Annex 1).

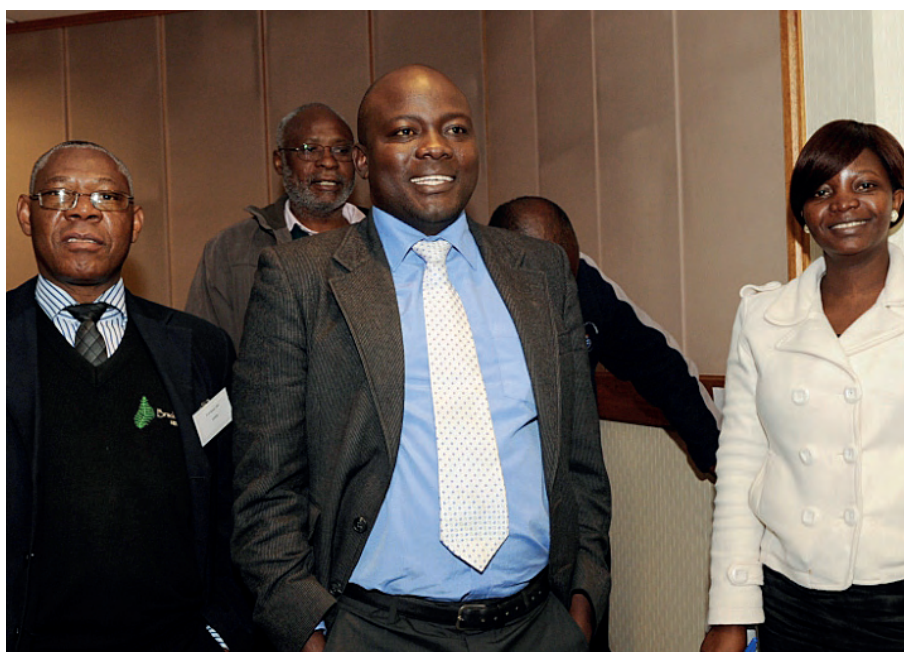
More specifically, the workshop was aimed at considering the draft findings of a gender curriculum review of postgraduate diplomas offered by two SADSEM member institutions; gaining and sharing knowledge on the integration of gender into academic programmes on security and defence; and exchanging lessons learnt about incorporating gender into SADSEM's education and training programmes.

To this end, DCAF was asked to conduct gender reviews of the University of the Witwatersrand's Postgraduate Diploma

in Management in the Field of Security, and the University of Namibia's Postgraduate Diploma in Strategic and Security Studies, which were presented to the workshop.

The workshop formed part of an ongoing Gender Training and Education Capacity Development Project pursuant to the SADSEM--DCAF 2010 Memorandum of Understanding. It comprised the following sessions:

- Presentations by representatives of SADSEM member institutions on current efforts to integrate gender into their security and defence education and training.
- A conceptual overview of gender, security and defence.
- A presentation on men, masculinities and security/defence.
- A presentation on practical experiences of integrating gender into security/defence education and training.
- An overview of methods for reviewing gender curricula.
- A gender review of the University of the Witwatersrand's Postgraduate Diploma in Management in the Field of Security.
- A gender review of the University of Namibia's Postgraduate Diploma in Strategic and Security Studies.
- A concluding session on lessons learnt, and the way forward.



OPENING SESSION



Brigadier-General Mischek Chirwa (rtd),
Centre for Security Studies, Mzuzu University, Malawi

Brigadier-General Mischek Chirwa (rtd), co-ordinator of the SADSEM network, welcomed participants to the workshop, which, he said, presented them with a valuable opportunity to ensure that SADSEM's academic programmes were more gender-sensitive. He thanked DCAF for its continued support, and the University of the Witwatersrand for hosting the workshop.



Professor Anthoni Van Nieuwkerk, Centre for Defence and Security Management, University of the Witwatersrand

Professor Van Nieuwkerk welcomed the participants to the Wits Management Campus, and extended his thanks to the workshop organisers. He remarked that DCAF was more than a donor to SADSEM, amounting to a full-time partner in defence and security-related work. Commenting on the workshop's theme, he drew participants' attention to the findings of an assessment by Jesi Chipita and Joyce Malaba

of progress made by SADC in implementing Millennium Development Goal Three (MDG 3) on gender equality and the empowerment of women. They had found that patriarchy remained deeply embedded in the region, resulting in the perpetuation of gender stereotypes that impacted negatively on women in all spheres of life. Moreover, even though gender parity had been reached in primary education, a profound gender imbalance remained in secondary and tertiary education. Arguably, the continued gender inequalities in tertiary education contributed to persistent gender inequalities in the economic and political spheres and the preponderance of women in inferior and poorly paid economic sectors, including the informal sector.

He concurred with a comment by Cyril Obi in his foreword to Professor Cheryl Hendricks's assessment of the state of research on gender, security and conflict in Africa (to be presented to the workshop) that the debate on mainstreaming gender in the security sector needed to go beyond the mere inclusion of women in defence forces and other security institutions to the imperative of transforming gender relations within these institutions and the processes of post-conflict reconstruction. In this regard, he underlined the importance of university-based degrees in shaping debates about gender relations. He then highlighted two key issues which he hoped participants would critically examine during the workshop, namely the extent to which university-based degree programmes on defence and security in the SADC region could help to shape debates about gender, and the extent to which such training and educational interventions could be used to address Chipita and Malaba's characterisation of gender inequality in the region.

He concluded by wishing all the participants a successful workshop characterised by a robust exchange of ideas and views, including visions of the future state of gender relations in the region's defence and security sectors, and educational strategies for achieving them.



Kristin Valasek, Gender and Security Project Coordinator, DCAF

Ms Valasek welcomed the participants, and thanked the Norwegian Ministry of Foreign Affairs for funding the workshop. She also expressed her gratitude to the workshop organisers, and to the University of the Witwatersrand for hosting the workshop. She lauded the fruitful partnership between DCAF and SADSEM as evidenced by their joint activities, including the Security, Defence and Gender Training and Education Workshop held in Gaborone in May 2012. She then briefly reiterated the workshop's objectives, and presented the programme (see Annex 2).

SESSION 1: INSTITUTIONAL PRESENTATIONS ON GENDER AND TRAINING/EDUCATION

The session started with presentations by representatives of SADSEM member institutions on the extent to which gender perspectives had been integrated into their security and defence-related education and training programmes.

was developing a partnership with the Angolan Military Institute of Higher Education, which might lead to opportunities to integrate gender into military education.

Angola



Mr Jorge Cardoso, Centre for Strategic Studies, Angola

Mr Cardoso reported that CSS was primarily a think-tank and research institution, and had not yet become actively involved in research on gender and security. Moreover, none of the 16 private universities in Angola currently offered degrees in security or defence. He thus saw the workshop as an opportunity to learn from SADSEM partners on how gender could be integrated into defence and security research and education. He also reported that the Angolan armed forces were being restructured, which presented an opportunity for advancing gender. He added that the Centre

Botswana



Professor Mpho Molomo, Centre for Strategic Studies, Department of Political and Administrative Studies, University of Botswana

Professor Molomo reported that the Department of Political and Administrative Studies at the University of Botswana offered diploma and masters' programmes in defence and strategic studies, and also developed courses for the Botswana defence force via collaboration with the Defence Staff College. It intended to expand these courses to other security sectors, such as prisons, and to attract students from security sector institutions in other SADC member states. Despite the fact that the University of Botswana was the first institution to benefit from the ongoing SADSEM/DCAF gender workshops, the infusion of gender components

into its defence and security programmes had not yet started. However, the department would ensure that its programmes were made gender-sensitive during its next curriculum review. Botswana had only recently accepted women in the military, and their number was still small. The presentation was concluded by Dr Gladys Mokhawa of the University of Botswana, who reported that women were now allowed to take up combat roles in the Botswana military.

Lesotho



Dr Anthony Motlamelle Kapa, Department of Political and Administrative Studies, National University of Lesotho

Dr Kapa reported that the National University of Lesotho did not have fully fledged gender programmes or defence and security programmes, although certain university courses did include gender. He therefore viewed the workshop as an important opportunity to learn about the role of gender in security. The university's involvement in SADSEM could create opportunities for collaboration with the Lesotho government, which had not yet occurred.

