

# INTRODUCTION TO THE CURRICULUM



## A Women's Guide to Security Sector Reform Training Curriculum



**DCAF**

a centre for security,  
development and  
the rule of law



**INCLUSIVE  
SECURITY**

## Acknowledgements

Over the last decade, Inclusive Security and DCAF have conducted dozens of training workshops with women and men in countries undergoing security sector reform processes. We wish to thank all those who have participated in these trainings, sharing their stories, their wisdom and their experience, and helped us in turn to develop the training approaches reflected in this curriculum.

We extend particular appreciation to the authors of our *A Women's Guide to Security Sector Reform*, which served as the key background resource for this curriculum, Megan Bastick and Tobie Whitman, and the Advisory Council for that Guide: Ruth Gibson Caesar, Wazhma Frogh, Alaa Murabit, Jessica Nkuuhe, Bandana Rana and Sonja Stojanovic.

Kathrin Quesada, Megan Bastick, Heather Huhtanen, Carrie O'Neill and Kristin Valasek were the primary authors of this curriculum. Jacqueline O'Neill and Daniel de Torres helped shape the original outline and provided substantive input. Input was also received from Michelle Barsa, Anna Kadar, Alice Kielmann, Caroline Pradier, Lorraine Serrano, and Nanako Tamaru. Mylène Socquet-Juglard and Marta Ghittoni assisted with final stages of publication.

Editing by Rachel Isaacs. Graphic design by Stephanie Pierce-Conway.

## DCAF

The Geneva Centre for the Democratic Control of Armed Forces (DCAF) is an international foundation whose mission is to assist the international community in pursuing good governance and reform of the security sector. DCAF develops and promotes norms and standards, conducts tailored policy research, identifies good practices and recommendations to promote democratic security sector governance, and provides in-country advisory support and practical assistance programmes.

DCAF's Gender and Security Division works through research, technical advice and regional projects to support the development of security sectors that meet the needs of men, women, boys and girls; and promote the full participation of men and women in security sector institutions and security sector reform processes.

Visit us at: [www.dcaf.ch](http://www.dcaf.ch). Contact us at: [gender@dcaf.ch](mailto:gender@dcaf.ch).

## Inclusive Security

Inclusive Security is transforming decision making about war and peace. We're convinced that a more secure world is possible if policymakers and conflict-affected populations work together. Women's meaningful participation, in particular, can make the difference between failure and success. Since 1999, Inclusive Security has equipped decision makers with knowledge, tools, and connections that strengthen their ability to develop inclusive policies and approaches. We have also bolstered the skills and influence of women leaders around the world. Together with these allies, we're making inclusion the rule, not the exception.

Visit us at: [inclusivesecurity.org](http://inclusivesecurity.org). Contact us at: [info@inclusivesecurity.org](mailto:info@inclusivesecurity.org).

©2017 Inclusive Security and DCAF. The use, adaptation and copying of this guide is encouraged. We do, however, ask that you acknowledge and cite all materials used.

Please get in touch with us if you would like to translate this guide.

ISBN: 92-9222-438-7

Cite as: Inclusive Security and DCAF. *A Women's Guide to Security Sector Reform: Training Curriculum*. Washington, D.C.: Inclusive Security and DCAF, 2017.

# Introduction to the Curriculum

## Contents

What is this Curriculum?.....	4
Using the Curriculum .....	4
Pre-Training Needs Assessment.....	10
Training Best Practices .....	10
Monitoring and Evaluating the Training.....	13
Background Resources .....	14
Annex .....	15

## What is this Curriculum?

This Training Curriculum builds the knowledge and skills of women from civil society to participate in security sector reform, and conduct advocacy related to the security sector. It is a companion to A Women’s Guide to Security Sector Reform, published in 2013 by DCAF and Inclusive Security.

This curriculum is for experienced facilitators and trainers who design workshops and trainings for women (including those in the security sector) and civil society organizations.

The Training Curriculum addresses the concepts of security, the security sector, security sector reform, gender and gender equality, and the links between them. It builds skills for planning, research, coalition building, developing recommendations, and advocacy around the security sector, as well as monitoring and evaluating those efforts. The goal of this curriculum is to support and empower women to participate in dialogue and decision-making to create a security sector that is more effective and accountable.

## Using the Curriculum

The Training Curriculum includes 17 modules that each takes one to four hours. The table below provides an overview of the entire curriculum and includes learning outcomes and the estimated time to conduct each module.

### Overview of the Curriculum

Module	Learning Outcomes
<b>MODULE 1</b> <b>Welcome and Introductions</b> 2h25m	<ul style="list-style-type: none"><li>• Trainers and participants share expectations for the training.</li><li>• A constructive, productive, and safe learning environment is established.</li></ul>
<b>MODULE 2</b> <b>What are Security and the Security Sector?</b> 2h5m	<ul style="list-style-type: none"><li>• Participants are able to describe what “security” means to them.</li><li>• Participants are able to use examples to illustrate how the security and justice needs of individuals and groups differ based on characteristics such as gender, ethnicity, age, religion, economic status, and sexual orientation.</li><li>• Participants are able to name the key institutions and entities that make up the security sector and are familiar with their different roles.</li></ul>
<b>MODULE 3</b> <b>What are Gender and Gender Equality?</b> 1h20m	<ul style="list-style-type: none"><li>• Participants are able to differentiate between “sex” and “gender” using practical examples.</li><li>• Participants are able to define gender equality and understand its aims.</li></ul>

---

**MODULE 4**  
**Mapping Gendered Security and Justice Needs**  
2h10m

- Participants are able to identify how the security and justice needs of men, women, boys, and girls are associated with gender roles and expectations.
- Participants are able to identify causes of gender-based violence.

---

**MODULE 5**  
**What is Security Sector Reform?**  
1h50m

- Participants are able to describe what security sector reform (SSR) means and state its two main goals.
- Participants are able to give at least three examples of SSR activities.
- Participants are able to list at least three challenges to SSR in their own context.

---

**MODULE 6**  
**What Roles Does Civil Society Play in Security Sector Reform?**  
2h35m

- Participants are able to describe what a “civil society organization” is.
- Participants are able to identify ways in which civil society organizations contribute to security sector reform.
- Participants are able to explain civil society oversight of the security sector.

---

**MODULE 7**  
**Why is it Important that Security Sector Reform Address Gender Equality and Involve Women?**  
2h20m

- Participants are able to formulate three arguments as to why gender equality is an important consideration in security sector reform (SSR).
- Participants are able to recognize practical initiatives to address gender equality in SSR.
- Participants are able to give at least two reasons why it is important to involve women in SSR.

---

**MODULE 8**  
**Supporting Women Working within Security Sector Institutions**  
2h

- Participants are able to identify three challenges faced by women working within security sector institutions.
- Participants are able to design an assessment of servicewomen’s needs and priorities.
- Participants are able to identify strategies or activities to support women within the security sector.

---

**MODULE 9**  
**Using International and National Laws to Advocate on Gender and Security Sector Reform**  
1h35m

- Participants are able to recall specific legal standards that require that SSR address gender equality and involve women.
- Participants are able to identify state and/or local laws, policies, and procedures relevant to gender and SSR.

---

**MODULE 10**  
**Introduction to  
Advocacy**

4h5m

- Participants are able to describe different types of advocacy approaches and activities.
- Participants are able to analyze a problem they want to address, identify relevant stakeholders, and develop a common understanding of its causes and effects.
- Participants are able to identify the knowledge, skills, and experience they bring to security sector reform.
- Participants are able to identify common barriers to CSOs and security institutions working together and strategies to overcome them.

---

**MODULE 11**  
**Researching  
Security Issues**

2h30m

- Participants are able to explain why research is important and develop a research plan for a specific security issue.
- Participants are able to give examples of monitoring the security sector.
- Participants are able to identify safety and ethical issues around conducting research and describe ways to mitigate such risks.

---

**MODULE 12**  
**Building and Main-  
taining Coalitions to  
Influence Security  
Sector Reform**

2h

- Participants are able to explain what coalitions are and why they are important to influencing security sector reform and security institutions.
- Participants are able to identify the benefits and challenges of building an effective coalition to influence security sector reform and security institutions.
- Participants are able to identify strategies to address coalition strengths and weaknesses.

---

**MODULE 13**  
**Planning for Action**

2h

- Participants are able to consider criteria for choosing advocacy tactics and how those tactics relate to their environment.
- Participants are able to identify concrete and specific elements of their SSR advocacy action plan.

---

**MODULE 14**  
**Developing  
Recommendations  
for Security Sector  
Reform**

1h40m

- Participants are able to describe and identify the three components (what/who/how) of an advocacy recommendation.
  - Participants are able to draft advocacy recommendations that identify who should do what and how.
-

---

**MODULE 15**  
**Delivering Your  
Advocacy Message  
and Following Up**

4h 5m

- Participants are able to identify key components for crafting a strong message.
- Participants are able to describe and employ strategies for effectively delivering an advocacy message.
- Participants are able to identify follow up activities related to messaging to different advocacy targets.

---

**MODULE 16**  
**Monitoring and  
Measuring Success**

1h40m

- Participants are able to explain the purposes of monitoring and evaluating advocacy.
- Participants are able to develop a monitoring and evaluation plan that enables them to measure their success.

---

**MODULE 17**  
**Wrap Up, Evaluation  
and Next Steps**

2h15m

- Participants are able to identify whether the training objectives and expectations have been met.
- Participants are able to debrief the training experience and reflect on what was learned, why it is useful, and what can be done with the knowledge, information, and skills acquired, and the connections they have made during the training.

Delivering the entire curriculum will take seven full days. However, depending on the time available and the participants' needs, the training can be run using fewer modules, and some are easily shortened. Four different agenda options are outlined below. Facilitators are still encouraged to review all modules and conduct a pre-training needs assessment in order to identify the best training program for their group.

The following suggested programs would take seven days, six days, four days, three days, and two days, respectively.

### Comprehensive seven-day program

This comprehensive program covers all topics and skills related to gender, security sector reform, and advocacy. All modules are used.

<b>Day 1</b>	Modules 1, 2 and 3	Total time 5h50m
<b>Day 2</b>	Modules 4, 5, and 6	Total time 6h35m
<b>Day 3</b>	Modules 7, 8, and 9	Total time 5h55m
<b>Day 4</b>	Modules 10 and 11	Total time 6h35m
<b>Day 5</b>	Modules 12 and 13	Total time 4h
<b>Day 6</b>	Modules 14 and 15	Total time 5h45m
<b>Day 7</b>	Modules 16 and 17	Total time 3h55m

### Comprehensive six-day program

This program covers specific topics and skills related to gender, security sector reform, and advocacy. Not all modules are used, and the facilitators may therefore wish to substitute alternative modules in order to meet the needs and wishes of the participants.

<b>Day 1</b>	Modules 1, 2, and 3	Total time 5h50m
<b>Day 2</b>	Modules 4, 5, and 6	Total time 6h35m
<b>Day 3</b>	Modules 7 and 8	Total time 4h20m
<b>Day 4</b>	Modules 10 and 11	Total time 6h35m
<b>Day 5</b>	Modules 13 and 14	Total time 3h40m
<b>Day 6</b>	Modules 15 and 17	Total time 6h20m



## Advanced four-day program

This program is for individuals who are familiar with the security sector but wish to learn more, particularly about strategic engagement and advocacy. The program focuses on skill building but will also address some security sector content.

<b>Day 1</b>	Modules 1, 4, and 10 (first half)	Total time 6h35m
<b>Day 2</b>	Modules 10 (second half), 11, and 12	Total time 6h30m
<b>Day 3</b>	Modules 13 and 14	Total time 3h40m
<b>Day 4</b>	Modules 15, 16, and 17	Total time 8h

## Introductory three-day program

This program is for individuals who are familiar with the concepts of gender and gender equality but are relatively unfamiliar with the security sector or have no previous experience working with security actors. This program will focus on topics specific to the security sector and some skill building around engagement.

<b>Day 1</b>	Modules 1, 2, and 4	Total time 6h40m
<b>Day 2</b>	Modules 5, 6, and 8	Total time 6h25m
<b>Day 3</b>	Modules 12, 14, and 17	Total time 5h55m

## Introductory two-day program

This program is for individuals who are more or less new to working with the security sector. This program will cover the basics of how gender equality relates to the security sector, and some skill building around engagement.

<b>Day 1</b>	Modules 1, 5, and 7	Total time 6h35m
<b>Day 2</b>	Modules 8, 14, and 17	Total time 5h55m

## Pre-Training Needs Assessment

A good way to identify the best agenda for your workshop is to conduct a pre-training needs assessment. Ideally, this kind of assessment is conducted far enough in advance that the facilitators can use the information to tailor the training and their approach. For example, a pre-training needs assessment can help a facilitator determine whether one of the above agendas is suitable for their audience. They can then make necessary adjustments by adding, omitting, or exchanging modules; modifying activities; or adapting the approach of the program altogether.

A pre-training needs assessment can come in the form of a short questionnaire about participants' work, professional background, education, and country context. This might also include asking participants to self-identify their training needs and interests, as well as questions assessing their familiarity with specific topics.

The assessment can be delivered several different ways, depending on the resources available. For example, you might send it by email or post. If computers, internet access, or mail services are not widely available, the questionnaire can also be administered by phone or in person. A sample assessment form is provided; it is recommended, however, that facilitators adapt the questionnaire to be context-specific and focused only on information relevant to their particular training and approach (see [Sample Needs Assessment Questionnaire](#) handout in the annex).

## Training Best Practices

Over the years, Inclusive Security and DCAF have identified a series of techniques to successfully train people of diverse backgrounds. A critical component to constructive, respectful relationship building is creating a dynamic, interactive training environment in which individuals feel safe to share ideas.

### **Risk Assessment**

No training should be planned or implemented without ongoing consideration for any associated risks for participants and facilitators. For example, participating in a training on security issues might put women and/or their organizations at risk of harassment by individuals or security sector actors. When training organizers come from outside, it is critical that they are sensitive to the local context and collaborate with local organizations to identify the safest, most effective way to plan and deliver the training.

### **Adapt the training to participants' needs**

The pre-training needs assessment should shape how you plan your program and the content you include.

## **Adapt the training to participants' literacy level and language abilities**

Think about how fluent and literate your participants are in the language in which you deliver the training. Is it necessary to translate materials into local languages and/or provide translation? If translation is used, all activities will need more time than specified (simultaneous translation is preferable but is more expensive).

## **Adapt the training content to the context**

The following are options for how to adapt the curriculum to the local context and culture:

- Research the cultural context, gender roles, security issues, and the mandates and activities of local security sector institutions and governance structures.
- Identify practical examples and case studies that are relevant and meaningful to the context and specific participant group.
- Co-lead the training with a local facilitator and work with them in advance to develop the training material.
- Involve civil society organizations and other local actors in developing the pre-training needs assessment and the selection of training modules.

## **Integrate knowledge and skills**

Training should always include both content and skills components. While each trainer has different goals for different audiences, we have found this integrated approach to be a successful method for promoting women's inclusion in peace and security processes.

## **Establish ground rules**

"Ground rules" are explicit guidelines that should be established early in a workshop to ensure constructive behavior and foster collaboration. These rules can also outline procedures for making decisions and sharing information. Participants can propose changes or additions to the ground rules during the training. The ground rules should be written and posted visibly at each training session. It is the responsibility of the facilitator and the participants to hold one another accountable to these rules and ensure that everyone is treated equally.

## **Encourage respect and offer support**

Talking about violence and security may be difficult and painful for participants. Group discussions may elicit strong emotional reactions, which can be confrontational. It is important to:

- Create and adhere to the ground rules around confidentiality, respect, and mutual support.
- Include sufficient breaks and debrief activities.
- Identify a skilled person with whom participants can speak about their feelings confidentially, and who can offer or refer them to support services.

## **Value personal introductions**

Personal introductions are a requirement for building trust, as they provide participants the opportunity to share key aspects of their identities with the group. Delivering a personal introduction is also a useful skill to develop, and the group activities are strengthened when participants are acquainted with each other's backgrounds.

## **Create space for personal stories**

When bringing together a diverse group, asking individuals to share their personal stories can help rebuild a sense of shared humanity and respect in conflict-affected contexts. Personal stories will often emerge, even if unsolicited, as a cornerstone of participants' motivation for peacebuilding and security sector reform. Be prepared for personal stories to come up in the training, and do not dismiss them.

## **Bridge divides**

In conflict-affected environments, people often focus on their differing, often adversarial, positions. When convening a group from diverse backgrounds, emphasize their commonalities. The most obvious is a mutual interest in attending the workshop. Introductions and energizers are opportunities for people to identify additional shared qualities. Though you want to emphasize commonalities, be sure to not diminish the diversity in the room as well.

## **Understand gender differences and how they may influence participation**

A workshop might include men, who will have different experiences to share. Their perspectives can be valuable to understanding the gender dynamics within a society. In addition, this kind of workshop can be an opportunity to cultivate male allies who support women's inclusion in security sector reform and peace and security processes. That said, there may be occasions when it is beneficial to work solely with women.

## **Pay attention to the environment**

The physical space for a workshop can have an immense impact. Take the time to arrange the room in a way that is conducive to small group work. To create a more intimate atmosphere, position participants around several round tables instead of one large table. Make sure each table is full and that the group is not fragmented. Consider holding breakout sessions in separate rooms for a change of scene. Try to conduct sessions in a space with natural lighting so participants feel less confined.

## **Vary trainers**

Involving several facilitators rather than one lone trainer creates a more engaging workshop. Different participants benefit from different training styles, and varying speakers will keep participants more focused. Two trainers are the minimum for any multi-day workshop.

Further advice on planning and delivering trainings on gender and security can be found in the introduction to DCAF's Gender and SSR Training Resource Package, as well as DCAF's Expert Workshop on Gender Training for the Security Sector.

## Monitoring and Evaluating the Training

Whether the training program you run is seven, six, four, three or two days it is important to build in monitoring mechanisms so you can evaluate your success at the end of the program.

**Pre/post training assessment** – A pre/post training assessment measures whether participants have increased their immediate knowledge as a result of the training. As such, a pre/post training assessment must include knowledge-based questions, and the same questions must be asked before and after the training.

DAILY TRAINING EVALUATION (SAMPLE)					
How much do you agree with the following?	Strongly Agree	Agree	Somewhat	Disagree	Strongly Disagree
Today's training...					
Was relevant to my role					
Improved my knowledge					
Improved my skills					
Was a good mix of theory and practice					
Please write down 1-2 things you learned in the workshop today.					
Please write down 1-2 things you would change about the workshop today.					
Please write down what can be improved about the workshop tomorrow.					

Each module in this training includes several questions that can be used to develop a pre/post training assessment. In addition, or alternatively, the questions can be asked during the workshop, so that the facilitators can assess whether they are successfully hitting the key points as they deliver each module. (See [Assessment Questions](#) handout in the annex).

**Participant evaluations** – Daily evaluations can be used to gauge participants’ satisfaction with the workshop and collect input and recommendations to improve the training in subsequent days. Daily evaluations should be short and precise—asking only for information that is relevant and useful for the rest of the program.

**Morning review** – A morning review, usually taking around 15 minutes, refreshes participants’ memory of content across multiple days of training. It summarizes the key points made during the previous day’s training sessions. A morning review can also be facilitated by the participants themselves; in this way, participants have greater incentive to really think about and record what they have been hearing, discussing, and working on. A number of approaches can be used to facilitate a morning review, including quiz-based games like Jeopardy!, or a more traditional session where facilitators ask participants to list the previous day’s key points on a flipchart.

**End-of-day debrief** – An end-of-day debrief helps participants identify what was learned, how it is relevant to them, and what they can do with their new knowledge or skill. The facilitator’s job is to lead a thought-provoking discussion by asking meaningful questions in a pre-planned sequence, such as the following:

1. **What?** – What was covered, what was done?
2. **So what?** – How and why is it relevant, why should I care, why should others care?
3. **Now what?** – What can I do, what will I do in the short and long term?

Using these monitoring and evaluation mechanisms at the beginning and end of each day provides facilitators with important information about how well participants are understanding and relating to the content of the training. This will allow facilitators to adjust the training as necessary. For example, if certain topics or skills prove to be particularly difficult, facilitators can elect to return to that subject before moving on. Review and debrief activities also reinforce learning and increase retention, thereby contributing to the overall learning objectives of the training. Facilitators will note that Module 17 includes a comprehensive debrief activity intended to wrap-up the entire training program. It is recommended that Module 17 is always used to conclude the training, with a shortened debrief at the end of each workshop day.

## Background Resources

Bastick, Megan and Tobie Whitman. A Women’s Guide to Security Sector Reform. Washington: Inclusive Security and DCAF, 2013. [www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform](http://www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform)

DCAF. “Gender and Security Sector Reform Training Resource Website.” [www.gssrtraining.ch](http://www.gssrtraining.ch)

Inclusive Security. Inclusive Security: A Curriculum for Women Waging Peace. Washington: Inclusive Security, 2009. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)

O’Neil, Carrie and Nanako Tamaru. Advocacy for Inclusive Security Curriculum. Washington: Inclusive Security, 2017. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)

Pepper, Analee. Gender Training for the Security Sector: Lessons identified and practical resources. Geneva: DCAF, 2013. [www.dcaf.ch/Publications/Gender-Training-for-the-Security-Sector-Lessons-identified-and-practical-resources](http://www.dcaf.ch/Publications/Gender-Training-for-the-Security-Sector-Lessons-identified-and-practical-resources)

# ANNEX

---

## Sample Needs Assessment Questionnaire

# A Women's Guide to Security Sector Reform Training Curriculum

### Pre-Training Needs Assessment – Sample Questionnaire

*A pre-training needs assessment questionnaire collects information that can be used to tailor the design and approach of the training to better meet participants' needs. It is suggested that facilitators adapt this sample in order to address the specific context in which the assessment is being conducted.*

Responses will be treated confidentially and we will not directly attribute any comments in our reports.

**Thank you!**

---

#### Name of your Organization

---

#### Main focus of your Organization

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Women's Rights | <input type="checkbox"/> Humanitarian Aid | <input type="checkbox"/> Other: _____<br>_____<br>_____ |
| <input type="checkbox"/> Human Rights   | <input type="checkbox"/> Health           |   |
| <input type="checkbox"/> Justice        | <input type="checkbox"/> Security Sector  |   |

---

#### What best describes your role in your organization?

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Upper Management  | <input type="checkbox"/> Administrative Staff | <input type="checkbox"/> Other: _____<br>_____<br>_____ |
| <input type="checkbox"/> Middle Management | <input type="checkbox"/> Student/Intern       |   |
| <input type="checkbox"/> Program Staff     | <input type="checkbox"/> Researcher           |   |

---

### ABOUT THE EXPERIENCE AND EXPECTATIONS YOU BRING TO THIS TRAINING

---

#### What are your objectives in attending this training?

---

#### Please indicate which topics you are most interested in learning about:

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Gender                 | <input type="checkbox"/> Gender-Based Violence | <input type="checkbox"/> Other: _____<br>_____<br>_____ |
| <input type="checkbox"/> Gender Equality        | <input type="checkbox"/> Advocacy              |   |
| <input type="checkbox"/> Security Sector Reform | <input type="checkbox"/> Coalition Building    |   |



---

**Please indicate those parts of the security sector you are likely to engage with:**

- |  |   |                                       |
|--|---|---------------------------------------|
| <input type="checkbox"/> Armed forces/military/<br>defense forces (may include<br>gendarmerie) | <input type="checkbox"/> Courts                   | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Police  | <input type="checkbox"/> Prisons                  | _____                                 |
|  | <input type="checkbox"/> Border management agency | _____                                 |

---

**Please indicate those oversight and management bodies you are likely to engage with:**

- |   |   |                                       |
|---|---|---------------------------------------|
| <input type="checkbox"/> Members of legislatures/<br>parliament | <input type="checkbox"/> Ministry of Gender/ Women's<br>Affairs | <input type="checkbox"/> Media        |
| <input type="checkbox"/> Ministry of Defense                    | <input type="checkbox"/> National Security Council              | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Ministry of the Interior               | <input type="checkbox"/> National human rights<br>institutions  | _____                                 |
|   |   | _____                                 |

---

**In your opinion, are women able to express their needs and interests to security providers in your region?**

- Yes  
 No  
 Not sure

---

**Have you ever already received training on gender and/or security?**

- Gender  
 Security  
 Both  
 Neither

---

**If yes, please tell us about the most relevant training:**

Course Name: \_\_\_\_\_

Topic: \_\_\_\_\_

Duration: \_\_\_\_\_

Organized by: \_\_\_\_\_

Date Attended: \_\_\_\_\_

## MORE ABOUT YOU

---

### What best describes your level of education?

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> No schooling completed       | <input type="checkbox"/> High school graduate, diploma or equivalent | <input type="checkbox"/> Trade/technical/vocational training |
| <input type="checkbox"/> Junior/primary school        | <input type="checkbox"/> Some college credit, no degree              | <input type="checkbox"/> University degree                   |
| <input type="checkbox"/> Some high school, no diploma |  |  |
- 

### What is your age?

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Under 17 years old | <input type="checkbox"/> 25-34 years old | <input type="checkbox"/> 45-54 years old | <input type="checkbox"/> 65-74 years old   |
| <input type="checkbox"/> 18-24 years old    | <input type="checkbox"/> 35-44 years old | <input type="checkbox"/> 55-64 years old | <input type="checkbox"/> 75 years or older |
- 

### What best describes where you live?

- |                                |                                   |                                       |
|--------------------------------|-----------------------------------|---------------------------------------|
| <input type="checkbox"/> Rural | <input type="checkbox"/> Suburban | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Urban | <input type="checkbox"/> Township |                                       |
- 

### Do you have children?

- |  |  |
|--|--|
| <input type="checkbox"/> Yes/ won't need childcare during training | <input type="checkbox"/> Yes/ will need childcare during training                  |
| <input type="checkbox"/> No  | If you need childcare, please indicate number of children and ages: _____<br>----- |
- 

### Do you need transportation to the training?

- Yes       No
- 

### Do you need accommodation during the training?

- Yes       No
- 

### What best describes your ethnicity/tribe/nationality:

- Example 1 \_\_\_\_\_       Example 2 \_\_\_\_\_
- 

### What language is primarily used at home?

- Language 1 \_\_\_\_\_
- Language 2 \_\_\_\_\_
- Language 3 \_\_\_\_\_
-

## Assessment Questions

### Q.2.1 The “security sector” is composed of: (select one)

- a. Public services where the personnel wear a uniform and carry weapons.
- b. A range of different actors involved in providing security and justice and in oversight of security sector institutions.
- c. Institutions that are mandated to use force to maintain control.

### Q.2.2 People’s security and justice needs are: (select one)

- a. Different or the same, depending on many factors such as age, gender, ethnicity, religion and sexual orientation.
- b. Always different if you are a man or a woman.
- c. The same for all people within the same culture.
- d. Always different between people with disabilities and people without disabilities.

### Q.3.1 Indicate whether the characteristic is related to sex or gender:

- a. Ability to birth a child Sex
- b. Muscle mass Sex
- c. Dresses and skirts Gender
- d. Nurturing and caring Gender
- e. Facial hair Sex
- f. Leadership and authority Gender
- g. XX or XY chromosomes Sex
- h. Shooting ability Gender

### Q.3.2 Gender inequality is: (select one)

- a. When women are given special opportunities to access training, jobs and promotion.
- b. The unequal treatment and access to resources, opportunities and autonomy based on gender.
- c. When men and women are seen as having different physical capacities.

### Q.4.1 The same violent acts may affect men and women, but the impacts upon men and women’s lives will be different, and these differences are linked to their gender roles.

False True

**Q.4.2 A root cause of gender based violence is: (select one)**

- a. [Men and women's unequal access to resources.](#)
- b. Greater physical strength of men.
- c. Women dressing in an immodest manner.
- d. Men and women don't know how to communicate with each other.

**Q.5.1 The two core objectives of SSR are: (select one)**

- a. Spending less money on the security sector, and attracting international funding.
- b. [Making the security sector more effective and accountable.](#)
- c. Ensuring that the security sector institutions have modern equipment and excellent training.

**Q.5.2 An example of "holistic" SSR is: (select one)**

- a. [Reforming the criminal law, the police, prisons and courts in a coordinated manner.](#)
- b. Having a priest or imam say prayers for the SSR process to make it "holy".
- c. Having the whole SSR process controlled by the same minister.

**Q.6.1 "Civil society oversight of the security sector" means: (select one)**

- a. Making unannounced visits to barracks, police stations and prisons.
- b. [The active participation of civil society organisations in defining policies and overseeing the structures and practices of security sector actors.](#)
- c. Organizing social events for members of the armed and security forces.

**Q.6.2 Civil society organisations can contribute to SSR by: (select one)**

- a. Supporting the government's position on controversial issues.
- b. Ensuring that the communities they represent get special treatment in the SSR process.
- c. [Facilitating dialogue between communities and security sector actors, including identifying community security priorities.](#)

**Q.7.1 Gender equality is an important consideration in SSR because: (select one)**

- a. [Gender equality is a human right established in international, regional and national legal frameworks.](#)
- b. Gender equality is needed to lower job standards so that women can also work in security sector institutions.
- c. Gender equality is a principle of capitalism.

**Q 7.2 Involving women in SSR processes makes them more effective because: (select one)**

- a. Men behave better when there are also women around the table.
- b. It is important to have a diversity of voices, including men and women, in discussions on security to help to ensure that the different security needs and interests of men, women, boys and girls are addressed.
- c. Women are good at secretarial work so can take notes in meetings.

**Q.8.1 Women tend to be underrepresented in security sector institutions primarily because: (select one)**

- a. Women find the work too upsetting, because they are more emotional than men.
- b. Women are not interested in working in the security sector.
- c. There are a range of informal – and sometimes formal – barriers to women’s full and equal participation and advancement.
- d. Women are not strong enough to pass the physical tests to qualify.

**Q.8.2 Good ways to assess women working in the security sector’s support needs include: (select one)**

- a. Asking the women themselves, asking personnel responsible for human resources, and reviewing existing literature.
- b. Looking at the experiences of women in the security sector one hundred years ago.
- c. Looking at the experiences of women in the security sector in countries with different cultural traditions.
- d. Looking at the needs of men working in the security sector.

**Q.9.1 Which international law establishes women’s right to equal participation in the formation of government and explicitly prohibits discrimination against women? (select one)**

- a. Beijing Declaration and Platform for Action.
- b. United Nations Security Council Resolution 1325.
- c. The Convention on the Elimination of All Forms of Discrimination Against Women.
- d. The Universal Declaration of Human Rights.

**Q.9.2 UN Security Council Resolutions (UNSCRs) on Women, Peace, and Security: (select one)**

- a. Call on States to eliminate gender disparity in primary and secondary education and actively support women's participation in political processes on all levels.
- b. Call on States to prevent violations of women's rights, to support women's participation in peace negotiations and in post-conflict reconstruction, and to protect women and girls from sexual and gender-based violence in armed conflict.
- c. Call on States to disarm and commit to rely on peaceful negotiation to resolve international disputes.
- d. Address domestic violence, which is known to increase during and after conflict.

**Q.10.1. Advocacy means: (select one)**

- a. A pact or treaty among individuals or groups, during which they cooperate in joint action.
- b. A planned, deliberate, and sustained effort to advance an agenda for change.
- c. A tactic to ensure that people think the way you do.
- d. A set of activities that address direct needs like delivering humanitarian aid, providing shelter, and building schools.

**Q.10.2 Stakeholder mapping is useful for advocacy because: (select all that apply)**

- a. It can help you get a broad view of the actors involved in an issue and the dynamic between them.
- b. It can help you figure out who your allies and partners can be.
- c. It can help you figure out who might be opposed to your agenda.

**Q.11.1 Which of the following is NOT likely to be a credible way to gather information on security issues: (select one)**

- a. Holding focus group discussions.
- b. Conducting interviews.
- c. Quoting anonymous posts on the internet.
- d. Visiting police stations as part of a prison visitor scheme.

**Q.11.2 Monitoring human rights abuses by the security sector is important because: (select one)**

- a. It can hold the security sector and its personnel accountable.
- b. It provides important contacts and increases your chances to be hired.
- c. It saves the ministry from having to collect the same information itself.
- d. It provides justice for victims.

**Q.12.1 A coalition is: (select one)**

- a. Always a group of likeminded CSOs.
- b. A group that has funding from an international donor.
- c. An alliance working towards the same goal.
- d. A group of people appointed by the government to study a particular issue.

**Q.12.2 A successful coalition cannot function without: (select one)**

- a. Office space.
- b. Government approval.
- c. A president to make all the important decisions.
- d. Effective organization of its members.

**Q.13.1 Working with policymakers and awareness-raising are: (select one)**

- a. Constructive approaches to advocacy.
- b. Confrontational approaches to advocacy.

**Q.13.2 Five core elements of an action plan are: (select one)**

- a. Goal, objectives, activities, communications, and networking.
- b. Goal, objectives, activities, responsibilities, and resources.
- c. Goal, mission, activities, responsibilities, and training.

**Q.14.1 Circle all the components of an advocacy recommendation:**

- a. What (What change do you want to make?)
- b. Who (What actor can make the change you want to see?)
- c. How (What action can the actor take to make the change happen?)
- d. Why (Detailed information about all the reasons the change needs to be made.)

**Q.14.2 Effective advocacy recommendations are: (select one)**

- a. Specific, realistic, and relevant.
- b. Simple, specific, and lengthy.
- c. Realistic, complicated, and beautiful.

**Q.15.1 Advocacy messages should have three components: problem, solution, and action.**

True

False

**Q.15.2 Monitoring whether a person makes any commitments, and delivers on those commitments are aspects of: (select one)**

- a. Following up an advocacy message.
- b. Planning advocacy.
- c. Fundraising.

**Q.16.1 Monitoring is: (select one)**

- a. Contacting training participants after the training has finished to ask them questions about how they found the training.
- b. The on-going process of collecting information (or data) in order to measure whether the advocacy strategy (or project) is achieving its goals and aims.
- c. Checking that each member of your coalition attends meetings regularly.

**Q.16.2 Evaluation is: (select one)**

- a. The process and outcome of determining the value or merit of an advocacy strategy (or project).
- b. Putting a monetary value on your activities.
- c. Something one does simply because donors demand it.



Inclusive Security  
1615 M Street NW, Suite 850  
Washington, DC 20036  
202.403.2000  
[inclusivesecurity.org](http://inclusivesecurity.org)

The Geneva Centre for the Democratic  
Control of Armed Forces (DCAF)  
P.O. Box 1360  
CH-1211 Geneva 1  
Switzerland  
+41 (0) 22.730.9400  
[dcaf.ch](http://dcaf.ch)



## MODULE ONE

### Welcome and Introductions



## A Women's Guide to Security Sector Reform Training Curriculum



**DCAF**

a centre for security,  
development and  
the rule of law



**INCLUSIVE  
SECURITY**

## Acknowledgements

Over the last decade, Inclusive Security and DCAF have conducted dozens of training workshops with women and men in countries undergoing security sector reform processes. We wish to thank all those who have participated in these trainings, sharing their stories, their wisdom and their experience, and helped us in turn to develop the training approaches reflected in this curriculum.

We extend particular appreciation to the authors of our *A Women's Guide to Security Sector Reform*, which served as the key background resource for this curriculum, Megan Bastick and Tobie Whitman, and the Advisory Council for that Guide: Ruth Gibson Caesar, Wazhma Frogh, Alaa Murabit, Jessica Nkuuhe, Bandana Rana and Sonja Stojanovic.

