

## 2. Políticas, instituições e cidadania

OC - (22676) - TEACHING GENDER IN MASCULINE SPACES: AN OUTLOOK ON MILITARY HIGHER EDUCATION INSTITUTIONS

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### 1 - Academia Militar

This presentation aims to shed light on the current challenges and future prospects of teaching gender studies within military higher education institutions. Drawing upon the research results of the ERASMUS+ funded project, Military Gender Studies, conducted in Portugal, Italy, Romania, and Bulgaria, we will present an overview of our work with European military institutions and the difficulties encountered in engaging students in gender topics.

Politics, institutions, and citizenship are inherently intertwined with gender dynamics, making it imperative to incorporate gender studies into the curriculum of military higher education institutions. Throughout our project we have explored the potential benefits of integrating gender perspectives into military education, including enhanced leadership skills, increased awareness of diversity, and improved institutional effectiveness. However, these spaces are often traditionally masculine and patriarchal, creating barriers to the acceptance and relevance of gender issues. Many military students tend to view gender studies as irrelevant or exclusively for women, hindering their interest and engagement in the subject matter.

This presentation will outline the strategies and methodologies employed during the project to address these challenges. Through qualitative and quantitative analysis, we have gained valuable knowledge about the factors that influence students' engagement and resistance to gender studies. We will discuss the importance of creating a safe and inclusive learning environment that encourages open dialogue and fosters critical thinking about gender issues. Additionally, we will share our experiences in developing innovative teaching approaches that highlight the relevance of gender studies within military contexts.

In conclusion, this presentation aims to address the challenges and opportunities of teaching gender studies in masculine spaces, specifically military higher education institutions. By sharing our experiences and research findings from the Military Gender Studies Project, we hope to inspire discussions on the importance of incorporating gender perspectives into the curriculum of these institutions.

**Palavras-chave : gender studies, teaching gender, military higher education institutions, masculine spaces, student engagement**