Malawi

Brigadier-General Chirwa reported that the Centre for Security Studies was the only institution in Malawi which offered academic qualifications in security and defence, namely a one-year certificate, a two-year diploma, and a four-year degree. There was an active and constructive relationship between the Centre and security institutions in the country, with the Centre receiving students from the Malawi Police Service, the Malawi Prison Service, the Malawi Defence Force, Intelligence Service and the Department of Immigration, as well as non-state security actors. Drawing on his experiences in motivating security institutions to engage with the Centre, he urged SADSEM members to approach security sector institutions and sensitise them to SADSEM's activities and programmes.

CSS had developed a gender and security course for the fourth year of its bachelor's degree in security studies (the course syllabus was available from the Centre upon request). The course would comprise four hours of lectures per week over a total of 14 weeks. It had been introduced in response to the divergent security needs in Malawian society, and was aimed at enhancing civil oversight of the security sector, and creating or enhancing representation on gender issues in security institutions. More specifically, the course was aimed at enabling students to analyse issues of gender and security, including why gender was central to a fuller understanding of security, and why women, men, girls and boys responded differently to state policies on security, conflict and war. The course would be taught for the first time in the next semester. Besides this course, the departments of health and history were the only departments at the University of Mzuzu that dealt with gender.

Mozambique



Dr Antonio da Gaspar, Centre for Strategic and International Studies, Mozambique

Dr da Gaspar reported that Mozambique had about 40 institutions of higher learning, including public and private universities, but only four – including the CSIS – offered courses on security and defence. The Centre taught courses on peace, security and conflict, and also conducted research on these issues. At this stage, they did not address gender issues. There was still some resistance to gender mainstreaming in academic institutions, and gender was therefore widely understudied. This needed to be rectified. The Centre had a good relationship with the Mozambican military and police, and conducted studies and designed courses for them. This could provide an entry point for introducing gender in research and training. All Mozambican government institutions were now required to establish a gender unit, which provided another entry point for mainstreaming gender in government policies and programmes.

Namibia



Professor André du Pisani, Defence and Security Management Project, Department of Political and Administrative Studies, University of Namibia

Professor Du Pisani reported that the university offered two qualifications in defence and security, namely a Post-graduate Diploma in Security and Strategic Studies, and a Master's degree in Security and Strategic Studies. His department had just included a course on gender and security in its postgraduate diploma programme. Like the CSS in Malawi, the department had opted to make this a stand-alone as well as an elective course. Topics included the newly developed constructs of gender and security; gendering politics; the influence of gender on policy and practice; and feminist perspectives. The syllabus was available upon request. He reported that his department enjoyed excellent relations with the country's security sector, which enabled it to contribute to national defence and security.

Major Anne-Mary Shigwedha of the Namibian Defence Force reported that defence force personnel had benefited tremendously from UNAM's security programmes. The defence force offered gender seminars to defence personnel, including a two-week gender mainstreaming course for top-ranking officers. It was also planning a regional information-sharing forum on gender in the armed forces.

South Africa

Professor Anthoni van Nieuwkerk reported that Wits University's Department of International Relations offered a course on gender and international relations. With regard to defence and security, the Wits P&DM offered a Postgraduate Diploma in Management in the Field of Security; a Master of Management degree in the Field of Security; a Crime and Policing short course; and a Humanitarian Policy and Practice programme. However, none of these programmes included specific courses on gender.

Ms Siphokazi Magadla of the Department of Political and International Studies at Rhodes University reported that the department did not offer a specific course on gender. Nevertheless, she usually integrated gender into her international relations courses, including topics such as the circumstances of female ex-combatants; the legacies of the apartheid wars, with an emphasis on masculinities; and the role of gender in disarmament, demobilisation and re-integration.

Professor Cheryl Hendricks of the Department of Political Science at the University of Johannesburg reported that the university offered a course on women in politics, and intended to develop a course on gender and security for the next academic year.

Zambia



Professor Bizeck Phiri, Defence and Security Project, School of Humanities, University of Zambia

Professor Phiri reported that the University of Zambia offered a Diploma in Defence and Security Studies as well as a Master's degree in Security Studies. The diploma programme was offered in collaboration with the defence services staff college, while the master's programme was open to a wider range of security sector personnel. However, neither the diploma nor the master's programmes mainstreamed gender, or included specific courses on gender. In addition, very few female students enrolled for these programmes; for example, there were only two females among 35 students towards the master's degree. In order to improve this state of affairs, gender issues would be integrated into the defence and security programmes during the university's next curriculum review. While gender had not been mainstreamed, the university did have a Department of Gender Studies, which offered graduate and post-graduate qualifications as well as opportunities for research. While students occasionally crossed over, there was a lack of synergy between the gender and defence

and security programmes. Years previously an effort had been made to mainstream gender across the university, but not much interest was shown, and the initiative had foundered. Professor Phiri commended the Zambian government for promoting women to senior positions, among them the position of inspector-general of police.

Zimbabwe



Lieutenant-Colonel Kingstone Kazambara, Centre for Defence Studies, Zimbabwe

Lieutenant-Colonel Kazambara reported that the Centre for Defence Studies offered a Diploma in Defence and Security Studies as well as bachelor's and master's degrees in Defence and Security and War and Strategic Studies. It also periodically offered short courses on defence and security management, civil-military relations, and parliamentary oversight.

However, gender issues had not been mainstreamed in either the Centre's programmes or its short courses. In order to help rectify this, the Centre planned to develop a course on gender mainstreaming in the security sector in collaboration with the Zimbabwe Peace and Security Programme (ZPSP).

The Zimbabwe Staff College offered a diploma in peace and security studies which included a gender studies course. Moreover, the National Defence College offered short courses on strategic research and analysis, peacekeeping, security sector governance, and parliamentary oversight. About 28 per cent of these students were women.

According to a mapping exercise conducted by the ZPSP, five Zimbabwean universities offered undergraduate or post-graduate programmes in peace, governance, and conflict management. However, there were no specific programmes on gender, which was only addressed superficially. Four of these programmes included courses on gender, but there was a shortage of expertise on the role of gender in peace, security and defence. The ZPSP was currently working with 11 Zimbabwean universities to develop a generic curriculum for development, peace and security studies.

In conclusion, Lieutenant-Colonel Kazambara noted that the Centre would need technical and financial support as well as guidance in order to advance the integration of gender issues into its academic programmes and short courses.

SESSION 2: A CONCEPTUAL OVERVIEW OF GENDER, SECURITY AND DEFENCE

The second session was aimed at providing a conceptual overview of gender and its linkages with security and defence in academic discourse. It was facilitated by **Ms Valasek** of DCAF and **Professor Cheryl Hendricks** of the University of Johannesburg.

Ms Valasek facilitated an interactive exercise on the definition of gender. After brainstorming in plenary around the definition of gender, five divergent statements on gender by members of different schools of academic thought were placed around the room, and participants were asked to stand next to their preferred statement (see Annex 3). Participants were then asked to give reasons for the choices,

and to identify the specific feminist school of thought that best housed their chosen statement.

Commenting on the exercise, Ms Valasek said that despite differences among theorists on gender, most agreed that gender was about women, men, boys and girls, and involved socially and culturally constructed roles which changed in different cultural contexts and in different time frames. In the 1960s, for example, women walked around Kabul in mini-skirts, and policewomen freely patrolled the city, whereas today each policewoman had to be guarded by two policemen in order to ensure their safety.

There was an enormous body of work on gender, stretching back for more than a century. Moreover, each country had its own literature related to gender, women and men. In this context, schools of thought on gender included the liberal/equal rights school; the essentialist/cultural/maternal school; the materialist/Marxist school; the post-structural/post-modern school; the post-colonial school; as well as radical, eco-feminist and womanist standpoints. Although the term 'feminism' was seldom used in gender training as it remained contentious and linked to negative stereotypes in many countries, academics often used the term 'feminist theories' to describe this body of literature. Ms Valasek then briefly outlined how some of these different schools of thought would link gender with defence and security.

Liberal/equal rights feminism: This school would advocate equal rights and duties in the security sector, including combat positions. One example was Norway's plan to enforce conscription for women, which was regarded as a great victory by members of this school of thought. They did not think that including women in the armed forces or the world of power politics would result in peace and security, but rather that they have a right to be there. They treated women's exclusion from the security sector in the same way as their historical exclusion from other occupations, such as medicine and the law.

Essentialist/cultural/maternal feminism: The underlying premise of this school of thought was that women's biological and/or social role as mothers and caregivers made them 'naturally' more peaceful, and gave them greater moral authority to end conflict. Consequently, proponents of this school of thought wanted more women in decision-making in order to create peace and security. While women were seen as inherently better at resolving conflict, men were framed as inherently more aggressive and less caring. If the role of women was framed exclusively as that of peacemakers, this line of argument could work against efforts to include more women in security sector institutions.