Kathrin Quesada, Megan Bastick, Heather Huhtanen, Carrie O'Neill and Kristin Valasek were the primary authors of this curriculum. Jacqueline O'Neill and Daniel de Torres helped shape the original outline and provided substantive input. Input was also received from Michelle Barsa, Anna Kadar, Alice Kielmann, Caroline Pradier, Lorraine Serrano, and Nanako Tamaru. Mylène Socquet-Juglard and Marta Ghittoni assisted with final stages of publication.

Editing by Rachel Isaacs. Graphic design by Stephanie Pierce-Conway.

## DCAF

The Geneva Centre for the Democratic Control of Armed Forces (DCAF) is an international foundation whose mission is to assist the international community in pursuing good governance and reform of the security sector. DCAF develops and promotes norms and standards, conducts tailored policy research, identifies good practices and recommendations to promote democratic security sector governance, and provides in-country advisory support and practical assistance programmes.

DCAF's Gender and Security Division works through research, technical advice and regional projects to support the development of security sectors that meet the needs of men, women, boys and girls; and promote the full participation of men and women in security sector institutions and security sector reform processes.

Visit us at: [www.dcaf.ch](http://www.dcaf.ch). Contact us at: [gender@dcaf.ch](mailto:gender@dcaf.ch).

## Inclusive Security

Inclusive Security is transforming decision making about war and peace. We're convinced that a more secure world is possible if policymakers and conflict-affected populations work together. Women's meaningful participation, in particular, can make the difference between failure and success. Since 1999, Inclusive Security has equipped decision makers with knowledge, tools, and connections that strengthen their ability to develop inclusive policies and approaches. We have also bolstered the skills and influence of women leaders around the world. Together with these allies, we're making inclusion the rule, not the exception.

Visit us at: [inclusivesecurity.org](http://inclusivesecurity.org). Contact us at: [info@inclusivesecurity.org](mailto:info@inclusivesecurity.org).

©2017 Inclusive Security and DCAF. The use, adaptation and copying of this guide is encouraged. We do, however, ask that you acknowledge and cite all materials used.

Please get in touch with us if you would like to translate this guide.

ISBN: 92-9222-438-7

Cite as: Inclusive Security and DCAF. *A Women's Guide to Security Sector Reform: Training Curriculum*. Washington, D.C.: Inclusive Security and DCAF, 2017.

# MODULE OVERVIEW: Welcome and Introductions

---

## Learning Objectives

- Trainers and participants share expectations for the training.
  - A constructive, productive, and safe learning environment is established.
- 



## Background Resources for Trainers

- Barry, Jane. *Integrated Security: The Manual*. Johanneshov: Kvinna till Kvinna, 2011. [www.integratedsecuritymanual.org](http://www.integratedsecuritymanual.org)
- DCAF. "Gender and Security Sector Reform Training Resource Website." [www.gssrtraining.ch](http://www.gssrtraining.ch)
- Inclusive Security. *Inclusive Security: A Curriculum for Women Waging Peace*. Washington: Inclusive Security, 2009. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)
- Pepper, Analee. *Gender Training for the Security Sector: Lessons identified and practical resources*. Geneva: DCAF, 2013. [www.dcaf.ch/Publications/Gender-Training-for-the-Security-Sector-Lessons-identified-and-practical-resources](http://www.dcaf.ch/Publications/Gender-Training-for-the-Security-Sector-Lessons-identified-and-practical-resources)

Time	Description
<b>5 minutes</b>	<b>1.1 Introduction to the Module</b> 1.1.1 Facilitator Talking Points
<b>60 minutes</b>	<b>1.2 Introductions of the Trainer(s), Organizer(s), and Participants</b> 1.2.1 Facilitator Talking Points: Welcome 1.2.2 Activity: Name Memory Training 1.2.3 Activity: Walk Around the Room 1.2.4 Activity: Bingo
<b>60 minutes</b>	<b>1.3 Training Objectives, Agenda, and Expectations</b> 1.3.1 Discussion: Training Objectives and Agenda 1.3.2 Discussion: Training Expectations with Needs Assessment 1.3.3 Discussion: Training Expectations without Needs Assessment
<b>15 minutes</b>	<b>1.4 Ground Rules and Housekeeping</b> 1.4.1 Discussion: Creating Ground Rules 1.4.2 Facilitator Talking Points: Housekeeping
<b>5 minutes</b>	<b>1.5 Wrap Up</b> 1.5.1 Facilitator Talking Points: Points to Take Away
<b>Total Time: 2 hours 25 minutes</b>	

# 1.1 Introduction to the Module



## 1.1.1 Facilitator Talking Points

### Background for Facilitator

This section introduces the purpose and learning objectives of the module.

Project a slide with the learning objectives for the module, or write them on flipchart paper.

### Facilitator Talking Points

- In this first session, we will discuss your hopes and expectations for our training and look over the program for the coming days. We will talk about logistics and discuss any questions you may have before we begin.
- After this module, we hope that:
  - We are more familiar with each other.
  - We understand the objectives of the training.
  - We are aware of the different expectations that you as participants bring to the training.
  - We have discussed and agreed on ground rules that will establish a safe space for shared learning, reflection, and growth.

### Materials Needed

Flipchart or presentation slide

### Learning Objectives

Participants are able to identify the purpose and learning objectives of this module.

**Time** 5 minutes

## 1.2 Introductions of the Trainer(s), Organizer(s), and Participants

### Background for Facilitator

Introductions set the tone for a training. This section includes three opening exercises that will allow participants to learn each other's names and interests; the activities can be done together, or you can do just one. We suggest you adapt the [Bingo Card](#) to the cultural context of the training.

If you have less time, skip Bingo, and instead of the Walk Around the Room, have each participant share two sentences about their current job and their expectations for the training.

#### Materials Needed

Flipchart; [Bingo Card](#) handout

#### Learning Objectives

Participants will learn each other's names and interests.

**Time** 60 minutes



### 1.2.1 Facilitator Talking Points: Welcome (15 MINUTES)

#### Facilitator Talking Points

- Welcome everyone! We appreciate that you are here and look forward to spending the next few days together. *Introduce yourself and the team of organizers, facilitators, and any interpreters. This is also an opportunity to acknowledge convening organizations, donors, and others who have made the training possible.*



### 1.2.2 Activity: Name Memory Game (15 MINUTES)

#### Instructions

Invite each person to introduce themselves and share a movement that represents something they like to do (e.g., if I like dancing, I might choose to share a dance move. If I like cooking, I might stir an imaginary bowl).

Then have the next person repeat their neighbor's name and movement, and followed by their own name and movement. Have the third person repeat the first two names and movements, and then introduce their own. Continue around the room like this until everybody has participated. This is a great activity to get people moving, learning names, and laughing. The last few people in the circle will have a real challenge remembering everyone's name and movements, but it's a great way to build camaraderie from the beginning and see to what extent trainees already know each other.



### **1.2.3 Activity:** Walk Around the Room (15 MINUTES)

#### Instructions

Have participants walk around the room and find someone they don't know yet. In these pairs, they have 5-10 minutes to identify three things that they have in common. This can be about professional interests, family, childhood—anything at all.

After 10 minutes, have them walk the room again, but this time in pairs, each person introducing their partner to as many other participants as possible in the allocated time (10 minutes).



### **1.2.4 Activity:** Bingo (15 MINUTES)

#### Instructions

This is an energetic activity to help participants learn some personal details about each other.

Give each participant a [Bingo Card](#); each square contains a description or statement about somebody. Have participants mingle and find a person who corresponds to each square on their card, filling in each square as they go.

End the game after the allotted time, or when someone says “Bingo!” (i.e., when they have found a person to match each of the squares on their card). You can alternatively have them call “Bingo!” when they have filled out just one row, as with traditional Bingo. If you have a large group, you might tell them that each person can be written on a person’s [Bingo Card](#) only once, even if more than one item applies to them.



## 1.3 Training Objectives, Agenda, and Expectations

### Background for Facilitator

This section ensures that participants have a common understanding of the overall training objectives, are familiar with the agenda, and have clarified their expectations.

The objectives will have been developed after a needs assessment (described in the **Introduction**) and will vary from training to training. Here are some examples:

- To enhance participants' understanding of the contributions that women's civil society organizations can make to security decision-making and security sector reform.
- To enhance participants' knowledge and skills in advocacy and security decision-making.

Some sample training agendas are included in the **Introduction**, but you will have developed your own program to fit your trainees' needs and context and the time available.

To discuss participants' expectations, use Discussion 1.3.2 or 1.3.3 below, depending on whether a pre-training needs assessment was conducted.

### Materials Needed

Flipchart, presentation slides

### Learning Objectives

Participants will understand the overall training objectives, become familiar with the agenda, and each other's expectations for the training.

**Time** 60 minutes



### 1.3.1 Discussion: Training Objectives and Agenda (15 MINUTES)

#### Instructions

Project a slide with the training objectives or write them on flipchart paper. Invite questions, and clarify as necessary. Introduce participants to the training agenda, briefly describing the goals of each session and highlighting how they build upon each other, with reference to the overall training objectives.



### 1.3.2 Discussion: Training Expectations with Needs Assessment (15 MINUTES)

#### Instructions

On a flipchart, write a synthesis of participants' expectations that you gathered from the pre-training needs assessment. These might include:

- To meet and connect with colleagues and build networks for activism.
- To learn how to become involved in security sector reform.

Invite participants to add any other expectations they have and write them on the flipchart. Assure participants that their expectations will be regularly referred to, and keep this flipchart visible throughout the workshop. Other issues that you may have included in your training needs assessment that are useful to share include:

- The skills participants would like to develop.
- The experiences participants bring.
- The cultural contexts in which they work.



### **1.3.3 Discussion:** Training Expectations without Needs Assessment (30 MINUTES)

#### Instructions

Divide participants into small groups and give them 10 minutes to discuss their expectations for the workshop: the knowledge and/or skills they would like to acquire through the training. Each group will then have 2 minutes to concisely share these with the rest of the group.

Record their shared expectations on flipchart paper. Assure participants that their expectations will be regularly referred to, and keep this flipchart visible throughout the workshop.

## 1.4 Ground Rules and Housekeeping

### Background for Facilitator

Ground rules are important for a productive and safe learning environment. These rules should be generated collectively by the group and then displayed on the wall throughout the training. As the facilitator, you can refer to these rules as needed to remind participants of the commitments they made to their learning environment.

### Materials Needed

Flipchart

### Learning Objectives

Participants will work together to establish ground rules and understand the logistics of the training.

**Time** 15 minutes



### 1.4.1 Discussion: Creating Ground Rules (10 MINUTES)

### Facilitator Talking Points

- To achieve a constructive, productive, and safe working environment, ground rules are essential. Everybody, including the trainer(s), should commit to comply with these rules throughout the entire training.
- What are the rules that you would like to establish for us as a group throughout our time together?  
*Note contributions on a flipchart.*
- *Add, if not mentioned:*
  - Starting and ending sessions on time.
  - Putting phones on silent.
  - Not checking email during the training.
  - Not interrupting people.
  - Listen and speak without judgement.
  - “Step up, step back”: be aware of how much you’re talking versus not talking; step back and let others speak if you’re contributing a lot, or step up if you haven’t been speaking as much.
  - Take responsibility for your own learning.



## 1.4.2 Facilitator Talking Points: Housekeeping (5 MINUTES)

### Instructions

Ensure that the participants are familiar with the training venue and explain relevant logistical and administrative issues. For example:

- Where the nearest bathroom is.
- What time tea and coffee will be served, and whether there are drinks available during the sessions.
- Where lunch and dinner will be served, how they are organized, and how different dietary needs will be accommodated.
- In case you use simultaneous interpretation, remind participants to always use the microphone and speak clearly and slowly, so the interpreter can follow easily.
- Any transport arrangements and pick-up times.
- Where people can access the internet outside of the training sessions.
- Give people an emergency local contact number for one of the organizing team.

## 1.5 Wrap Up



### 1.5.1 Facilitator Talking Points: Points to Take Away

#### Background for Facilitator

This section highlights the main points of the module.

#### Instructions

Emphasize:

- This session was an opportunity to begin to get to know each other, and to develop a shared understanding of the training objectives.
- Together, we've also defined the ground rules that will enable us to exchange and learn in a constructive and respectful manner.

#### Materials Needed

None

#### Learning Objectives

Participants will understand the main points of this module.

**Time** 5 minutes

# ANNEX

## BINGO CARD

FIND SOMEONE WHO...				
can perform a dance from their own country	has founded their own NGO	has a Twitter account	has traveled by plane to come to the training	speaks more than two languages fluently
can play a musical instrument	owns a bicycle	was born on New Year's Eve	has been with their employer more than five years	has fought a fire
works on empowering women	works with government officials	can't cook	has no children	knows what the capital of Switzerland is
has run a marathon	has or is working on a degree	speaks fluent Swahili	goes to work on foot	has a pet
lives in a sunny country	is an only child	has worked with the UN	can cite a poem by heart in their native language	knows first aid

Inclusive Security  
1615 M Street NW, Suite 850  
Washington, DC 20036  
202.403.2000  
[inclusivesecurity.org](http://inclusivesecurity.org)

The Geneva Centre for the Democratic  
Control of Armed Forces (DCAF)  
P.O. Box 1360  
CH-1211 Geneva 1  
Switzerland  
+41 (0) 22.730.9400  
[dcaf.ch](http://dcaf.ch)



## MODULE TWO

# What are Security and the Security Sector?



Photo Credit: AP/Amine Landoulsi

## A Women's Guide to Security Sector Reform Training Curriculum



**DCAF**

a centre for security,  
development and  
the rule of law



**INCLUSIVE  
SECURITY**



## Acknowledgements

Over the last decade, Inclusive Security and DCAF have conducted dozens of training workshops with women and men in countries undergoing security sector reform processes. We wish to thank all those who have participated in these trainings, sharing their stories, their wisdom and their experience, and helped us in turn to develop the training approaches reflected in this curriculum.

We extend particular appreciation to the authors of our *A Women's Guide to Security Sector Reform*, which served as the key background resource for this curriculum, Megan Bastick and Tobie Whitman, and the Advisory Council for that Guide: Ruth Gibson Caesar, Wazhma Frogh, Alaa Murabit, Jessica Nkuuhe, Bandana Rana and Sonja Stojanovic.

Kathrin Quesada, Megan Bastick, Heather Huhtanen, Carrie O'Neill and Kristin Valasek were the primary authors of this curriculum. Jacqueline O'Neill and Daniel de Torres helped shape the original outline and provided substantive input. Input was also received from Michelle Barsa, Anna Kadar, Alice Kielmann, Caroline Pradier, Lorraine Serrano, and Nanako Tamaru. Mylène Socquet-Juglard and Marta Ghittoni assisted with final stages of publication.

Editing by Rachel Isaacs. Graphic design by Stephanie Pierce-Conway.

## DCAF

The Geneva Centre for the Democratic Control of Armed Forces (DCAF) is an international foundation whose mission is to assist the international community in pursuing good governance and reform of the security sector. DCAF develops and promotes norms and standards, conducts tailored policy research, identifies good practices and recommendations to promote democratic security sector governance, and provides in-country advisory support and practical assistance programmes.

DCAF's Gender and Security Division works through research, technical advice and regional projects to support the development of security sectors that meet the needs of men, women, boys and girls; and promote the full participation of men and women in security sector institutions and security sector reform processes.

Visit us at: [www.dcaf.ch](http://www.dcaf.ch). Contact us at: [gender@dcaf.ch](mailto:gender@dcaf.ch).

## Inclusive Security

Inclusive Security is transforming decision making about war and peace. We're convinced that a more secure world is possible if policymakers and conflict-affected populations work together. Women's meaningful participation, in particular, can make the difference between failure and success. Since 1999, Inclusive Security has equipped decision makers with knowledge, tools, and connections that strengthen their ability to develop inclusive policies and approaches. We have also bolstered the skills and influence of women leaders around the world. Together with these allies, we're making inclusion the rule, not the exception.

Visit us at: [inclusivesecurity.org](http://inclusivesecurity.org). Contact us at: [info@inclusivesecurity.org](mailto:info@inclusivesecurity.org).

©2017 Inclusive Security and DCAF. The use, adaptation and copying of this guide is encouraged. We do, however, ask that you acknowledge and cite all materials used.

Please get in touch with us if you would like to translate this guide.

ISBN: 92-9222-438-7

Cite as: Inclusive Security and DCAF. *A Women's Guide to Security Sector Reform: Training Curriculum*. Washington, D.C.: Inclusive Security and DCAF, 2017.

# MODULE OVERVIEW:

## What are Security and the Security Sector?

---

### Learning Objectives

- Participants are able to describe what “security” means to them.
  - Participants are able to use examples to illustrate how the security and justice needs of individuals and groups differ based on characteristics such as gender, ethnicity, age, religion, economic status, and sexual orientation.
  - Participants are able to name the key institutions and entities that make up the security sector and are familiar with their different roles.
- 



### Background Resources for Trainers

- Bastick, Megan, and Tobie Whitman. *A Women’s Guide to Security Sector Reform*. Washington: Inclusive Security and DCAF, 2013. [www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform](http://www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform)
- DCAF. “Gender and Security Sector Reform Training Resource Website.” [www.gsrtraining.ch](http://www.gsrtraining.ch)
- DCAF. “SSR Backgrounder: The Security Sector.” [www.gsrtraining.ch](http://www.gsrtraining.ch)
- Development Progress. “Achieving security progress in post-conflict contexts.” [www.odi.org/opinion/9210-achieving-security-progress-post-conflict-contexts](http://www.odi.org/opinion/9210-achieving-security-progress-post-conflict-contexts)
- Inclusive Security. *Inclusive Security: A Curriculum for Women Waging Peace*. Washington: Inclusive Security, 2009. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)
- Inclusive Security and International Alert. *Inclusive Security, Sustainable Peace: A Toolkit for Advocacy and Action*. Washington: Inclusive Security, November 2004. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)
- UN Women. “Virtual Knowledge Centre to End Violence against Women and Girls – Security.” [www.endvawnow.org/en/modules/view/13-security.html](http://www.endvawnow.org/en/modules/view/13-security.html)

## Time

## Description

**5 minutes**

### **2.1 Introduction to the Module**

2.1.1 Facilitator Talking Points

---

**65 minutes**

### **2.2 What is Security?**

2.2.1 Activity: Our Vision of a Secure Community

2.2.2 Activity: Recognizing Different Security and Justice Needs within Communities

---

**50 minutes**

### **2.3 What is the Security Sector?**

2.3.1 Activity: Security Sector Mapping

2.3.2 Activity: Roles of Security Sector Institutions

---

**5 minutes**

### **2.4 Wrap Up**

2.4.1 Facilitator Talking Points: Points to Take Away

---

### **Adapting the Module**

### **Assessment Questions**

---

**Total Time: 2 hours 5 minutes**

## 2.1 Introduction to the Module



### 2.1.1 Facilitator Talking Points

#### Background for Facilitator

This section introduces the purpose and learning objectives of the module.

Project a slide with the learning objectives or write them on flipchart paper.

#### Materials Needed

Flipchart or presentation slide

#### Learning Objectives

Participants are able to identify the purpose and learning objectives of this module.

**Time** 5 minutes

#### Facilitator Talking Points

- In this module, we examine what we understand to be “security.” We will see that men, women, boys, and girls have different needs and perspectives when it comes to security and justice. We will also define the security sector and map some of its actors. This module includes a number of interactive activities and a video clip (optional).
- After this module, we hope that you will be able to:
  - Describe what security means;
  - Understand the roles of some of the most important security sector actors;
  - Understand that the security and justice needs of individuals and groups differ based on factors such as gender, ethnicity, age, religion, economic status, and sexual orientation;
  - Identify which institutions and other entities are part of the security sector in general and in your country.

## 2.2 What is Security



### 2.2.1 Activity: Our Vision of a Secure Community

#### Background for Facilitator

This activity assesses participants' ability to describe what "security" means to them.

This activity includes an optional video clip to get participants thinking about a broad definition of security.

In some contexts, you may want to place men and women in separate groups and compare what they come up with.

In advance of this activity, prepare two flipcharts:

- One with a large circle on it, titled "Our Vision for a Secure Community"
- One with the questions:
  - What does security mean?
  - Does security simply mean we are protected from any harm?
  - What else do we need to feel secure?

See the "More Time" section of this module for options to explore further.

#### Materials Needed

Video (optional); flipchart; sticky notes

#### Learning Objectives

Participants are able to describe what security means to them.

**Time** 30 minutes

#### Instructions

**Optional:** Show the video clip – Security progress in Timor Leste and Liberia (4 minutes):

[www.odi.org/opinion/9210-achieving-security-progress-post-conflict-contexts](http://www.odi.org/opinion/9210-achieving-security-progress-post-conflict-contexts)

Distribute sticky notes to each table.

#### Facilitator Talking Points

- Today we are going to reflect on a few questions:
  - What does security mean?
  - Does security simply mean we are protected from any harm?
  - What else do we need to feel secure?
- In any community or country, every person experiences different security threats and has different security priorities. In this activity, we will look at your vision of a secure community.
- On a sticky note, write one sentence that summarizes your ideal vision of a safe and secure community. (3 minutes)
  - For example: Not being afraid to walk down the street alone at night. Not locking your apartment door. The police assisting you without bribery. *Adapt these examples depending on context.*

- Once you have your vision written down, come forward one at a time and read your sentence out loud, putting the post-it inside the circle. (15-20 minutes)
- Security means different things to different people. It's more than the absence of armed conflict—it's an environment in which individuals can thrive and access education, healthcare, democracy, human rights, and economic development.
- Our vision of security includes diverse priorities. Likewise, there are many approaches to security within policy and academic debates. The terms "**state security**" or "**national security**" are often used to describe what is needed to keep the government and state safe and functional—for example, through preventing coups or war. "**Human security**," on the other hand, focuses on protecting people from specific insecurities; that is, rather than just focusing on protecting the state or government, this is a **people-centered approach**. In this sense, "security" means freedom from fear—for example, you are safe to walk in the streets and in your home. It can also mean freedom from want—you have enough to eat, can support your family, and can send both your sons and daughters to school. Creating security is a continuous process in which the government, security sector institutions, and community men and women all play an important part.
- Here (*referring to flipchart*), we have our joint vision of a safe and secure community. We need to keep this vision in mind throughout the training. Our work here and in the future should focus on making this vision a reality.



## 2.2.2 Activity: Recognizing Different Security and Justice Needs Within Communities (intersectionality)<sup>1</sup>

### Background for Facilitator

This activity will assess participants' ability to illustrate how the security and justice needs of individuals and groups differ based on factors such as gender, ethnicity, age, religion, economic status, and sexual orientation. This activity leads participants to think about the different security needs of various community members, and how different forms of marginalization might affect a person's insecurity.

In advance, adapt the sample character identity cards (see annex) to fit the trainees' context. The idea is to have as much diversity as possible included in the various characters, such as: security sector personnel and civilians; different age groups, including children and elders; men, women, and gender minorities; different ethnicities and religions; people living in rural and urban areas; different levels of income and education; different sexual orientations; able and disabled, and various health conditions; different native languages; and different occupations and nationalities. You should also adapt the questions below, but try to challenge your trainees to think about circumstances that they themselves might not experience.

See the "More Time" section of this module for options to explore further.

### Materials Needed

Identity cards handout (cut out); Statements handout; open space for participants to stand in one line and take several steps forward and back

### Learning Objectives

Participants understand how the security and justice needs of individuals and groups differ based on different factors.

**Time** 35 minutes

### Instructions

Distribute one identity card to each participant, asking them to read it but not show it to anyone else. Tell them: "You are now this person. Imagine yourself in their shoes. The descriptions are brief, so be creative, yet realistic, and make up additional information as needed. We are now going to form a straight line. I am going to read out a set of statements. After each statement, take one step forward if the statement is true for your character. If it's not true, take a step backwards. If the statement doesn't apply to you, then just stay put—that said, you are encouraged to take as many steps (in either direction) as you can."

Read these instructions, then demonstrate by giving yourself a character, reading the description out loud, and modeling whether or not to take a step forward or backwards based on a sample statement.

Read the statements out loud, giving them time to step forward or back, repeating and explaining as needed.

<sup>1</sup> This activity is adapted from Australian Attorney-General's Department, *AVERT Family Violence: Collaborative Responses in the Family Law System* (Barton: Commonwealth of Australia, 2010), [www.avertfamilyviolence.com.au/wp-content/uploads/sites/4/2013/06/Intersectionality.pdf](http://www.avertfamilyviolence.com.au/wp-content/uploads/sites/4/2013/06/Intersectionality.pdf).

---

## Debrief

### Facilitator Instructions

At the end of the activity, have the participants stay where they are for a few minutes.

Ask them to raise their hands if they can answer “yes” to the following questions.

Make initial observations regarding where they are standing/distribution:

- Who is a woman?
- Who is a man?
- Who is middle/upper class?
- Who is working class or poor?
- Who is a Christian/Muslim/etc. (majority religion)?
- Who is a \_\_\_\_\_ national (insert nationality of the majority of the population)?
- Who is heterosexual?
- Who is gay or lesbian or bisexual?
- Who works for a security or justice institution?
- Who doesn't?
- Who feels safe?
- Who doesn't?
- Who feels like they have access to justice?
- Who doesn't?

Ask 2-3 people in the front to read out their roles and identify what factors they think gave them access to security and justice. Then do the same with 2-3 people at the back, to contrast their situations, and 2-3 people in the middle.

Finally, ask each group—front, back, and middle—how this activity felt, and what they learned.

### Facilitator Talking Points

- For each of us, there are many different factors that either limit or empower us to access security and justice. Some of these were mentioned on your identity cards, like age, religion, nationality, and language.
- The concept of “intersectionality” helps us explain the interplay of these various factors. The goal of this activity was not to judge or blame anyone for having more or less privilege than anybody else. Rather, it aimed to provide an opportunity to examine this “intersectionality” of factors.
- This activity has shown us that it is useful when discussing gender to go beyond the simple man/woman binary: not all women's or men's experiences are the same. This is partly because gender itself may be ambiguous for some of us, and also because there are always other factors that will influence our experience. However, when looking at access to security and justice, we focus mainly on gender, as this is where some systemic and widespread power differentials come into play. At the same time, a gender approach should recognize that men, women, boys, and girls have different security needs, priorities, and roles.
- Now that you have a sense of what security can be and how it varies for different people, let's look at the actors that provide it. Knowing the players and their jobs and priorities helps us understand who is responsible for increasing our access to security and justice.
- We will now do two activities to share and develop this knowledge: a security sector mapping, and an activity on the roles of different security sector institutions.



## 2.3 What is the Security Sector?



### 2.3.1 Activity: Security Sector Mapping

#### Background for Facilitator

Use this activity to assess participants' knowledge of the key institutions and entities that make up the security sector.

Before you begin, you will need to map the local security sector. You can turn this into a handout that you can distribute to participants after the activity.

You should also prepare a flipchart based on [Security Sector Mapping – Sample Flipchart](#) and print a [Security Sector Mapping Example](#) handout for each participant.

#### Materials Needed

Flipchart; [Security Sector Mapping – Sample Flip Chart](#) handout; [Security Sector Mapping – Example](#) handout

#### Learning Objectives

Participants are able to identify key institutions and entities that make up the security sector.

**Time** 30 minutes

#### Instructions: Part One

Divide the participants into small groups, and give each group a stack of sticky notes. They have 10 minutes to write down as many different institutions, organizations, or other entities as possible that are part of their country's security sector. Have them write one on each sticky note, using the proper titles (i.e., not "police," but the official name of the police service in their country).

Have each group count how many they came up with, and give a round of applause (or a small prize) to the group with the most.

---

#### Facilitator Talking Points

- Broadly speaking, the security sector comprises all institutions and other entities with a role in ensuring the security of the state and its people. Using either a presentation slide or the Security Sector Mapping handout (or similar), discuss the following distinctions. There are a few key distinctions to highlight:
- One distinction is between security and justice providers and governance, oversight, and management bodies. For example, the police are mandated to serve and protect the population: they are delivering services. A national human rights commission that monitors police conduct, on the other hand, is an oversight body.
- Another distinction is between state and non-state actors: in many contexts, security and justice are not provided by just state agencies, but also by non-state actors such as customary justice and security providers or private military and security companies. Moreover, non-state actors like the media and civil society organizations play an important role in overseeing the security sector.

## Instructions: Part Two

Divide the flipchart paper into quadrants (based on [Security Sector Mapping – Sample Flipchart](#)). One by one, have a representative from each group bring their sticky notes forward. Facilitate group agreement regarding which quadrant each institution or entity corresponds with, and have participants place their sticky notes accordingly: state/non-state actor, security & justice provider, or governance, oversight & management body.

To wrap up, highlight:

- Security sector institutions or other actors that are missing. Prompt participants to look back at Our Vision of a Secure Community (Activity 2.2.1) and consider which institutions play a role in making this vision a reality.
- Relevant organizations that work on gender equality issues (if any), mentioning that what “gender” and “gender equality” mean will be discussed further in Module 3.

Distribute a handout with either a country-specific map of the security sector or (if participants are from multiple countries) the [Security Sector Mapping – Example](#) handout, with the generic map of security sector institutions. Encourage participants to add to it from their own maps, and discuss how well it matches what they came up with in their small groups.

Alternatively, after the day’s module ends, synthesize the participants’ maps with the one you prepared and hand out the result later so it reflects the group’s contributions.

---

## Debrief

### Facilitator Talking Points

- Congratulations! You have just mapped the security sector. This is one of the first steps toward taking action and creating a safe and secure community and country.
- The next step is to further understand who should do what, so that you can identify gaps in services, know whom to ask for information, strategically formulate your recommendations, and sound knowledgeable when speaking with security sector actors.



## 2.3.2 Activity: Roles of Security Sector Institutions

### Background for Facilitator

This activity builds on the previous one by introducing more information about security sector institutions and entities. If participants struggled with the previous activity, be sure to take enough time with the definitions in this one.

Adapt the [Roles of Security Sector Institutions](#) handout; choose which institutions to include based on the number of participants and the local context. Cut out each institution and corresponding definition as two cards, and shuffle the names and definition cards separately. This activity can be difficult for participants who are not familiar with security sector institutions, so it's important to budget extra time as needed.

#### Materials Needed

Flipcharts; [Roles of Security Sector Institutions](#) handout

#### Learning Objectives

Participants are able to name the key institutions and entities that make up the security sector.

**Time** 20 minutes

### Instructions

Distribute two cards to each person: on one is the role of a security sector institution (definition card), on the other is the name of a security sector institution (name card).

The goal of this activity is to familiarize participants with the many institutions that make up the security sector and the different roles that they play.

Give participants 10 minutes to move around the room and match their name card with a definition card. Once they find their matches, the person with the definition card should give it to the person with the name card.

When the activity ends, have each participant read their definition card aloud, and have the other participants guess the institution.

---

### Debrief

#### Facilitator Instructions

Invite questions, and correct any mismatches. Add the pairs of cards onto the mapping of security sector institutions. Emphasize that though the security sector can seem complicated, the more you familiarize yourself with the roles of different institutions, the more comfortable you will be engaging in discussions about SSR.

## 2.4 Wrap Up



### 2.4.1 Facilitator Talking Points: Points to Take Away

#### Background for Facilitator

This section highlights the main points of the module.

#### Facilitator Talking Points

- You identified security as: (*summarize information on the flipchart on Our Vision of a Secure Community*). This shows us how state and human security are both important, and that they are interdependent.
- People have different security and justice needs depending on a range of factors, including age, gender, ethnicity, religion, location, language, sexual orientation, nationality, ability, etc.
- The security sector comprises all institutions and other entities with a role in ensuring the security of the state and its people. While some institutions focus on delivering security and justice services, equally important are those that focus on governance, oversight, and management.
- In most countries, the core security sector institutions are those provided by the state, such as the police and armed forces. But civil society and other non-state organizations and institutions also play key roles, both in providing services and in oversight. We will further examine the roles of civil society organizations in Module 6.

#### Materials Needed

Presentation slide (optional)

#### Learning Objectives

Participants understand the main points from this module.

**Time** 5 minutes

# Adapting the Module

---



## Less Time



### **2.3.2 Activity:** Security Sector Mapping (**SAVE 30 MINUTES**)

Rather than working in small groups, brainstorm security sector actors together and write their names in the appropriate quadrants.

---



## More Time



### **2.2.1 Activity:** Our Vision of a Safe Community (**ADD 30 MINUTES**)

Prepare another flipchart sheet by drawing a large triangle on it. Distribute another sticky note (ideally red) to each participant.

Ask participants to write in one sentence something that threatens their security.

Have them place their notes inside the triangle. Title the sheet “Threats to Our Security,” and debrief.

Adding this to the activity helps participants connect personally to insecurities; this can also be referred to when mapping security threats in Module 9.



### **2.2.1 Activity:** Our Vision of a Safe Community (**ADD 25 MINUTES**)

Follow the first three steps of the activity as normal. Then, instead of inviting participants to come forward and present their visions, divide them into groups of 4-5 people. Have each group discuss their various visions, and try to draw this as an image on a flipchart. Participants can also use newspaper clippings, magazines, colored paper, etc. (20 minutes).

Post the pictures around the room, and invite participants to go around and look at the other pieces of art. Suggest that one person from each group stay behind so that they can explain what they've drawn (15 min).

Invite participants to sit back down, and facilitate a short discussion. Were there any similarities among the pieces? What was different? (10 minutes)



### **2.2.2 Activity:** Recognizing Different Security and Justice Needs Within Communities (**ADD 25 MINUTES**)

If you have a large group (25+ participants) and a bit more time, distribute two of each identity card.

In the debrief, ask each participant who their character is and identify where the other participant with the same character is standing. Note any significant differences or similarities in their positions.

Ask them to find their counterpart to briefly discuss which factors were most significant in guaranteeing or denying security and justice to their character.

# Assessment Questions (Blank)

## Q.2.1 The “security sector” is composed of: (select one)

- a. Public services where the personnel wear a uniform and carry weapons.
- b. A range of different actors involved in providing security and justice and in oversight of security sector institutions.
- c. Institutions that are mandated to use force to maintain control.

## Q.2.2 People’s security and justice needs are: (select one)

- a. Different or the same, depending on many factors such as age, gender, ethnicity, religion, and sexual orientation.
- b. Always different if you are a man or a woman.
- c. The same for all people within the same culture.
- d. Always different for people with disabilities and people without disabilities.

# Assessment Questions (Answer Key)

## Q.2.1 The “security sector” is composed of: (select one)

- a. Public services where the personnel wear a uniform and carry weapons.
- b. A range of different actors involved in providing security and justice and in oversight of security sector institutions.
- c. Institutions that are mandated to use force to maintain control.

## Q.2.2 People’s security and justice needs are: (select one)

- a. Different or the same, depending on many factors such as age, gender, ethnicity, religion, and sexual orientation.
- b. Always different if you are a man or a woman.
- c. The same for all people within the same culture.
- d. Always different for people with disabilities and people without disabilities.

# ANNEX

# Statements

## Part 1 Sample Statements (Adapt for Your Training Context)

1. If I have a health problem, I can access medical treatment immediately.
2. I can read and write.
3. I can get a loan when I need extra money.
4. I don't have to worry about where my next meal comes from.
5. I can speak about my personal life without fear.
6. I don't hesitate to walk home through the centre of town alone.
7. I can refuse a proposition of sex for money, housing, or other resources.
8. If a crime is committed against me, I feel safe reporting it to the correct authorities.
9. I know how to use a weapon.
10. I am respected by most members of my community.
11. I can/could determine when and how many children I have.
12. I could find a new job easily.
13. If I become HIV positive, I can access anti-retroviral treatment when I need it.
14. I am able to voice my opinion about local/national policies that affect me.
15. I can leave the country if I feel unsafe and return easily when the situation has improved.
16. I have access to clean water.
17. I am at risk of being a victim of human trafficking.
18. I can speak up if I witness discriminatory behaviour in my daily life (e.g., at work).
19. I can join a legal political demonstration without fearing the consequences.
20. I know what my human rights are.
21. I can leave my partner if s/he threatens my safety.
22. I could (have) feasibly be(en) the head of an institution before I retire(d).
23. I have had or will have the opportunity to complete my education.
24. I am optimistic about my future prospects.