Materialist/Marxist feminism: Members of this school believed that the creation of private property and the division of labour by sex resulted in the oppression of women. Given that sexism and war were both caused by capitalism, they could only be overcome by overthrowing capitalism. This school of thought contributed to a gender analysis of the division of labour, including those within the armed forces and the police.

Post-structural/post-modernist feminism: This school focused on the different roles men and women played in society, including the security sector, depending on the specific context and within the framework of an analysis of power. Gender roles within security sector institutions and a focus on changing violent, masculine institutional culture as well as gender fluidity within contexts of armed conflict were all key themes.

Post-colonial feminism: This school emphasised that the category of 'women' was not homogeneous, and highlighted the importance of culture and legacies of colonialism in defining the status and role of women in society. It held that the intersection of gender with factors such as ethnicity, class, religion, and sexual identity played a key role in shaping access to security and justice as well as participation in defence institutions and decision-making. It called for the transformation of colonial security sectors in order to meet the culturally specific and diverse security and justice needs of men, women, girls and boys.

Ms Valasek stressed the importance of not exposing students to only one feminist school of thought, but presenting them with diverse academic literature linking gender, security and defence. Summarising her presentation, she said gender was not about women, but about the social roles of women, men, boys and girls. Different schools of academic thought identified different linkages between gender, security and defence, and there was a large body of literature on gender, security and defence which could easily be incorporated into existing academic courses. She urged participants to read some key articles on gender, security and defence in sub-Saharan Africa.

Professor Hendricks said the gendered transformation of the security sector, and specifically the defence sector, had been slow. She quoted Monica Juma as saying that the armed forces might be the 'last male bastion, or last male preserve'. This was the case because of the continued belief that women were not suited to employment in this sector. For instance, many people believed women were not strong enough or fit enough to serve as soldiers, and would lower standards if they did. They also argued that allowing women to serve in the defence sector would break down male bonding.



Professor Cheryl Hendricks, University of Johannesburg, South Africa

Nevertheless, gender activists had tirelessly advocated for the increased representation of women in the defence sector because they believed the presence of women would enhance the legitimacy of defence forces as well as their operational effectiveness, because of the unique qualities that women bring to the table. Gender practitioners and academics had approached the issue quite differently, with practitioners/activists focusing on the importance of meeting women's security needs and increasing their representation. The debate in South Africa had moved backwards, from an initial rights-based argument to arguments based on operational effectiveness, which meant that one had to prove the effectiveness of gender mainstreaming and of higher levels of women's representation.

International frameworks and instruments for advancing the visibility of women in defence and security included United Nations mandates such as the Universal Declaration of Human Rights (1948), the Declaration on the Protection of Women and Children in Emergency and Armed Conflict (1974), the Convention on the Elimination of All Forms of Discrimination Against Women (1979), the Nairobi Forward Looking Strategy (1985), the Declaration on the Elimination of Violence Against Women (1993), the Beijing Declaration and Platform of Action (1995), the Windhoek Declaration and Namibia Plan of Action for Mainstreaming a Gender Perspective in Multidimensional Peace Support Operations (2000), and United Nations Security Council Resolutions 1325, 1820, 1888 and 1960. Regional instruments included the Protocol to the African Charter on Human and People's

Rights on the Rights of Women in Africa (2003), the African Union Policy on Post-Conflict Reconstruction and Development (2006), and the SADC Protocol on Gender and Development (2008).

Despite various efforts to improve the status of women in the global defence and security sector, knowledge of gender relations in the sector remained thin, and the large range of programmes, recommendations and interventions had not yet achieved the desired changes. Furthermore, the gender, defence and security discourse had become simplistic and essentialist and was often based on unverified assumptions. She urged analysts and academics to develop a better understanding of the sector; include gender and security in their curricula; engage in more theoretical and empirical research; and go beyond the mere inclusion or presence of women in the sector by considering their protection, their security needs, and the impacts of their inclusion on the sector.

While southern Africa had made reasonable progress in respect of the representation of women in the security sector, this was uneven among countries and security sector institutions, with women being better represented in the police than in the defence sector. Targets for including women in security sector institutions ranged between 10 per cent and 40 per cent, with many below the 30 per cent threshold.

The SADC Gender Unit had developed guidelines to mainstreaming gender in the security sector, but their status remained unclear. Gender components were also absent from SADC's revised Strategic Indicative Plan for the Organ (SIPO II), launched in November 2012. In conclusion, she said SADC countries needed to review their legislation governing the security sector to ensure gender sensitivity. Besides this, the correlation between gender mainstreaming strategies and the actual representation of women in the defence and security sectors in countries with such policies needed to be examined. Finally, gender equality should not only be determined by the number of women in a given institution, and their positions, conditions of employment, and experiences should also be interrogated.

SESSION 3: MEN, MASCULINITIES, AND SECURITY / DEFENCE

This session comprised a presentation by **Ms Sisonke Msimang** of Sonke Gender Justice. She began by asserting that much of the work on gender tended to focus on women rather than men.

One example was the Alison Bechdel test of gender bias in movies, based on three criteria: whether the movie had at least two women in it, whether the names of both women were given, and whether they talked to each other about anything else besides men. The test was very revealing; however, it did not address the issue of what men were doing and talking about in the movies in question.

Another relevant example was that of a boy becoming a class monitor as a result of a girl being denied this position because of her sex. Most analyses of such a situation would focus on why the girl was denied the position, and not what the boy felt about being a monitor when he knew this was undeserved.

Recounting a final story from her personal life, Ms Msimang said her five-year old daughter was obsessed with a blonde Barbie doll. While she was concerned about the effect this might have on her daughter, she came home one day to find her son playing with the Barbies as well. This made her realise that she had never thought about how these dolls might impact on her son as well. All three stories showed that, when gender was examined, there is often a silence when it

came to men and boys. Ms Msimang underscored the need for gender discourse to focus on both men and women.

In an inversion of the Bechdel test, she asked participants to consider what men talked about when women were not present. The point was that men's conversations were also gendered, re-creating certain forms of masculinity. Gender was always present. She then gave a few examples of gendered architecture, including the fact that under apartheid the South African parliament building had no female toilets. On the first day of the post-apartheid parliament, women put a sign on one of the men's toilets to claim it for themselves.

Ms Msimang then asked participants to reflect on the nature of masculinity, particularly hegemonic masculinity, and how this was always constructed in a binary with femininity. Since they were relational concepts, they need to be discussed together. Given that masculinity meant different things to different people, Ms Msimang suggested that the plural term 'masculinities' should be used instead. The security sector rewarded the hegemonic masculinities of risk-taking, physical toughness, aggression, violence, and emotional control. However, these same forms of behaviour which were seen as ideal for a soldier and rewarded by the military translated into an unhealthy life and could be linked to higher rates of heart attacks, homicide and HIV/AIDS.



SESSION 4: PRACTICAL EXPERIENCES OF INTEGRATING GENDER INTO SECURITY/ DEFENCE EDUCATION AND TRAINING

This session comprised presentations by **Ms Elizabeth Mutande Nyumbu Katukula** of the Zambian Defence Force and **Ms Siphokazi Magadla** of Rhodes University on practical experiences of integrating gender into security/defence education and training. Ms Katukula's presentation focused on Zambia, while Ms Magadla compared topics addressed by universities and practitioners with regard to gender and defence/security.



Ms Elizabeth Mutande Nyumbu Katukula, Gender Unit, Ministry of Defence, Zambia

Ms Katukula noted that defence and security institutions had a legacy of male domination. However, the broadening of the concept of security as well as changing security needs underlined the need for gender mainstreaming in the sector. When mainstreaming gender in an organisation, specific objectives were essential for achieving certain outcomes. For example, if the mainstreaming was aimed at achieving equal participation in decision-making, issues such as the level at which the mainstreaming should be carried out, and whether there was a disadvantaged group, had to be considered. Therefore, those involved in planning and implementing any mainstreaming strategy had to be clear on which issues need to be addressed at what level. In the military, this could include rank structure, promotion criteria, remuneration, and retirement under administrative issues; combat medic, executive protection, anti-terrorism/force protection, and surveillance/counter-surveillance under training issues; and disarmament, demobilisation, reintegration, and rehabilitation under issues related to operations.