# Sample Identity Cards

## Ukraine

These characters were created by DCAF for use with a case study of the armed conflict in Ukraine. Adapt them for your training context.

### ALEXANDER

8 years old, speaks Russian as his first language but is also fluent in Ukrainian. His parents work for a helicopter engine factory in Zaporizhia, a town in the east which has seen fighting nearby. The Russian military is the factory's primary customer.

### ANASTASIA

14-year-old Tatar girl from Crimea. Her father died of a drug overdose when she was 6, and since then she has taken charge of raising her two younger brothers while her mother works night shifts as a nurse. She has an eating disorder.

### SERGEI

Successful doctor with links to former president Viktor Yanukovich and accusations in the press that he has been channeling funds to the pro-Putin rebels in the east. 50 years old, diabetic, and walks with a cane.

### YELENA

20-year-old fashion student who likes to experiment with unorthodox clothing, sometimes dressing in an androgynous or masculine way. Her grandparents all came from Russia, but she considers Ukraine to be her home and speaks both languages fluently. Her long-time boyfriend refuses to use protection.

### DIMITRY

35-year-old border guard currently stationed on the land border with Belarus (a pro-Russia country, but it has so far had good relations with Ukraine). Complicit in human trafficking over the border, and also regularly buys sex. He hasn't told his wife that he is HIV+.

### OLGA

Romani small business owner, 45 years old, two children of her own and two adopted children. After her house and business were attacked by neo-Nazis, she acquired a revolver and learned how to use it. She suffers from recurrent tuberculosis. Speaks Romani and some Russian. She has never had a long-term partner.

### ANDRIY

60-year-old Ukrainian army general nearing retirement, served for the Soviet Union in Afghanistan (1979-89). Deaf in one ear and still has occasional traumatic flashbacks to the conflict but has not received any mental health treatment. Married with three children. Russian is his first language.

### MARIYA

30-year-old police officer, the daughter of a high profile Ukrainian nationalist politician, she was active in the Orange Revolution protests as a student in 2004-2005. She married when she was 19 and is now separated from her husband, who looks after their child. An active member of the churchgoing Ukrainian Orthodox community.

**NAZAR**

A 25-year-old artist who still officially lives at home with his parents but often stays with his boyfriend who is a Crimean Tartar—he hasn't told his parents. Russian is their common language. His mother serves in the Ukrainian military, but he ignored his call-up papers when conscription was reintroduced in May, because he was raped by his commander during his military service.

**OLEKSANDRA**

55-year-old judge from an old Ukrainian family. Studied law in Moscow. She worked as a human rights lawyer following Ukraine's independence in 1991. No children; her husband has Russian nationality and is a Kiev-based corporate lawyer for a Russian gas company. Her husband beats her on occasion, especially when he has returned home drunk after watching soccer.

**DANYLO**

Non-practicing Jewish man, 50 years old. He used to be a relatively well-off antique dealer in eastern Ukraine but was forced to flee with nothing to an internally-displaced-person camp when pro-Russian forces came to his town. He left school at 16 without any formal qualifications to run the family business. Ukrainian is his first language. Widowed.

**KATERYNA**

40-year-old brain surgeon, three months into an unplanned pregnancy. The father is an escort whom she hired, but she has not told him. Her religious beliefs mean that abortion is not an option. Her parents live far away in the countryside and are healthy, despite being in their 80s.

**IBRAHIM**

A 27-year-old Nigerian and practicing Muslim, Ibrahim is a star player for local soccer team Dynamo Kiev. His wife and family live in Lagos and are financially dependent on him. He speaks neither Ukrainian nor Russian.

**JING**

A 35-year-old French woman born to Chinese parents, she works for the OSCE on electoral reform. She speaks Russian and lives with her long-term Ukrainian girlfriend in Kiev.

**DASHA**

An 18-year-old Chechen (Muslim) who has been involved in kidnapping Ukrainian women and bringing them across the border to Russia for interrogation. He has learning difficulties but is paid well for his work by pro-Russian rebels, and his family back home depend on him financially.

**HANNA**

27-year-old wheelchair user from a well-off family of Ukrainian business people, she has no formal employment and lives of state benefits and support from her family. She is a "hactivist" involved in attacking Russian websites and also played an important role in coordinating the Euromaidan protests through social media. Single.

# Sample Identity Cards Pakistan

These characters were created by Inclusive Security for use in a program in Pakistan.  
Adapt them for your training context.

## **FAHMIDA**

You are a 40-year-old police woman in a small town in southern Punjab. You are married and have three daughters. You are well respected and people trust you. You are worried about young people becoming radicalized in your community.

## **GULRUKH**

You live in the Federally Administered Tribal Areas. Your community has been heavily affected by violence and extremism. You are especially concerned about your sons' and your husband's safety. You spend most of your time at home or the homes of relatives. You don't feel safe going to large gatherings.

## **SYEDA**

You are a very hard-working 35-year-old farmer in southern Punjab. You have two children who help you in the fields. You are uneducated, like your children. You are worried that your son is going to be recruited by extremists and you fear for his safety. You are afraid of the police, who you feel are never helpful.

## **RUPINDER**

You are a widowed Hindu woman and live in Karachi. You have one daughter and one son that you are raising alone. You are a school teacher. You are always worried about the violence that happens in Karachi and the anti-Hindu sentiments at the school.

## **EMILY**

You are an American woman and work at an embassy in Islamabad. You eat out at restaurants on most nights and have a driver that takes you around.

## **SAIRA**

You are a journalist and travel all around the country for your job. You have a MA degree from a UK university. You are based in Islamabad and live alone. You are unmarried and 33 years old.

## **HANNA**

You are a grassroots Christian activist living in Lahore. You are recently divorced and have just started to live alone. Your family doesn't approve of the divorce and have cut you off. You feel very isolated and afraid for your safety. You feel that anti-Christian sentiment is increasing.

## **ATIYA**

You are an 18-year-old girl and live in Peshawar. You have just graduated from high school and have to go to work in order to support your family. Your family is poor and you have to earn in order for your siblings to go to school.

## **GULNAZ**

You are a Kazakh immigrant. You work hard in a tapestry factory but do not make enough to have your own apartment. You live with five other immigrants in a small room outside of Islamabad. You and your colleagues are often harassed by the police.

### **SADIA**

You are the Hazara daughter of a merchant. You are Shia. You help your father and brothers with the work. Your family doesn't make enough money. You worry about food every day. You are unable to find other work. Your father has arranged your marriage but you don't want to get married.

### **RUMANA**

You are a Hazara woman from Baluchistan with a stable income. You are the wife of a land-owner. You're the first person from your community to gain a post-graduate degree. You studied political science. You are 25 years old. You want to start an NGO serving Hazara community needs in Baluchistan.

### **FOUZIA**

You are a 71-year-old woman from Hyderabad. You have 7 grandchildren whom you help support. Your son is in prison, and your daughter-in-law has to work. You have no one to take care of you.

### **JHARNA**

You are a Bangladeshi Hindu woman living in Pakistan. You have faced major discrimination in both Pakistan and Bangladesh. You are unable to find a job and will be homeless soon. You have been abused by a man in the community, but nobody helped you.

### **SANIYA**

You are a 5-year-old girl and live in Multan. You are the youngest in your family and you love to play outside. You love going to school with your older brother and sister.

### **HANAN**

You are a 40-year-old Hindu man. You live in interior Sindh and your family has recently received threats. You have two sons and one daughter, and they go to school. You are always worried about their safety. You have friends in the community but don't think that anyone can help. You have recently lost your job and are looking for a new one.

### **FARIDA**

You are a 25-year-old woman who lives in interior Sindh. You are afraid your brother is involved with a terrorist organization and are worried about his safety. Your brother will not listen to your parents. You are afraid that the police will find out and imprison your brother. You are scared of the police.

### **MEHER**

You are a 30-year-old woman who lives in rural Punjab. You are a victim of domestic violence. You have 4 children and live with your mother and father-in-law. You are not allowed to leave the house without your husband's permission. Your husband is very well-respected, and no one believes that he could be abusive. You are not allowed to see a doctor.

### **KENNETH**

You are a British ex-pat who owns a textile factory outside of Islamabad. You are married to a wealthy Pakistani woman. You have no kids and two cars. You live in a beautiful home with private security. You have a great circle of international and local friends.

### **YOUSEF**

You are a retired man in his late 60s. You were a professor and have been married for 38 years. You have 3 kids. You have 4 grandkids that you see regularly. You are not wealthy but have enough money saved to live fairly comfortably with your wife who is also in her 60s. You live in Lahore. You are against the government but don't express your political opinions because you don't want to be targeted.

### **PALWASHA**

You are a 7-year-old Afghan girl living in Northern Pakistan. You are Pashtun and from a Sunni family. You are living with an aunt because your house was destroyed by Taliban and your family sent you to Pakistan. Your aunt doesn't have space for you, so you have to be very good, otherwise she will send you back.

### **NOREEN**

You are a Shia woman with a disability. You use a wheelchair. You have trouble doing several basic things. You require help from your family to go grocery shopping. You are unemployed and very poor.

### **HABEEB**

You are a 30-year-old man in Gujranwala. You are illiterate. You have been looking for work and would like to go to Lahore to make more money. You have not been able to find anything and are very frustrated. You are angry with the government and want to do something about it.

### **ASHAR**

You are a 16-year-old Sunni boy and you live in Karachi. You are a good student. You want to be a doctor. You love to play cricket in the streets but your mother doesn't let you. You were born to a middle class family

### **ZIYAAD**

You are a 25-year-old man and your family is from FATA. You live in Khyber Pakhtunkhwa. You want to serve your country, and have recently joined the police.

### **REEMA**

You are a female Provincial Parliamentarian. You worked very hard to gain a degree in political science and Islamic studies. You are part of an Islamic political party.

### **EHITSAM**

You are a man in your mid-40s from Azad Jammu/Kashmir. Your father was an independence fighter against India, and you are considering joining a militant group in the area yourself after a life of hard work and struggle. You work in a small shop.

### **WAJIB**

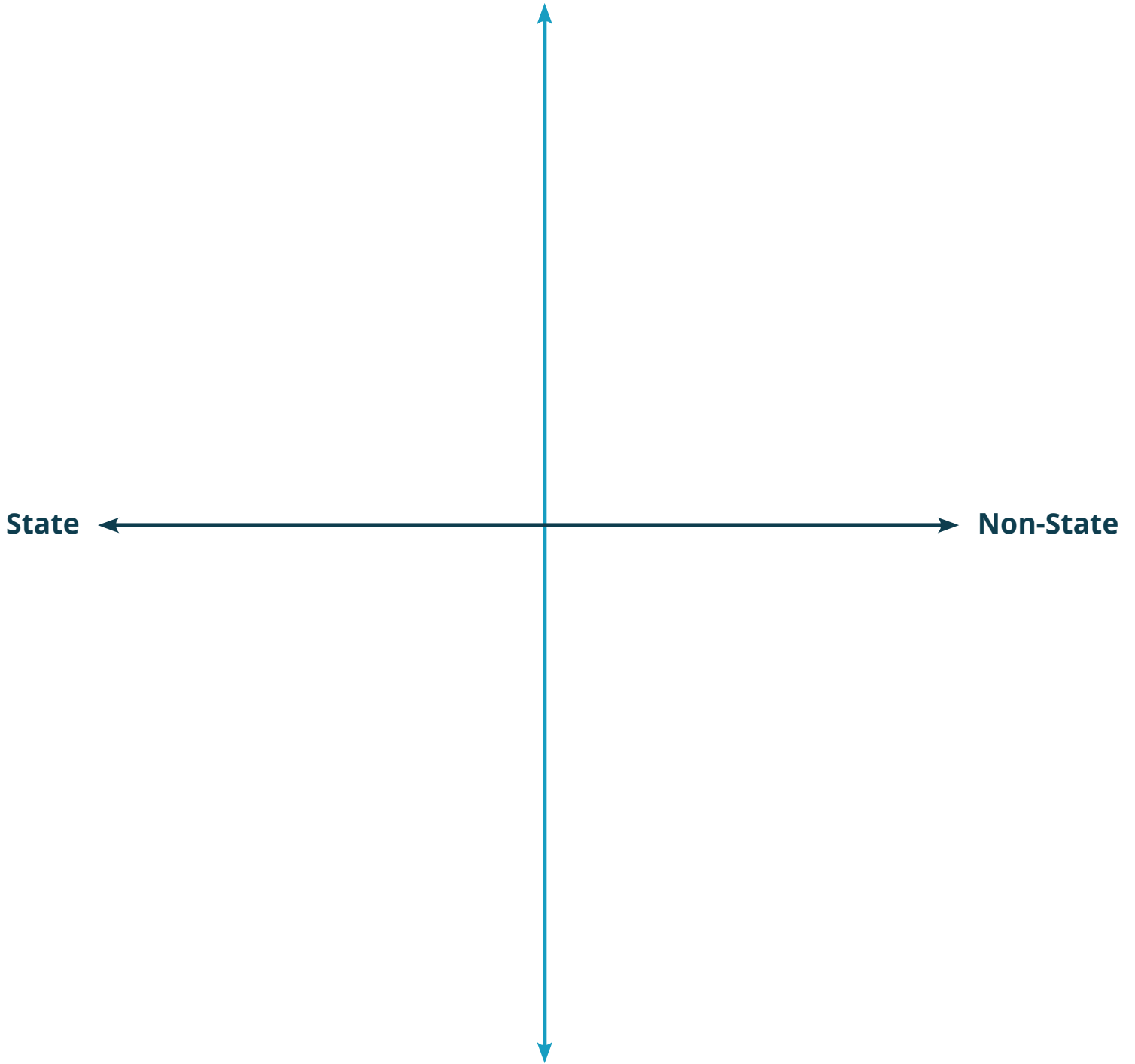
You are a man who works for the security service. You are unmarried. You travel constantly across Pakistan on assignments. You are wealthy and have very good contacts in the government and private sector.

### **YACOOB**

You are a male national parliamentarian. You are married to a British-born Pakistani woman. You have 3 children. You live in a nice home in a well-to-do area of Islamabad. Your children will go to universities abroad.

# Security Sector Mapping – Sample Flipchart

**Security & Justice Providers**



**Governance, Oversight & Management**

# Security Sector Mapping – Example

Extracted from DCAF, Security Sector Reform Backgrounders, “The Security Sector”  
available at [ssrbackgrounders.org](http://ssrbackgrounders.org)

## Security & Justice Providers

### State Security Providers

- Armed force and supporting services
- Police, specialized law enforcement agencies
- Gendarmeries
- Presidential guards, close protection forces
- National guards, civil defense
- Intelligence and secret services
- Border and customs services
- Etc.

### State Justice Providers

- Courts, judges and state legal practitioners
- Defense and prosecution services
- Prisons, corrections and detention authorities
- Military justice systems
- State-sponsored alternative dispute resolution mechanisms
- Etc.

### Non-State Security Providers

- Unofficial armed groups (militias, armed factions)
- Self-defense groups
- Commercial security providers, such as private security companies, private military companies
- Neighborhood watches
- Women’s groups
- Customary security providers
- Etc.

### Non-State Justice Providers

- Lawyers and paralegals
- Bar associations
- Legal aid bodies and public representation programs
- Victim support groups
- Prisoner assistance groups
- Customary justice providers
- Community dispute resolution mechanisms
- Etc.

State ←

→ Non-State

### Oversight

- Legislatures/Parliaments and their specialized committees
- Judicial authorities
- Ombuds-institutions
- Human rights commissions
- Anti-corruption commissions
- Independent complaints authorities
- Audit offices
- Etc.

### Management

- Ministry of interior, homeland security, public
- Ministry of justice
- Ministry of defense
- Ministry of finance
- Police councils
- Judicial councils
- Judicial services, law commissions
- Etc.

### Public and civil society oversight

- NGOs with a stake in high standards of security and justice provisions
- Human rights advocates
- Media
- Victim’s groups
- Women’s associations
- Academic institutions
- Independent research institutes and think tanks
- Unions and trade associations
- Political parties
- The interested public
- Etc.

## Governance, Oversight & Management

## Roles of Security Sector Institutions

<p><b>Armed forces/ military/defense forces (may include gendarmerie)</b></p>	<ul style="list-style-type: none"> <li>• The primary function of this agency is to protect and defend the state and its population from foreign aggression. Some also participate in international peace operations.</li> <li>• Should be used for other internal security purposes only when civilian forces cannot respond effectively alone (emergency situations).</li> <li>• Should be equipped to deal with a wide range of threats, capable of cooperating with different state and non-state actors, and respectful of human rights.</li> <li>• Civilian authorities should oversee the agency's activities, expenditures, and processes.</li> </ul>
<p><b>Border management agency</b></p>	<ul style="list-style-type: none"> <li>• This agency focuses on the rules and procedures regulating activities and traffic across defined border areas.</li> <li>• Their task is the prevention of unlawful cross-border activities, the detection of national security threats, and the control of persons and vehicles at designated border-crossing points.</li> <li>• Border guards are usually under the authority of a civilian or paramilitary law enforcement service.</li> </ul>
<p><b>Immigration and customs agency</b></p>	<ul style="list-style-type: none"> <li>• This agency is responsible for enforcing entry and exit restrictions, ensuring the legality of travel documents, identifying and investigating criminality, and assisting those in need of protection.</li> <li>• Ideally, it should also improve the prevention and detection of human trafficking and smuggling; strengthen the protection and promotion of human rights; and enhance local ownership, oversight, and collaboration.</li> </ul>
<p><b>Police</b></p>	<ul style="list-style-type: none"> <li>• The primary function of this agency is to provide local law enforcement.</li> <li>• It focuses on prevention and detection of crime, the maintenance of public order, and protection of property and the population.</li> <li>• Civilian leadership should oversee their activities, expenditures, and processes.</li> </ul>
<p><b>Head of Government</b></p>	<ul style="list-style-type: none"> <li>• This can be a prime minister, president, or a monarch. The role, as it relates to the security sector, can vary from a ceremonial function, to chief of the armies, to supreme commander in wartime.</li> <li>• Along with other agencies within the executive branch of government, she/he determines the budget, general guidelines, and priorities of the armed and security services.</li> </ul>



<b>Members of legislatures/Parliament</b>	<ul style="list-style-type: none"> <li>• These actors are responsible for initiating, debating, and approving or opposing laws.</li> <li>• They exercise oversight of policies, approve budgets, and can launch investigations.</li> <li>• They can hold public hearings, provide CSOs with pertinent information, and use town hall meetings to discuss government policy.</li> </ul>
<b>Ministry of Defense</b>	<ul style="list-style-type: none"> <li>• This ministry is responsible for managing and overseeing the armed forces, as well as setting and implementing defense policy.</li> <li>• This ministry is typically the principal defense advisor to the head of government.</li> <li>• It is distinct from the armed forces themselves, which are more operational.</li> </ul>
<b>Ministry of the Interior</b>	<ul style="list-style-type: none"> <li>• This ministry is generally responsible for policy, funding, and oversight of civilian law enforcement organizations including police, border security, and special investigation units.</li> <li>• In some countries, this ministry can be responsible for prisons, immigration, and local governance, including provincial, municipal, and district administration.</li> </ul>
<b>Ministry of Gender/Women's Affairs</b>	<ul style="list-style-type: none"> <li>• This ministry is responsible for providing guidance so that all government policies, structures, and programs meet both men's and women's needs.</li> <li>• It often focuses on integrating gender issues across government agencies as well as empowering women, in particular through dedicated programs and funding.</li> <li>• It can play a role in ensuring that SSR processes and security sector institutions are inclusive of women, and meet the needs of women and girls</li> </ul>
<b>National security council</b>	<ul style="list-style-type: none"> <li>• This body is responsible for reviewing the national security policy, a framework for how the country provides security for the state and its citizens.</li> <li>• This group can be the permanent cabinet or an ad hoc committee that advises the head of government.</li> <li>• This body usually consults widely with governmental security actors and may also consult with non-governmental actors</li> </ul>
<b>Parliamentary finance/budget committee</b>	<ul style="list-style-type: none"> <li>• These bodies have the final say on the budgets of all security sector institutions.</li> </ul>

<b>Parliamentary defense and intelligence committee</b>	<ul style="list-style-type: none"> <li>• This body gives advice and makes recommendations to the parliament concerning laws or decisions pertaining to national defense and intelligence.</li> <li>• It should focus on matters related to the size, structure, organization, procurement, financing, and functioning of the state actors mandated to use force and of civil management bodies that make decisions about the use of force.</li> <li>• All of these bodies should exercise broad oversight powers to investigate major public policy issues, defective administration, accusations of corruption, or scandals.</li> </ul>
<b>Ministry of Justice</b>	<ul style="list-style-type: none"> <li>• This ministry is responsible for organizing the justice system, overseeing the public prosecutor, and maintaining the legal system and public order.</li> <li>• It normally has responsibility for the penal system, including prisons.</li> <li>• Some ministries also have additional responsibilities in related policy areas, overseeing elections, directing the police, and law reform.</li> </ul>
<b>Judicial system</b>	<ul style="list-style-type: none"> <li>• This system is the law courts that administer justice and constitute the judicial branch of government.</li> <li>• Judiciaries, prosecution services, and other dispute resolution mechanisms should be impartial and accountable.</li> <li>• The judicial system plays a role in overseeing other parts of the security sector, when cases involving security sector personnel or institutions are brought before the courts.</li> </ul>
<b>Penal system</b>	<ul style="list-style-type: none"> <li>• The penal system is responsible for executing the punishments or other measures ordered by the courts. The penal system includes prisons, but also alternatives to custody, such as systems for bail and community service orders, as well as (where existing) elements such as parole boards, probationary services and inspectorates, and traditional and informal sanctions systems.</li> <li>• A functioning penal system should have sufficient staff that is trained and properly paid to avoid corruption; respect human rights and the different needs of women, men, boys, and girls; and provide rehabilitative and educational activities.</li> <li>• Prisons should be monitored by independent groups/civil society to prevent abuse.</li> </ul>

<b>Traditional authorities</b>	<ul style="list-style-type: none"> <li>• These people (such as village heads, chiefs, elders, councils) can wield important influence over local attitudes, customs, and behaviors.</li> <li>• They may play a significant role in dispute resolution.</li> </ul>
<b>National human rights institutions, ombudspersons, and specialized oversight bodies</b>	<ul style="list-style-type: none"> <li>• These are established by law or in the constitution. They are permanent bodies, independent from government, but usually reporting to the parliament.</li> <li>• These bodies exist in order to review the activities of government authorities, including the security sector (although the armed forces are often excluded from their jurisdiction).</li> <li>• Other specialized bodies of this kind may have a mandate to oversee either specific agencies or sectors (e.g., police, prisons) or thematic issues (i.e., corruption).</li> </ul>
<b>CSOs (e.g., human rights organizations, victims' assistance organizations, women's organizations)</b>	<ul style="list-style-type: none"> <li>• These actors may monitor the security sector, conduct research, advocate for policy change, and provide services to the population around security issues.</li> <li>• They often have strong networks in the population and with other similar organizations.</li> </ul>
<b>Media</b>	<ul style="list-style-type: none"> <li>• This actor can play a role in overseeing the public authorities and informing citizens about security risks.</li> <li>• It can help raise public awareness and create support for SSR. It can have a negative influence if it is not independent from the state.</li> </ul>
<b>Private military and security companies</b>	<ul style="list-style-type: none"> <li>• These are for-profit companies that provide military and security services to a state.</li> <li>• They perform duties typically similar to those of military or police forces, but often on a smaller scale. They may consist of foreign or local staff.</li> <li>• They are often involved in running detention facilities and training security sector personnel.</li> <li>• Notably, they are often not subject to the same degree of oversight and accountability as state armed and security forces.</li> </ul>

Inclusive Security  
1615 M Street NW, Suite 850  
Washington, DC 20036  
202.403.2000  
[inclusivesecurity.org](http://inclusivesecurity.org)

The Geneva Centre for the Democratic  
Control of Armed Forces (DCAF)  
P.O. Box 1360  
CH-1211 Geneva 1  
Switzerland  
+41 (0) 22.730.9400  
[dcaf.ch](http://dcaf.ch)



## MODULE THREE

# What are Gender and Gender Equality?



Photo Credit: AP/Hassene Dridi

## A Women's Guide to Security Sector Reform Training Curriculum



**DCAF**

a centre for security,  
development and  
the rule of law



**INCLUSIVE  
SECURITY**

## Acknowledgements

Over the last decade, Inclusive Security and DCAF have conducted dozens of training workshops with women and men in countries undergoing security sector reform processes. We wish to thank all those who have participated in these trainings, sharing their stories, their wisdom and their experience, and helped us in turn to develop the training approaches reflected in this curriculum.

We extend particular appreciation to the authors of our *A Women's Guide to Security Sector Reform*, which served as the key background resource for this curriculum, Megan Bastick and Tobie Whitman, and the Advisory Council for that Guide: Ruth Gibson Caesar, Wazhma Frogh, Alaa Murabit, Jessica Nkuuhe, Bandana Rana and Sonja Stojanovic.

Kathrin Quesada, Megan Bastick, Heather Huhtanen, Carrie O'Neill and Kristin Valasek were the primary authors of this curriculum. Jacqueline O'Neill and Daniel de Torres helped shape the original outline and provided substantive input. Input was also received from Michelle Barsa, Anna Kadar, Alice Kielmann, Caroline Pradier, Lorraine Serrano, and Nanako Tamaru. Mylène Socquet-Juglard and Marta Ghittoni assisted with final stages of publication.

Editing by Rachel Isaacs. Graphic design by Stephanie Pierce-Conway.

## DCAF

The Geneva Centre for the Democratic Control of Armed Forces (DCAF) is an international foundation whose mission is to assist the international community in pursuing good governance and reform of the security sector. DCAF develops and promotes norms and standards, conducts tailored policy research, identifies good practices and recommendations to promote democratic security sector governance, and provides in-country advisory support and practical assistance programmes.

DCAF's Gender and Security Division works through research, technical advice and regional projects to support the development of security sectors that meet the needs of men, women, boys and girls; and promote the full participation of men and women in security sector institutions and security sector reform processes.

Visit us at: [www.dcaf.ch](http://www.dcaf.ch). Contact us at: [gender@dcaf.ch](mailto:gender@dcaf.ch).

## Inclusive Security

Inclusive Security is transforming decision making about war and peace. We're convinced that a more secure world is possible if policymakers and conflict-affected populations work together. Women's meaningful participation, in particular, can make the difference between failure and success. Since 1999, Inclusive Security has equipped decision makers with knowledge, tools, and connections that strengthen their ability to develop inclusive policies and approaches. We have also bolstered the skills and influence of women leaders around the world. Together with these allies, we're making inclusion the rule, not the exception.

Visit us at: [inclusivesecurity.org](http://inclusivesecurity.org). Contact us at: [info@inclusivesecurity.org](mailto:info@inclusivesecurity.org).

©2017 Inclusive Security and DCAF. The use, adaptation and copying of this guide is encouraged. We do, however, ask that you acknowledge and cite all materials used.

Please get in touch with us if you would like to translate this guide.

ISBN: 92-9222-438-7

Cite as: Inclusive Security and DCAF. *A Women's Guide to Security Sector Reform: Training Curriculum*. Washington, D.C.: Inclusive Security and DCAF, 2017.

# MODULE OVERVIEW:

## What are Gender and Gender Equality?

---

### Learning Objectives

- Participants are able to differentiate between “sex” and “gender” using practical examples.
  - Participants are able to define gender equality and understand its aims.
- 



### Background Resources for Trainers

- Bastick, Megan and Tobie Whitman, *A Women's Guide to Security Sector Reform*. Washington: Inclusive Security and DCAF, 2013. [www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform](http://www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform)
- Council of Europe, *Gender Matters: A manual on addressing gender-based violence affecting young people*. Budapest: Council of Europe, 2007. [www.eycb.coe.int/gendermatters/](http://www.eycb.coe.int/gendermatters/)
- DCAF. “Gender and Security Sector Reform Training Resource Website,” [www.gssrtraining.ch](http://www.gssrtraining.ch)
- Pepper, Analee. *Gender Training for the Security Sector: Lessons identified and practical resources*. Geneva: DCAF, 2013. [www.dcaf.ch/Publications/Gender-Training-for-the-Security-Sector-Lessons-identified-and-practical-resources](http://www.dcaf.ch/Publications/Gender-Training-for-the-Security-Sector-Lessons-identified-and-practical-resources)
- Inclusive Security. *Inclusive Security: A Curriculum for Women Waging Peace*. Washington: Inclusive Security, 2009. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)
- Inclusive Security and International Alert, *Inclusive Security, Sustainable Peace: A Toolkit for Advocacy and Action*. Washington: Inclusive Security, November 2004. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)
- Williams, Suzanne. *The Oxfam Gender Training Manual*, Oxford: Oxfam Publishing, 1994. [policy-practice.oxfam.org.uk/publications/the-oxfam-gender-training-manual-141359](http://policy-practice.oxfam.org.uk/publications/the-oxfam-gender-training-manual-141359)

## Time

## Description

**5 minutes**

### **3.1 Introduction to the Module**

3.1.1 Facilitator Talking Points

---

**50 minutes**

### **3.2 What do “Gender” and “Sex” Mean?**

3.2.1 Activity: Gender and Gender Stereotypes

3.2.2 Facilitator Talking Points: Definitions of “Gender” and “Sex”

3.2.3 Activity: “Gender” vs. “Sex”

---

**20 minutes**

### **3.3 What is “Gender Equality”?**

3.3.1 Activity: Gender Equality

---

**5 minutes**

### **3.4 Wrap Up**

3.4.1 Facilitator Talking Points: Points to Take Away

---

### **Adapting the Module**

### **Assessment Questions**

---

**Total Time: 1 hour 20 minutes**



## 3.1 Introduction to the Module



### 3.1.1 Facilitator Talking Points

#### Background for Facilitator

This section introduces the purpose and learning objectives of the module.

#### Facilitator Talking Points

- In this module, we examine the concepts of gender and gender equality and distinguish gender from sex.
- After completing this module, you will be able to:
  - Define “sex” and “gender” and make a distinction between the two.
  - Define gender equality and understand its aims.

#### Materials Needed

None

#### Learning Objectives

Participants are able to identify the purpose and learning objectives of this module.

**Time** 5 minutes

## 3.2 What Do “Gender” and “Sex” Mean?



### 3.2.1 Activity: Gender and Gender Stereotypes

#### Background for Facilitator

This activity gets participants thinking about the behaviors and traits that are stereotypically associated with men and women and helps them see that they might be just that—stereotypical. This leads into the next section, in which we distinguish between sex and gender.

The video is optional.

#### Instructions: Option 1– Video

Put on the video clip “Male vs Female” <https://www.youtube.com/watch?v=YlwWS2atEmc> (5:14 Minutes) and while watching, have participants write:

- 1-2 ways in which their behavior conforms to how their gender is depicted on screen.
- 1-2 ways in which their behavior does not conform to how their gender is depicted on screen.

#### Materials Needed

Flipchart; video (optional)

#### Learning objectives

Participants are able to understand that there are behaviors stereotypically associated with men and women and identify which apply to them personally.

**Time** 15 minutes

Following the video, have participants raise their hands if they identified with at least one “typical” example of behavior associated with their gender (all or most hands should go up).

Then ask participants to raise their hands if they identified with at least one behavior that was **not** “typical” of their gender (all or most hands should be raised).

Point out to participants that while certain behaviors tend to be associated with men or women, not all men and women display them; men also often display behaviors associated with women, and vice versa.

Ask participants if the video should be called “Men vs Women” instead of “Male vs Female.” Is it about the biological differences between the male and female sexes, or is it about the behaviors that tend to be associated with men and women—that is, “gender stereotypes”? This is the distinction between “sex” and “gender” that we are considering in this module.

---

## Instructions: Option 2 – No Video

Prepare a flipchart with two columns, “Men” and “Women.”

Have participants brainstorm activities, abilities, or skills usually associated with men, and those usually associated with women. Record their responses.

Then, ask each person to write down three ways in which they personally conform to stereotypical gender roles, and three ways in which they don’t. If they need further clarification, ask them to choose three words from each column—their gender and the other one—that apply to them. If time allows, share in pairs.

Have participants identify traits in both columns that are based on sex, not gender, and circle them in red.

---

## Debrief

### Facilitator Talking Points

- While certain behaviors tend to be associated with men or women, not all men and women display them; men also display behaviors stereotypically associated with women, and vice versa.
- It is not about any innate differences between male and female, but rather about the behaviors that tend to be associated with men and women. These associations are what we call “gender stereotypes,” and it is this difference—between biological differences and learned behaviors—that we are exploring in this module.



## 3.2.2 Facilitator Talking Points: Definitions of “Gender” and “Sex”

### Background for Facilitator

Several gender definitions from various sources are included in the [Gender Definitions](#) handout (see annex). For this exercise, you can either use one from the handout that matches the particular regional or institutional context of your training, or you can use the definitions of sex and gender (derived from a number of sources) provided below.

Concepts such as intersex and transgender may be new to some participants. If this is the case, you might want to build more time into the training for additional research and discussion time, so that participants can make sure their advocacy supports the rights of not only women, but also intersex and transgender people.

#### Materials Needed

Presentation slides;  
[Gender Definitions](#) handout

#### Learning objectives

Participants are able to differentiate between gender and sex.

**Time** 20 minutes

### Facilitator Talking Points

- In practical terms, **males** are those who have male sexual reproductive organs, and **females** are those who have female reproductive organs. For example, females get pregnant and breastfeed, and males do not. These differences between the sexes are innate and fixed (at least in the absence of hormone therapy and/or surgery).
- However, it is important to recognize that some people are “intersex”: a general term used for a variety of conditions in which a person is born with reproductive or sexual anatomy that doesn’t fit the typical definitions of female or male. Depending on the definition used, it is estimated that 1-2% of the world’s population is intersex; in some cases, the individuals may not even realize it.
- In contrast to “sex,” “gender” and gender roles are **socially constructed** and learned through experience. Gender roles include assumptions—stereotypes—about women’s and men’s behavior, from communication, shopping, travel, and romance, to diet (as illustrated by the video).
- These expectations include assumptions about men and women’s abilities (e.g., women are good at cooking, men are good at fixing cars) that therefore impact the roles or work available for men and women, depending on the context. For example, in many cultures, women are almost always the

#### Sex

The biological differences between males and females are defined as “sex.” For instance, women can give birth because of their biology and men cannot.

#### Gender

Boys and girls are encouraged by their families, schools, religious organizations, and communities to be different. These socially constructed roles, behaviors, activities and attributes that a given society considers appropriate for women and men are known as “gender.” Boys are socialized to have “masculine” gender characteristics. Girls are socialized to have “feminine” characteristics.

#### Gender Roles

The different behaviors, activities, and beliefs a group considers appropriate for men and women.

family care providers—having and caring for children, a husband and elderly parents, keeping the home, preparing meals, etc. As a result, in many societies, these behaviors are considered “feminine.” Men, on the other hand, are more often considered the primary financial providers, the “heads of the household.” This “masculine” association often confers both economic and social/political authority onto the man (husband, father). This highlights an important aspect of gender roles and identities—they are linked to power in society. The socially and culturally constructed differences between men, women, boys, and girls give them unequal opportunities and life chances. Gender roles are changeable, however, and sometimes flexible. In many societies, men are increasingly responsible for family care while women support their families economically.

- In many ways, gender roles are not innate or biologically informed; they are rather shaped by social expectations, attitudes, and behaviors. At the same time, many people have a strong, internal, personal sense of being a man or a woman (or of being outside this binary). This feeling is a person’s “gender identity.” Sometimes a person’s gender identity does not match the sex (“male” or “female”) on their birth certificate, and they identify as transgender.
- There can be confusion between sex, gender, and “sexual orientation.” Sexual orientation is about neither biology (sex) or socialization (gender), but rather refers to whom you tend to be attracted to.

## SEX GENDER

- **Sex** is biological. Sex refers to the biological, physiological, and anatomical features with which people are born. Sex is defined by reproductive organs (e.g., testes and ovaries), male and female chromosomes (e.g., XY and XX), male and female hormones (e.g., testosterone and oestrogen) and secondary sexual characteristics (e.g., muscle mass and facial hair).
- **Sex** is unchangeable and fixed in the absence of medical intervention (surgery or hormone therapy).
- The terms “male,” “female” and “intersex” refer to the **sex** of an individual.
- **Gender** is learned. Girls and boys are taught and assigned different social characteristics, roles, behaviors, and activities within a particular socio-cultural context on the basis of their sex.
- **Gender** roles, like society and culture, are changeable over time and vary within and across contexts. This means gender roles are not the same in all socio-cultural contexts, and within one socio-cultural context they will change and develop in relation to the changes experienced by that society.
- The terms “masculine,” “feminine,” and “transgender” refer to the **gender** of an individual.



### 3.2.3 Activity: “Gender” vs. “Sex”

#### Background for Facilitator

This activity builds on the previous presentation and uses practical examples to help participants further differentiate between “sex” and “gender.” Tailor the list of words and phrases below to participants’ level of prior knowledge and the cultural context of the training.

Prepare two flipcharts, one labelled “Men” with a sticky note, and the other labelled “Women.”

#### Materials Needed

Flipchart; sticky notes

#### Learning Objectives

Participants are able to identify the difference between gender and sex using practical examples.

**Time** 15 minutes

#### Instructions

One by one, read the words and phrases in your list and ask participants whether each one is generally associated with men or with women.

- Sewing
- Cooking
- Breastfeeding
- Driving trucks
- Resolving conflicts
- Farming
- Caring for children
- Giving birth
- Two “x” chromosomes
- “X” and “y” chromosomes
- Wearing skirts
- Growing a beard
- Construction work
- Community leader
- Religious leader

Write the words on the designated flipchart. Participants must choose “Men” or “Women.” Try to avoid in-depth discussions over disagreements, telling participants that there will be time afterwards to discuss.

After you run through the whole list, switch the “Men” and “Women” labels, so that the words now appear on the “wrong” flipchart. Review the words again, this time asking participants whether these new associations could make sense. For example, even though women are probably associated with “sewing,” men can still sew. In cases like these, circle the word. On the other hand, “giving birth” is impossible for men. In these cases, cross the word out.

Propose that all the crossed-out words belong in the realm of “sex,” i.e., they are biologically determined. On the other hand, the circled words belong in the realm of “gender,” i.e., they are socially determined. Discuss any disagreements.

---

#### Debrief

#### Facilitator Instructions

Close with a quick summary of the difference between “gender” and “sex” to reinforce the concepts.

## 3.3 What is “Gender Equality”?



### 3.3.1 Activity: Gender Equality

#### Background for Facilitator

This activity includes a short quiz on gender that participants will take at the beginning and then return to after the presentation.

Decide whether you are going to use the given definition of “gender equality” or one drawn from the local context.

#### Facilitator Talking Points

- There are many different gender-related terms, such as gender-responsive, gender-sensitive, gender mainstreaming, and gender-balanced. In this training, we will focus on “gender equality” as a central goal. In our work, we strive for gender equality in security and justice, as well as within the security sector.
- *Distribute [Quiz on Gender Equality](#) handout (see annex).*  
We’re going to take a short quiz to test your knowledge about what gender equality entails. This quiz is just for your information; you will have a chance to assess and change your answers later.
- How do we define “gender equality”?
- Gender equality requires equal enjoyment by women and men of socially-valued goods, opportunities, resources, and rewards. Or, one can say, gender inequality refers to unequal treatment and access to resources, opportunities, and autonomy based on gender. Gender inequality is present in every country in the world.
- Gender inequality exists because the gender roles assigned to women and girls are associated with less power and resources than those assigned to men and boys. It is generally women who are excluded from decision-making and limited in their access to economic and social resources.
- Critical to promoting gender equality is empowering women, with a focus on identifying and redressing power imbalances and giving women more autonomy.
- Yet while women and girls are most often disadvantaged and/or harmed by gender inequality, men and boys also suffer as a result of gender roles. For example, though domestic and sexual violence disproportionately affect women and girls, if men and boys do fall victim to violence, they may find it difficult to seek or access support due to socio-cultural expectations that they can defend themselves—or cannot be victims of certain types of violence.

#### Materials Needed

Flipchart; presentation slides;  
[Quiz on Gender Equality](#) handout

#### Learning Objectives

Participants are able to identify the difference between gender and sex.

**Time** 20 minutes

#### Gender equality

A situation where women and men have equal conditions for realising their full human rights and potential and are able to contribute to and benefit equally from political, economic, social, and cultural development.

- Gender equality does not mean that men and women become the same; it means that their access to opportunities and life changes is neither dependent on, nor constrained by, their gender. Achieving gender equality requires ensuring women’s full participation in decision-making and that access to resources no longer favors men, so that women and men can fully participate as equal partners in all aspects of society and life.
  - “Equity” and “equality” are often mixed up. If this is not an issue in the language of the training, you may choose to skip this explanation.
    - **Equality:** This is the end goal: equal rights, responsibilities, and conditions. Outcome focused.
    - **Equity:** This is the process of being fair to women and men. To ensure fairness, measures must often be taken to compensate for women’s historical and social disadvantages. Equity leads to equality.
- 

## Instructions

Have participants return to their quizzes and make any changes based on what they've learned. Then ask the group to volunteer answers, seeking agreement and clarifying as necessary.

---

## Debrief

### Facilitator Instructions

Invite reactions to the activity and answer any questions. Use this discussion to get a sense of whether participants can now define gender equality.

## 3.4 Wrap Up



### 3.4.1 Facilitator Talking Points: Points to Take Away

#### Background for Facilitator

This section highlights the main points of this module.

#### Facilitator Talking Points

- **Gender** refers to the social characteristics, behaviors, and attributes that shape our understanding of men and women in a given socio-cultural context. It is not determined biologically, like sex, but rather is learned. Gender is not static: it varies depending on age, class, religion, language, ethnicity, etc.
- **Gender equality** means that men and women have equal opportunities and rights. Gender equality is an important goal in every context, because gender inequality—unequal treatment and access to resources, opportunities, and autonomy based on gender—is present in all countries and cultures. In Module 4, we'll look more closely at the connections between gender and security.

#### Materials Needed

None

#### Learning Objectives

Participants understand the main points of this module.

**Time** 5 minutes



# Adapting the Module

---



## Less Time

If participants have a good working knowledge of these concepts and you don't see the need for a whole module on gender/sex and gender equality but want to recap the core concepts, the “what is gender?” line exercise developed for DCAF's Gender and SSR Training Resource Package can be adapted to include a range of concepts: [www.gssrtraining.ch/index.php/en/training-exercises/security-sector-reform/4-exercises/security-sector-reform/207-security-sector-reform-exercise-2.html](http://www.gssrtraining.ch/index.php/en/training-exercises/security-sector-reform/4-exercises/security-sector-reform/207-security-sector-reform-exercise-2.html)

## Assessment Questions (Blank)

### Q.3.1 Indicate whether the characteristic is related to sex or gender:

- a. Ability to birth a child
- b. Muscle mass
- c. Dresses and skirts
- d. Nurturing and caring
- e. Facial hair
- f. Leadership and authority
- g. XX or XY chromosomes
- h. Shooting ability

### Q.3.2 Gender inequality is: (select one)

- a. When women are given special opportunities to access training, jobs, and promotions.
- b. The unequal treatment and access to resources, opportunities, and autonomy based on gender.
- c. When men and women are seen as having different physical capacities.

## Assessment Questions (Answer Key)

### Q.3.1 Indicate whether the characteristic is related to sex or gender:

- a. Ability to birth a child                      Sex
- b. Muscle mass                                      Sex
- c. Dresses and skirts                              Gender
- d. Nurturing and caring                              Gender
- e. Facial hair                                        Sex
- f. Leadership and authority                              Gender
- g. XX or XY chromosomes                              Sex
- h. Shooting ability                                      Gender

### Q.3.2 Gender inequality is: (select one)

- a. When women are given special opportunities to access training, jobs, and promotions.
- b. The unequal treatment and access to resources, opportunities, and autonomy based on gender.
- c. When men and women are seen as having different physical capacities.

# ANNEX

## Gender Definitions

*“Gender shall mean the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and men.”*

**Source: Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence, 2011**

---

*“Gender refers to the social attributes and opportunities associated with being male and female and the relationships between women, girls, men and boys ... These attributes, opportunities and relationships are socially constructed and learned through socialization processes. They are context/time-specific and changeable. Gender determines what is expected, allowed and valued in women, girls, men and boys in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, and decision-making opportunities ... Other important criteria for socio-cultural analysis include class, race, poverty level, ethnic group and age.”*

**Source: UN Office of the Special Advisor on Gender Issues and Advancement of Women**

---

*“The socially and culturally constructed differences between men and women, boys and girls, which give them unequal value, opportunities and life chances (Kabeer, 2003). It also refers to typically masculine and feminine characteristics, abilities and expectations about how women and men should behave in society. These characters are time bound and changeable.”*

**Source: African Union Gender Policy 2009**

---

*“Gender is a term used to describe socially constructed definitions of roles for women and men. Gender does not mean “sex” and does not refer only to women. The term sex, describes the biological characteristics of male and of female human beings. Gender refers to the conception of tasks, roles, norms and functions attributed socially in a differentiated manner to women and men in society and in public and private life... This means that gender is an acquired identity that is central to both sexes, that is learned, that can change over time, and that varies widely within and across cultures.”*

**Source: OSCE, Gender Matters at the OSCE, 2010**

## Quiz on Gender Equality

Correct	Incorrect	Gender equality...
		... means treating men and women the same.
		... means providing equal opportunities, resources, and rewards for men and women.
		... aims to redress power imbalances between men and women.
		... is something only women can understand and work toward.
		... means that a person's access to opportunities and life chances is neither dependent on, nor constrained by, their sex.

## Quiz on Gender Equality (Answer Key)

Correct	Incorrect	Gender equality...
	X	... means treating men and women the same.
X		... means providing equal opportunities, resources, and rewards for men and women.
X		... aims to redress power imbalances between men and women.
	X	... is something only women can understand and work toward.
X		... means that a person's access to opportunities and life chances is neither dependent on, nor constrained by, their sex.

Inclusive Security  
1615 M Street NW, Suite 850  
Washington, DC 20036  
202.403.2000  
[inclusivesecurity.org](http://inclusivesecurity.org)

The Geneva Centre for the Democratic  
Control of Armed Forces (DCAF)  
P.O. Box 1360  
CH-1211 Geneva 1  
Switzerland  
+41 (0) 22.730.9400  
[dcaf.ch](http://dcaf.ch)



## MODULE FOUR

# Mapping Gendered Security and Justice Needs



Photo Credit: AP/Amine Landoulsi

## A Women's Guide to Security Sector Reform Training Curriculum



**DCAF**

a centre for security,  
development and  
the rule of law



**INCLUSIVE  
SECURITY**

## Acknowledgements

Over the last decade, Inclusive Security and DCAF have conducted dozens of training workshops with women and men in countries undergoing security sector reform processes. We wish to thank all those who have participated in these trainings, sharing their stories, their wisdom and their experience, and helped us in turn to develop the training approaches reflected in this curriculum.

We extend particular appreciation to the authors of our *A Women's Guide to Security Sector Reform*, which served as the key background resource for this curriculum, Megan Bastick and Tobie Whitman, and the Advisory Council for that Guide: Ruth Gibson Caesar, Wazhma Frogh, Alaa Murabit, Jessica Nkuuhe, Bandana Rana and Sonja Stojanovic.

Kathrin Quesada, Megan Bastick, Heather Huhtanen, Carrie O'Neill and Kristin Valasek were the primary authors of this curriculum. Jacqueline O'Neill and Daniel de Torres helped shape the original outline and provided substantive input. Input was also received from Michelle Barsa, Anna Kadar, Alice Kielmann, Caroline Pradier, Lorraine Serrano, and Nanako Tamaru. Mylène Socquet-Juglard and Marta Ghittoni assisted with final stages of publication.

Editing by Rachel Isaacs. Graphic design by Stephanie Pierce-Conway.

## DCAF

The Geneva Centre for the Democratic Control of Armed Forces (DCAF) is an international foundation whose mission is to assist the international community in pursuing good governance and reform of the security sector. DCAF develops and promotes norms and standards, conducts tailored policy research, identifies good practices and recommendations to promote democratic security sector governance, and provides in-country advisory support and practical assistance programmes.

DCAF's Gender and Security Division works through research, technical advice and regional projects to support the development of security sectors that meet the needs of men, women, boys and girls; and promote the full participation of men and women in security sector institutions and security sector reform processes.

Visit us at: [www.dcaf.ch](http://www.dcaf.ch). Contact us at: [gender@dcaf.ch](mailto:gender@dcaf.ch).

## Inclusive Security

Inclusive Security is transforming decision making about war and peace. We're convinced that a more secure world is possible if policymakers and conflict-affected populations work together. Women's meaningful participation, in particular, can make the difference between failure and success. Since 1999, Inclusive Security has equipped decision makers with knowledge, tools, and connections that strengthen their ability to develop inclusive policies and approaches. We have also bolstered the skills and influence of women leaders around the world. Together with these allies, we're making inclusion the rule, not the exception.

Visit us at: [inclusivesecurity.org](http://inclusivesecurity.org). Contact us at: [info@inclusivesecurity.org](mailto:info@inclusivesecurity.org).

©2017 Inclusive Security and DCAF. The use, adaptation and copying of this guide is encouraged. We do, however, ask that you acknowledge and cite all materials used.

Please get in touch with us if you would like to translate this guide.

ISBN: 92-9222-438-7

Cite as: Inclusive Security and DCAF. *A Women's Guide to Security Sector Reform: Training Curriculum*. Washington, D.C.: Inclusive Security and DCAF, 2017.



# MODULE OVERVIEW:

## Mapping Gendered Security and Justice Needs

---

### Learning Objectives

- Participants are able to identify how the security and justice needs of men, women, boys and girls are associated with gender roles and expectations.
  - Participants are able to identify causes of gender-based violence.
- 



### Background Resources for Trainers

- Bastick, Megan, and Tobie Whitman. *A Women's Guide to Security Sector Reform*. Washington: Inclusive Security and DCAF, 2013. [www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform](http://www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform)
- DCAF. "Gender and Security Sector Reform Training Resource Website." [www.gssrtraining.ch](http://www.gssrtraining.ch)
- Inclusive Security, *Inclusive Security: A Curriculum for Women Waging Peace*. Washington: Inclusive Security, 2009. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)
- Inclusive Security and International Alert. *Inclusive Security, Sustainable Peace: A Toolkit for Advocacy and Action*. Washington: Inclusive Security, November 2004. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)
- Lindsey-Curtet, Charlotte, Florence Tercier Holst-Roness, and Letitia Anderson. *Addressing the Needs of Women Affected by Armed Conflict*. Geneva: International Committee of the Red Cross, 2004.
- United Nations Human Settlements Programme (UN-HABITAT), *The Global Assessment on Women's Safety*. Nairobi: UN-HABITAT, 2009. [unhabitat.org/books/the-global-assessment-on-womens-safety/](http://unhabitat.org/books/the-global-assessment-on-womens-safety/)
- UN Women. "Virtual Knowledge Centre to End Violence against Women and Girls – Security." Last modified June 27, 2015. [www.endvawnow.org/en/modules/view/13-security.html](http://www.endvawnow.org/en/modules/view/13-security.html)
- Valasek, Kristin. "Security Sector Reform and Gender." In *Gender and Security Sector Reform Toolkit*, edited by Megan Bastick and Kristin Valasek. Geneva: DCAF, OSCE/ODIHR, UN-INSTRRAW, 2008. [www.dcaf.ch/Publications/Security-Sector-Reform-and-Gender-Tool-1](http://www.dcaf.ch/Publications/Security-Sector-Reform-and-Gender-Tool-1)

## Time

## Description

**5 minutes**

### **4.1 Introduction to the Module**

4.1.1 Facilitator Talking Points

---

**75 minutes**

### **4.2 Whose Security? The Gendered Security and Justice Needs of Men, Women, Boys, and Girls**

4.2.1 Discussion: Links Between Gender Roles and Insecurity

4.2.2 Activity: Mapping Gendered Security and Justice Needs

---

**45 minutes**

### **4.3 Gender-Based Violence**

4.3.1 Facilitator Talking Points: Understanding Gender-Based Violence

4.3.2 Activity: Identifying Causal and Contributory Factors

---

**5 minutes**

### **4.4 Wrap Up**

4.4.1 Facilitator Talking Points: Points to Take Away

---

### **Adapting the Module**

### **Assessment Questions**

---

**Total Time: 2 hours 10 minutes**

## 4.1 Introduction to the Module



### 4.1.1 Facilitator Talking Points

#### Background for Facilitator

This section introduces the purpose and learning objectives of the module.

#### Facilitator Talking Points

- Think back to the role play exercise we did in Module 2: we considered how people's security needs vary depending on many different, intersecting social factors, including age, ethnicity and religion, location, income level and access to education, ability, sexual orientation and gender identity, nationality, etc. We also explored how gender shapes the expected behaviors of men and women, as well as their associated roles and opportunities.
- In this module, we turn our attention to the intersection of security and gender, examining the different security and justice needs of men, women, boys, and girls, and how individuals' experiences of insecurity are linked to their gender roles.
- We will now focus on a practical exercise that will help you further develop your activism: mapping gendered security needs.
- After this module, you will be able to:
  - Identify how the security and justice needs of men, women, boys, and girls are associated with gender roles and expectations.
  - Identify causes of gender-based violence.

#### Materials Needed

None

#### Learning Objectives

Participants are able to identify the purpose and learning objectives of this module.

**Time** 5 minutes

## 4.2 Whose Security? The Gendered Security and Justice Needs of Men, Women, Boys, and Girls



### 4.2.1 Discussion: Links Between Gender Roles and Insecurity

#### Background for Facilitator

This discussion illustrates how different forms of violence and insecurity relate to gender. You might consider preparing contextualized examples of how the same acts of insecurity affect women and men differently.

#### Materials Needed

Flipchart; presentation slides

#### Learning objectives

Participants understand that insecurity and acts of violence affect men and women differently.

**Time** 20 minutes

#### Facilitator Talking Points

- To be an advocate for better community security, a first step is identifying the security and justice needs of different people—men, women, boys, and girls—within that community. Some of these will be shared, and some will be different.
- In every community, while a range of factors impact a person's experiences of security and insecurity, a person's age and gender are significant. This means that while the same violent acts may affect both men and women, their impact upon men's and women's lives will be different, and these differences are tied to gender roles.

*Share some examples appropriate to your training context, or use the following, as appropriate. Examples:*

- When a city is bombed, both men and women might be made homeless. But it might be harder for men to get help from international organizations, as many perceive women and children as being more vulnerable.
- It might be harder for women to travel to places of safety, due to more limited access to cars and money, because they haven't worked outside the home.
- In situations of violent oppression, men and women might both be at risk of being detained and tortured. However, men may be comparably MORE at risk—men are seen as more likely to be politically active than women. However, upon being released, a male detainee would likely be received by his community as a hero. On the other hand, a female detainee is more likely to be stigmatized by her community, because it might be assumed that she was sexually abused in prison.
- Women and girls are particularly targeted for sexual violence in times of armed conflict. Men and boys are often particularly targeted for forced recruitment into armed groups. (It is important to understand, however, that men and boys are also victims of armed violence, and women and girls are also forcibly recruited).

#### Instructions

Invite some additional examples from participants. Use the discussion to illustrate how forms of violence and insecurity relate to gender roles.

Emphasize that in thinking about gendered security threats, the point is not to say, "It is worse for men" or "It is worse for women," but to understand how these threats affect men, women, boys, and girls differently as a result of embedded ideas about gender.



## 4.2.2 Activity: Mapping Gendered Security and Justice Needs

### Background for Facilitator

In this activity, participants will identify how the security and justice needs of men, women, boys, and girls are associated with gender roles and expectations. It can be an opportunity to determine if participants have achieved the related learning objective.

Prepare a flipchart based on the [Identifying Different Security Risks and Barriers to Justice](#) handout (see annex).

Keep your notes from this activity as a resource for future activities; they will be particularly helpful when participants use problem tree analyses to identify the root causes of security or justice needs.

See “more time” section for options related to extending this activity.

### Materials Needed

Flipchart; markers; sticky notes; [Identifying Different Security Risks and Barriers to Justice](#) handout

### Learning Objective

Participants are able to identify the different security needs and barriers to justice for men, women, boys, and girls and understand how gender roles impact security needs.

**Time** 55 minutes

### Instructions

Explain that this activity focuses on identifying different security needs within communities to help illustrate how they relate to gender. Start with a quick large group brainstorm. Ask: “Who are some different groups of people that live in your community?” Write all answers on a blank flipchart. (5 minutes)

Guide the discussion to identify different groups of men, women, boys, and girls, either in general or within sub-groups, within the community. For example, “older women,” “indigenous men,” etc. The list does not need to be exhaustive, but try to identify at least half as many groups as you have trainees (if possible). It does not matter if participants—and therefore the groups they name—are from different communities. (5 minutes)

Break the group into pairs and give each one five sticky notes. Have each pair work on one of the identified community groups.

Ask them to identify:

- Security risks for their group; and
- Barriers to justice that members of their group are likely to be confronted with.

Each answer should go on its own sticky note. For example, if the group is “girls,” security risks might include vulnerability to female genital mutilation, to sexual exploitation, or to early marriage (depending on the local context). Barriers to justice might include: social norms that make female genital mutilation or early marriage acceptable, inadequate laws to protect women and girls against these problems, or distance from a police station or legal advice center where they might seek help. (15 minutes)

Bring the group back together. Put up the Security Risks and Barriers to Justice flipchart (previously prepared) and have each pair read out their notes, placing each one in the relevant quadrant: Women/Security Risks; Women/Barriers to Justice; Men/Security Risks. (15 minutes)

Discuss the different security needs and barriers to justice identified for men, women, boys, and girls. Draw out how gender roles and relations impact security needs, along with other factors (e.g., age, religion, etc.) identified. For example:

- What are common security and justice needs for women/girls?
- What are common security and justice needs for boys/girls?
- How do needs differ for various genders and ages?
- Which groups seem like they face the most insecurity and most barriers to justice?
- Which groups are the most secure? (15 minutes)

---

## Debrief

### Discussion Questions

- What did you learn in this activity?
- How is it relevant to your work on SSR?

## 4.3 Gender-Based Violence



### 4.3.1 Facilitator Talking Points: Understanding Gender-Based Violence

#### Background for Facilitator

In this section, participants reflect on gender-based violence and consider examples from their own cultural context.

#### Materials Needed

Flipchart; presentation slides

#### Learning Objectives

Participants are able to define gender-based violence.

**Time** 15 minutes

#### Facilitator Talking Points

- Our previous exercise demonstrated how insecurity, including vulnerability to violence, is intimately linked to gender. Worldwide, men, women, boys, and girls have different experiences of sexual violence, human trafficking, gang violence, robbery, dowry deaths, abduction, and honor killings, to name only a few. This insight underpins the definition of certain types of violence as “gender-based” (GBV).
- When I say “gender-based violence,” what comes to mind? *Use this definition or draw one from the national or institutional context you are working in.*
- GBV exists in all societies and is one of the most prevalent threats to human security. *Present some examples relevant to the cultural context or use the following.*
  - Over 90 percent of deaths related to firearms are men;<sup>1</sup>
  - In most countries, one-quarter to one-half of women experience physical violence from their husbands or boyfriends.<sup>2</sup>
- Forms of GBV include:
  - Domestic violence, including acts termed as domestic abuse, family violence, or intimate partner violence
  - Gender-selective murder, including female infanticide and massacres of men
  - Forced marriage, forced pregnancy, forced adoptions, and forced sterilization
  - Harmful practices that are accepted and justified as cultural or traditional, like crimes committed against women in the name of “honor,” dowry-related violence, early marriage, and female genital mutilation (FGM)

#### Gender-Based Violence

Gender-based violence (GBV) is an umbrella term for any harmful act that is perpetrated against a person’s will and is based on socially ascribed (gender) differences between males and females. GBV includes violence based on a person’s (perceived) sexual orientation or gender identity.

1 World Health Organization, *Small Arms and Global Health* (Geneva: World Health Organization, 2001), 3, [whqlibdoc.who.int/hq/2001/WHO\\_NMH\\_VIP\\_01.1.pdf](http://whqlibdoc.who.int/hq/2001/WHO_NMH_VIP_01.1.pdf).

2 World Health Organization, *WHO Multi-country Study on Women’s Health and Domestic Violence against Women* (Geneva: World Health Organization, 2005), xi, [www.who.int/gender/violence/who\\_multicountry\\_study/Introduction-Chapter1-Chapter2.pdf](http://www.who.int/gender/violence/who_multicountry_study/Introduction-Chapter1-Chapter2.pdf).

- Sexual harassment in the workplace, public spaces, educational institutions, or in sports
- Sexual violence, including sexual abuse, rape, sexual exploitation, forced prostitution, gang rape, and sexual slavery
- Trafficking in human beings
- Harassment of a person based on their actual or perceived sexual orientation
- While the term gender-based violence was originally created to explain violence against women and girls, it is increasingly recognized that men and boys also experience GBV, including domestic violence and rape, and that women and girls can also perpetrate GBV. Sexualized attacks against men serve to diminish their masculinity in their own eyes, the eyes of the perpetrator(s), and their wider community.
- Research has also revealed that it is common for a society experiencing or emerging from armed conflict to see an increase in GBV, including trafficking, forced prostitution, domestic violence, and rape.<sup>3</sup> Some of these crimes, particularly domestic violence and trafficking, may reach higher levels after the end of the conflict than during the conflict.
- For example:
  - In East-Timor, rape is the crime reported most frequently to the police's vulnerable persons' unit.<sup>4</sup> It seems likely that the occupation and subsequent conflict normalized high levels of GBV, given the systematic use of rape as a tool of war by both the military and militia groups.
  - In post-conflict Liberia, there was a high incidence of GBV committed by both demobilized fighters and civilian men. It is also documented that heightened awareness of GBV, improved reporting, and increased access to information in the post-conflict phase put the spotlight on GBV.<sup>5</sup>
- GBV in conflict-affected or post-conflict settings may also be intensified by the proliferation of arms. Field-based research conducted over the past decade indicates that small arms and ammunition facilitate widespread domestic violence, rape, and other forms of sexual violence both during and outside of conflict.<sup>6</sup>

<sup>3</sup> Report of the Special Rapporteur on Violence Against Women, its causes and consequences, *Integration of the Human Rights of Women and the Gender Perspective*, E/CN.4/2001/73 (January 23, 2001), para. 57, [www.un.org/ga/search/view\\_doc.asp?symbol=E/CN.4/2001/73](http://www.un.org/ga/search/view_doc.asp?symbol=E/CN.4/2001/73).

<sup>4</sup> UN Women, "Timor-Leste: Supporting Gender Equality and Women's Rights," [www.unwomen.org/mdgf/a/Timor-Leste\\_A.html](http://www.unwomen.org/mdgf/a/Timor-Leste_A.html).

<sup>5</sup> Government of Liberia/UN Joint Programme on Sexual and Gender Based Violence, *In-depth study on Reasons for High Incidence of Sexual and Gender-Based Violence in Liberia*, October 2011, [www.concern.net/sites/default/files/resource/2012/11/5876-final\\_high\\_incidence\\_of\\_sgbv\\_15\\_may.pdf](http://www.concern.net/sites/default/files/resource/2012/11/5876-final_high_incidence_of_sgbv_15_may.pdf).

<sup>6</sup> Wendy Cukier, "Global Effects of Small Arms: A Gendered Perspective," in *In the Line of Fire: A Gender Perspective on Small Arms Proliferation, Peacebuilding and Conflict Resolution* (Geneva: Women's International League for Peace and Freedom, 2001), [iansa-women.org/node/68](http://iansa-women.org/node/68).





## 4.3.2 Activity: Identifying Causal and Contributory Factors

### Background for Facilitator

This activity has participants identify the many causes of GBV and how they are linked at the individual, relational, community and societal levels. This activity also emphasizes that we need to understand GBV not just in terms of women, but as an umbrella term related to socially-constructed gender roles. It is an opportunity to determine if participants can define GBV.

In advance, prepare four flipcharts labelled Individual, Relationship, Community, and Society; alternatively, project the [Factors Contributing to Gender-Based Violence](#) handout (see annex).

Keep the flipchart(s) from this activity for the module on action planning, when participants will use problem tree analyses to identify the root causes of particular security or justice needs/issues.

### Materials Needed

Flipchart; presentation slides; sticky notes; [Factors Contributing to Gender-Based Violence](#) handout

### Learning Objectives

Participants are able to define gender-based violence and identify its causes and how they are linked at the individual to societal levels

**Time** 30 minutes

### Instructions

Ask, “What are factors that contribute to gender-based violence?”

Distribute [Factors Contributing to Gender-Based Violence](#) handout and give each participant a few sticky notes and have them write down as many causes of or contributing factors to GBV as they can. (5 minutes)

Have them group their answers based on various themes that have emerged, then consider where each group of causes belongs: Individual, Relationship, Community, Society.

---

### Debrief

#### Facilitator Instructions

Highlight that an interplay of personal, situational, and sociocultural factors combine to cause gender-based violence. The nested circles (on the handout) also illustrate how violence against women results from the interaction of factors at different levels of the perpetrator’s social environment—the individual, and their relationship with family, community, and society.

## 4.4 Wrap Up



### 4.4.1 Facilitator Talking Points: Points to Take Away

#### Background for Facilitator

This section highlights the main points of this module.

#### Facilitator Talking Points

- Men, women, boys, and girls have different security needs and interests. Women and girls often face violence at home, while men and boys are more prone to becoming victims of gang or street violence.
- The forms of insecurity men, women, boys, and girls face are innately tied to gender roles and expectations. The concept of “gender-based violence” is integral to understanding and confronting this.
- But, we must also recognize that gender is never the only factor in a person’s vulnerability to violence—class, race, age, and so on are also important.
- Given the prevalence of gender-based violence, improving the capacity of security sector and justice institutions to effectively prevent and respond to GBV should be a priority. This is an advocacy objective that many women’s organizations focus on. In coming modules, we will look at how you can progress from identifying gendered insecurities, including GBV, to identifying their root causes, to possible solutions, to action and advocacy.

#### Materials Needed

None

#### Learning Objectives

Participants understand the main points of this module.

**Time** 5 minutes

# Adapting the Module

---



## More Time



### **4.2.2 Activity:** Mapping Gendered Security and Justice Needs **(ADD 15-20 MINUTES)**

If you have more time, ask participants to identify sources of further information on the security needs or justice barriers they are working on. For example, if they are working on domestic violence, what further information do they need to identify root causes, solutions, and strategies? (Information about police responses? Data on arrest and conviction rates?)

If you want to include more figures on men perpetrating gender-based violence, play this video, which cites the 2013 UN multi-country study on men and violence: [www.youtube.com/watch?v=ehhrLC9Eg98](http://www.youtube.com/watch?v=ehhrLC9Eg98)

## Assessment Questions (Blank)

**Q.4.1 The same violent acts may affect both men and women, but their impact on men's and women's lives will be different, and these differences are linked to their gender roles.**

- a. False
- b. True

**Q.4.2 A root cause of gender-based violence is: (select one)**

- a. Men and women's unequal access to resources.
- b. Greater physical strength of men.
- c. Women dressing in an immodest manner.
- d. Men and women don't know how to communicate with each other.

## Assessment Questions (Answer Key)

**Q.4.1 The same violent acts may affect both men and women, but their impact on men's and women's lives will be different, and these differences are linked to their gender roles.**

- a. False
- b. True

**Q.4.2 A root cause of gender-based violence is: (select one)**

- a. Men and women's unequal access to resources.
- b. Greater physical strength of men.
- c. Women dressing in an immodest manner.
- d. Men and women don't know how to communicate with each other.