Senior officers in the Zambian Defence Force received tailor-made gender training which included sessions on gender concepts; gender values and attitudes; the mainstreaming of

women and gender; human rights and the military; gender analytical tools such as the Harvard Analytical Framework; HIV/AIDS and gender; the gender dimensions of sexually transmitted infections; gender-based violence (legal instruments); and mainstreaming gender in policies, programmes, plans, projects and research. All these training sessions except mainstreaming gender into policies, programmes, plans, projects and research were also offered to other ranks. The gender training of trainers also included sessions on Women in Development (WID) and Gender in Development (GAD); gender research; gender analysis; and presentation skills. After officers had gone through the basic gender training, some volunteered to become part of the facilitation team as resource persons, and some were then selected to participate in the training of trainers. The training of trainers took ten days. Among other things, each trainee selected and researched a relevant topic, and delivered a one-hour presentation.

According to Ms Katukula, the benefit of conducting gender training within armed forces was that there was very little absenteeism and late arrivals, and trainees were serious and dedicated. In 2001, she had started to offer another course entitled Comprehensive Human Security with a Gender Perspective. This was a five-day course open to all security sector institutions. Participants were encouraged to start doing research on gender mainstreaming within their own institutions.

In order for security sector personnel to value gender mainstreaming, Ms Katukula emphasised that facilitators should be creative, and make the presentations interactive. She then gave examples of useful interactive training exercises on gender which worked well with a military audience. One was an exercise called 'Walk Through Life' in which trainees were asked to choose the sex of their first-born child and state why they chose that sex. This could be a useful exercise for starting a discussion on gender concepts, rather than just starting with the definitions themselves.

Drawing on her work experience, Ms Katuluka singled out a number of good practices in respect of the process of gender mainstreaming in the defence force. Among others, it was important for a senior officer to participate in gender training,

in order to underline its importance and enforce the message that the course should be taken seriously. For example, her course for senior officers only began to take off when a very senior officer spent one day at the course, and even participated in the small group discussions. Parliamentary committees could also play an important role in creating the political will to mainstream gender in the armed forces. In Zambia, a defence force delegation with only one female member made a presentation to a parliamentary committee. A committee member then asked why this was the case, and what the defence force was doing about issues of gender. The discussion **changed completely, and the defence force was instructed to report back on this issue.** Once it became known that parliament was asking questions about gender, the defence force began to take the issue much more seriously.

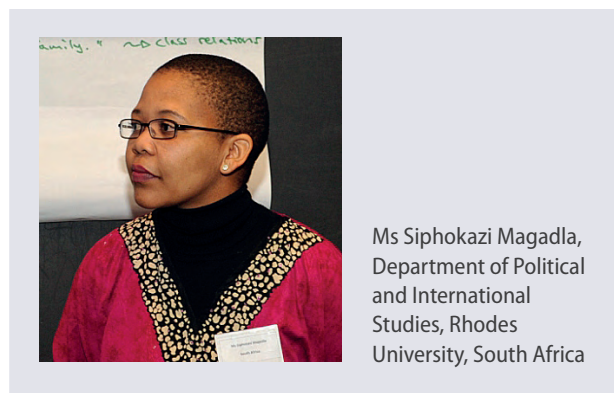
Gender programmes and courses at universities and colleges helped to build the capacity of defence forces to deal with gender. Directives to SADC member countries to adhere to its Protocol on Gender and Development were also effective. Mainstreaming gender was more difficult when gender education and training was perceived to be a separate issue. Lastly, the UN's prescriptions for mainstreaming gender in all operations promoted consistency in integrating gender into the pre-deployment training of peacekeeping missions.

Recounting lessons learnt from gender mainstreaming training in the defence and security sector, Ms Katukula said team work such as group exercises and role plays were vital, as they accelerated gender training and education. Moreover, the use of gender expertise from defence, police and academia promoted ownership and built confidence among trainees. Police experts were invited to her courses to provide training on gender-based violence, including the legal instruments for combating gender-based violence as well as investigative procedures. Each time she ran this session, participants shared new stories of gender-based violence, and police officers invariably left to investigate them as a direct response to what they had heard in the classroom. Attitudes among military personnel started changing when they realised that the law had a very long arm and could reach them even in the military barracks.

Another good practice was to ask trainees to review actual policies during the sessions on gender mainstreaming in policy and planning. She also provided case studies of or assignments about gender issues in other defence forces, and then left it to the trainees to decide whether these issues also occurred in the Zambian Defence Force.

Understanding the command and control system while intervening with relevant information at the correct entry points promoted gender mainstreaming in defence and security institutions. While, from the outside, the military might seem rigid and uninterested in gender, it actually was interested, and it was best for gender mainstreaming recommendations to come from within the defence force rather than being imposed from outside. Gender mainstreaming did not mean bringing anarchy into the system; it meant adding value to the system.

In conclusion, Ms Katukula identified four additional ways in which gender mainstreaming could be made more useful and successful. Firstly, it should seek to resolve issues which compromised the positive impact of development on the community. Secondly, identifying clear entry points was crucial for gender mainstreaming to succeed. Thirdly, collaboration with other institutions during the mainstreaming process was vital for legitimacy and acceptance. Lastly, the key players in the mainstreaming process should be internal practitioners/professionals, while external practitioners/professionals should provide support.



In her presentation, **Ms Magadla** sought to identify differences in focus between universities and practitioners with regard to gender and defence/security training and education. Universities often focused on extremes, either in gender and international relations theory, or in respect of issues such as child soldiers and sexual violence. By contrast, practitioners tended to focus on disarmament, demobilisation and reintegration as well as security sector reform. She urged both sides to bridge this divide, and also urged universities to introduce African literature on gender and security/defence rather than relying on Western texts on gender and international relations.

GENDER AND DEFENCE/ SECURITY TOPICS	
UNIVERSITIES	PRACTITIONERS
War and gender	Gender and disarmament, demobilisation and re-integration
Human security and gender/new wars/civil wars	Gender and security sector reform
Gender and peacebuilding	Gender and peacebuilding
Sexual violence, e.g. in Liberia and Rwanda	Gender and veteran governance, e.g. In Zimbabwe
Child soldiers as other actors, e.g. child soldiers in Uganda	Gender and peace processes

SESSION 5: METHODS FOR REVIEWING GENDER CURRICULA

In this session, participants broke up into small groups to review the draft gender review checklist for SADSEM's academic programmes (see Annex 4). **Ms Valasek** then facilitated a plenary discussion in order to gather feedback. Most of the discussion centred on the following aspects of the checklist:

Needs assessment

Participants said the term 'needs assessment' used in the checklist was more suited to training programmes than academic programmes, and suggested that the term 'curriculum development' be used instead. They also felt that key stakeholders, including local decision-makers, should be consulted on key areas of knowledge and skills that should be included in the curricula. Professors and students should discuss the bodies of knowledge and literature reflected in their curricula, and examine those utilised at other institutions and in other curricula as well.

Gender balance among students

Participants pointed out that, while it was sometimes possible for short course directors to request a representative number of male and female students, they were usually unable to influence the selection of students for their programmes, or their gender balance. Suggestions for improving gender balance among students included distributing information about courses on defence and security to female audiences, such as female staff associations within the security sector; and adding the phrase 'women are encouraged to apply' to application forms. Possibilities for adding gender balance to criteria for student selection should also be explored. In

Malawi, for instance, informal efforts have been made to encourage female students to enrol for defence and security programmes, while at certain universities in Zimbabwe, female students had priority access to male-dominated programmes.

Teaching skills

Mr Ronald Nare of the Zimbabwe Peace and Security Programme said Zimbabwe lacked experts with a combination of skills in gender as well as defence and security. For instance, an academic could be an expert in gender studies, but have no knowledge of defence and security. **Dr Mokhawa** suggested that students should be encouraged to take both gender and security courses. Other participants suggested that associate lecturers and guest lecturers could be used to address gender issues during courses on defence and security. Another approach would be to mentor female students in these fields in the hope that they would return as teachers. This could be done by appointing female students as staff development fellows.