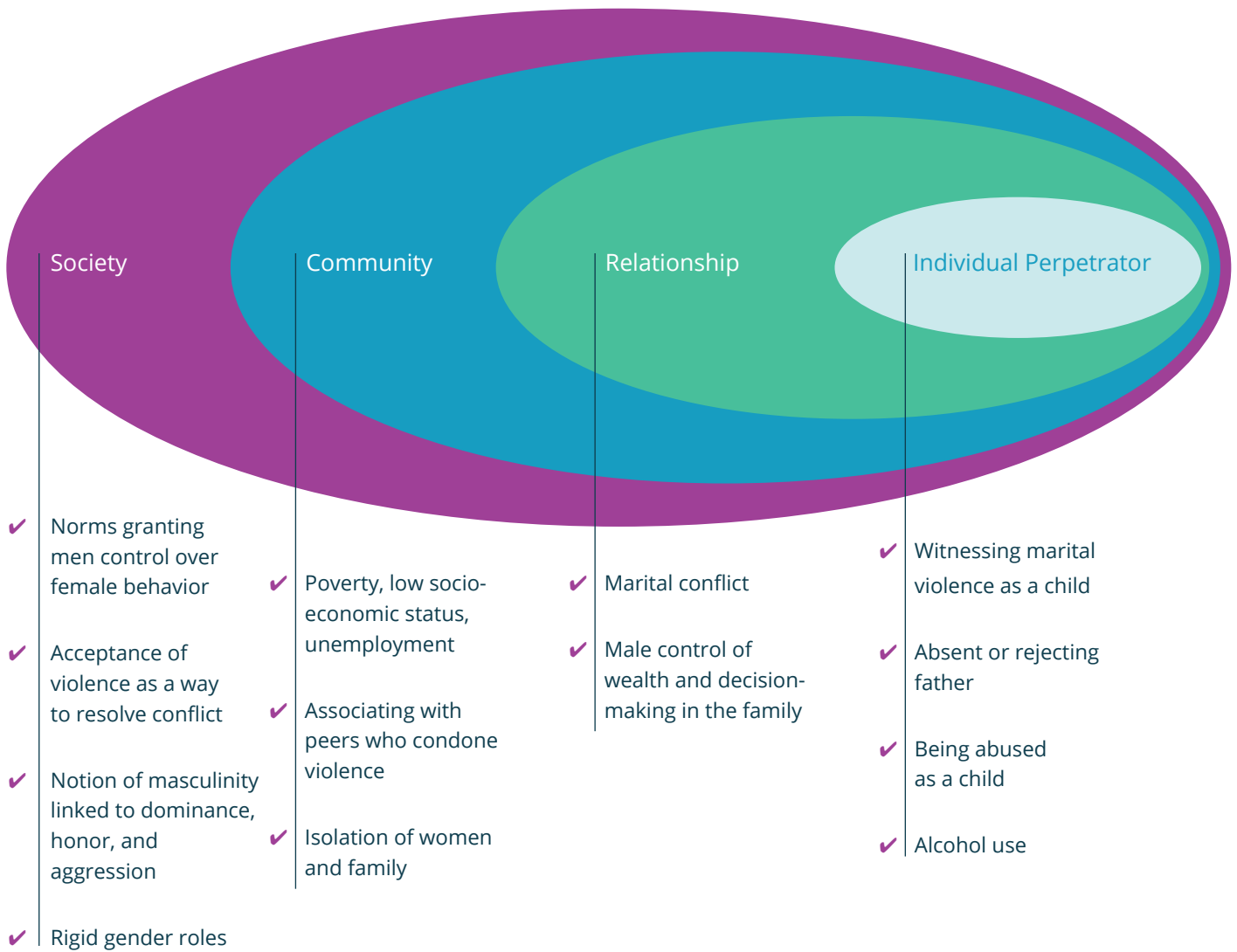
# ANNEX

# Identifying Different Security Risks and Barriers to Justice

	<b>Women</b>	<b>Men</b>
<b>Security Risks</b>	1	1
	2	2
	3	3
<b>Barriers to Justice</b>	1	1
	2	2
	3	3

	<b>Girls</b>	<b>Boys</b>
<b>Security Risks</b>	1	1
	2	2
	3	3
<b>Barriers to Justice</b>	1	1
	2	2
	3	3

# Factors Contributing to Gender-Based Violence



From Population Reports/CHANGE, Volume XXVII, No. 4, December 1999

Inclusive Security  
1615 M Street NW, Suite 850  
Washington, DC 20036  
202.403.2000  
[inclusivesecurity.org](http://inclusivesecurity.org)

The Geneva Centre for the Democratic  
Control of Armed Forces (DCAF)  
P.O. Box 1360  
CH-1211 Geneva 1  
Switzerland  
+41 (0) 22.730.9400  
[dcaf.ch](http://dcaf.ch)





## MODULE FIVE

# What is Security Sector Reform?



## A Women's Guide to Security Sector Reform Training Curriculum



**DCAF**

a centre for security,  
development and  
the rule of law



**INCLUSIVE  
SECURITY**

## Acknowledgements

Over the last decade, Inclusive Security and DCAF have conducted dozens of training workshops with women and men in countries undergoing security sector reform processes. We wish to thank all those who have participated in these trainings, sharing their stories, their wisdom and their experience, and helped us in turn to develop the training approaches reflected in this curriculum.

We extend particular appreciation to the authors of our *A Women's Guide to Security Sector Reform*, which served as the key background resource for this curriculum, Megan Bastick and Tobie Whitman, and the Advisory Council for that Guide: Ruth Gibson Caesar, Wazhma Frogh, Alaa Murabit, Jessica Nkuuhe, Bandana Rana and Sonja Stojanovic.

Kathrin Quesada, Megan Bastick, Heather Huhtanen, Carrie O'Neill and Kristin Valasek were the primary authors of this curriculum. Jacqueline O'Neill and Daniel de Torres helped shape the original outline and provided substantive input. Input was also received from Michelle Barsa, Anna Kadar, Alice Kielmann, Caroline Pradier, Lorraine Serrano, and Nanako Tamaru. Mylène Socquet-Juglard and Marta Ghittoni assisted with final stages of publication.

Editing by Rachel Isaacs. Graphic design by Stephanie Pierce-Conway.

## DCAF

The Geneva Centre for the Democratic Control of Armed Forces (DCAF) is an international foundation whose mission is to assist the international community in pursuing good governance and reform of the security sector. DCAF develops and promotes norms and standards, conducts tailored policy research, identifies good practices and recommendations to promote democratic security sector governance, and provides in-country advisory support and practical assistance programmes.

DCAF's Gender and Security Division works through research, technical advice and regional projects to support the development of security sectors that meet the needs of men, women, boys and girls; and promote the full participation of men and women in security sector institutions and security sector reform processes.

Visit us at: [www.dcaf.ch](http://www.dcaf.ch). Contact us at: [gender@dcaf.ch](mailto:gender@dcaf.ch).

## Inclusive Security

Inclusive Security is transforming decision making about war and peace. We're convinced that a more secure world is possible if policymakers and conflict-affected populations work together. Women's meaningful participation, in particular, can make the difference between failure and success. Since 1999, Inclusive Security has equipped decision makers with knowledge, tools, and connections that strengthen their ability to develop inclusive policies and approaches. We have also bolstered the skills and influence of women leaders around the world. Together with these allies, we're making inclusion the rule, not the exception.

Visit us at: [inclusivesecurity.org](http://inclusivesecurity.org). Contact us at: [info@inclusivesecurity.org](mailto:info@inclusivesecurity.org).

©2017 Inclusive Security and DCAF. The use, adaptation and copying of this guide is encouraged. We do, however, ask that you acknowledge and cite all materials used.

Please get in touch with us if you would like to translate this guide.

ISBN: 92-9222-438-7

Cite as: Inclusive Security and DCAF. *A Women's Guide to Security Sector Reform: Training Curriculum*. Washington, D.C.: Inclusive Security and DCAF, 2017.

# MODULE OVERVIEW: What is Security Sector Reform?

---

## Learning Objectives

- Participants are able to describe what security sector reform (SSR) means and state its two main goals.
  - Participants are able to give at least three examples of SSR activities.
  - Participants are able to list at least three challenges to SSR in their own context.
- 



## Background Resources for Trainers

- Bastick, Megan, and Tobie Whitman. *A Women's Guide to Security Sector Reform*. Washington: Inclusive Security and DCAF, 2013. [www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform](http://www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform)
- DCAF. "Gender and Security Sector Reform Training Resource Website." [www.gssrtraining.ch](http://www.gssrtraining.ch)
- DCAF. "SSR Backgrounder: The Security Sector." [ssrbackgrounders.org](http://ssrbackgrounders.org)
- DCAF International Security Sector Advisory Team. E-learning Course on Introduction to Security Sector Reform. [issat.dcaf.ch/Learn/E-Learning/Introduction-to-Security-Sector-Reform](http://issat.dcaf.ch/Learn/E-Learning/Introduction-to-Security-Sector-Reform)
- Folke Bernadotte Academy. "Introduction to SSR." YouTube video, 3:54. Posted May 27, 2014. [www.issat.ch/Learn/Resource-Library/Videos/Introduction-to-SSR](http://www.issat.ch/Learn/Resource-Library/Videos/Introduction-to-SSR)
- Inclusive Security. *Inclusive Security: A Curriculum for Women Waging Peace*. Washington: Inclusive Security, 2009. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)
- United Nations. "Securing states and societies through Security Sector Reform." May 2014. [issat.dcaf.ch/Learn/Resource-Library/Videos/Securing-States-and-Societies-through-Security-Sector-Reform2](http://issat.dcaf.ch/Learn/Resource-Library/Videos/Securing-States-and-Societies-through-Security-Sector-Reform2)

## Time

## Description

**5 minutes**

### **5.1 Introduction to the Module**

5.1.1 Facilitator Talking Points

---

**30 minutes**

### **5.2 What are the Objectives of Security Sector Reform?**

5.2.1 Discussion: Objectives of Security Sector Reform

---

**50 minutes**

### **5.3 What Does SSR Look Like in Practice?**

5.3.1 Activity: SSR in Practice

---

**20 minutes**

### **5.4 Challenges to SSR**

5.4.1 Discussion: Think-Pair-Share

---

**5 minutes**

### **5.5 Wrap Up**

5.5.1 Facilitator Talking Points: Points to Take Away

---

### **Adapting the Module**

### **Assessment Questions**

---

**Total Time: 1 hour 50 minutes**

## 5.1 Introduction to the Module



### 5.1.1 Facilitator Talking Points

#### Background for Facilitator

This section introduces the purpose and learning objectives of the module.

#### Facilitator Talking Points

- In Module 2, we discussed security and the security sector, learning about the responsibilities of various security sector actors. In this module, we examine “security sector reform” (SSR). After this module, you will be able to:
  - Describe what SSR means and state its two main goals.
  - Identify examples of SSR activities.
  - Identify common challenges to successful SSR.

#### Materials Needed

None

#### Learning Objectives

Participants are able to identify the purpose and learning objectives of this module.

**Time** 5 minutes

## 5.2 What are the Objectives of Security Sector Reform?



### 5.2.1 Discussion: Objectives of Security Sector Reform

#### Background for Facilitator

This section introduces the concept of security sector reform. It is an opportunity to assess participants' baseline understanding of what security sector reform means and state its two main goals. It is also an opportunity to get examples of what accountability and effectiveness look like in different contexts.

It can be useful to prepare examples in advance of security sector accountability and effectiveness relevant to the local context, in case participants are unable to come up with any.

#### Materials Needed

Flipchart; markers; presentation slides

#### Learning Objectives

Participants are able to define security sector reform and identify its two main goals, accountability and effectiveness.

**Time** 30 minutes

#### Facilitator Talking Points

- Security sector reform is the process of changing the security sector to ensure that its actors are contributing as much as possible to our Vision of a Secure Community (as discussed in Module 2).
- A more formal definition is: security sector reform is the political and technical process of improving state and human security by making security provision, management, and oversight more effective and more accountable, within a framework of democratic civilian control, rule of law, and respect for human rights.
- There are two main goals of SSR: effectiveness and accountability. What do these terms mean?

#### Security Sector Reform

The political and technical process of improving state and human security by making security provision, management, and oversight more effective and more accountable, within a framework of democratic civilian control, rule of law, and respect for human rights.

### Two Core Objectives

#### **EFFECTIVENESS** is about:

- Improving the provision of security and justice to enhance overall well-being of both the state and its people

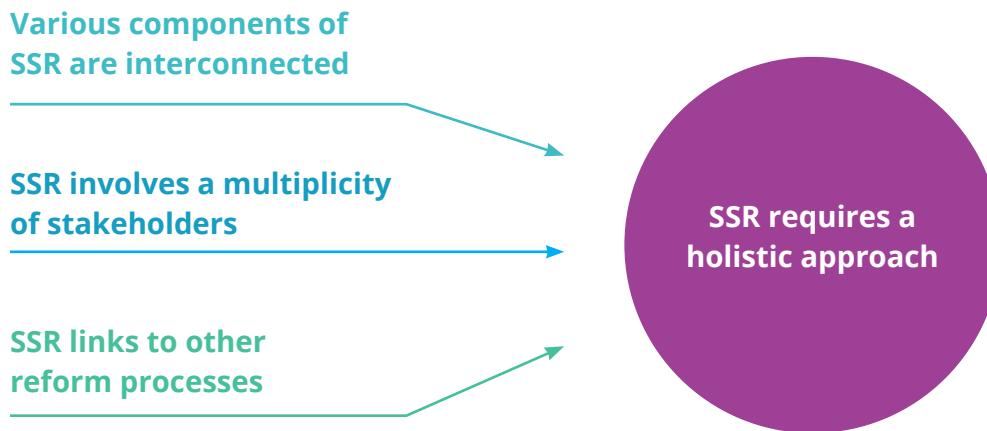
#### **ACCOUNTABILITY** is about:

- Ensuring security and justice actors adherence to law and policies
- Sanctions for abusive conduct

No SSR program can be successful in the long term without building of accountability and governance structures.

- *Facilitate a discussion of these terms around the following dimensions, encouraging participants to give examples from their own contexts.*
  - **Effective** provision, management, and oversight means that security institutions fulfill their respective roles, responsibilities, and missions to a high professional standard. That is, they provide good services to all members of all communities—men, women, boys, and girls. For example, effectiveness can be strengthened through initiatives that foster a service-oriented attitude and approach to security provision, and by assuring appropriate training, experience, and equipment for security personnel.
  - **Accountable** provision, management, and oversight means that there are clear expectations for security institutions, and independent authorities oversee whether these expectations are met, imposing sanctions if they are not. Accountability can be built by strengthening the capacity of civil society organizations and independent oversight bodies to monitor human rights abuses.
- In order to qualify as SSR, activities must aim to strengthen both effectiveness and accountability.
- Why is this so important? What would happen if money and resources were only given to improve the effectiveness of the armed forces, but no initiatives were taken to ensure their accountability, transparency, or respect for human rights? Those resources could end up contributing to the capacity of this armed force to oppress citizens or violate their fundamental rights. Ensuring that effective governance and accountability mechanisms are in place is inherent to the success of SSR.
- In SSR effectiveness and accountability are strengthened “within a framework of democratic civilian control, rule of law, and respect for human rights”:
  - **Democratic civilian control** means that processes for the direction, management, and oversight of security sector institutions are set out by elected or duly appointed civilian authorities within legitimate democratic institutions. Ultimate responsibility for a country’s security decision-making should be in the hands of civilian political leaders, rather than the military, intelligence services, or police.
  - **Rule of law** is the principle that all persons and institutions, including the state, are subject to laws that are known publicly, enforced impartially, and consistent with international and national human rights norms and standards.
  - **Respect for human rights** refers to the universal, inalienable rights inherent to all human beings, often expressed and guaranteed by national law, as well as in international treaties, customary international law, general principles, and other sources of international law. As state agents, security sector institutions are obliged to take positive action to facilitate the enjoyment of basic human rights, protect individuals and groups against human rights abuses, and refrain from interfering with or curtailing the enjoyment of human rights.
- The term “SSR” is most often used in post-conflict contexts, where the international community is involved in supporting a formal process of rebuilding or reforming the security sector. However, SSR also takes place in developing countries and countries in transition from authoritarian rule, as well as more developed countries. Where it is only directed at individual institutions—e.g., police or prisons—it might be called police reform or prison reform.

## Essential dimensions: Holistic Nature



- SSR should be holistic—by nature, it involves a host of different services provided by various actors, institutions, and agencies. This is essential to successful security sector reform. Adopting a holistic vision of SSR requires understanding the interconnected nature of the various components of the security and justice sector. For example, if you reform the police and make them more effective at catching criminals, you should also reform the prisons and courts, or you will likely end up with overflowing prisons and a serious backlog in the courts. Ideally, police, prison, and judicial reform are planned and implemented with full awareness of their interdependencies.
- In summary, SSR describes attempts to improve the security sector by making it more effective and accountable. Sometimes SSR can be rapid. Sometimes it can be slow. But whether or not your country has a formal SSR process, you can take action to make security sector institutions respond to your needs.



## 5.3 What Does SSR Look Like in Practice?



### 5.3.1 Activity: SSR in Practice

#### Background for Facilitator

This activity gives participants the opportunity to consider which actors plan and implement the different components of SSR. Use this activity to assess whether participants can give at least three examples of SSR activities.

This activity starts with two optional videos, which are particularly recommended for groups that are newer to SSR.

If possible, participants should work in small groups by country.

#### Materials Needed

Flipchart; markers; video; [Roles of Security Sector Institutions](#) handout

#### Learning Objectives

Participants are able to identify the range of actors involved in different components of SSR in context.

**Time** 50 minutes

#### Instructions

Show one of the following video clips (or another of your choosing, suited to the training context):

- DCAF - “Securing states and societies through SSR”: [issat.dcaf.ch/Learn/Resource-Library/Videos/Securing-States-and-Societies-through-Security-Sector-Reform2](https://issat.dcaf.ch/Learn/Resource-Library/Videos/Securing-States-and-Societies-through-Security-Sector-Reform2)
- Folke Bernadotte Academy - “Introduction to SSR”: [issat.ch/Learn/Resource-Library/Videos/Introduction-to-SSR](https://issat.ch/Learn/Resource-Library/Videos/Introduction-to-SSR)

Ask the participants to consider, “What is SSR in practice?” Display one of the following headings on each of four flipcharts (prepared in advance):

- Effective delivery of security and justice services
- Strengthening democratic, civilian control, and oversight of the security sector
- Ensuring the accountability of the security sector
- Ensuring the transparency of the security sector

Have each group list activities that might be undertaken (or are being undertaken) in their own countries to achieve each of the above SSR objectives. The video clip might give them some general ideas, but they should also use their own knowledge. Give them 10 minutes to write down 3-4 activities on a flipchart. (15 minutes total) Have each group share their suggested activities out loud. (10-15 minutes)

Next, ask them to consider, “Who plans and implements SSR?”

The [Roles of Security Sector Institutions](#) handout (see annex) includes name cards of different security sector actors (e.g., members of legislatures/Parliament, Ministry of Gender/Women’s Affairs, the media, etc.). Pick several.

Reading out one activity from each group’s flipchart, ask participants whether—and if so, how—each of the selected actors might be involved in that particular activity. (15 minutes)

## Debrief

### **Facilitator Instructions**

Invite additional comments and questions.

Wrap up by highlighting that ministries, regional authorities, security forces themselves, international actors, etc., can all play key roles in SSR. While the numbers of actors can seem vast, it also means there are multiple entry points to engage and have influence.

## 5.4 Challenges to SSR



### 5.4.1 Discussion: Think-Pair-Share

#### Background for Facilitator

Use the discussion to assess whether participants can list at least three challenges to SSR in their own context.

In advance, prepare presentation slides with examples of the challenges to SSR and tailor them to the local context, if possible.

#### Materials Needed

Flipchart; markers; presentation slides

#### Learning Objectives

Participants are able to identify three challenges to SSR in their own context.

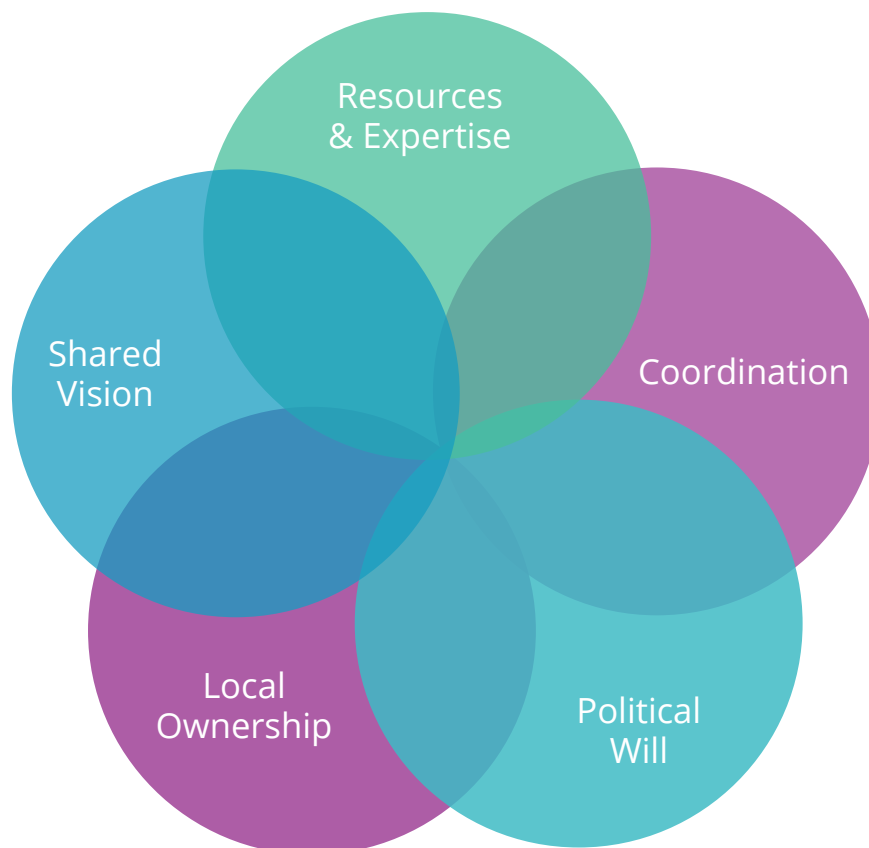
**Time** 20 minutes

#### Instructions

Have participants spend a couple of minutes thinking about an SSR process that they are involved with, are aware of, or see a need for in their own country. Have groups write down some of the challenges they would see to successful SSR.

In pairs, they should discuss what they have come up with. (5 minutes)

Show the below presentation slide (or an adaptation). Invite a few participants to share examples of these challenges from their own contexts and then include the talking points below.



## Facilitator Talking Points

- You've given some great examples of the challenges to SSR. Here are a few more:
    - **Shared vision:** One of the most challenging issues when engaging in SSR is to ensure that all stakeholders share the same objectives, given the multiplicity of actors involved and because SSR touches on sensitive issues. While some stakeholders may inevitably have little or no interest in SSR, others may have hidden agendas. It is therefore important—especially at the outset—to identify potential champions and spoilers among stakeholders. For SSR to be sustainable in the long term, potential spoilers should be encouraged to support the process by continuing to highlight the stakes and the potential benefits.
    - **Political will:** SSR is a highly political process and can be affected by changes in the political environment. It might be the priority of a national government during one parliamentary term and then not be a priority for the next term. It is important to conduct a thorough assessment prior to engaging in SSR, and continue to monitor the situation; leaving room for flexibility should things change.
    - **Local ownership:** Local ownership helps to make SSR sustainable and ensure that SSR activities respond to local needs. It also helps strengthen the legitimacy of security and justice institutions. Local ownership is often weak when external donors drive the SSR process, and/or when communities – the people whom SSR is supported to benefit – are not sufficiently involved. Ensuring that women are involved is a particular challenge if civil society is excluded from the SSR process, as they tend to be poorly represented in the leadership of the security sector.
    - **Resources and expertise:** Capacity constraints related to human and financial resources are a major challenge in most SSR processes. They can include lack of funding, lack of technical or substantive knowledge by key players, and lack of institutional capacity to implement SSR. Where resources are constrained, it can be a challenge to argue for funds to be dedicated to gender mainstreaming.
    - **Coordination:** Coordination should take place among and between both national and any external actors designing, supporting and implementing SSR programs. It is crucial for the effectiveness, credibility and sustainability of SSR, and to ensure cost-effectiveness, avoid duplication, and help to mainstream cross-cutting issues such as gender.
- 

## Debrief

### Facilitator Instructions

Invite any additional comments and examples.

Before closing, reinforce the importance of recognizing political sensitivities and of the need for a holistic approach to SSR.

## 5.5 Wrap Up



### 5.5.1 Facilitator Talking Points: Points to Take Away

#### Background for Facilitator

This section highlights the main points of this module.

#### Facilitator Talking Points

- Security sector reform is a process of improvement that seeks to achieve more effective provision of security and justice AND accountability, transparency, and respect for human rights.
- Effectiveness and accountability are the twin goals of SSR.
- SSR requires a holistic approach. Various components of SSR are interconnected and should not be dealt with separately.
- SSR has myriad challenges. In following modules, we will think constructively about the roles that women's organizations and other civil society organizations can play in influencing and supporting SSR.

#### Materials Needed

None

#### Learning Objectives

Participants understand the main points of this module.

**Time** 5 minutes

# Adapting the Module

---



## More Time



### **5.4.1 Discussion: Think-Pair-Share** (ADD 20 MINUTES)

Use stakeholder mapping. A police reform process is a good example.

Have participants name all the stakeholders they think are important to consider in police reform. They should fit within these five categories: state security and justice providers; state governance and oversight mechanisms; non-state security and justice providers; non-state governance and oversight mechanisms; and external actors (e.g., international donors, the UN).

Encourage them to define the differences in local versus national processes, and make the link to local communities. Prompt participants to think about all of the various demographics—men, women, minority groups, etc.—that might be involved.

## Assessment Questions (Blank)

### Q.5.1 The two core objectives of SSR are: (select one)

- a. Spending less money on the security sector and attracting international funding.
- b. Making the security sector more effective and accountable.
- c. Ensuring that security sector institutions have modern equipment and excellent training.

### Q.5.2 An example of “holistic” SSR is: (select one)

- a. Reforming criminal law, the police, prisons, and courts in a coordinated manner.
- b. Having a priest or imam say prayers for the SSR process to make it “holy.”
- c. Having the whole SSR process be controlled by the same minister.

## Assessment Questions (Answer Key)

### Q.5.1 The two core objectives of SSR are: (select one)

- a. Spending less money on the security sector and attracting international funding.
- b. Making the security sector more effective and accountable.
- c. Ensuring that security sector institutions have modern equipment and excellent training.

### Q.5.2 An example of “holistic” SSR is: (select one)

- a. Reforming criminal law, the police, prisons, and courts in a coordinated manner.
- b. Having a priest or imam say prayers for the SSR process to make it “holy.”
- c. Having the whole SSR process be controlled by the same minister.

# ANNEX



## Roles of Security Sector Institutions

<p><b>Armed forces/ military/defense forces (may include gendarmerie)</b></p>	<ul style="list-style-type: none"> <li>• The primary function of this agency is to protect and defend the state and its population from foreign aggression. Some also participate in international peace operations.</li> <li>• Should be used for other internal security purposes only when civilian forces cannot respond effectively alone (emergency situations).</li> <li>• Should be equipped to deal with a wide range of threats, capable of cooperating with different state and non-state actors, and respectful of human rights.</li> <li>• Civilian authorities should oversee the agency's activities, expenditures, and processes.</li> </ul>
<p><b>Border management agency</b></p>	<ul style="list-style-type: none"> <li>• This agency focuses on the rules and procedures regulating activities and traffic across defined border areas.</li> <li>• Their task is the prevention of unlawful cross-border activities, the detection of national security threats, and the control of persons and vehicles at designated border-crossing points.</li> <li>• Border guards are usually under the authority of a civilian or paramilitary law enforcement service.</li> </ul>
<p><b>Immigration and customs agency</b></p>	<ul style="list-style-type: none"> <li>• This agency is responsible for enforcing entry and exit restrictions, ensuring the legality of travel documents, identifying and investigating criminality, and assisting those in need of protection.</li> <li>• Ideally, it should also improve the prevention and detection of human trafficking and smuggling; strengthen the protection and promotion of human rights; and enhance local ownership, oversight, and collaboration.</li> </ul>
<p><b>Police</b></p>	<ul style="list-style-type: none"> <li>• The primary function of this agency is to provide local law enforcement.</li> <li>• It focuses on prevention and detection of crime, the maintenance of public order, and protection of property and the population.</li> <li>• Civilian leadership should oversee their activities, expenditures, and processes.</li> </ul>
<p><b>Head of Government</b></p>	<ul style="list-style-type: none"> <li>• This can be a prime minister, president, or a monarch. The role, as it relates to the security sector, can vary from a ceremonial function, to chief of the armies, to supreme commander in wartime.</li> <li>• Along with other agencies within the executive branch of government, she/he determines the budget, general guidelines, and priorities of the armed and security services.</li> </ul>

<b>Members of legislatures/Parliament</b>	<ul style="list-style-type: none"> <li>• These actors are responsible for initiating, debating, and approving or opposing laws.</li> <li>• They exercise oversight of policies, approve budgets, and can launch investigations.</li> <li>• They can hold public hearings, provide CSOs with pertinent information, and use town hall meetings to discuss government policy.</li> </ul>
<b>Ministry of Defense</b>	<ul style="list-style-type: none"> <li>• This ministry is responsible for managing and overseeing the armed forces, as well as setting and implementing defense policy.</li> <li>• This ministry is typically the principal defense advisor to the head of government.</li> <li>• It is distinct from the armed forces themselves, which are more operational.</li> </ul>
<b>Ministry of the Interior</b>	<ul style="list-style-type: none"> <li>• This ministry is generally responsible for policy, funding, and oversight of civilian law enforcement organizations including police, border security, and special investigation units.</li> <li>• In some countries, this ministry can be responsible for prisons, immigration, and local governance, including provincial, municipal, and district administration.</li> </ul>
<b>Ministry of Gender/Women's Affairs</b>	<ul style="list-style-type: none"> <li>• This ministry is responsible for providing guidance so that all government policies, structures, and programs meet both men's and women's needs.</li> <li>• It often focuses on integrating gender issues across government agencies as well as empowering women, in particular through dedicated programs and funding.</li> <li>• It can play a role in ensuring that SSR processes and security sector institutions are inclusive of women, and meet the needs of women and girls</li> </ul>
<b>National security council</b>	<ul style="list-style-type: none"> <li>• This body is responsible for reviewing the national security policy, a framework for how the country provides security for the state and its citizens.</li> <li>• This group can be the permanent cabinet or an ad hoc committee that advises the head of government.</li> <li>• This body usually consults widely with governmental security actors and may also consult with non-governmental actors.</li> </ul>
<b>Parliamentary finance/budget committee</b>	<ul style="list-style-type: none"> <li>• These bodies have the final say on the budgets of all security sector institutions.</li> </ul>

<b>Parliamentary defense and intelligence committee</b>	<ul style="list-style-type: none"> <li>• This body gives advice and makes recommendations to the parliament concerning laws or decisions pertaining to national defense and intelligence.</li> <li>• It should focus on matters related to the size, structure, organization, procurement, financing, and functioning of the state actors mandated to use force and of civil management bodies that make decisions about the use of force.</li> <li>• All of these bodies should exercise broad oversight powers to investigate major public policy issues, defective administration, accusations of corruption, or scandals.</li> </ul>
<b>Ministry of Justice</b>	<ul style="list-style-type: none"> <li>• This ministry is responsible for organizing the justice system, overseeing the public prosecutor, and maintaining the legal system and public order.</li> <li>• It normally has responsibility for the penal system, including prisons.</li> <li>• Some ministries also have additional responsibilities in related policy areas, overseeing elections, directing the police, and law reform.</li> </ul>
<b>Judicial system</b>	<ul style="list-style-type: none"> <li>• This system is the law courts that administer justice and constitute the judicial branch of government.</li> <li>• Judiciaries, prosecution services, and other dispute resolution mechanisms should be impartial and accountable.</li> <li>• The judicial system plays a role in overseeing other parts of the security sector, when cases involving security sector personnel or institutions are brought before the courts.</li> </ul>
<b>Penal system</b>	<ul style="list-style-type: none"> <li>• The penal system is responsible for executing the punishments or other measures ordered by the courts. The penal system includes prisons, but also alternatives to custody, such as systems for bail and community service orders, as well as (where existing) elements such as parole boards, probationary services and inspectorates, and traditional and informal sanctions systems.</li> <li>• A functioning penal system should have sufficient staff that is trained and properly paid to avoid corruption; respect human rights and the different needs of women, men, boys, and girls; and provide rehabilitative and educational activities.</li> <li>• Prisons should be monitored by independent groups/civil society to prevent abuse.</li> </ul>

<b>Traditional authorities</b>	<ul style="list-style-type: none"> <li>• These people (such as village heads, chiefs, elders, councils) can wield important influence over local attitudes, customs, and behaviors.</li> <li>• They may play a significant role in dispute resolution.</li> </ul>
<b>National human rights institutions, ombudspersons, and specialized oversight bodies</b>	<ul style="list-style-type: none"> <li>• These are established by law or in the constitution. They are permanent bodies, independent from government, but usually reporting to the parliament.</li> <li>• These bodies exist in order to review the activities of government authorities, including the security sector (although the armed forces are often excluded from their jurisdiction).</li> <li>• Other specialized bodies of this kind may have a mandate to oversee either specific agencies or sectors (e.g., police, prisons) or thematic issues (i.e., corruption).</li> </ul>
<b>CSOs (e.g., human rights organizations, victims' assistance organizations, women's organizations)</b>	<ul style="list-style-type: none"> <li>• These actors may monitor the security sector, conduct research, advocate for policy change, and provide services to the population around security issues.</li> <li>• They often have strong networks in the population and with other similar organizations.</li> </ul>
<b>Media</b>	<ul style="list-style-type: none"> <li>• This actor can play a role in overseeing the public authorities and informing citizens about security risks.</li> <li>• It can help raise public awareness and create support for SSR. It can have a negative influence if it is not independent from the state.</li> </ul>
<b>Private military and security companies</b>	<ul style="list-style-type: none"> <li>• These are for-profit companies that provide military and security services to a state.</li> <li>• They perform duties typically similar to those of military or police forces, but often on a smaller scale. They may consist of foreign or local staff.</li> <li>• They are often involved in running detention facilities and training security sector personnel.</li> <li>• Notably, they are often not subject to the same degree of oversight and accountability as state armed and security forces.</li> </ul>

Inclusive Security  
1615 M Street NW, Suite 850  
Washington, DC 20036  
202.403.2000  
[inclusivesecurity.org](http://inclusivesecurity.org)

The Geneva Centre for the Democratic  
Control of Armed Forces (DCAF)  
P.O. Box 1360  
CH-1211 Geneva 1  
Switzerland  
+41 (0) 22.730.9400  
[dcaf.ch](http://dcaf.ch)



## MODULE SIX

# What Roles Does Civil Society Play in Security Sector Reform?



## A Women's Guide to Security Sector Reform Training Curriculum



**DCAF**

a centre for security,  
development and  
the rule of law



**INCLUSIVE  
SECURITY**

## Acknowledgements

Over the last decade, Inclusive Security and DCAF have conducted dozens of training workshops with women and men in countries undergoing security sector reform processes. We wish to thank all those who have participated in these trainings, sharing their stories, their wisdom and their experience, and helped us in turn to develop the training approaches reflected in this curriculum.

We extend particular appreciation to the authors of our *A Women's Guide to Security Sector Reform*, which served as the key background resource for this curriculum, Megan Bastick and Tobie Whitman, and the Advisory Council for that Guide: Ruth Gibson Caesar, Wazhma Frogh, Alaa Murabit, Jessica Nkuuhe, Bandana Rana and Sonja Stojanovic.

Kathrin Quesada, Megan Bastick, Heather Huhtanen, Carrie O'Neill and Kristin Valasek were the primary authors of this curriculum. Jacqueline O'Neill and Daniel de Torres helped shape the original outline and provided substantive input. Input was also received from Michelle Barsa, Anna Kadar, Alice Kielmann, Caroline Pradier, Lorraine Serrano, and Nanako Tamaru. Mylène Socquet-Juglard and Marta Ghittoni assisted with final stages of publication.

Editing by Rachel Isaacs. Graphic design by Stephanie Pierce-Conway.

## DCAF

The Geneva Centre for the Democratic Control of Armed Forces (DCAF) is an international foundation whose mission is to assist the international community in pursuing good governance and reform of the security sector. DCAF develops and promotes norms and standards, conducts tailored policy research, identifies good practices and recommendations to promote democratic security sector governance, and provides in-country advisory support and practical assistance programmes.

DCAF's Gender and Security Division works through research, technical advice and regional projects to support the development of security sectors that meet the needs of men, women, boys and girls; and promote the full participation of men and women in security sector institutions and security sector reform processes.

Visit us at: [www.dcaf.ch](http://www.dcaf.ch). Contact us at: [gender@dcaf.ch](mailto:gender@dcaf.ch).

## Inclusive Security

Inclusive Security is transforming decision making about war and peace. We're convinced that a more secure world is possible if policymakers and conflict-affected populations work together. Women's meaningful participation, in particular, can make the difference between failure and success. Since 1999, Inclusive Security has equipped decision makers with knowledge, tools, and connections that strengthen their ability to develop inclusive policies and approaches. We have also bolstered the skills and influence of women leaders around the world. Together with these allies, we're making inclusion the rule, not the exception.

Visit us at: [inclusivesecurity.org](http://inclusivesecurity.org). Contact us at: [info@inclusivesecurity.org](mailto:info@inclusivesecurity.org).

©2017 Inclusive Security and DCAF. The use, adaptation and copying of this guide is encouraged. We do, however, ask that you acknowledge and cite all materials used.

Please get in touch with us if you would like to translate this guide.

ISBN: 92-9222-438-7

Cite as: Inclusive Security and DCAF. *A Women's Guide to Security Sector Reform: Training Curriculum*. Washington, D.C.: Inclusive Security and DCAF, 2017.