Mr Ronald Nare,
Zimbabwe Peace and
Security Project, Harare,
Zimbabwe

Regarding the presentation of gender issues to defence and security students, **Professor Van Nieuwkerk** recounted that he had once invited a white female academician to give a lecture on gender issues to a class of senior armed forces personnel. They reacted very strongly when she started talking about genital mutilation, to the point where the session ended abruptly ahead of time. Drawing on this experience, Professor van Nieuwkerk highlighted the need for facilitators or teachers to be mindful of students' culture, including the dynamics of gender, race/ethnicity, and military-civilian cultures. **Ms Katukula** added that people dealing with sensitive topics such as gender needed to be well prepared, and address them in creative ways. In Zambia, for example, neutral topics were handled by academicians, while sensitive topics were handled by personnel from the Zambian Ministry of Defence with special gender expertise. Other participants suggested that teachers should collaborate with social workers or counsellors who could help them to deal with sensitive issues among students. **Dr Mokhawa** recounted how a male student who had been raped had broken down in class, and how she did not know how to deal with this. In these sorts of instances, counsellors or social workers could be very helpful.

Course content

Participants suggested that this section of the checklist should also state that courses should be theoretically grounded as well as diverse, and 'Accurate: current and correct' should rather read 'Accurate: current, contextual and reliable'.

Language and images

Ms Valasek emphasised the importance of vetting material with regard to language and images. For instance, material need not only employ female images, or only use 'he' or 'him' in the text.

Pedagogy

Professor Du Pisani suggested including the notion of 'critical pedagogy', as well as the idea that teaching methods should draw on existing student knowledge. Participants again made the point that teachers should be trained to use participatory learning methods, and to handle sensitive issues.

Monitoring and evaluation

Given that this was a checklist for academic programmes, participants suggested using the term 'assessment' instead 'monitoring and evaluation'. They also suggested adding the notion of 'active learning', as well as peer assessments among both students and staff. Participants also suggested that course assessment data should be broken down by ethnicity/race and sex in order to create a better understanding of student feedback about the courses in question.

Participants felt the checklist was very useful. They suggested that it could be used for other disciplines as well, thus greatly assisting universities setting out to mainstream gender in all their academic programmes..

SESSIONS 6 – 7: GENDER CURRICULUM REVIEWS OF TWO ACADEMIC PROGRAMMES

Sessions 6 and 7 comprised a gender review of two academic programmes offered by SADSEM member institutions, namely UNAM's Postgraduate Diploma in Strategic and Security Studies, and Wits University's Postgraduate Diploma in Management in the Field of Security. The process began with presentations by **Professors Du Pisani** and **Van Nieuwkerk** of UNAM and Wits University respectively. Next, using the gender checklist, participants broke up into two working groups to conduct gender reviews of four courses forming part of these programmes. Following their feedback, Ms Valasek presented the findings of DCAF's gender review

of the UNAM and Wits curricula. The sessions ended with a general discussion.

UNAM's Postgraduate Diploma in Security and Strategic Studies

Professor Du Pisani reported that this programme had started in 2012 with 12 students, as an introduction to the Master's degree in Strategic and Security Studies. The curriculum was not yet gender-sensitive, but this would be

addressed during the next curriculum review. A gender and security course had been developed, and would be offered to students as an elective.

Feedback from the working group on the national and human security course

Members of this working group noted that most conversations on national security in southern Africa were silent on gender issues, as well as state-centric. As a result, including gender components was vital. Key topics worth including were human security analysed through a gender perspective; gender-related violence, such as sexual violence in the DRC; and critical theory, including a post-structuralist analysis of national and human security. The reading list should help to shape gender and security discussions by including texts on gender and security. The course needed to extend its focus beyond Namibia by also reflecting on SADC.

Regarding the course pedagogy, participants reiterated the need for teachers to prepare for unexpected situations such as a student breaking down in class in response to sensitive topics. They recommended that teachers be trained or sensitised in some way. They further suggested the inclusion of critical pedagogy.

(A course description appears in Annexure 5, with the suggested amendments highlighted in grey.)

Feedback from the working group on the strategic and management studies course

Members of this working group noted that the course description did not refer to gender; therefore, they suggested introducing some kind of interface between strategic studies and gender. In line with this, they suggested that developing an understanding of gender should be added as a learning outcome, and a module on gender and strategic studies as a means of achieving this outcome. As part of quality assurance, participants suggested scanning the national environment in Namibia as well as the SADC region in order to ensure that the course content met the current management needs of security sector institutions in the region.

Working group members argued that the course needed to be more theoretically grounded, and that discussions of strategic issues should go beyond the interests of the state to encompass those of the people. Moreover, participatory

as well as interactive modes of learning should form part of the course's pedagogy. Lastly, they suggested that the reading list needed to expose students to an understanding of the nexus between gender on the one hand and strategic and management studies on the other. Other suggestions included opening up the course to participants from government and civil society, as well as including more female teachers. (A course description appears in Annexure 6, with the suggested amendments highlighted in grey.)

DCAF's gender review

Ms Valasek noted that the curriculum for the National and Human Security Course was not entirely silent on gender, as the description of the contemporary world politics and conflicts module included a reference to critical theorists and feminist studies. However, she highlighted the need to include a variety of feminist perspectives on world politics. Most or all of UNAM's modules could include content related to gender. For example, even the advanced writing module for post-graduate students, which was essential and comprehensive, could include the use of non-discriminatory language under the topic of proper writing style, and gender analysis under how to analyse a text critically. Similarly, the module on public safety and the rule of law could include the impact of crime on different social groups, including women, men, boys and girls, as well as gender-responsive law enforcement and gender-sensitive police reforms in sub-Saharan Africa.

As regards the Strategies Studies and Management Course, more practical skills -- such as leadership, management, conflict resolution and policy analysis -- should be included in the curriculum. Given that this diploma was designed for defence force personnel, practical skills they could apply in the course of their work were vital. In addition, many of the modules could be made more relevant to daily work in the defence sector, for instance by dealing with key issues in defence transformation, and linking these concepts to defence policies and practices. This should also be reflected in the reading list. The role of civil society organisations appeared to be excluded from all the module outlines, and this should be incorporated.

Finally, Ms Valacek suggested changing the name of the proposed course on Gender and Security to Gender, Defence and Security, and to re-focus it to make it more directly relevant to students. For example, the course description seemed to rely quite heavily on feminist international relations theory; instead, it could focus more on feminist security studies as well as topics specifically relevant to defence, such

as gender and defence transformation. The reading list could reflect this shift to include articles on gender and human resource management in defence, preventing sexual harassment and violence, gender in military operations, and so on. The reading list could benefit from more recent articles in this field, as well as more African authors. She welcomed the development and inclusion of this course.

Wits Postgraduate Diploma in Management in the Field of Security

Professor Van Nieuwkerk reported that the Postgraduate Diploma in Management in the Field of Security had run for three years with an average of 30 students a year. About half of those students returned for the master's degree. The programme did not include a specific course on gender and security, but gender issues were discussed during some of its core courses, such as Approaches to Security.

Feedback from the working group on the Security Sector Governance Course

Members of this working group made a number of suggestions for making the course more gender-sensitive. The aim needed to include gender. The topic entitled 'Concepts of security and the security sector' should include feminist perspectives. The course needed to address issues of judicial as well as civil society oversight. The topic 'Security policy-making, implementation and monitoring' should also include gender. The topic 'Budgets, oversight and financial accountability' needed to include gender budgeting, and the topic 'Political transitions, peace-building and reconstruction' needed to deal with peace-building and gender. The topic 'Key issues in the security sector' should include gender justice. The learning outcomes should include an understanding of the security needs of men, women, girls and boys, as well as gender sensitivity. Lastly, the reading list needed to be updated to include gender-related literature. (A course description appears in Annexure 7, with the suggested amendments highlighted in grey.)

Feedback from the working group on the Public Security, Justice, and Rule of Law Course

This working group suggested that the topics should be amended to include gender perspectives. Terms used needed to be accurately defined, and related to post-conflict

situations. (A course description appears in Annexure 7, with the suggested amendments highlighted in grey.)

DCAF's gender review

As regards the Security Sector Governance Course, **Ms Valasek** pointed out that the topic 'Concepts of security and the security sector' did not include a module on gender and security. She suggested that this be included at the start of the course rather than at the end, and should cover human insecurities such as HIV/AIDS, small arms, gang violence and gender-based violence. The reading list should include material dealing specifically with security and gender in Africa.

This course could benefit from a broader understanding of human security, including gender-based violence as a threat to national security. It should also deal with governance actors such as ministries of women/gender affairs, women's parliamentary caucuses, and women's and men's civil society organisations.

As regards the Public Security, Justice and the Rule of Law Course, she suggested the inclusion of topics on access to security and justice, as well as the prison system. The current threats to the security of men, women, girls and boys in South Africa should be covered, pointing out how these threats differed in terms of race/ethnicity, income, rural/urban divides, sexual identity, and so on.