# MODULE OVERVIEW:

## What Roles Does Civil Society Play in Security Sector Reform?

---

### Learning Objectives

- Participants are able to explain what a “civil society organization” is.
  - Participants are able to identify ways in which civil society organizations contribute to security sector reform.
  - Participants are able to explain civil society oversight of the security sector.
- 



### Background Resources for Trainers

- Bastick, Megan, and Tobie Whitman. *A Women's Guide to Security Sector Reform*. Washington: Inclusive Security and DCAF, 2013. [www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform](http://www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform)
- Cole, Eden, Kerstin Eppert, and Katrin Kinzelbach. *Public Oversight of the Security Sector: A Handbook for Civil Society Organizations*. UNDP, 2008. [www.dcaf.ch/Publications/Public-Oversight-of-the-Security-Sector](http://www.dcaf.ch/Publications/Public-Oversight-of-the-Security-Sector)
- DCAF. *Gender and Security Sector Reform: Examples from the Ground*. Geneva: DCAF, 2011. [www.dcaf.ch/Publications/Gender-and-Security-Sector-Reform-Examples-from-the-Ground](http://www.dcaf.ch/Publications/Gender-and-Security-Sector-Reform-Examples-from-the-Ground)
- Inclusive Security. *Inclusive Security: A Curriculum for Women Waging Peace*. Washington: Inclusive Security, 2009. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)
- UN Women. “Virtual Knowledge Centre to End Violence against Women and Girls – Security.” Last modified June 27, 2015. [www.endvawnow.org/en/modules/view/13-security.html](http://www.endvawnow.org/en/modules/view/13-security.html)



## Time

## Description

**5 minutes**

### **6.1 Introduction to the Module**

6.1.1 Facilitator Talking Points

---

**90 minutes**

### **6.2 What are the Roles of Civil Society Organizations in SSR?**

6.2.1 Facilitator Talking Points: Roles of Civil Society Organizations in SSR

6.2.2 Activity: Mapping Existing Activities with the Security Sector

---

**55 minutes**

### **6.3 Real Life Examples of CSO Engagement in SSR**

6.3.1 Activity: Case Study

---

**5 minutes**

### **6.4 Wrap Up**

6.4.1 Facilitator Talking Points: Points to Take Away

---

### **Adapting the Module**

### **Assessment Questions**

---

**Total Time: 2 hours 35 minutes**

## 6.1 Introduction to the Module



### 6.1.1 Facilitator Talking Points

#### Background for Facilitator

This section introduces the purpose and learning objectives of the module.

#### Facilitator Talking Points

- In Module 5, we explored security sector reform, or “SSR,” identifying its objectives and essential characteristics. We considered SSR in practice—what it might entail—and some of the challenges to its success. In this module, we examine the roles of civil society actors in security sector reform. After this module, you will be able to:
  - Identify ways in which civil society organizations can contribute to SSR.
  - Explain what a “civil society organization” is.
  - Explain what civil society oversight of the security sector is.

#### Materials Needed

None

#### Learning Objectives

Participants are able to identify the purpose and learning objectives of this module.

**Time** 5 minutes

## 6.2 What are the Roles of Civil Society Organizations in SSR?



### 6.2.1 Facilitator Talking Points: Roles of Civil Society Organizations in SSR

#### Background for Facilitator

This section introduces the term “civil society” and asks participants to consider why civil society has an important role in overseeing the security sector and in SSR.

The first part of this section includes talking points and a short brainstorm to help participants define “civil society.” If participants are already familiar with this term, skip ahead and begin with “let me tell you a story.”

#### Facilitator Talking Points

- *Distribute sticky notes.*
- What do we mean when we say “civil society” and “civil society organizations” (CSOs)? What is a CSO? What is not?
- Reflect on this individually for few minutes and come up with two or three basic elements of what you think defines a civil society organization.
- *Ask participants to share what they have come up with, recording their answers on the flipchart.*
- The term “civil society” encompasses those individuals whose activities take place outside the state’s direct control.
- “Civil society organization” is a comprehensive term for all kinds of organizations and associations that are not part of the government but that represent nonprofit interest groups, professions, and different communities within society. These can include NGOs, community-based organizations, religious groups, women’s organizations, youth and student groups, trade organizations, professional associations, cultural societies, and academia. It can also include the media.
- *If time allows, facilitate a discussion around the elements of this definition. For example, ask participants whether “outside the state’s direct control” is always clearly defined. Once the group is clear on the definition, move on to the next talking point.*
- Let me tell you a short story. *Read aloud from the [Perspectives on Security](#) handout (and if you wish, distribute it), showing some photos from Haiti as you tell the story.*
- What does this story tell us?

#### Materials Needed

Flipchart; markers; sticky notes; presentation slides; [Perspectives on Security](#) handout

#### Learning Objectives

Participants are able to define “civil society” and “civil society oversight” and name a few ways civil society can participate in SSR.

**Time** 55 minutes

#### Civil Society

Individuals whose activities take place outside of the state’s direct control. This term includes all kinds of organizations that are not part of the government, but that represent nonprofit interest groups, professions, and different communities within society (including NGOs, community-based organizations, religious groups, women’s organizations, youth and student groups, trade organizations, professional associations, cultural societies, academia, and the media).

- There are often multiple perspectives on the same problem; in this case, there are two different interpretations of the same security threat and the team is presented with two vastly different solutions. Who is right? Why?
  - It’s likely that both sides are “right,” and likely neither is right on their own.
- It’s important to remember that security is very complex, and it requires the perspectives of a broad range of social actors, not only security professionals. By actively involving a wide range of civil society actors in security decisions, we ensure that all points of view and all interpretations are considered when deciding the best approach to increase security.
- Moreover, the expertise and independent interests of civil society actors and organizations can provide important checks and balances to the powers of the state. CSOs can be well positioned to oversee the security sector, holding it accountable.
- There are many ways for CSOs to participate in SSR. They can deliver services (e.g., to victims of violence or women prisoners); they can build the capacity of security sector personnel through training and awareness-raising; or they can provide input for policy discussions and processes.

**Civil society oversight** of the security sector, including SSR, involves the active participation of CSOs in defining policies and overseeing the structures and practices of security sector actors.

CSOs oversee the security sector to ensure that it applies the law fairly and equally and serves the interests and priorities of all communities.

**What does civil society contribute to SSR?**

**Builds accountability:** Oversight, monitoring, and facilitating dialogue between state security sector actors and communities.

**Contributes to effectiveness:** New program ideas, policies, and training.



## 6.2.2 Activity: Mapping Existing Activities with the Security Sector

### Background for Facilitator

Use this activity to assess whether participants can identify how civil society organizations can contribute to SSR.

It might be helpful to display the security sector mapping that participants completed in Module 2.

This activity aims to create a mapping of what types of activities participants are doing with the security sector. Display and refer to the security sector maps participants created in Module 2 to remind them of the state and non-state components of the security sector, and the agencies focused on oversight and management, as well as those providing security services.

Prepare six flipcharts with the following headings and hang them around the room:

- Police
- Armed forces
- Justice institutions (e.g., courts, prisons)
- Ministries responsible for the security sector
- Other CSOs working on security issues
- Other

### Materials Needed

Flipchart; sticky notes

### Learning Objectives

Participants are able to identify ways civil society contribute to SSR from their contexts and other contexts.

**Time** 35 minutes

### Instructions

Give each participant approximately 5 sticky notes, leaving extra blank sticky notes by each flipchart.

Introduce the activity by noting that many participants have probably already been involved in SSR, though they may not have called it that.

Have the participants position themselves next to whichever flipchart lists the main security sector institution they have been working with over the last year or would like to work with over the next year.

When everyone is in place, invite participants to comment on their positions. If necessary, clarify any questions and identify the “other” category.

Next, have participants rearrange themselves into groups according to the main type of activity they or their organization focus on when working with the security sector:

- research or monitoring
- training
- victim support
- advocacy
- other

If they have not worked yet with the security sector, have them choose the topic they would like to work on in the future.

When everyone is in place, clarify any questions and identify the “other” activities. Ask a few participants to share more details about their activities: what were their objectives and outcomes?

Have all participants briefly write their key activities on sticky notes then affix them to whichever flipchart represents the institution they have been working with. For example, if they have been researching police procedures, they would write “researching procedures” and stick it to the “police” flipchart. You will refer back to this record of activities later in the training (make sure to keep the flipcharts for this purpose).

---

## Debrief

### Facilitator Instructions

Discussion during the activity may already have drawn out a wide range of examples of how CSOs can contribute to SSR. If not, when the participants have sat down again, share some additional examples of CSO activities that promote the two goals of SSR (ask again, “What are the two main goals of SSR?”). You can draw on local or global examples.

You can also highlight the following examples from “A Women’s Guide to Security Sector Reform” and “Gender and Security Sector Reform: Examples from the Ground.”<sup>1</sup>

---

<sup>1</sup> Megan Bastick and Tobie Whitman, *A Women’s Guide to Security Sector Reform* (Washington: Inclusive Security and DCAF, 2013), [www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform](http://www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform); DCAF, *Gender and Security Sector Reform: Examples from the Ground* (Geneva: DCAF, 2011), [www.dcaf.ch/Publications/Gender-and-Security-Sector-Reform-Examples-from-the-Ground](http://www.dcaf.ch/Publications/Gender-and-Security-Sector-Reform-Examples-from-the-Ground).

How do CSOs contribute to SSR?	Examples
Provide expert technical and policy advise, based on independent research or personal expertise	<ul style="list-style-type: none"> <li>• Women’s Organizations and the South African Defense Review Process (A Women’s Guide, page 9)</li> <li>• Liberia’s Civil Society SSR Working Group (A Women’s Guide, page 26)</li> </ul>
Train security sector personnel	<ul style="list-style-type: none"> <li>• Nepal: Women’s CSOs working with security institutions (Examples from the Ground, page 78)</li> </ul>
Monitor and document human rights abuses and misconduct by security sector personnel, and shortcomings in security and justice provision	<ul style="list-style-type: none"> <li>• Cambodian Women’s Rights Monitoring Office (A Women’s Guide, page 34)</li> </ul>
Provide security and justice services, such as aid to prisoners or survivors of domestic violence	<ul style="list-style-type: none"> <li>• Yemeni Women’s Union Provides Services to Prisoners (A Women’s Guide, page 34)</li> </ul>
Raise public awareness on key issues through campaigns and working with the media	<ul style="list-style-type: none"> <li>• Brazilian Soap Opera Supports CSOs’ Advocacy (A Women’s Guide, page 28)</li> <li>• “Women in Security” Radio Programs in Sierra Leone (A Women’s Guide, page 29)</li> </ul>
Facilitate dialogue between communities and security sector actors, including identifying community security priorities	<ul style="list-style-type: none"> <li>• Poster Surveys in Libya (A Women’s Guide, page 16)</li> <li>• Local Gender and Security Needs Assessment in Serbia (A Women’s Guide, page 17)</li> <li>• Prijedor Security Forum in Bosnia (A Women’s Guide, page 32)</li> </ul>
Join oversight bodies and structures, such as human rights commissions or local police boards	<ul style="list-style-type: none"> <li>• Indonesia: Oversight and monitoring of gender issues in justice reform (Examples from the Ground, page 33)</li> <li>• United Kingdom: Civil society oversight of places of detention (Examples from the Ground, page 82)</li> </ul>

## 6.3 Real Life Example of CSO Engagement in SSR



### 6.3.1 Activity: Case Study

#### Background for Facilitator

This activity will also help you assess whether participants are able to identify how civil society organizations contribute to SSR.

#### Instructions

Explain to the group that they will now work on a case study illustrating how a civil society organization might participate in prison reform. Divide them into small groups, then distribute the [Case Study: Female Prisoners in Afghanistan](#) handout (see annex), giving them 5 minutes to read through it (10 minutes).

Have each small group discuss what concrete activities they could undertake as a CSO to solve the problems posed in the case study (20 minutes).

Invite groups to briefly present what they have come up with (20 minutes).

#### Materials Needed

[Case Study: Female Prisoners in Afghanistan](#) handout; [Examples of CSO Support for Female Prisoners in Afghanistan](#) handout

#### Learning Objectives

Participants are able to identify specific ways civil society can contribute to SSR.

**Time** 55 minutes

#### Debrief

#### Facilitator Talking Points

- Civil society organizations bring a wealth of experience and knowledge to security sector reform and make sure that it is people centered. In this case study, we only examined one aspect (prison reform).
- In real life, it is important for CSOs engaging in SSR to have a comprehensive approach and understand how their activities connect to different aspects of SSR. For instance, in an effort to improve security sector performance, we often focus just on training, but a training initiative will not be successful if it is not accompanied by good policy and operational guidelines.
- This is why it's important to map the root causes of a problem and all of the different outcomes that need to be achieved to solve it, and to try to address each one. We'll work more on this type of mapping strategy in later modules.
- *Prepare to distribute the [Examples of CSO Support for Female Prisoners in Afghanistan](#) handout (see annex) after presenting the concluding points. If time allows, have participants read and discuss it.*



## 6.4 Wrap Up



### 6.4.1 Facilitator Talking Points: Points to Take Away

#### Background for Facilitator

This section highlights the main points of this module.

#### Facilitator Talking Points

- “Civil society organization” is the comprehensive name for all kinds of organizations and associations that are not part of the government, but that represent nonprofit interest groups, professions, and different communities within a society.
- Civil society organizations are key actors in security sector reform. They can take action in many different ways to influence national security policies and security sector institutions, and to reform processes.
- Civil society can, for example.... *Go back to the different colored flipcharts and read the activities participants have put up.*

#### Materials Needed

None

#### Learning Objectives

Participants understand the main points of this module.

**Time** 5 minutes

# Adapting the Module

---



## Less Time



### **6.3.1 Activity:** Case Study (SAVE 50 MINUTES)

With less time, you might leave out Activity 6.3.1: Case Study. Should you do so, try to incorporate its debrief points in your debrief of Activity 6.2.2: Mapping Existing Activities with the Security Sector.



## More Time



### **6.3.1 Activity:** Case Study (ADD 15-20 MINUTES)

You can further develop this activity by adding the following question after participants have identified the activities they would like to plan and implement: “What are some potential obstacles in implementing these activities, and how could you overcome them?”

## Assessment Questions (Blank)

### Q.6.1 “Civil society oversight of the security sector” means: (select one)

- a. Making unannounced visits to barracks, police stations, and prisons.
- b. The active participation of civil society organizations in defining policies and overseeing the structures and practices of security sector actors.
- c. Organizing social events for members of the armed and security forces.

### Q.6.2 Civil society organizations can contribute to SSR by: (select one)

- a. Supporting the government’s position on controversial issues.
- b. Ensuring that the communities they represent get special treatment in the SSR process.
- c. Facilitating dialogue between communities and security sector actors, including identifying community security priorities.

## Assessment Questions (Answer Key)

### Q.6.1 “Civil society oversight of the security sector” means: (select one)

- a. Making unannounced visits to barracks, police stations, and prisons.
- b. The active participation of civil society organizations in defining policies and overseeing the structures and practices of security sector actors.
- c. Organizing social events for members of the armed and security forces.

### Q.6.2 Civil society organizations can contribute to SSR by: (select one)

- a. Supporting the government’s position on controversial issues.
- b. Ensuring that the communities they represent get special treatment in the SSR process.
- c. Facilitating dialogue between communities and security sector actors, including identifying community security priorities.

# ANNEX

## Perspectives on Security

An international team arrives in Cité Soleil, an impoverished neighborhood of Haiti's capital city, that is notorious for insecurity. The team is tasked with a quick assessment of the security situation. At stake is funding for an SSR program worth millions of dollars.

First, the team meets with the chief of police; they ask what his most pressing security problem is and how he would respond. He says, "the worst problems we have are the bands of children and young people doing nothing all day, standing around in the street, committing petty crimes and getting involved in drug trafficking. What we need are more police officers to arrest them, more prosecutors to process them, and more jails to detain them."

The team later meets with a local women's civil society organization and asks the same question: "what is your most pressing security problem and how would you respond?" The organization's president answers, "the worst problem we have is that our children have no school to go to, no field to play sports, no jobs to earn some money. They stay on the streets all day long and are easy prey for organized crime gangs, who make them steal and sell drugs. What we need is more schools, more teachers, a community center with activities and counsellors, and a work program to keep them productive and busy."

# Case Study: Female Prisoners in Afghanistan<sup>1</sup>

## Instructions

You are a local civil society organization that has received funding for a project to support female prisoners in Badam Badgh. On average, the prison accommodates approximately 200 female inmates and 50 children.

- Which activities you would plan and implement to achieve this objective?
- What are the results you would like to see?

## Background

Afghanistan's prison population has exploded since 2001. In 2001, there were only 600 prisoners; by March 2005, there were 5,500 recorded prisoners; by March 2007, there were 10,400; and by 2012, there were 24,613.<sup>2</sup>

Many people are detained illegally, and the lack of an independent bar or state-subsidized legal aid system impedes most citizens' access to justice. Adults and children are often imprisoned for months before actually being seen by a judge to determine the legality of their detention.

At the same time, the traditional, informal justice mechanisms that serve as the de facto legal system throughout most of Afghanistan frequently discriminate against women and children. In this system, disputes and crimes are tried and resolved by a council of elders (*jirgas* or *shuras*) composed exclusively of men.

Women are unable to approach these councils without the assistance of a male relative, limiting their ability to raise certain issues even if they wish to do so. In addition, the *jirgas* often deal with matters relating to marriage, abduction, and adultery in a discriminatory way. For example, all sexual relationships outside of marriage are treated the same way by the *jirgas*, regardless of whether rape or consensual sex has occurred. In the Nuristan region, if a girl is raped, the *jirgas* pressures the perpetrator's family to bring her back and "asks" her to marry him. If she accepts, the dowry is paid and she is married.

While some cases of abduction may be consensual, in others, the girl is shamed by the abduction and possible rape ("adultery") and therefore has little choice but to marry her abductor. Any other future for her would be bleak, with little or no prospect of marriage to someone else. Thus, the settlements concluded by *jirgas* in such cases of "abduction" or "adultery" often amount to forcing a girl to marry her rapist.

In 2009 Afghanistan adopted a law to eliminate violence against women, creating new criminal penalties for underage and forced marriage, domestic violence, rape, forced prostitution, and other abuses against women. This law has yet to be fully implemented.

---

1 Adapted from DCAF, Gender and Security Sector Reform: Examples from the Ground (Geneva: DCAF, 2011), 41-44, [www.dcaf.ch/Publications/Gender-and-Security-Sector-Reform-Examples-from-the-Ground](http://www.dcaf.ch/Publications/Gender-and-Security-Sector-Reform-Examples-from-the-Ground).

2 World Prison Brief, "Afghanistan," last modified 2014, [www.prisonstudies.org/country/afghanistan](http://www.prisonstudies.org/country/afghanistan).

## The female prison population

As with the male prison population, the number of female prisoners has increased over the last 15 years. Female prisoners rose from 86 in December 2004, to 275 in 2008 (along with 175 of their children), to 718 in 2014, to 744 in May 2015.<sup>3</sup> The majority of female prisoners are 18 to 25 years old.

The majority of female prisoners are being held for violating social, behavioural, or religious norms—so-called “moral crimes.” According to the Human Rights Watch, the number of women and girls imprisoned for these crimes increased by 50 percent from October 2011 to May 2013 alone.<sup>4</sup> In May 2015, the UN Human Rights Council’s Special Rapporteur on Violence Against Women, who visited prisons across Afghanistan, reported that 58 percent of female prisoners were charged with “moral” crimes.<sup>5</sup> These are considered crimes against the dignity of the family and include “adultery,” running away from a husband after abuse, having a relationship without being married, and refusal to marry. Although running away from home is not technically an offense under Afghan law, a woman who runs away is often detained while the prosecution determines whether or not she has committed unlawful sexual relations; these women are often detained for long periods and are sometimes sentenced to imprisonment. There are also cases of women being imprisoned for having publicly reported rape and being placed in the same detention facility as their rapists.

Despite this, it’s important to remember that women in prisons are a very small percentage of Afghan women who are punished for violating moral codes. Most women are tried for such offenses under the traditional justice systems. According to the UN Assistance Mission in Afghanistan and the Office of the UN High Commissioner for Human Rights, the use of non-judicial mechanisms, including mediation, hinders women’s access to justice.<sup>6</sup>

## Conditions in women’s prisons

In 2008, Afghanistan’s first women’s prison, with a capacity of 330 prisoners, was established in Kabul with the help of the UN Office on Drugs and Crime (UNODC). In 2015, Kabul’s women’s prison, Badam Badgh, housed 159 women and many children and babies. While Badam Badgh offers some vocational and literacy programs and overall better conditions than previous facilities, according to the UNODC, women prisoners across Afghanistan are incarcerated under conditions that do not meet international standards.<sup>7</sup> For example, the Ministry of Women’s Affairs and NGOs have reported cases of rape of female detainees by police. Women, too, have reported sexual harassment, voyeurism, invasion of personal privacy, intimidation, rape, and even forced prostitution. A culture of bullying and abuse within the prisons is common as women and children live cramped together in inadequate space.

The Paywand Afghan Association released a report in December 2015 stating that of women inmates interviewed, 68 percent said they were not given any information about their rights, and no one told them that they could access state-appointed defence lawyers, or that they had the right to remain silent.

3 Ibid. Government of the United Kingdom, “Country Information and Guidance: Afghanistan: Prison Conditions,” September 2015, [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/565457/CI-G-Afghanistan-Prison-Conditions-v1-September-2015.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/565457/CI-G-Afghanistan-Prison-Conditions-v1-September-2015.pdf).

4 “Afghanistan Surge in Women Jailed for ‘Moral Crimes,’” Human Rights Watch, May 21, 2013, [www.hrw.org/news/2013/05/21/afghanistan-surge-women-jailed-moral-crimes](http://www.hrw.org/news/2013/05/21/afghanistan-surge-women-jailed-moral-crimes).

5 Government of the United Kingdom, “Country Information and Guidance: Afghanistan.”

6 “Afghanistan: Reforms needed to ensure justice for women victims of violence – UN Report,” UN Office of the High Commissioner for Human Rights, April 19, 2015, [www.ohchr.org/en/NewsEvents/Pages/DisplayNews.aspx?NewsID=15861&LangID=E#sthash.q8gnvpbn.dpuf](http://www.ohchr.org/en/NewsEvents/Pages/DisplayNews.aspx?NewsID=15861&LangID=E#sthash.q8gnvpbn.dpuf).

7 United Nations Office on Drugs and Crime, “Concept Note: Reforming Penitentiary in Afghanistan,” July 2010, [www.unodc.org/documents/afghanistan/conceptnotes/Microsoft\\_Word\\_-\\_2010\\_19\\_July\\_03\\_Concept\\_Note\\_Penitentiary\\_Reform\\_Final.pdf](http://www.unodc.org/documents/afghanistan/conceptnotes/Microsoft_Word_-_2010_19_July_03_Concept_Note_Penitentiary_Reform_Final.pdf).

## Examples of CSO support for Female Prisoners in Afghanistan<sup>1</sup>

Civil society organizations provide much-needed services to female prisoners in Afghanistan, including contact with the outside world. The following are examples of the diverse ways in which CSOs support female prisoners.

The **Afghan Women's Education Centre (AWEC)** worked with women and girl prisoners in detention centres in Kabul and Mazar from 2004 to December 2014. AWEC's doctors regularly visited the prison facilities, and AWEC provided social workers to support the women prisoners, facilitating their re-entry into society. Inside the prisons, these social workers led awareness-raising workshops on issues such as prisoners' rights, human rights, civil rights, women's rights and Islam, gender, violence against women, peace and conflict resolution, health, and HIV/AIDS prevention measures. Classes were held five days a week and included basic health education, literacy, first aid, handicrafts, and tailoring. Between August 2007 and July 2008, 146 female prisoners and their children took part in AWEC's education and vocational training in the Kabul prisons. AWEC's social workers also visited prisoners' families outside the prisons, arranging family visits and helping the women be welcomed back into their families after release. Because most Afghan women in prison cannot afford to hire lawyers, AWEC provided a legal assistant to look over their cases and help them. On the International Women's Day in 2015, AWEC provided female prisoners with basic hygiene supplies. Since these programs ended, former AWEC staff say that the women and children in the prisons have lacked these essential services, suffering from a range of health and sanitation problems.<sup>2</sup>

**Medica Afghanistan** runs a project offering legal assistance to women prisoners. Medica Afghanistan's lawyers and social workers help mediate between women and their relatives to mitigate family conflicts. Many women are imprisoned as a result of such conflicts escalating, so this mediation helps prevent court cases in advance.<sup>3</sup> When women are already in prison, Medica Afghanistan provides them with criminal defence services in court.

Similarly, the **Humanitarian Assistance for the Women and Children of Afghanistan** has legal aid centers for female victims of violence in Herat, Kabul, Mazar, and Jalabad. These centers offer free legal counseling and psycho-social support, and in-court support for women.<sup>4</sup>

---

1 Adapted from DCAF, Gender and Security Sector Reform: Examples from the Ground (Geneva: DCAF, 2011), 41-44, [www.dcaf.ch/Publications/Gender-and-Security-Sector-Reform-Examples-from-the-Ground](http://www.dcaf.ch/Publications/Gender-and-Security-Sector-Reform-Examples-from-the-Ground).

2 Afghan Women's Educational Center, "Celebrating the Human Rights of Women Prisoners on Women's Day," April 3, 2015, [www.awec.info/eng/?p=1319](http://www.awec.info/eng/?p=1319).

3 Medica Mondiale, "Women's rights in Afghanistan," accessed 1 March 2016, [www.medicamondiale.org/en/where-we-work/afghanistan.html](http://www.medicamondiale.org/en/where-we-work/afghanistan.html).

4 Humanitarian Assistance for the Women and Children of Afghanistan, "HAWCA- Humanitarian Assistance for the Women and Children of Afghanistan," accessed 1 March 2016, [www.hawca.org](http://www.hawca.org).



Inclusive Security  
1615 M Street NW, Suite 850  
Washington, DC 20036  
202.403.2000  
[inclusivesecurity.org](http://inclusivesecurity.org)

The Geneva Centre for the Democratic  
Control of Armed Forces (DCAF)  
P.O. Box 1360  
CH-1211 Geneva 1  
Switzerland  
+41 (0) 22.730.9400  
[dcaf.ch](http://dcaf.ch)



## MODULE SEVEN

Why is it Important that SSR  
Address Gender Equality  
and Involve Women?



Photo Credit: Australian Civil-Military Centre/Flickr Commons

## A Women's Guide to Security Sector Reform Training Curriculum



**DCAF**

a centre for security,  
development and  
the rule of law



**INCLUSIVE  
SECURITY**

## Acknowledgements

Over the last decade, Inclusive Security and DCAF have conducted dozens of training workshops with women and men in countries undergoing security sector reform processes. We wish to thank all those who have participated in these trainings, sharing their stories, their wisdom and their experience, and helped us in turn to develop the training approaches reflected in this curriculum.

We extend particular appreciation to the authors of our *A Women's Guide to Security Sector Reform*, which served as the key background resource for this curriculum, Megan Bastick and Tobie Whitman, and the Advisory Council for that Guide: Ruth Gibson Caesar, Wazhma Frogh, Alaa Murabit, Jessica Nkuuhe, Bandana Rana and Sonja Stojanovic.

Kathrin Quesada, Megan Bastick, Heather Huhtanen, Carrie O'Neill and Kristin Valasek were the primary authors of this curriculum. Jacqueline O'Neill and Daniel de Torres helped shape the original outline and provided substantive input. Input was also received from Michelle Barsa, Anna Kadar, Alice Kielmann, Caroline Pradier, Lorraine Serrano, and Nanako Tamaru. Mylène Socquet-Juglard and Marta Ghittoni assisted with final stages of publication.

Editing by Rachel Isaacs. Graphic design by Stephanie Pierce-Conway.

## DCAF

The Geneva Centre for the Democratic Control of Armed Forces (DCAF) is an international foundation whose mission is to assist the international community in pursuing good governance and reform of the security sector. DCAF develops and promotes norms and standards, conducts tailored policy research, identifies good practices and recommendations to promote democratic security sector governance, and provides in-country advisory support and practical assistance programmes.

DCAF's Gender and Security Division works through research, technical advice and regional projects to support the development of security sectors that meet the needs of men, women, boys and girls; and promote the full participation of men and women in security sector institutions and security sector reform processes.

Visit us at: [www.dcaf.ch](http://www.dcaf.ch). Contact us at: [gender@dcaf.ch](mailto:gender@dcaf.ch).

## Inclusive Security

Inclusive Security is transforming decision making about war and peace. We're convinced that a more secure world is possible if policymakers and conflict-affected populations work together. Women's meaningful participation, in particular, can make the difference between failure and success. Since 1999, Inclusive Security has equipped decision makers with knowledge, tools, and connections that strengthen their ability to develop inclusive policies and approaches. We have also bolstered the skills and influence of women leaders around the world. Together with these allies, we're making inclusion the rule, not the exception.

Visit us at: [inclusivesecurity.org](http://inclusivesecurity.org). Contact us at: [info@inclusivesecurity.org](mailto:info@inclusivesecurity.org).

©2017 Inclusive Security and DCAF. The use, adaptation and copying of this guide is encouraged. We do, however, ask that you acknowledge and cite all materials used.

Please get in touch with us if you would like to translate this guide.

ISBN: 92-9222-438-7

Cite as: Inclusive Security and DCAF. *A Women's Guide to Security Sector Reform: Training Curriculum*. Washington, D.C.: Inclusive Security and DCAF, 2017.

# MODULE OVERVIEW:

## Why is it Important that SSR Address Gender Equality and Involve Women?

---

### Learning Objectives

- Participants are able to formulate three arguments as to why gender equality is an important consideration in security sector reform (SSR).
  - Participants are able to recognize practical initiatives to address gender equality in SSR.
  - Participants are able to give at least two reasons why it is important to involve women in SSR.
- 



### Background Resources for Trainers

- Bastick, Megan, and Kristin Valasek, eds. *Gender and Security Sector Reform Toolkit*. Geneva: DCAF, OSCE/ODIHR, UN-INSTRAW, 2008. [www.dcaf.ch/Publications/Gender-Security-Sector-Reform-Toolkit](http://www.dcaf.ch/Publications/Gender-Security-Sector-Reform-Toolkit)
- Bastick, Megan, and Tobie Whitman. *A Women's Guide to Security Sector Reform*. Washington: Inclusive Security and DCAF, 2013. [www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform](http://www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform)
- DCAF. *Gender and Security Sector Reform: Examples from the Ground*. Geneva: DCAF, 2011. [www.dcaf.ch/Publications/Gender-and-Security-Sector-Reform-Examples-from-the-Ground](http://www.dcaf.ch/Publications/Gender-and-Security-Sector-Reform-Examples-from-the-Ground)
- DCAF. "SSR Backgrounder: Gender Equality and Good Security Sector Governance." [ssrbackgrounders.org](http://ssrbackgrounders.org)
- DCAF. "SSR Backgrounder: Gender Equality and Security Sector Reform." [ssrbackgrounders.org](http://ssrbackgrounders.org)
- DCAF. "Gender and Security Sector Reform Training Resource Website." [www.gssrtraining.ch](http://www.gssrtraining.ch)
- Inclusive Security. *Inclusive Security: A Curriculum for Women Waging Peace*. Washington: Inclusive Security, 2009. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)
- Inclusive Security and International Alert. *Inclusive Security, Sustainable Peace: A Toolkit for Advocacy and Action*. Washington: Inclusive Security, November 2004. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)
- Reimann, Cordula. *Trainer Manual: Mainstreaming Gender into Peacebuilding Trainings*. Berlin: Center for International Peace Operations and Deutsche Gesellschaft für Internationale Zusammenarbeit, 2016. [www.zif-berlin.org/en/about-zif/news/detail/article/neue-publikation-trainer-manual-mainstreaming-gender-into-peacebuilding-trainings.html](http://www.zif-berlin.org/en/about-zif/news/detail/article/neue-publikation-trainer-manual-mainstreaming-gender-into-peacebuilding-trainings.html)
- UN Inter-Agency Security Sector Reform Task Force. *Security Sector Reform Integrated Technical Guidance Notes: Gender-Responsive Security Sector Reform*. United Nations, 2012. [dag.un.org/handle/11176/387400](http://dag.un.org/handle/11176/387400)
- UN Women. "Virtual Knowledge Centre to End Violence against Women and Girls – Security." Last modified June 27, 2015. [www.endvawnow.org/en/modules/view/13-security.html](http://www.endvawnow.org/en/modules/view/13-security.html)

## Time

## Description

**5 minutes**

### **7.1 Introduction to the Module**

7.1.1 Facilitator Talking Points

---

**80 minutes**

### **7.2 Why are Gender and Gender Equality Relevant to SSR?**

7.2.1 Activity: Case of Tarastan

7.2.2 Facilitator Talking Points: Why is Gender Equality Relevant to SSR?

---

**30 minutes**

### **7.3 Practical Approaches to Working Toward Gender Equality in the Security Sector**

7.3.1 Activity: Case Studies

---

**20 minutes**

### **7.4 Why is it Important to Involve Women in SSR?**

7.4.1 Facilitator Talking Points: Why Women?

---

**5 minutes**

### **7.5 Wrap Up**

7.5.1 Facilitator Talking Points: Points to Take Away

---

### **Adapting the Module**

### **Assessment Questions**

---

**Total Time: 2 hours 20 minutes**

## 7.1 Introduction to the Module



### 7.1.1 Facilitator Talking Points

#### Background for Facilitator

This section introduces the purpose and learning objectives of the module.

#### Facilitator Talking Points

- In Module 3, we talked about what gender and gender equality mean, and in Module 4 we looked at how a person's security and justice needs are affected by societal gender roles. In Modules 5 and 6, we focused on security sector reform and how civil society contributes to it.
- Let's quickly review some key definitions. What are the two objectives of SSR?
  - **Increased effectiveness:** SSR seeks to improve the provision of security and justice services, to enhance the overall wellbeing of the state and its people. This means ensuring that security sector institutions can effectively provide security and justice to the entire population—men, women, boys, and girls, in all communities; and
  - **Increased accountability:** Accountability, the second core objective of SSR, requires checks and balances to assess whether security and justice actors adhere to relevant laws and policies, and ensure that they are punished for any abusive conduct. It is central to ensuring that security sector institutions respect human rights, are law abiding (uphold the “rule of law”) and are ultimately controlled by civilians.
- In this module, we look at why gender and gender equality are important for SSR and why it is important to involve women in any SSR process—for both effectiveness and accountability. We also start to identify some practical ways of ensuring that SSR promotes gender equality.
- After this module, you will be able to:
  - Effectively argue that gender equality is an important consideration in SSR.
  - Identify practical initiatives to address gender equality in SSR.
  - Effectively argue that it is important to involve women in SSR.

#### Materials Needed

None

#### Learning Objectives

Participants are able to identify the purpose and learning objectives of this module.

**Time** 5 minutes

## 7.2 Why are Gender and Gender Equality Relevant to SSR?



### 7.2.1 Activity: Case of Tarastan

#### Background for Facilitator

This activity will equip participants with the ability to formulate at least three arguments for why gender equality is an important consideration in SSR. Participants will also practice delivering these arguments under time constraints.

In advance of the activity, divide a flipchart in two and label the columns: “Gender equality is not relevant to SSR” and “Gender equality is relevant to SSR.” Prepare four additional flipcharts, each with one of the following headings:

- Outreach to communities
- Specialized services for victims of violence
- Women in the police service
- Sexual harassment within the police service

#### Materials Needed

Flipchart; markers; presentation slides; [Tarastan Scenario](#) handout

#### Learning Objectives

Participants are able to identify why gender equality is an important consideration in SSR.

**Time** 60 minutes

#### Instructions

Facilitate a brainstorm:

- Why gender equality is not relevant to SSR
- Why gender equality is relevant to SSR

Write the key points, for and against, on your previously prepared flipchart. Do not guide the discussion too much, as you will come back to the points in wrap up and can help the group to develop them further then. (10 minutes)

After the brainstorm, distribute the [Tarastan Scenario](#) handout (see annex) and explain as follows: participants are employees in the police service of the fictional country Tarastan. Tarastan’s police service faces several problems, including (presented on a flipchart or presentation slide):

- Public confidence in the police service is low, and there are no mechanisms for cooperation with community groups;
- The police service is ineffective in combating domestic violence, sexual assault, and gun violence, and there are no training or operational guidelines specific to these crimes;
- Few women are recruited into the police service, retention of female staff is low, and few female staff reach senior ranks: the ratio of male to female officers is 9:1; and
- There are no policies or training on sexual harassment within the police service, but rumors that it is widespread.

To address these problems, the police service is attempting wide-ranging reforms. A group of female staff, who have formed an informal policewomen's network, want to convince their superiors that holistically addressing gender equality in the reform process will strengthen Tarastan's police service. (3 minutes)

Divide participants into four groups and assign each one of the following issues to work on, directing them to the relevant flipchart:

- Strengthening outreach to communities, with an emphasis on reaching women in disadvantaged areas and marginalized groups;
- Developing specialized services for men, boys, women, and girls who are victims of domestic or sexual violence;
- Recruiting more women to the police service and better retaining and promoting female staff;
- Developing a policy, processes, and training to prevent and respond to sexual harassment within the police service.

Ask each group to come up with three concise arguments as to why the police service should adopt their changes. Each group should prepare a 3-minute presentation of these arguments to their "supervisor," to be delivered by a single spokesperson. The "supervisor" will end their presentation after only 3 minutes, so they must be ready to present their points quickly and clearly. (15 minutes)

Role-play each group's presentation, moving quickly between them but encouraging applause for each. (20 minutes)

Facilitate a discussion about which arguments were most convincing. Go back to the original brainstorm flipchart ("is" vs. "is not" relevant) and add any further key arguments that have been developed. (10 minutes)

---

## Debrief

### **Facilitator Instructions**

Wrap up by inviting reflections and highlighting how thinking concretely about gender and policing has helped us identify many examples of how gender equality issues are important in SSR.





## 7.2.2 Facilitator Talking Points: Why is Gender Equality Relevant to SSR?

### Background for Facilitator

This presentation should directly follow the previous activity, to reinforce its core arguments about how gender equality is essential to achieving both of the goals of SSR. When possible, integrate examples from the local context. There are also more examples of the difference gender equality and women make in Inclusive Security and DCAF's "A Women's Guide to Security Sector Reform."

### Materials Needed

Presentation slides

### Learning Objectives

Participants are able to recognize the importance of gender equality in SSR.

**Time** 20 minutes

### Facilitator Talking Points

- **Gender equality is essential to SSR because it makes the security sector more effective:** Considering gender equality within security sector institutions improves the internal and operational effectiveness of both state and non-state security providers by enabling the best use of human resources and more responsive security provisions. For example: *Highlight examples given here and contextual examples as appropriate.*
  - Improved work environment: Gender equality requires merit-based recruitment, deployment, and advancement, and fosters a productive and professional work environment and culture;
  - Increased operational effectiveness: Having a mix of female and male staff is in many contexts essential for operational effectiveness.

For example, following the conflict in Kosovo, searching for weapons was a regular task of the international peacekeeping force. This would have been almost impossible without women on the team. According to the Swedish military, entering houses was much easier for teams of both women and men. The female soldiers were able to talk to the household women, who often trusted other women more than men, and this reduced the risk of escalation<sup>1</sup>.
  - To better serve all populations: Promoting the aims of gender equality within the security sector helps security providers better understand and meet the diverse needs of the population—all women, men, girls, and boys.
- **Gender equality is essential to SSR because it increases national and local ownership:** SSR is only successful when led by national authorities and widely supported at the community level. Gender equality is an integral part of such national and local ownership of SSR. Legitimate ownership requires that women and men have equal opportunities to influence decisions about security sector governance, including through public oversight. Participation in SSR may be institutional (e.g., through diverse and representative elected or duly appointed bodies) or consultative (e.g., through consultations with civil society organizations, including those supporting marginalized groups of women, men, and gender minorities).

<sup>1</sup> Kristin Valasek, "Security Sector Reform and Gender," in *Gender and Security Sector Reform Toolkit*, eds. Megan Bastick and Kristin Valasek (Geneva: DCAF, OSCE/ODIHR, UN-INSTRAW, 2008), [www.dcaf.ch/Publications/Security-Sector-Reform-and-Gender-Tool-1](http://www.dcaf.ch/Publications/Security-Sector-Reform-and-Gender-Tool-1).

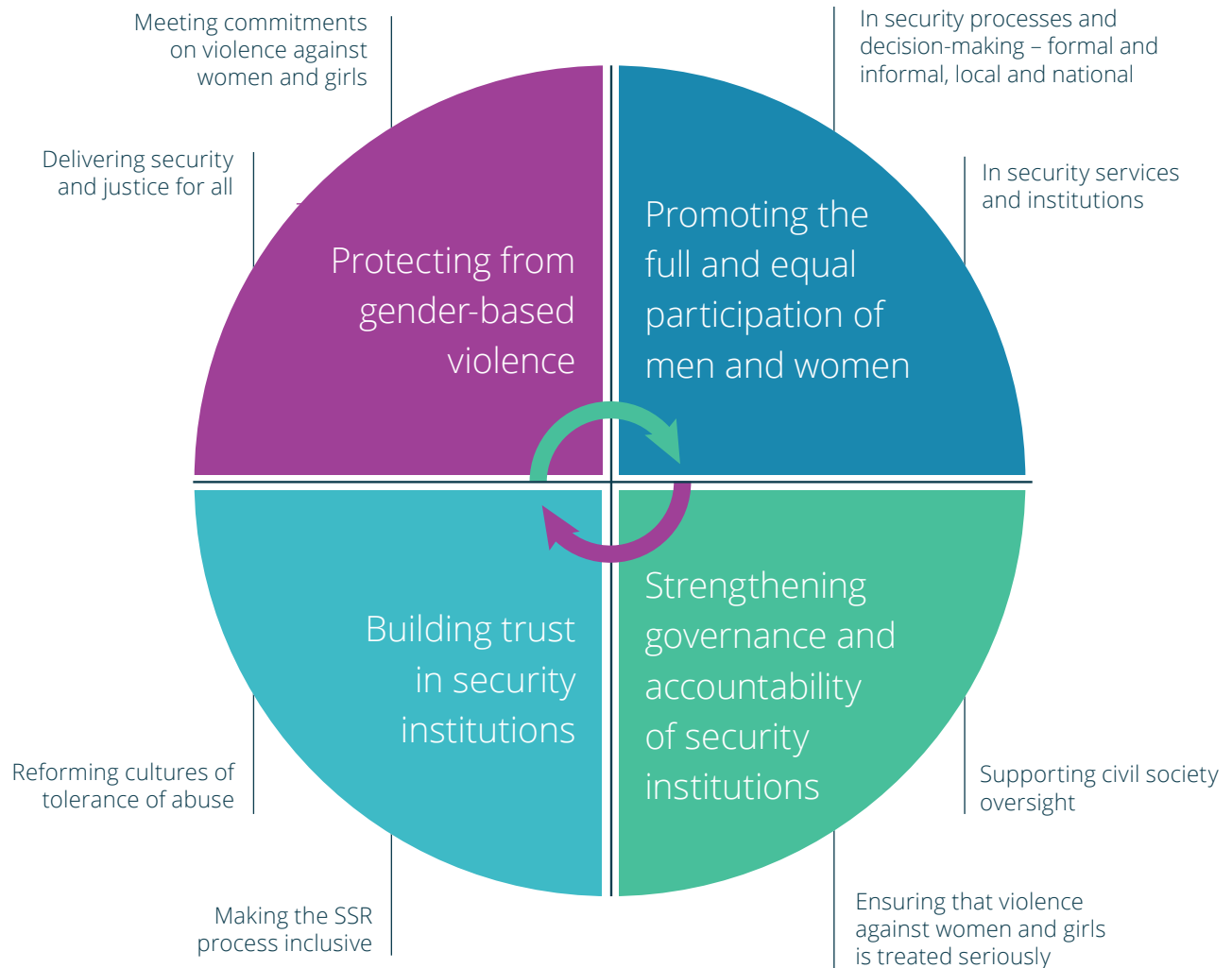
- When South Africa undertook its National Defense Review from 1996-1998, one part of the process was to consult women’s civil society representatives. This proved to be vital in drawing attention to key security issues that would have otherwise been neglected, such as the environmental impact of the military and sexual harassment of women. In response, new institutional gender structures were established in the armed forces. Women’s inclusion also ensured that security policies were gender responsive and highlighted the role of women as both beneficiaries and providers of security.<sup>2</sup>
- **Gender equality is essential to SSR because it strengthens the accountability of the security sector:** Key to accountability is the representative and participative oversight of the security sector. Increasing the participation of women in oversight bodies such as the parliament, the executive, and the judiciary helps ensure that these bodies are—and are perceived to be—representative, which can both increase public confidence in them and improve their responsiveness to the concerns of all citizens. Involving civil society actors with gender expertise, including women’s organizations, men’s organizations, and gender experts, can strengthen both formal and informal security sector oversight mechanisms.
- Gender equality must be considered throughout the course of any SSR process, including in assessment, design and planning, implementation, monitoring and evaluation.

## Gender Equality is Integral to SSR



<sup>2</sup> Peter Albrecht and Karen Barnes, “National Security Policy-Making and Gender,” In *Gender and Security Sector Reform Toolkit*, eds. Megan Bastick and Kristin Valasek (Geneva: DCAF, OSCE/ODIHR, UN-INSTRAW, 2008), DCAF. [www.dcaf.ch/Publications/National-Security-Policy-Making-and-Gender-Tool-8](http://www.dcaf.ch/Publications/National-Security-Policy-Making-and-Gender-Tool-8).

## Why is Gender Important to SSR?



## 7.3 Practical Approaches to Working Toward Gender Equality in the Security Sector



### 7.3.1 Activity: Case Studies

#### Background for Facilitator

This activity uses two short case studies to help participants recognize practical initiatives to address gender equality in SSR. You can use the case studies provided or choose others that better suit your training context (you can find many in DCAF's online "Gender and SSR Training Resource Package" [www.gssrtraining.ch/index.php/en/](http://www.gssrtraining.ch/index.php/en/)). Make sure that your case studies include some background information on the political and social context of the country and sufficiently precise data on the challenges or opportunities in the security sector institution the participants will discuss.

#### Materials Needed

[Case Study 1: Practical Approaches to Working Toward Gender Equality in the Security Sector](#) handout; [Case Study 2: Practical Approaches to Working Toward Gender Equality in the Security Sector](#) handout

#### Learning Objectives

Participants are able to recognize practical initiatives to address gender equality in SSR.

**Time** 30 minutes

#### Instructions

Explain to participants that this activity will help them identify practical approaches to working

toward gender equality in the security sector and in SSR processes. Provide participants with [Case Study 1: Practical Approaches to Working Toward Gender Equality in the Security Sector](#) handout and [Case Study 2: Practical Approaches to Working Toward Gender Equality in the Security Sector](#) handout (see annex) and have them read carefully. While reading, they should mark the text as follows:

- A cross (X) where they identify a lack of gender responsiveness in the security sector or provision of security services (e.g., poor services to a particular group in the community);
- A check mark (✓) where they identify an initiative or activity that promotes gender equality in the security sector or the provision of security services; and
- On the bottom of each study:
  - Note other ideas they have for how gender equality could have been promoted in the SSR process.
  - Think about how the ideas are relevant to the security sector in their own communities and countries.

#### Debrief

##### Facilitator Instructions

Have participants discuss their observations in pairs, then invite a few people to share their ideas and reflections with the whole group. Debrief by highlighting how these examples illustrate how a focus on gender equality in SSR can expand choices and opportunities and remove barriers and limitations based on gender. (15 minutes)

## 7.4 Why is it Important to Involve Women in SSR?



### 7.4.1 Facilitator Talking Points: Why Women?

#### Background for Facilitator

This discussion will help participants identify examples of the difference women have made in SSR.

#### Materials Needed

None

#### Learning Objectives

Participants are able to identify examples of the difference women have made in SSR.

**Time** 20 minutes

#### Facilitator Talking Points

- In Module 6, we discussed the many entry points that civil society organizations have to become involved in SSR. *Ask participants to recall some of these activities—e.g., documenting human rights abuses by security sector personnel; providing security and justice services, such as helping prisoners or survivors of domestic violence; raising public awareness through campaigns and working with the media; facilitating dialogue between communities and security sector actors; joining oversight bodies and structures. If necessary, use the security sector maps from Module 6 to aid recall.*
- But why is women's involvement in SSR essential? *Have the group brainstorm ideas; aim to draw out the following points, using the provided examples or local ones. Use this brainstorm to assess whether participants can give at least two reasons why it is important to involve women in SSR.*
- As we discussed in Module 3, gender equality means that men and women have equal opportunities and rights. In the context of SSR, this means that women and men have equal opportunities to participate in the provision, management, and oversight of security services. This right to participate in public decision making, including on security matters, is recognized in international instruments such as the Convention on the Elimination of All Forms of Discrimination Against Women and UN Security Council Resolution 1325.

- As we discussed in Module 4, women, girls, men, and boys have different security needs and may have different perceptions of safety and levels of trust in security institutions.
  - For example, in the Democratic Republic of the Congo, women in the Kivu region identify sexual violence, including rape, as a primary security threat, while men are predominately threatened by gun violence and forced recruitment into armed gangs.<sup>3</sup> Research on the impact of small arms in West Africa revealed that while men felt more secure possessing arms, women regarded them as a threat in their homes.<sup>4</sup> Women and girls in Palestine have said male harassment in the streets is their most common form of insecurity. Public streets are perceived as a “male only” space and thus associated with fear, intimidation, sexual harassment, and lawlessness.
- Where and how have women played a crucial role in making security sector institutions more effective and accountable?
  - **Women provide knowledge to policymakers about security issues within their communities:** Women’s distinct experiences of conflict and violence and their knowledge of community priorities can help SSR truly reflect local needs. For example, rural women’s security committees in some of the border districts in Sierra Leone encourage discussions and share the community’s knowledge on security issues. They also inform security coordination bodies of security concerns and threats felt by the community. Women can also raise policymakers’ awareness of these key security concerns and can promote policy change. In Libya, a CSO called the Voice of Libyan Women conducted an assessment on female security and the Ministries of Interior and Defense followed up by inviting women from communities around the country to national planning meetings on DDR.
  - **Women provide security:** Women can partner with the security sector to deliver integrated services. For example, women are often at the forefront of providing services to victims (shelter, legal advice, medical and psychological assistance). Women can also help implement SSR in their communities and are vital partners in processes like DDR. For example in Liberia, a women’s network called WIPNET played a critical role in disarming soldiers when the UN system was overwhelmed. Combatants trusted the local women and were therefore more likely to surrender weapons to them.
  - **Women increase buy-in and community support for SSR:** Women exercise strong influence within their families and community networks. Involving women in SSR can help bring credibility to new systems and oversight mechanisms as well as improve public perceptions of security sector institutions.
  - **Women exercise oversight:** With unique experiences of conflict and strong networks throughout communities, women are well positioned to hold the security sector accountable. They do this through research and advocacy.

<sup>3</sup> Eirin Mobekk, “Gender, Women and Security Sector Reform,” *International Peacekeeping* 17, no. 2 (2010): 278–291.

<sup>4</sup> International Committee of the Red Cross, *Addressing the Needs of Women Affected by Armed Conflict* (Red Cross: March 2, 2004), [www.icrc.org/eng/assets/files/other/icrc\\_002\\_0840\\_women\\_guidance.pdf](http://www.icrc.org/eng/assets/files/other/icrc_002_0840_women_guidance.pdf).

- **Women can help security sector institutions address gender issues:** Many security sector institutions are making commitments to mainstream gender into their work so their programs and policies reflect the needs and concerns of women, men, girls, and boys. Women’s CSOs can provide essential information about how programs and policies affect these different groups.
- To ensure that women and girls’ needs are identified and addressed, women need to be at the table and fully involved in SSR processes. Moreover, women from all parts of the community need to be consulted through SSR processes. Indeed, involving diverse groups across communities in SSR helps us to expand our thinking and understanding of security—to consider the specific needs and interests of women, men, girls, and boys, and how security institutions can meet those needs.

## 7.5 Wrap Up



### 7.5.1 Facilitator Talking Points: Points to Take Away

#### Background for Facilitator

This section highlights the main points of the module.

#### Facilitator Talking Points

- Gender equality is essential to security sector reform because it makes the security sector more effective and accountable, and it is essential to local ownership of an SSR process. Our discussions have highlighted how the inclusion of female personnel and responsiveness to gendered security needs are key to an effective police service.
- To be effective, SSR needs women involved—otherwise, it will not be able to holistically address the needs of all parts of the community. Women should be part of security decision making and oversight, part of the institutions that provide security services, as well as broadly consulted as to their security needs.

#### Materials Needed

None

#### Learning Objectives

Participants understand the main points of this module.

**Time** 5 minutes

# Adapting the Module

---



## Less Time



### **7.2.1 Activity:** Case of Tarastan (SAVE 40-45 MINUTES)

Instead of Activity 7.2.1 (60 minutes), use the following which takes 15-20 minutes:

- Pose one question: For example, “Why should the police hire and retain personnel that are representative of the communities they serve in terms of sex, ethnicity, language, and religion?”
- Have participants sit in a circle and place a bowl in the middle. Ask them to write their argument/ answer to the question on a piece of paper, fold it, and place it in the bowl.
- Invite participants to take turns retrieving a paper from the bowl, reading the statement on the paper out loud and adding their own explanation or personal experience to support why the statement is true.
- Allow participants to ask the speaker a few clarification questions. It is likely that several people will write down the same answer, but this doesn't matter, especially if it generates additional, supportive information.



## More Time



### **7.2.1 Activity:** Case of Tarastan (ADD 20-30 MINUTES)

Activity 7.2.1 can be expanded in a number of ways:

- Put participants in groups to do the initial brainstorm on “Gender equality is not relevant to SSR” and “Gender equality is relevant to SSR”. Have the groups report and compile one large list.
- Having one or more groups take the role of a supervisor opposed to addressing gender equality issues. What could be his/her arguments against?
- Instead of having only one person from each group present arguments, involve all group members by “changing chairs”: once the first argument has been made by the first group representative, another person from the group taps them lightly on the shoulder and takes over his or her place to continue the debate.



## Assessment Questions (Blank)

### Q.7.1 Gender equality is an important consideration in SSR because: (select one)

- a. Gender equality is a human right established by international, regional, and national legal frameworks.
- b. Gender equality is needed to lower job standards so that women can also work in security sector institutions.
- c. Gender equality is a principle of capitalism.

### Q.7.2 Involving women in SSR processes makes these processes more effective because: (select one)

- a. Men behave better when there are also women around the table.
- b. It is important to have a diversity of voices, including men and women, in security discussions to help ensure that the different security needs and interests of men, women, boys, and girls are addressed.
- c. Women are good at secretarial work, so they can take notes in meetings.

## Assessment Questions (Answer Key)

### Q.7.1 Gender equality is an important consideration in SSR because: (select one)

- a. Gender equality is a human right established by international, regional, and national legal frameworks.
- b. Gender equality is needed to lower job standards so that women can also work in security sector institutions.
- c. Gender equality is a principle of capitalism.

### Q.7.2 Involving women in SSR processes makes these processes more effective because: (select one)

- a. Men behave better when there are also women around the table.
- b. It is important to have a diversity of voices, including men and women, in security discussions to help ensure that the different security needs and interests of men, women, boys, and girls are addressed.
- c. Women are good at secretarial work, so they can take notes in meetings.

# ANNEX

## Tarastan Scenario

You are police employees in the country of Tarastan. Tarastan's police force faces many problems, including:

- Public confidence in the police is low, and there are no mechanisms for police cooperation with community groups.
- The police service is ineffective in combating domestic violence, sexual assault, and gun violence on the street, and they have no training or operational guidelines specific to these crimes.
- Few women are recruited into the police force, retention of female staff is low, and few female staff reach more senior ranks; the ratio of male to female officers is 9:1.
- There are no policies or trainings on sexual harassment within the police service, but there are rumors that it is widespread.

To address these problems, the police service is attempting wide-ranging reforms. A group of female staff, who have become an informal policewomen's network, want to convince their superiors that addressing gender equality issues in the reform process will strengthen Tarastan's police service.

You are considering four strategies:

1. Strengthen outreach to communities, with an emphasis on reaching women in disadvantaged areas and marginalized groups;
2. Develop specialized services for men, boys, women, and girls who are victims of domestic or sexual violence;
3. Recruit more women to the police service and better retain and promote female staff;
4. Develop a policy, processes, and training to prevent and respond to sexual harassment within the police.

Come up with three arguments per strategy as to why the police service should adopt these changes.

# Case Study 1: Practical Approaches to Working Toward Gender Equality in the Security Sector

## Instructions

1. Put an “X” where you identify a lack of gender-responsiveness in the security sector or provision of security services (e.g., poor services to a particular group in the community).
2. Put a “✓” where you identify an initiative or activity that promotes gender equality in the security sector or the provision of security services.
3. What other ideas do you have about how gender equality could be promoted in this case?
4. How might these ideas be applicable in your context—in your own community, region, or country?

## Rebuilding the Liberian National Police

The rebuilding of the Liberian National Police (LNP) commenced in 2005, after the end of Liberia’s devastating, 14-year war. During the war, the LNP committed serious human rights violations, thus acquiring a poor reputation among the general population.

The United Nations Mission in Liberia (UNMIL) designed a “vetting/de-activation program” to purge the LNP of its most brutal elements, which led to the enrolment of a new crop of police recruits. In addition, UNMIL developed a Gender Policy in support of the reform and restructuring of the LNP, the first such policy in UN peace operations. UNMIL set a 20 percent quota for women’s inclusion in the police and armed forces, and the LNP established a Female Recruitment Programme. To address the lack of educational qualifications among potential female recruits, 150 women were selected to attend classes to receive their high school diplomas. These women, in return, promised to join and serve in the LNP for a minimum number of years. Affirmative action of this kind expanded the pool of female police recruits without having to lower essential qualifications. Other measures included recruitment activities specifically designed to attract potential female recruits, such as visiting markets, schools, and churches.

UNMIL’s efforts were bolstered in 2007 by the deployment of the first all-female Formed Police Units, from India. Staying until 2016, these all-woman police peacekeeping units contributed to efforts to address sexual violence against women and strengthen LNP’s response to gender-based violence.

Taking forward its efforts to implement gender mainstreaming, the LNP developed its own gender policy and gender unit. It revised its human resource policies in 2008, addressing matters such as maternity leave as well as equal benefits for pension and health insurance. With the help of UNMIL, LNP has incorporated gender-sensitive training modules into its curriculum. In 2010, thirty LNP officers received training to become gender focal persons in their respective counties. According to data from the LNP, as of July 2013, women made up 18% of the total LNP force.

Source: DCAF. Gender and Security Sector Reform: Examples from the Ground. Geneva: DCAF, 2011, page 9.

## Case Study 2: Practical Approaches to Working Toward Gender Equality in the Security Sector

### Instructions

1. Put an “X” where you identify a lack of gender-responsiveness in the security sector or provision of security services (e.g., poor services to a particular group in the community).
2. Put a “✓” where you identify an initiative or activity that promotes gender equality in the security sector or the provision of security services.
3. What other ideas do you have about how gender equality could be promoted in this case?
4. How might these ideas be applicable in your context—in your own community, region, or country?

### The Hungarian Defense Forces’ Promotion of Women’s Participation

Between 2005 and 2006, the Hungarian Defense Forces increased women’s participation from 4.3% to 17.56%. In 2013, the proportion of female active duty military personnel was at 20.2%, and 10.5% in international operations. They achieved these increases through a combination of legal norms and the establishment of internal institutional mechanisms to promote gender equality. Hungarian Military Law stipulates the equal rights of men and women and guarantees non-discriminatory promotion based on professional skills, experience, performance, and service time. Combat positions have been open to women since 1996 and women are allowed to occupy all positions within the armed forces. Eligibility requirements for employment are the same for women and men.

In 2003, the Hungarian Defense Forces established a Committee on Women with the purpose of ensuring equal opportunities for men and women in the defense forces through research, analysis, and policy recommendations. The Committee holds meetings with servicewomen to gather their experiences, from which they prepare a report on the status of gender equality, including problems and recommendations for change. A network of women’s focal points has been also established at the unit level in collaboration with the Committee, in addition to Equal Opportunity Teams in each service.

Source: DCAF. Gender and Security Sector Reform: Examples from the Ground. Geneva: DCAF, 2011, page 20.

Inclusive Security  
1615 M Street NW, Suite 850  
Washington, DC 20036  
202.403.2000  
[inclusivesecurity.org](http://inclusivesecurity.org)

The Geneva Centre for the Democratic  
Control of Armed Forces (DCAF)  
P.O. Box 1360  
CH-1211 Geneva 1  
Switzerland  
+41 (0) 22.730.9400  
[dcaf.ch](http://dcaf.ch)



## MODULE EIGHT

# Supporting Women Working within Security Sector Institutions



## A Women's Guide to Security Sector Reform Training Curriculum



**DCAF**

a centre for security,  
development and  
the rule of law



**INCLUSIVE  
SECURITY**

## Acknowledgements

Over the last decade, Inclusive Security and DCAF have conducted dozens of training workshops with women and men in countries undergoing security sector reform processes. We wish to thank all those who have participated in these trainings, sharing their stories, their wisdom and their experience, and helped us in turn to develop the training approaches reflected in this curriculum.

We extend particular appreciation to the authors of our *A Women's Guide to Security Sector Reform*, which served as the key background resource for this curriculum, Megan Bastick and Tobie Whitman, and the Advisory Council for that Guide: Ruth Gibson Caesar, Wazhma Frogh, Alaa Murabit, Jessica Nkuuhe, Bandana Rana and Sonja Stojanovic.

Kathrin Quesada, Megan Bastick, Heather Huhtanen, Carrie O'Neill and Kristin Valasek were the primary authors of this curriculum. Jacqueline O'Neill and Daniel de Torres helped shape the original outline and provided substantive input. Input was also received from Michelle Barsa, Anna Kadar, Alice Kielmann, Caroline Pradier, Lorraine Serrano, and Nanako Tamaru. Mylène Socquet-Juglard and Marta Ghittoni assisted with final stages of publication.

Editing by Rachel Isaacs. Graphic design by Stephanie Pierce-Conway.

## DCAF

The Geneva Centre for the Democratic Control of Armed Forces (DCAF) is an international foundation whose mission is to assist the international community in pursuing good governance and reform of the security sector. DCAF develops and promotes norms and standards, conducts tailored policy research, identifies good practices and recommendations to promote democratic security sector governance, and provides in-country advisory support and practical assistance programmes.

DCAF's Gender and Security Division works through research, technical advice and regional projects to support the development of security sectors that meet the needs of men, women, boys and girls; and promote the full participation of men and women in security sector institutions and security sector reform processes.

Visit us at: [www.dcaf.ch](http://www.dcaf.ch). Contact us at: [gender@dcaf.ch](mailto:gender@dcaf.ch).

## Inclusive Security

Inclusive Security is transforming decision making about war and peace. We're convinced that a more secure world is possible if policymakers and conflict-affected populations work together. Women's meaningful participation, in particular, can make the difference between failure and success. Since 1999, Inclusive Security has equipped decision makers with knowledge, tools, and connections that strengthen their ability to develop inclusive policies and approaches. We have also bolstered the skills and influence of women leaders around the world. Together with these allies, we're making inclusion the rule, not the exception.

Visit us at: [inclusivesecurity.org](http://inclusivesecurity.org). Contact us at: [info@inclusivesecurity.org](mailto:info@inclusivesecurity.org).

©2017 Inclusive Security and DCAF. The use, adaptation and copying of this guide is encouraged. We do, however, ask that you acknowledge and cite all materials used.

Please get in touch with us if you would like to translate this guide.

ISBN: 92-9222-438-7

Cite as: Inclusive Security and DCAF. *A Women's Guide to Security Sector Reform: Training Curriculum*. Washington, D.C.: Inclusive Security and DCAF, 2017.



# MODULE OVERVIEW:

## Supporting Women Working within Security Sector Institutions

---

### Learning Objectives

- Participants are able to identify three challenges faced by women working within security sector institutions.
  - Participants are able to design an assessment of servicewomen's needs and priorities.
  - Participants are able to identify strategies or activities to support women working within the security sector.
- 



### Background Resources for Trainers

- Bastick, Megan, and Tobie Whitman. *A Women's Guide to Security Sector Reform*. Washington: Inclusive Security and DCAF, 2013. [www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform](http://www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform)
- Bastick, Megan. *Gender Self-Assessment Guide for Police, Armed Forces and Justice Sector*. Geneva: DCAF, 2011. [www.dcaf.ch/Publications/Gender-Self-Assessment-Guide-for-the-Police-Armed-Forces-and-Justice-Sector](http://www.dcaf.ch/Publications/Gender-Self-Assessment-Guide-for-the-Police-Armed-Forces-and-Justice-Sector)
- Denham, Tara. "Police Reform and Gender." In *Gender and Security Sector Reform Toolkit*, edited by Megan Bastick and Kristin Valasek. Geneva: DCAF, OSCE/ODIHR, UN-INSTRAW, 2008. [www.dcaf.ch/Publications/Police-Reform-and-Gender-Tool-2](http://www.dcaf.ch/Publications/Police-Reform-and-Gender-Tool-2)
- National Center for Women and Policing. *Recruiting and Retaining Women: A Self-Assessment Guide for Law Enforcement*. Los Angeles: National Center for Women and Policing, 2001. [www.ncjrs.gov/pdffiles1/bja/185235.pdf](http://www.ncjrs.gov/pdffiles1/bja/185235.pdf)

Time	Description
5 minutes	<b>8.1 Introduction to the Module</b> 8.1.1 Facilitator Talking Points
60 minutes	<b>8.2 Why Do Women in the Security Sector Matter?</b> 8.2.1 Activity: Women in the Security Sector
50 minutes	<b>8.3 How Can Women Support Women in the Security Sector?</b> 8.3.1 Activity: Assessing the Needs of Women in the Police 8.3.2 Activity: Identifying Actions to Support Women in the Police
5 minutes	<b>8.4 Wrap Up</b> 8.4.1 Facilitator Talking Points: Points to Take Away
<b>Adapting the Module</b> <b>Assessment Questions</b>	
<b>Total Time: 2 hours</b>	

## 8.1 Introduction to the Module



### 8.1.1 Facilitator Talking Points

#### Background for Facilitator

This section introduces the purpose and learning objectives of the module.

#### Facilitator Talking Points

- We have discussed which institutions and bodies comprise the security sector, as well as what constitutes security sector reform. In this module, we look at why it is important that women work within the security sector, some of the challenges they face, and what women in civil society can do to support them.
- After this module, you will be able to:
  - Identify three challenges faced by women working within the security sector.
  - Design an assessment of servicewomen's needs and priorities.
  - Identify strategies or activities to support women working within the security sector.

#### Materials Needed

None

#### Learning Objectives

Participants are able to identify the purpose and learning objectives of this module.

**Time** 5 minutes

## 8.2 Why Do Women in the Security Sector Matter?



### 8.2.1 Activity: Women in the Security Sector

#### Background for Facilitator

In this activity, participants will identify advantages of having women working within security sector institutions and the challenges they may face.

Prepare two flipcharts, one labeled “police” and one “armed forces”; divide each into “advantages” and “challenges.”

#### Materials Needed

Flipchart; markers; presentation slides

#### Learning Objectives

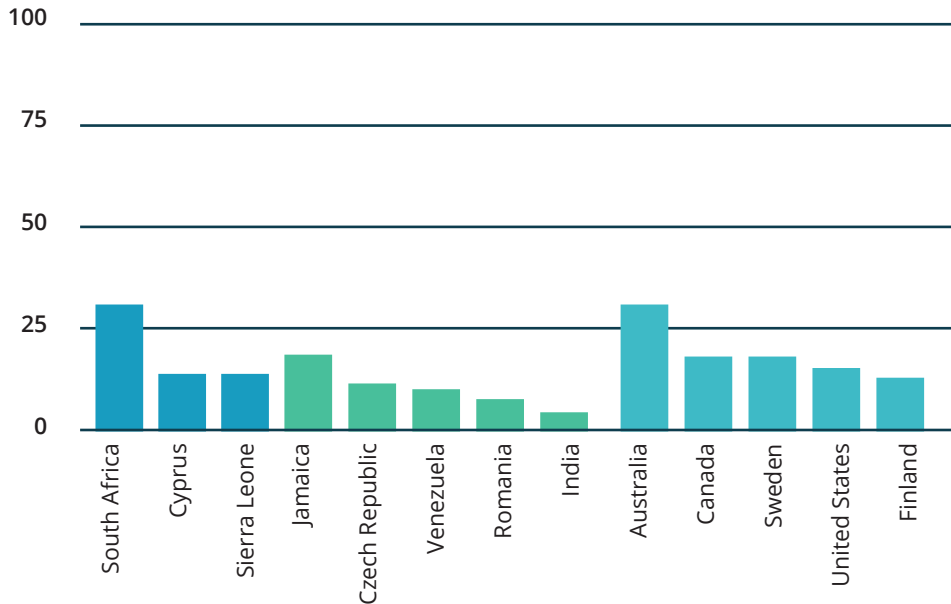
Participants are able to identify the advantages of having women working within the security sector and the challenges they face.

**Time** 60 minutes

#### Facilitator Talking Points

- Traditionally, women are underrepresented in the security sector, as compared to the general population and the workforce.
- *Show the following slide or one more appropriate to the local context.*

% of Policewomen in Selected Countries



- In many countries, women’s organizations have advocated for women’s right to participate fully in the security sector; this includes calling for the end of the discrimination and harassment of female security sector personnel.
- Turn to your neighbor and discuss the question: Has supporting women in the security sector been a priority for civil society organizations in your own context? Why, or why not? (10 minutes)

## Instructions

Distribute sticky notes.

Have participants on one half of the room list the **advantages of having women in the police**. Have participants on the other half of the room list the **advantages of having women in the armed forces**. They should use one sticky note per advantage. Use different security sector institutions—e.g., prisons, justice system, border guards—if more appropriate for your participants. (3 minutes)

Next, ask participants to list some of the challenges to success that women face when pursuing careers within the police or armed forces, respectively. (3 minutes)

Everyone should come forward and attach their sticky notes to the two previously-prepared flipcharts labeled “police” and “armed forces.” Next, group common responses together before moving on or ask the group if they see any common topics emerging.

Have everyone stand back and discuss: How does having female personnel affect the capabilities of the police and armed forces?