As in the case of the UNAM curricula, the role of civil society organisations should be included, and conceptual knowledge should be linked to practical skills relevant to defence and security personnel. The courses overlapped in some ways, and the course contents needed to be more clearly demarcated.

General discussion

Participants suggested that the course outlines should be kept up to date, and should include gender-related knowledge, skills and readings. They agreed that civil society organisations should be included in the course contents. There was a vast literature on management and gender which could enrich these curricula. Some participants suggested that Gender and Security needed to be a core course for the UNAM diploma instead of an elective. Responding, **Professor Du Pisani** said this was due to capacity constraints. Participants commended the UNAM curriculum for addressing writing skills, as many post-graduate students in the region struggled with their writing, and suggested that other SADSEM institutions should follow this example.

SESSIONS 8: CONSOLIDATION, AND THE WAY FORWARD

Professor Du Pisani and **Brigadier-General Chirwa** summed up the workshop proceedings and gave suggestions for advancing the integration of gender into defence and security.

Professor Du Pisani said the workshop had been an effective collective learning experience. The following steps should be taken:

- SADSEM institutions should integrate gender into their curricula, utilising curriculum review processes where appropriate, and drawing on the knowledge and experience of the SADSEM network as well as other resources.
- Ideas about gender emanating from the workshop should be taken back not only to academic institutions but also to the security sector, including civil society organisations. A consolidated workshop report should be produced and shared with a wider audience.
- Many themes that came up during the workshop called for increased engagement. One idea would be to develop a common course on writing/language skills that could be shared among SADSEM members. Another would be to engage with SADC to ask why SIPO II did not address gender issues. Finally, given the paucity of information and data on gender and security/defence, SADSEM members needed to actively source baseline information to ensure that experiences in the region were not lost.
- African-specific scholarship on gender, security and defence was growing. SADSEM members needed to support and promote this scholarship, and reflect it in their courses.

Brigadier-General Chirwa observed that SADSEM members were at different stages of developing courses on defence and security, including gender courses, and should support and learn from each other in the process. SADSEM members should advance gender mainstreaming by jointly developing an executive course on gender and security as well as gender and police/justice reform.

Participants suggested the following:

Training/education:

- SADSEM network members should integrate gender into their curricula, open up their programmes for review, and share ideas.

- The SADSEM network should develop executive courses with a gender focus, such as gender and security or gender and police reform.
- Knowledge gained during the workshop should be applied to the academic programmes and short courses of other SADSEM member institutions, among others during curriculum reviews.
- SADSEM should offer to help the Regional Peacekeeping Training Centre to integrate gender into its courses on defence, security and peacekeeping.
- Discussions on gender and defence and security should draw on other fields such as arts, music and poetry.

Sharing good practices, and lessons learned

- Lessons learnt from the workshop should be disseminated to all SADSEM network members, security sector institutions, and CSOs via a workshop report, policy briefs, the SADSEM website, and other institutional websites.
- SADC should alerted to the silence on gender in SIPO II, and those actively involved in taking SIPO II to the public should integrate gender issues in their presentations.
- SADSEM should partner with gender and security experts, such as Professor Cheryl Hendricks.
- SADSEM members should begin to address the paucity of information and data by compiling case studies of gender and security in SADC member states, such as Zambia and Namibia.
- SADSEM should provide its Lusophone members with added support in the form of expertise and language.

Research

- Research should be conducted in order to build up baseline data on the role of gender in defence and security in southern Africa.
- African approaches to gender and security should be identified and supported.
- Research should be conducted on how to address resistance to gender in the security and defence sector.
- Linkages between academics and researchers and defence and security practitioners should be improved.



- The process of integrating gender into academic defence and security curricula should be documented as a case study.
- Policy briefs should be developed on relevant topics, such as how gender should be integrated into SIPO.

Participants expressed their gratitude to Wits University for hosting the workshop, as well as the hope that SADSEM would create more platforms for sharing and exchanging information on gender and security. **Professor Van**

Nieuwkerk and **Ms Valasek** said they were satisfied that the workshop had been fruitful. Participants were encouraged to remain in contact with one another, especially when they needed more information or direction about gender issues. **Ms Valasek** said the workshop had demonstrated the wealth of practical and academic expertise on these issues, but was only a first step towards implementation, namely integrating gender into academic curricula on defence and security.

ANNEXURE 1: LIST OF PARTICIPANTS

COUNTRY	PARTICIPANT	INSTITUTION
Angola	Mr Jorge Cardoso	Centro de Estudos Estratégicos de Angola / Centre for Strategic Studies of Angola
Botswana	Prof Mpho Molomo	Centre for Strategic Studies, University of Botswana
	Dr Gladys Mokhawa	Department of Political and Administrative Studies, University of Botswana
Lesotho	Dr Anthony Motlamelle Kapa	National University of Lesotho
Malawi	Brig Mischek Colyns Chirwa (Rtd)	Centre for Security Studies, Mzuzu University
	Mr George Abel Mhango	Centre for Security Studies, Mzuzu University
Mozambique	Dr Antonio da Gaspar	Centre for Strategic and International Studies (CEEI), High Institute for International Relations (ISRI), Maputo
Namibia	Prof Andre du Pisani	Defence and Security Management Project, Department of Political and Administrative Studies, University of Namibia
	Maj Anne-Mary Akeshe Shigwedha	Namibian Defence Force
South Africa	Prof Anthoni van Nieuwkerk	Centre for Defence & Security Management, University of the Witwatersrand
	Prof Gavin Cawthra	Centre for Defence & Security Management, University of the Witwatersrand
	Ms Asha Sekomo	Centre for Defence and Security Management, University of the Witwatersrand
	Ms Ancilla Nyirenda	Centre for Defence and Security Management, University of the Witwatersrand
	Ms Catherine Moat	School of Public and Development Management, University of the Witwatersrand
	Prof Cheryl Hendricks	University of Johannesburg
	Ms Siphokazi Magadla	Rhodes University, Grahamstown
	Ms Sisonke Msimang	Sonke Gender Justice, Johannesburg
Switzerland	Ms Kristin Valasek	Geneva Centre for the Democratic Control of Armed Forces
Zambia	Prof Bizeck Phiri	Department of History, School of Humanities and Social Sciences, University of Zambia
	Ms Elizabeth Mutande Nyumbu Katukula	Gender Unit, Department of Research, Planning and Projects, Zambian Ministry of Defence Lusaka
Zimbabwe	Lieutenant-Colonel Kingstone Kazambara	Centre for Defence Studies, University of Zimbabwe
	Mr Ronald Nare	Zimbabwe Peace and Security Project, Harare

ANNEXURE 2: WORKSHOP PROGRAMME

ARRIVAL: Monday 17 June 2013

Afternoon	Participants arrive, check in at the Sunnyside Park Hotel
18.45	Shuttle leaves for Narina Trogon, Braamfontein, Johannesburg
19.00	Welcome dinner at Narina Trogon, Braamfontein, Johannesburg

DAY 1: Tuesday 18 June 2013

	<i>Chairperson: Mr George Mhango, Mzuzu University</i>
08.00	Shuttle departs from hotel to Wits Management Campus
08.30	Registration
09.00	Opening remarks and workshop overview <i>Brigadier-General Misheck Chirwa (Rtd), Mzuzu University</i> <i>Professor Anthoni van Nieuwkerk, University of the Witwatersrand</i> <i>Ms Kristin Valasek, Geneva Centre for the Democratic Control of Armed Forces (DCAF)</i>
09:30	SESSION 1: Institutional presentations on security and defence education/training and gender
11.00	Tea/coffee break
11:30	SESSION 2: Conceptual overview of gender, security and defence <i>Ms Kristin Valasek, DCAF</i> <i>Dr Cheryl Hendricks, University of Johannesburg</i>
13:00	Lunch
14:00	SESSION 3: Men, masculinities and defence/ security <i>Ms Sisonke Msimang, Sonke Gender Justice</i>
14:30	SESSION 4: Practical experiences of integrating gender into security/ defence education and training <i>Ms Elizabeth Mutande Nyumbu Katukula, Gender Unit of the Zambian Ministry of Defence</i> <i>Professor Sandy Africa, University of Pretoria</i>
15:30	Tea/ coffee break
16:00	SESSION 5: Methods for reviewing gender curricula <i>Ms Kristin Valasek, DCAF</i>
16:30	Curriculum review working groups
17:30	Closure, delegates depart for Sunnyside Park Hotel

DAY 2: Wednesday, 19 June 2013

Chairperson: Dr Gladys Mokhawa, University of Botswana

8:30 Shuttle departs from hotel to Wits Management Campus

9:00 Recap of Day 1

Ms Ancilla Nyirenda, University of the Witwatersrand

9:10 SESSION 6: Gender review of the Wits Postgraduate Diploma in Management in the Field of Security

Degree convenor, feedback from working groups, comment by DCAF

10:40 Tea/coffee break

11:10 SESSION 7: Gender review of the UNAM Postgraduate Diploma in Strategic and Security Studies

Degree convenor, feedback from working groups, comment by DCAF

12:40 Additional discussion

13:00 Lunch

14:00 SESSION 8: Consolidation and the way forward

Brigadier Misheck Chirwa(Rtd), Mzuzu University

Professor André du Pisani, University of Namibia

15:00 Closing session

Dr Gladys Mokhawa, University of Botswana (chairperson)

Professor Anthoni van Nieuwkerk, University of the Witwatersrand

Ms Kristin Valasek, DCAF

15:15 Tea/coffee break

15:30 Non-SADSEM delegates depart for Sunnyside Park Hotel

15:30 SADSEM Steering Committee Meeting

18:30 Delegates depart for Sunnyside Park Hotel

DEPARTURE: Thursday, 20 June 2013

Participants depart

ANNEXURE 3: GENDER PERSPECTIVES AND FEMINIST THEORIES

Essentialist/cultural feminism:

Women's political participation constitutes the best hope for achieving a culture of peace.' – Betty A Reardon

Materialist/Marxist feminism:

Gender distinctions are foundational to the establishment and functioning of this family type. Thus, gender is the fundamental organising principle of the family, and gender distinctions are the primary source of hierarchy and oppression within the nuclear family.' – Donna Haraway

Post-structuralist/post-modernist feminism:

'In this sense, gender is not a noun, but neither is it a set of free floating attributes, for we have seen that the substantive effect of gender is performatively produced and compelled by the regulatory practices of gender coherence. Hence, ... gender proves to be performative.' – Judith Butler

Liberal/equal rights feminism:

'Gender inequality is constructed both through society's formal laws and statutes and through unwritten norms and shared understandings. It is not only pervasive across all societies, but also the most prevalent form of social disadvantage within societies. It cuts across all other forms of inequality, such as class, caste and race.' – Magdeline Mathiba-Madibela

ANNEXURE 4: DRAFT GENDER REVIEW CHECKLIST FOR SADSEM ACADEMIC PROGRAMMES

Objective

To strengthen SADSEM's academic programmes by identifying entry points for including gender in content and pedagogy.

Areas for review, and suggested actions

1. Needs assessment

- Integrate questions on gender into student questionnaires (see Guide, p 2).
- Conduct background research on the country/institutional context regarding gender/diversity and security issues, including relevant institutional and national policies/laws.
- Discuss with/interview male and female students, the institutions they belong to, the beneficiaries of these institutions and civil society organisations regarding key knowledge and skills required.
- Discuss the educational needs and assessment process with gender experts, including both university staff with gender expertise and, potentially, members of women's organisations or ministries of gender/women's affairs.

2. Learning objectives

- Include gender, diversity and/or participation in the overall course objective (see Guide, p 5).
- Include gender in the learning objective of a specific session (see Guide, p 6).

3. Students

- Request a representative number of male and female students.
- Include students with gender expertise – e.g., participants from a ministry of women's affairs or a women's NGO.

4. Teachers

- Create a team of both male and female teachers for the course.
- A senior, local, male teacher with a security/defence background is the ideal choice for sessions focused on gender/diversity/participation.
- For all other sessions, teachers with an interest in and ability to address gender/diversity/participation issues during their sessions should be the preferred choice.
- Potentially include gender experts and/or women as guest speakers.

- Hold meetings with teachers beforehand in order to review and discuss the curriculum, including reviewing gender sessions and discussing how to integrate gender into other sessions.

5. Content

Where gender-related content already exists or is being developed, review it to ensure that it is:

- **Relevant:** meets the specific education needs of participants; corresponds to the course and session learning objectives; and is practical and useful for participants' daily work in their particular institution/country/regional contexts.
- **Accurate:** current (up-to-date) and correct.
- **Comprehensive:** includes all the necessary information.
- **Appropriately placed/incorporated throughout in the curriculum:** included in all the relevant sessions, rather than just mentioned as an add-on at the end of the course.

Where gender-related content does not exist, review existing resources on gender for selective inclusion in the content. Depending on the time available and the course objectives, a specific session can be dedicated to cover gender-diversity/participation in addition to incorporating relevant gender issues in the other courses (see Guide, pp. 8–9). Also, think about how to transfer gender-related skills and promote changes in attitudes, and whether the content reflects the different experiences of men and women. For instance, do the reading materials include male and female authors as well as articles specifically on gender?

Suggestions for general gender-related topics to be integrated into courses (see Tool 1: Gender and SSR Toolkit):

- Men, women, boys and girls' right to security and justice (i.e. human security) as the point of departure for security and defence management, governance and oversight (citing relevant national, regional and international policy and legal frameworks).
- How men, women, boys and girls face different threats to security and accessing justice, have different priorities and take different action to meet their needs depending upon a variety of factors, including gender, age, ethnicity, nationality, income level, religion and sexual-orientation.
- GBV is a highly prevalent threat to national security, and should therefore be a priority for security and justice institutions to address (cite national and regional statistics).

- Human rights violations, including sexual harassment, by security and justice sector personnel need to be prevented, adequately addressed and the perpetrators held to account by oversight bodies.
- Women and men have an equal right to participate in security and justice institutions and oversight bodies (cite relevant national, regional and international policy and legal frameworks). Institutions that are appropriately gender-balanced are more effective in delivering security and justice to all.
- The discriminatory institutional culture of the security and justice sectors needs to be changed in order to create a healthy work environment for women and men.
- Participatory decision-making processes on defence and security issues, involving a wide representation of CSOs, including women's organisations, create legitimacy, trust, relevance and sustainability.
- Promoting collaboration between security and justice institutions and oversight bodies and institutions with gender expertise, including with ministries of women's affairs and women's CSOs, can lead to more effective delivery of security and justice.
- Establishing formal mechanisms for interaction between male and female civilians, civil society organisations, customary justice/security providers and state security and justice providers, such as through local police boards or community security committees.

6. Language and images

- Use language that is inclusive: police officer instead of policeman, 'they' or 'the minister' or 'he/she' instead of 'he'.
- Use language that is specific, rather than generalisations – e.g., 'marginalised migrant men and women' rather than 'vulnerable groups'.
- Use language that does not reinforce gender stereotypes: avoid categorising women only as victims, vulnerable or dependant or men only as personnel or perpetrators.
- Remove discriminatory, stereotypical or sexist images, jokes, video clips or exercises from the course presentations.

7. Pedagogy

Where gender-related content exists, ensure that the teaching methods are:

- **Participatory:** by following adult learning methodologies and ensuring that everyone can participate through various interactive exercises.
- **Relevant:** by meeting the specific education needs of participants, course and session learning objectives, and

ensuring that the content is practical and useful for the participant's daily work in their particular institution/country/regional contexts.

For all teaching methods employed for the course:

- Integrate gender issues where relevant (see Guide pp.11 – 12).
- Ensure a suitable mix of male and female participants through participatory methods such as small group discussions, go-round/round-robin, buzz groups, etc. in order to avoid unbalanced participation.

8. Monitoring & evaluation and follow-up

- Include gender-sensitive monitoring exercises during the course of the programme (see Guide p. 18).
- Include questions regarding gender in the short-term and long-term education evaluation (see Guide p. 19).
- Disaggregate the evaluation feedback by sex.
- Provide students with additional tools and resources, a method of ongoing networking, and refresher courses that are all gender-sensitive.
- Ensure that courses are regularly and adequately monitored and revised to reflect gender and diversity issues, by incorporating these criteria in standard curriculum review processes.

ANNEXURE 5: NATIONAL AND HUMAN SECURITY COURSE, UNAM

TITLE	NATIONAL AND HUMAN SECURITY
Code	CPNH 4831
NQF level	8
Contact hours	56
NQF credits	16
Compulsory/elective	Compulsory
Semester	first

Description

This module explores the multifaceted nature of contemporary security. Security in all its dimensions is essential for sustainable development, as a stable society is not possible in an environment lacking security. The module will include a consideration of military, political, social, environmental, and economic, food, resource and maritime security. Human security paradigm; concept of human security; human security international perspective; human security African perspective.

Learning outcomes/specific outcomes

Provide a basic understanding of the concept of human security with the focus on several contemporary security issues such as failed states, genocide, and wars. Additionally, the module will explore issues such as poverty, the environment and health.

On completing the course, students should be able to:

1. Display knowledge of the concept of human security
2. Understand and analyse the security sector and political environment in which it operates
3. Comprehend the main debates and dilemmas of human security
4. Fully understand recent developments at the UN in the protection of civilian agenda

Content

The genesis and development of human security as a social construct; the nexus between state and human security; an exploration of the policy templates of politics and security that it implies; human security fractures culled from Southern Africa and elsewhere; theories of conflict at the micro-, meso-and macro levels of society, **national security and/ or human security and gender (sexual violence, marginalisation and exclusion of women).**

Methods of facilitation of learning

The module will be facilitated through the following activities: **critical pedagogy**, lecturers, written assignments, class participation, and a written examination.

The emphasis falls heavily upon self-study and the ability of the student to compile his/her own study material. This means that the student will have to thoroughly read and study vast quantities of material on an on-going basis.

The class contacts are designed to present the student with the opportunity to report on his / her reading, discuss

problem areas and receive guidelines for further studies from the lecturer.

Students must make maximum use of libraries, research facilities and / or archives.

Assessment strategies

This module will be presented through a mix of lectures, seminars, discussions, individual/group presentations and case studies.

ANNEXURE 6: STRATEGIC STUDIES AND MANAGEMENT COURSE (UNAM)

Title	Strategic Studies and Management
Module code	CP
NQF level	8
Contact hours	56
NQF credits	16
Prerequisite	
Compulsory/elective	Compulsory
Semester offered	Second

Description

This module is designed to provide a brief summary of the evolution of strategic thought. It will also introduce students to the complexities regarding the strategic interest of states, approaches to national strategy, defence planning managing strategy, **and the interface between gender and strategic studies**.

Learning outcomes/specific outcomes

On completing the course, students should be able to:

1. Explain how managers and organisations formulate operational policies.
2. Apply strategic management with specific emphasis on strategy formulation, implementation and evaluation/control activities.
3. Comprehend fundamental elements of strategic management and align strategy to with culture, control and reward.

4. Understand and appreciate the complexities of strategic interest of states.
5. Create an understanding of approaches to national strategy.

Content

Topics include strategic management overview, strategy formulation, strategy implementation and evaluation, strategic planning approaches fundamental to national security policy formulation, alternative approaches to strategy formulation, environmental scanning and scenario planning, strategy alignment with structure, control and reward, **gender and strategic studies**.

Methods of facilitation of learning

The module will be facilitated through the following activities: lectures, written assignments, **interactive and participatory course delivery**, and a written examination.

The emphasis falls heavily upon self-study and the ability of the student to compile his/her own study material. This means that the student will have to thoroughly read and study large quantities of material on an on-going basis.

The class contacts are designed to present the student with the opportunity to report on his/her reading, discuss problem areas, and receive guidelines for further studies from the lecturer.

Students must make maximum use of libraries, research facilities and/or archives.

Assessment strategies

Multi-mode assessment inclusive of group work, a minimum of two written essays on an agreed topic, and peer assessment

class presentations by students.

ANNEXURE 7: SECURITY SECTOR GOVERNANCE COURSE (WITS)

A core course of the Postgraduate Diploma in Management in the Field of Security

Aim

The course aims to assist participants to contribute to enhancing democratic management of the security sector in South Africa and the continent through deepening understanding of the inter-relationships between the justice, public safety, intelligence and defence sectors as well as **the nexus between gender and defence / security**. It deals with concepts and principles of governance and their application to the security sector. The roles of executive, the legislature, ministries and government departments in governance, oversight and management, security policy making, implementation and monitoring and political transactions, peace building and reconstruction are examined. The course aims at developing knowledge as well as analytical and critical skills.

Content

Concepts of security and the security sector: The notion of the security sector, the justice sector – **gender justice**, and sector wide approaches. Components of the security sector and their roles and functions. The regional security context: the African Peace and Security Council and its related structures, the SADC Organ on Politics, Defence and Security Co-operation. The global security environment in the context of the end of the Cold War and the ‘War on Terror’ and its implications for the security sector.

Democratic governance and oversight of the security sector: Concepts and principles of governance and their application to the security sector. The roles of the executive, the legislature, ministries and government departments **and civil society** in governance, oversight and management. Accountability and transparency in the security environment.

Security policy-making, implementation and monitoring: The nature and role of public policy and its application to the security environment. National policy processes and actors in formulation of policy and legislation. Major policy choices

and challenges in the security sector, including roles, functions and inter agency coordination. Implementing, monitoring and evaluating security policies.

Budgets, oversight and financial accountability:

Planning, programming and budgeting: principles, cycles and practices, **gender budgeting**. Accountability and transparency in relation to security finances. Procurement and acquisition for security institutions.

Political transitions, peace-building and reconstruction:

implications for the security sector: political transitions and transitions to democracy: problems and prospects. Post-conflict peace-building and reconstruction and its implications for the security sector. **Peace building and gender;** disarmament, demobilization and reintegration of combatants. Truth, reconciliation and justice. Approaches to institutional transformation.

Key issues in the security sector: key issues and policy challenges in policing justice, intelligence and defence.

Learning outcomes

By the end of the course, students should be able to:

1. Explain and explore principles of democratic governance and their application to security actors involved.
2. Describe and analyse some of the key security challenges including consequences commonly associated with political transitions.
3. Outline key issues and challenges within policing, intelligence and justice.
4. Provide an overview of concepts relating to human security and good governance in the context of the security sector.
5. **Demonstrate an understanding of the security needs of men, women, girls and boys.**

Evaluation

Students will be evaluated on the following basis:

Typed assignments, examinations and group presentations.

ANNEXURE 8: PUBLIC SECURITY, JUSTICE AND THE RULE OF LAW (WITS)

A core course of the Postgraduate Diploma in Management in the Field of Security

Aim

For the purposes of this engagement under the broad rubric of 'public security, Justice and Rule of Law' we draw on the field of criminology and on current debates relating to the 'governance of security' to examine some of the challenges confronting the advancement of public security and justice in post- conflict, transitional societies.

Content

A multitude of concepts and their definitions: how are the concepts and practices relating to public security and public safety be understood in post-conflict settings? What sense is there to be made of concepts such as 'regime security' and 'citizen security'? Of what utility (if any) is the concept of 'human security' in alerting us to the various dimensions of 'security'

Exploring the linkages between crime, safety and security: what are the main features of crime within the African context (**gender based violence as an example**) and how does crime itself impact on public perceptions and experiences of safety and security amongst citizens in new democracies?

Trends in crime policies and strategies for building capacities: what lessons can be drawn from international developments relation to the form and substance of contemporary crime policies? What are the main policy frameworks which seem to guide the building of both formal (state) and informal (non- state capacities to enhance the delivery of safety and security in an accountable and equitable manner in Africa's new democracies? Here we will make particular reference to justice and security sector reform policies

which provide a template for modernising and democratising criminal justice institutions under the tutelage of international development agencies. The challenges relating to the implementation of 'accountable, legitimate and efficient agencies' will be considered on the basis of case studies: Mozambique, Liberia, Sierra Leone, DRC, South Africa, Rwanda etc. The impact of past abuses on the future delivery of justice will be briefly examined.

The role of the state and its police in crime prevention and community safety: what should and could (realistically) be the role of the state police vis-à-vis the prevention of crime and the enhancement of citizen safety in new democracies in Africa? In this section we focus on current conversations regarding the role(s) of the state, **prisons**, market and civil society in the delivery of safety.

Learning outcomes

By the end of the course, students should be able to:

1. Critically engage with key concepts relevant to the discussion.
2. Have some grasp of crime trends in Africa.
3. Describe key features of crime policies currently in vogue in the international community.
4. Evaluate policy templates aimed at building state capacity in the delivery of safety and justice within the framework of the rule of law.
5. Identify critical challenges (political and institutional) confronting the provision of safety and security in new democracies.

Evaluation

Students will be evaluated on the following basis:

Typed assignments, examinations and group presentations.

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