---

## Facilitator Talking Points

- Women working within security sector institutions, whether in the delivery, management, or oversight of security services, can play an important role in helping these institutions be more responsive to the needs of the entire community. For example:
  - **Making security services more accessible to women:** There is much anecdotal evidence that women feel more comfortable speaking to other women about crimes they have suffered or their security concerns. Indeed, it has been shown in a number of countries that female victims of sexual violence are more likely to report to a female police officer or to a women’s police station than to a male officer or regular police station.
  - **Diversifying skill sets:** Studies indicate that women often bring different, useful skills and strengths to police work; they are more likely than their male colleagues to deescalate tensions and less likely to use excessive force.<sup>1</sup> In some operational contexts, simply having female personnel makes it easier to do essential tasks, such as searching women. *Ask the group, are there common barriers for women in both security sector institutions? What are the differences?*
- Women hoping to or actually working in security sector institutions often encounter challenges and barriers like:
  - **Traditional and cultural beliefs and practices:** In some contexts, the security sector is not only male dominated, it is also perceived as a place unsuited for women, and working in either the army or the police is stigmatized.

---

<sup>1</sup> National Center for Women and Policing, *Recruiting and Retaining Women: A Self-Assessment Guide for Law Enforcement* (Los Angeles: National Center for Women and Policing, 2001), 22–25. See also Christiaan Bezuidenhout, “Performance of female police officers in a male dominated environment: Replacing myth with reality” *Acta Criminologica* 15, no. 2 (2001): 110–118; Kim Lonsway, Margaret Moore, Penny Harrington, Eleanor Smeal, and Katherine Spillar, *Hiring and Retaining More Women: The Advantages to Law Enforcement Agencies* (Los Angeles: National Center for Women and Policing, 2003).

- **Formal, legal barriers:** women may be unable to join particular units, e.g., front line combat roles in the military, which limits their progression into higher ranks.
  - **Lack of adequate infrastructure:** Female toilets, barracks, and dormitories are often missing, particularly in countries where resources are scarce.
  - **Family-unfriendly working environments:** In most countries, women remain the main care provider at home in addition to their work outside the house. Security sector institutions often demand long, irregular hours and fail to offer flexible working arrangements, which affect women disproportionately because of their caring responsibilities.
  - **Prevalence of bullying, sexual harassment, and abuse within security sector institutions:** Both women and men can be victims of such offences. For example, the Finnish military's 2012 climate survey found that 14 percent of male conscripts and 35 percent of female conscripts had experienced sexual harassment during their service. This is often cited by women as a factor in their lack of interest in joining the security sector, and by women who decide to leave.
- 

## Debrief

### Facilitator Instructions

Ask participants if they have any questions or anything to add before concluding.

## 8.3 How Can Women Support Women in the Security Sector?



### 8.3.1 Activity: Assessing the Needs of Women in the Police

#### Background for Facilitator

This activity builds on the Tarastan police reform activity from Module 7 to help participants design an assessment of service-women's needs and priorities.

This activity has no debrief because Activity 8.3.2 directly builds on it and they are meant to be done in sequence.

#### Materials Needed

[Tarastan Scenario 2: Part 1](#) handout

#### Learning Objectives

Participants are able to design an assessment of servicewomen's needs and priorities.

**Time** 20 minutes

#### Facilitator Talking Points

- We are going to discuss ways that we can support women in security institutions.
- Civil society organizations can, for example:
  - advocate for the equal and fair recruitment, retention, and promotion of women within security sector institutions;
  - advocate for security sector institutions to treat the female employees with respect, equality, and dignity;
  - partner with, train, and support networks of women within security sector institutions to advance their interests.
- The first step in considering such advocacy and engagement is to understand the experiences and needs of women working in security sector institutions. One way to gain this understanding is to conduct a needs assessment.

#### Instructions

Distribute the [Tarastan Scenario 2: Part 1](#) handout (see annex) and guide participants through it.

Divide participants into groups of 4-5 people.

Explain that this activity builds on the fictional police reform scenario in Tarastan from Module 7. In that activity, participants role-played arguments for gender-responsive police reform (e.g., recruiting more women to the police service, retaining and promoting female staff, and developing a policy, processes, and training to prevent and respond to sexual harassment within the police service).

This time, participants are not employees of the police service, but members of a civil society organization that is applying for a grant to develop a project on strengthening women's participation in the Tarastan police. They want to identify the main challenges that women in the police are facing.

Each group is assigned to work on one of the three issues: recruitment, retention, or advancement. In order to assess the challenges facing women in the police in this area, use the table on the [Tarastan Scenario 2: Part 1](#) handout to list:

- Three to five questions
- All the people you would interview to answer these questions
- Three other sources of information (aside from these interviews) that will help answer your questions. (15 minutes)



### 8.3.2 Activity: Identifying Actions to Support Women in the Police

#### Background for Facilitator

This activity builds on the previous activity (Tarastan Scenario 2), in which participants assessed policewomen’s needs and priorities. In this activity, participants will identify strategies or activities for supporting women within the security sector.

#### Instructions

When the groups seem ready to move on from their assessments in the previous activity, distribute the [Tarastan Scenario 2: Part 2](#) handout (see annex).

As described in the handout, this part of the activity assumes that a number of problems have been identified. Based on the information provided, have participants identify one specific challenge under their topic (recruitment, retention, or advancement) and come up with three concrete actions they could include in the project proposal to address this challenge. (15 minutes)

---

#### Debrief

#### Facilitator Instructions

Invite each group to present one or two of the actions they came up with to the whole group.

#### Materials Needed

[Tarastan Scenario 2: Part 2](#) handout

#### Learning Objectives

Participants are able to identify strategies or activities to support women in the security sector.

**Time** 30 minutes



## 8.4 Wrap Up



### 8.4.1 Facilitator Talking Points: Points to Take Away

#### Background for Facilitator

This section highlights the main points of the module.

#### Facilitator Talking Points

- Women working within security sector institutions help make them more responsive to all parts of the community and more operationally effective. Being fully and equally part of security sector institutions is also women's right as citizens.
- In many countries, women in the security sector face challenges and barriers in their daily work, ranging from the lack of leadership support, family un-friendly working environments, and harassment, to disapproval from their families and communities.
- There are many ways in which civil society organizations can support women working within security institutions. For example, by advocating for the fair and equal recruitment, retention, and promotion of women within security institutions, or partnering with, training, and supporting networks of women within security sector institutions to advance their interests.

#### Materials Needed

None

#### Learning Objectives

Participants understand the main points of this module.

**Time** 5 minutes

# Adapting the Module

---



## Less Time



### **8.2.1 Activity:** Women in the Security Sector **(SAVE 10 MINUTES)**

If you know your participants already prioritize supporting women in the security sector, you can skip the discussion in Activity 8.2.1.



## More Time



### **8.2.1 Activity:** Women in the Security Sector **(ADD 10 MINUTES)**

Show videos of women in security sector institutions discussing their roles, and the challenges they face. Some examples:

- “Women Peacekeepers”: Ghanaian Army female peacekeepers, part of the United Nations Mission in Liberia. Produced by UNMILTV. (8 minutes)  
[www.youtube.com/watch?v=2njom-NKyUk](http://www.youtube.com/watch?v=2njom-NKyUk)
- “Female Police Peacekeepers: In Their Own Voices”: interviews of female police peacekeepers describing their experiences in United Nations operations, what they learned, what motivates them to do this kind of work, and the impact they have had. Produced by the DPKO Police Division. (5 minutes)  
[www.youtube.com/watch?v=b\\_NuG0tj3BA](http://www.youtube.com/watch?v=b_NuG0tj3BA)
- “Women in NATO Forces”: Women of different military ranks share what it means to be a woman in the NATO armed forces. Hear personal accounts of the highlights and challenges women encounter when serving their countries as equals to men. Produced by NATO. (5 minutes 20 seconds)  
[www.youtube.com/watch?v=nqFygE9oNWY](http://www.youtube.com/watch?v=nqFygE9oNWY)
- “A Journey of a Thousand Miles – Peacekeepers”: Documentarians Sharmeen Obaid-Chinoy and Geeta Gandbhir follow the stories of three Bangladeshi policewomen who served with the UN peacekeeping mission to Haiti in the aftermath of the devastating 2010 earthquake. Produced by TIIF Trailers. (3 minutes 42 seconds)

Trailer: [www.youtube.com/watch?v=YAR3SXsme6c](http://www.youtube.com/watch?v=YAR3SXsme6c)

Even better, invite women working in security sector institutions to speak to the trainees.

## Assessment Questions (Blank)

**Q.8.1 Women tend to be underrepresented in security sector institutions primarily because: (select one)**

- a. Women find the work too upsetting, because they are more emotional than men.
- b. Women are not interested in working in the security sector.
- c. There are a range of informal—and sometimes formal—barriers to women’s full and equal participation and advancement.
- d. Women are not strong enough to pass the physical tests to qualify.

**Q.8.2 Good ways to assess what support is needed by women working in the security sector include: (select one)**

- a. Asking the women themselves, asking human resources personnel, and reviewing existing literature.
- b. Looking at the experiences of women in the security sector one hundred years ago.
- c. Looking at the experiences of women in the security sector in countries with different cultural traditions.
- d. Looking at the needs of men working in the security sector.

## Assessment Questions (Answer Key)

**Q.8.1 Women tend to be underrepresented in security sector institutions primarily because: (select one)**

- a. Women find the work too upsetting, because they are more emotional than men.
- b. Women are not interested in working in the security sector.
- c. There are a range of informal—and sometimes formal—barriers to women’s full and equal participation and advancement.
- d. Women are not strong enough to pass the physical tests to qualify.

**Q.8.2 Good ways to assess what support is needed by women working in the security sector include: (select one)**

- a. Asking the women themselves, asking human resources personnel, and reviewing existing literature.
- b. Looking at the experiences of women in the security sector one hundred years ago.
- c. Looking at the experiences of women in the security sector in countries with different cultural traditions.
- d. Looking at the needs of men working in the security sector.

# ANNEX

## Tarastan Scenario 2: Part 1

You are members of a civil society organization that is applying for a grant to develop a project on strengthening women's participation in the police. You want to identify the main challenges that women in the police are facing, particularly regarding recruitment, retention, and advancement.

Complete the table below by listing, under your assigned topic of "recruitment," "retention," or advancement":

- Three to five questions
- People you would interview to answer each of these questions
- Three other sources of information (aside from these interviews) that would help answer your questions.

### TOPIC:

Question	Interviewees	Other sources of information
1		
2		
3		
4		
5		

## Tarastan Scenario 2: Part 2

Your research has revealed that the police:

- Lack gender-sensitive human resource policies and operational guidance (such as to implement non-discriminatory promotional practices and family-friendly working conditions);
- Have difficulties reaching out to potential new female recruits; and
- Have no policy, training, or procedures to prevent and respond to sexual harassment within their workforce.

You also find out that:

- The police are ineffective against serious crimes, such as domestic violence, sexual assault, and gun violence on the street; and
- Police resources are mainly located in the capital city, so there are very few police services provided outside the capital city.

1. Identify one challenge (under either recruitment, retention, or advancement):

---

---

2. Develop three concrete actions for your project proposal that address this challenge:

a. 

---

---

---

b. 

---

---

---

c. 

---

---

---

Inclusive Security  
1615 M Street NW, Suite 850  
Washington, DC 20036  
202.403.2000  
[inclusivesecurity.org](http://inclusivesecurity.org)

The Geneva Centre for the Democratic  
Control of Armed Forces (DCAF)  
P.O. Box 1360  
CH-1211 Geneva 1  
Switzerland  
+41 (0) 22.730.9400  
[dcaf.ch](http://dcaf.ch)



## MODULE NINE

# Using International and National Laws to Advocate on Gender and Security Sector Reform



Photo Credit: Fatma Elzahraa Yassin/UN Women

## A Women's Guide to Security Sector Reform Training Curriculum



**DCAF**

a centre for security,  
development and  
the rule of law



**INCLUSIVE  
SECURITY**



## Acknowledgements

Over the last decade, Inclusive Security and DCAF have conducted dozens of training workshops with women and men in countries undergoing security sector reform processes. We wish to thank all those who have participated in these trainings, sharing their stories, their wisdom and their experience, and helped us in turn to develop the training approaches reflected in this curriculum.

We extend particular appreciation to the authors of our *A Women's Guide to Security Sector Reform*, which served as the key background resource for this curriculum, Megan Bastick and Tobie Whitman, and the Advisory Council for that Guide: Ruth Gibson Caesar, Wazhma Frogh, Alaa Murabit, Jessica Nkuuhe, Bandana Rana and Sonja Stojanovic.

Kathrin Quesada, Megan Bastick, Heather Huhtanen, Carrie O'Neill and Kristin Valasek were the primary authors of this curriculum. Jacqueline O'Neill and Daniel de Torres helped shape the original outline and provided substantive input. Input was also received from Michelle Barsa, Anna Kadar, Alice Kielmann, Caroline Pradier, Lorraine Serrano, and Nanako Tamaru. Mylène Socquet-Juglard and Marta Ghittoni assisted with final stages of publication.

Editing by Rachel Isaacs. Graphic design by Stephanie Pierce-Conway.

## DCAF

The Geneva Centre for the Democratic Control of Armed Forces (DCAF) is an international foundation whose mission is to assist the international community in pursuing good governance and reform of the security sector. DCAF develops and promotes norms and standards, conducts tailored policy research, identifies good practices and recommendations to promote democratic security sector governance, and provides in-country advisory support and practical assistance programmes.

DCAF's Gender and Security Division works through research, technical advice and regional projects to support the development of security sectors that meet the needs of men, women, boys and girls; and promote the full participation of men and women in security sector institutions and security sector reform processes.

Visit us at: [www.dcaf.ch](http://www.dcaf.ch). Contact us at: [gender@dcaf.ch](mailto:gender@dcaf.ch).

## Inclusive Security

Inclusive Security is transforming decision making about war and peace. We're convinced that a more secure world is possible if policymakers and conflict-affected populations work together. Women's meaningful participation, in particular, can make the difference between failure and success. Since 1999, Inclusive Security has equipped decision makers with knowledge, tools, and connections that strengthen their ability to develop inclusive policies and approaches. We have also bolstered the skills and influence of women leaders around the world. Together with these allies, we're making inclusion the rule, not the exception.

Visit us at: [inclusivesecurity.org](http://inclusivesecurity.org). Contact us at: [info@inclusivesecurity.org](mailto:info@inclusivesecurity.org).

©2017 Inclusive Security and DCAF. The use, adaptation and copying of this guide is encouraged. We do, however, ask that you acknowledge and cite all materials used.

Please get in touch with us if you would like to translate this guide.

ISBN: 92-9222-438-7

Cite as: Inclusive Security and DCAF. *A Women's Guide to Security Sector Reform: Training Curriculum*. Washington, D.C.: Inclusive Security and DCAF, 2017.

# MODULE OVERVIEW:

## Using International and National Laws to Advocate on Gender and Security Sector Reform

---

### Learning Objectives

- Participants are able to recall specific international legal standards that require that SSR address gender equality and involve women.
  - Participants are able to identify state and/or local laws, policies, and procedures relevant to gender and SSR.
- 



### Background Resources for Trainers

- Bastick, Megan and Tobie Whitman. *A Women's Guide to Security Sector Reform*. Washington: Inclusive Security and DCAF, 2013. [www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform](http://www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform)
- Bastick, Megan and Daniel de Torres. "Implementing the Women, Peace and Security Resolutions in Security Sector Reform." In *Gender and Security Sector Reform Toolkit*, edited by Megan Bastick and Kristin Valasek. Geneva: DCAF, OSCE/ODIHR, UN-INSTRRAW, 2010. [www.dcaf.ch/Publications/Implementing-the-Women-Peace-and-Security-Resolutions-in-Security-Sector-Reform-Tool-13](http://www.dcaf.ch/Publications/Implementing-the-Women-Peace-and-Security-Resolutions-in-Security-Sector-Reform-Tool-13)
- Bastick, Megan, Ana Dangova Hug, and Mugiho Takeshita. "International and Regional Laws and Instruments related to Security Sector Reform and Gender." In *Gender and Security Sector Reform Toolkit*, edited by Megan Bastick and Kristin Valasek. Geneva: DCAF, OSCE/ODIHR, UN-INSTRRAW, 2011. [www.dcaf.ch/Publications/International-and-Regional-Laws-and-Instruments-related-to-Security-Sector-Reform-and-Gender](http://www.dcaf.ch/Publications/International-and-Regional-Laws-and-Instruments-related-to-Security-Sector-Reform-and-Gender)
- Inclusive Security. *Inclusive Security: A Curriculum for Women Waging Peace*. Washington: Inclusive Security, 2009. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)
- O'Neil, Carrie and Nanako Tamaru. *Advocacy for Inclusive Security Curriculum*. Washington: Inclusive Security, 2017. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)

Time	Description
<b>5 minutes</b>	<b>9.1 Introduction to the Module</b> 9.1.1 Facilitator Talking Points
<b>30 minutes</b>	<b>9.2 International and Regional Standards for Gender Equality and Women’s Inclusion</b> 9.2.1 Activity: International Standards Quiz 9.2.2 Facilitator Talking Points: International and Regional Standards
<b>55 minutes</b>	<b>9.3 National Legal Standards for Gender Equality and Women’s Inclusion</b> 9.3.1 Activity: Identifying Laws, Policies, and Procedures as Tools and Entry Points for Advocacy
<b>5 minutes</b>	<b>9.4 Wrap up</b> 9.4.1 Facilitator Talking Points: Points to Take Away
	<b>Adapting the Module</b> <b>Assessment Questions</b>
<b>Total Time: 1 hour 35 minutes</b>	

## 9.1 Introduction to the Module



### 9.1.1 Facilitator Talking Points

#### Background for Facilitator

This section introduces the purpose and learning objectives of the module.

#### Facilitator Talking Points

- In Module 3 we talked about what gender and gender equality mean, and in Module 4 we looked at how a person's security and justice needs are affected by the gender roles in their society. In Modules 5 and 6, we focused on security sector reform and the important contributions that civil society can make to SSR processes and to security sector oversight more broadly. In Module 7 we explored why gender and gender equality are important for SSR, and why it is important—for both effectiveness and accountability—to involve women in any SSR process. We also started identifying practical ways to ensure that SSR promotes gender equality. In Module 8 we focused on supporting women working within security sector institutions as one particular area where civil society can promote gender equality within SSR.
- A number of international and regional legal standards refer to gender equality and women's inclusion in security decision-making and security sector institutions; these standards establish specific SSR responsibilities for the government and for security sector institutions. In this module, we discuss using these international, regional, and national laws to advocate for a focus on gender equality and women's participation in SSR.
- After this module, you will be able to:
  - Recall specific international legal standards that require that SSR address gender equality and involve women.
  - Identify state and/or local laws, policies, and procedures relevant to gender and SSR.

#### Materials Needed

None

#### Learning Objectives

Participants are able to identify the purpose and learning objectives of this module.

**Time** 5 minutes

## 9.2 International and Regional Standards for Gender Equality and Women's Inclusion



### 9.2.1 Activity: International Standards Quiz

#### Background for Facilitator

This activity will assess participants' baseline knowledge of international instruments on gender equality, women's participation, and SSR.

The quiz lists several international legal standards, but if you are able to add relevant regional legal instruments, do so.

#### Instructions

Distribute the [Quiz on International Legal Standards Relating to Gender Equality, Women's Participation, and SSR](#) (see annex). Explain that the first column on the handout contains a list of international standards relating to gender equality and SSR, and the second column contains summaries of those standards. Have participants match the titles of the legal standards with the correct summaries and mark their answers in the answer grid.

#### Materials Needed

Presentation slides; [Quiz on International Legal Standards Relating to Gender Equality, Women's Participation, and SSR](#) handout

#### Learning Objectives

Participants are able to recall specific international legal standards that require that SSR address gender equality and involve women.

**Time** 10 minutes

---

#### Debrief

#### Facilitator Instructions

Ask the participants if anybody got three (or more) correct. Distribute small prizes, if you wish.

Highlight that even these short summaries demonstrate that international laws and standards require gender equality and women's inclusion in SSR.



## 9.2.2 Facilitator Talking Points: International and Regional Standards

### Background for Facilitator

This presentation is a short overview of international and regional standards related to gender equality and security. Participants experienced in using these standards in their advocacy may not require it.

Adapt any references to regional standards to the participants' context. Also, check for any newly-adopted UNSCRs on women, peace and security, or other international norms that you might need to add to the presentation.

### Instructions

Distribute the [International and Regional Laws and Standards on Women, Peace, and Security](#) handout (see annex), referring participants to it as needed during your presentation. Depending upon your training audience, present the session as interactively as possible. For example, ask “What specific international or regional laws do you refer to in your advocacy?” or “What do the UNSCRs on women, peace, and security say about women’s participation?” and use the below talking points to fill the gaps in your participants’ knowledge.

### Materials Needed

Presentation slides; [International and Regional Laws and Standards on Women, Peace, and Security](#) handout

### Learning Objectives

Participants are able to recall specific international and regional legal standards that require that SSR address gender equality and involve women.

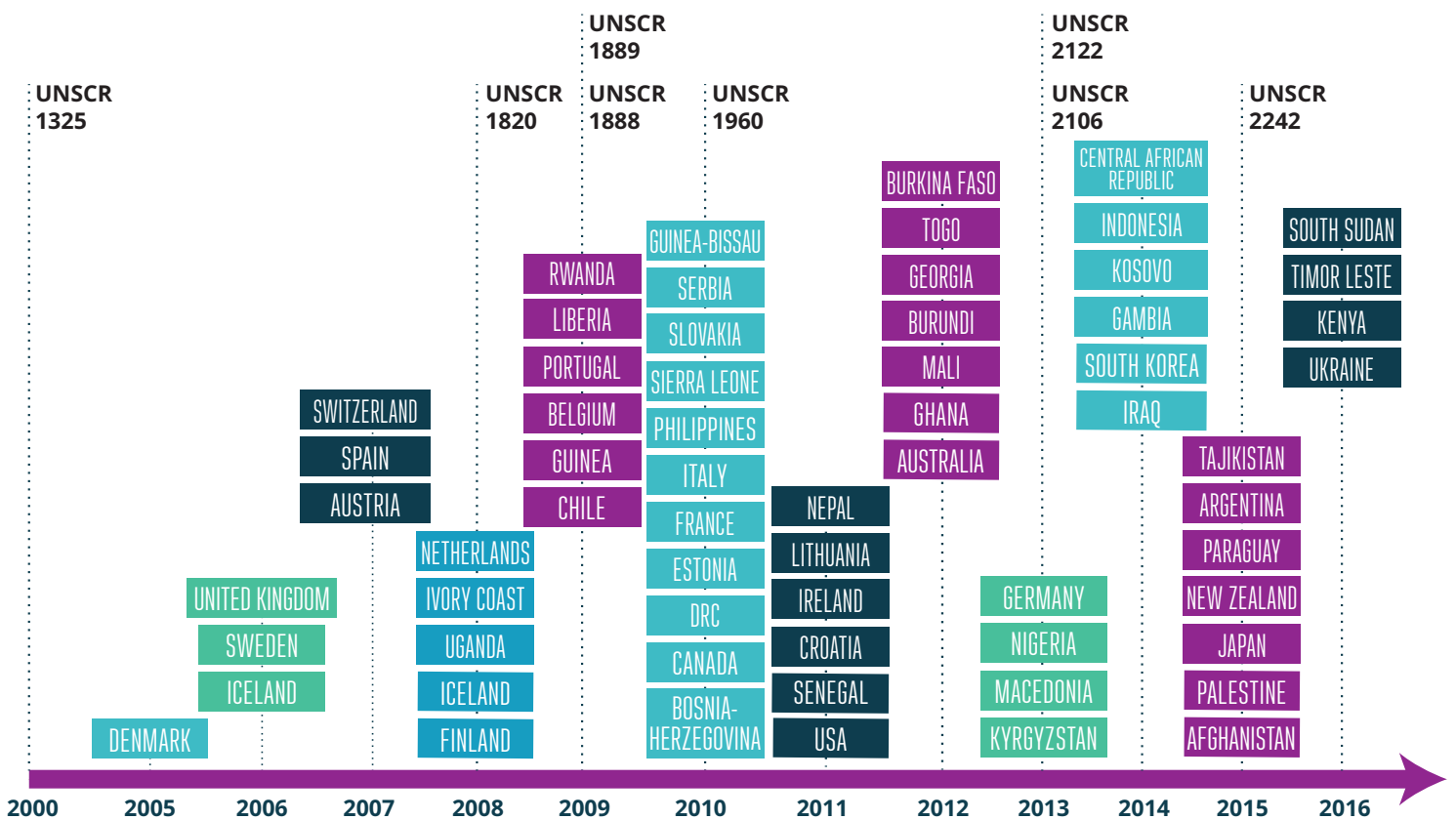
**Time** 20 minutes

### Facilitator Talking Points

- Following World War II and the establishment of the United Nations in 1945, a number of international conventions (legal standards) were adopted detailing the rights and freedoms of human beings, and the obligations of states to ensure these rights and freedoms. Also important are the Universal Declaration of Human Rights (UDHR) of 1949 and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), adopted in 1979.
- The **UDHR** affirms that all human beings are born free and equal, and that everybody is entitled to all the rights and freedoms set forth in the Declaration without distinction due to race, color, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status.
- **CEDAW** was developed by the UN Commission on the Status of Women. It addresses the advancement of women, describes the meaning of equality, and sets forth guidelines on how to achieve women’s equality. CEDAW holds States Parties responsible for adopting the appropriate legislation and other measures to prohibit discrimination against women and establish legal protections for women’s equal rights. With regard to security sector reform, CEDAW requires States to ensure the right of women: “[t]o participate in the formulation of government policy and the implementation thereof and to hold public office and perform all public functions at all levels of government” (Art.7-b). With regard to women’s participation in the security sector, CEDAW requires States to ensure women’s rights to the same employment opportunities, promotion, job security, equal remuneration, and equality before the law. As of April 2017, 189 countries had ratified CEDAW.

- Another important normative instrument, adopted in 1995 at the Fourth World Conference on Women, is **The Beijing Declaration and Platform for Action**. It is a political commitment rather than a convention, so it is not legally binding, but it is nonetheless influential. It identifies 12 areas of “critical concern” and hundreds of actions to be taken to advance and empower women, including numerous obligations related to the security sector. These obligations include ensuring access to free or low-cost legal services; striving for gender balance in government bodies, public administrative entities, and the judiciary; and providing gender-sensitive human rights education and training for police, military, corrections officers, and members of the judiciary, amongst others.

### National Action Plans for the Implementation of UNSCR 1325 on Women, Peace and Security



- Since 2000 a number of **UN Security Council Resolutions (UNSCRs)** have been adopted addressing women, peace, and security.
- Many countries have now adopted National Action Plans to help direct national-level implementation of these resolutions. National Action Plans can be useful tools to ensure that governments are held accountable to the commitments they have made. *If applicable, mention that the participants' home country's National Action Plan(s) will be examined in the following activity.*
- The UNSCRs on women, peace, and security refer to security sector reform both directly and indirectly. They emphasize that SSR must be gender-responsive, and specifically underscore the importance of: women’s equal and effective participation and full involvement in all stages of SSR, the inclusion of more women in the security sector, and effective vetting processes in order to exclude perpetrators of sexual violence from the security sector.

## UNSCRs on Women, Peace & Security: themes related to SSR

**Preventing** and responding to sexual violence

**Protection** of women, men, girls and boys in post-conflict and SSR processes based on their different needs

**Participation** of women in decision-making

**Participation** of more female staff in peacekeeping activities and the security sector

**Promoting** gender perspectives in peacekeeping and peacebuilding activities

- These resolutions specifically commit the UN to:
  - Including provisions that facilitate women’s full participation and protection in SSR.
  - Assisting national authorities to address sexual violence in SSR processes and arrangements, including by providing adequate training for security personnel, encouraging the inclusion of more women in the security sector, and effectively vetting personnel to exclude from the security sector those who have perpetrated sexual violence.
- There are also regional legal standards and instruments that ensure gender equality and women’s involvement in SSR. For example:
  - The Economic Community of West African States **Protocol on Democracy and Good Governance** stipulates that “Member States shall take all appropriate measures to ensure that women have equal rights with men ... to participate in the formulation of government policies and the implementation thereof and to hold public offices and perform public functions at all levels of governance” (Art. 2-3).
  - The African Union **Protocol to the African Charter on Human and People’s Rights on the Rights of Women in Africa** from 2003 states that “States Parties shall combat all forms of discrimination against women through appropriate legislative, institutional and other measures” (Art.2-1); “States Parties will ensure “increased and effective representation and participation of women at all levels of decision-making” (Art. 9-2); and that “women have the right to a peaceful existence and the right to participate in the promotion and maintenance of peace” (Art. 10-1).
  - Other regional instruments include the Organization of American States **Inter-American Convention on the Prevention, Punishment, and Eradication of Violence Against Women** (Convention of Belem do Para) (1994), and the European Union **Equal Treatment Directive** (2006).



## 9.3 National Legal Standards for Gender Equality and Women's Inclusion



### 9.3.1 Activity: Identifying Laws, Policies, and Procedures as Tools and Entry Points for Advocacy

#### Background for Facilitator

This activity uses the security risks and barriers to justice flipchart from Module 4. If this activity has not been done (or did not work well), a simple brainstorming and identification of issues to work on can be done instead.

In advance, review the flipchart from Module 4. If it is too difficult to read, rewrite the key points on a fresh flipchart or presentation slide.

Research the participants' national legal framework concerning specific protections for women and/or girls, other gender-related security issues, and women's equal participation in public and/or security decision-making. Include any National Action Plan or strategy to implement UNSCR 1325. You will need to understand to what extent the laws concerning these matters are national or sub-national (i.e., regional or local). This may be a good session in which to engage a local legal expert as a co-facilitator.

#### Materials Needed

Security risks and barriers to justice flipchart from Module 4; flipcharts; tape; markers

#### Learning Objectives

Participants are able to identify state and/or local laws, policies, and procedures relevant to gender and SSR.

**Time** 55 minutes

#### Facilitator Talking Points

- Many of you will already be familiar with your nation's laws related to gender-based violence and women's participation and may already refer to them in your advocacy. In this exercise, you are going to think specifically about how these laws address gender in relation to security sector reform: how you can use them to advocate for making gender equality an explicit objective of SSR and for measures that ensure women's equal participation in SSR. For example, criminal laws and laws on police procedure define which types of gender-based violence are recognized as crimes and set requirements for police investigation. Policy commitment to "community-based policing" might require the police to consult with local organizations about problems and services. Constitutional guarantees of equality in public life could be invoked to argue for women's involvement in all high-level decision-making processes. Inadequate laws, policies, and procedures could themselves be the subject of your gender and SSR advocacy.

---

## Instructions

Present the flipchart from Module 4, upon which participants identified different security needs and barriers to justice for groups of men, women, boys, and girls in their communities. Remind participants how they created this map, then, using it as a reference, facilitate a group brainstorm to develop a list of six issues to focus on in this activity. Aim for a mix of issues related to gendered security needs and women's participation in the security sector or security decision-making. (15 minutes)

Divide participants into six groups, assigning one issue to each. Ask each group to discuss state and/or local laws, policies, or procedures that they are aware of that relate to their assigned issue. If relevant, remind them to think about their country's National Action Plan on women, peace, and security. They should identify local laws, policies, or procedures that:

- Could be used to advocate for making gender equality an explicit objective of SSR and/or to argue for measures ensuring women's equal participation in SSR ("tool"); and
- Are inadequate in meeting international commitments related to gender, security, and women's participation and thus could be the subject of advocacy to revise and improve them ("entry point").

Each group should note the laws, policies, and procedures they identify on a flipchart, highlighting whether they are a tool or an entry point. (20 minutes)

Have the groups display their flipcharts and assign one or two group members to stand by each one, explaining it to their fellow participants as they circulate around the room. (15 minutes)

---

## Debrief

### **Facilitator Instructions**

Bring the group back together and close by asking the group what ideas for gender and SSR advocacy this activity has inspired. (5 minutes)

## 9.4 Wrap Up



### 9.4.1 Facilitator Talking Points: Points to Take Away

#### Background for Facilitator

This section highlights the main points of the module.

#### Facilitator Talking Points

- This module focused on how international and regional laws and norms refer to women’s equality, women’s participation, the security sector, and SSR. These laws, instruments, and norms establish specific responsibilities for the security sector. They affirm women’s right to participate in SSR processes.
- In this module, you identified national laws, policies, and procedures that contain similar commitments and highlighted the ways in which certain national laws, policies, and procedures fall short of meeting international commitments regarding gender, security, and participation.
- International, regional, and national laws and norms can all be used as advocacy tools to advocate for making gender equality an explicit objective of SSR, to argue for measures ensuring women’s equal participation in SSR, or simply to argue for better local level security services and consultation processes.

#### Materials Needed

None

#### Learning Objectives

Participants will understand the main points of this module.

**Time** 5 minutes

# Adapting the Module

---



## Less Time



### **9.3.1 Activity:** Identifying Laws, Policies, and Procedures as Tools and Entry Points for Advocacy **(SAVE 30 MINUTES)**

The identification of relevant laws, policies, and procedures could be set as an overnight “homework task” (perhaps using the internet) to save time during the training session.

---



## More Time



### **9.3.2 Activity:** Identifying Laws, Policies, and Procedures as Tools and Entry Points for Advocacy **(ADD 60 MINUTES)**

If you have an additional 60 minutes, participants could role play an advocacy action. Explain the activity as follows:

Imagine your civil society organization has been invited to present at a parliamentary committee hearing. Select two people from your group to play members of this committee. They will come up with two critical questions regarding the gaps you identified in the laws and policies that pertain to your topic.

The rest of the group’s participants will play the CSO representatives. In the committee meeting, these organization members have three minutes to present the key gaps they have identified, explain what they can do to address them, and what support they will need from the parliament.

Give each group 15 minutes to prepare (separately).

Once each group is ready, let them role play the committee hearing in front of the rest of the participants (10 minutes each = at least 40 minutes, depending on the size of the group).

Alternative advocacy actions that could be added to Activity 9.3.1 include developing an advocacy plan (following a template) to change this policy/law or drafting a press release for the media aimed at convincing the general population how this law/policy needs to be changed.

## Assessment Questions (Blank)

### **Q.9.1 Which international law establishes women's right to equal participation in the formation of government and explicitly prohibits discrimination against women? (select one)**

- a. Beijing Declaration and Platform for Action.
- b. United Nations Security Council Resolution 1325.
- c. The Convention on the Elimination of All Forms of Discrimination Against Women.
- d. The Universal Declaration of Human Rights.

### **Q.9.2 UN Security Council Resolutions (UNSCRs) on Women, Peace, and Security: (select one)**

- a. Call on States to eliminate gender disparity in primary and secondary education and actively support women's participation in political processes on all levels.
- b. Call on States to prevent violations of women's rights, to support women's participation in peace negotiations and in post-conflict reconstruction, and to protect women and girls from sexual and gender-based violence in armed conflict.
- c. Call on States to disarm and commit to rely on peaceful negotiation to resolve international disputes.
- d. Address domestic violence, which is known to increase during and after conflict.

## Assessment Questions (Answer Key)

### **Q.9.1 Which international law establishes women's right to equal participation in the formation of government and explicitly prohibits discrimination against women? (select one)**

- a. Beijing Declaration and Platform for Action.
- b. United Nations Security Council Resolution 1325.
- c. [The Convention on the Elimination of All Forms of Discrimination Against Women.](#)
- d. The Universal Declaration of Human Rights.

### **Q.9.2 UN Security Council Resolutions (UNSCRs) on Women, Peace, and Security: (select one)**

- a. Call on States to eliminate gender disparity in primary and secondary education and actively support women's participation in political processes on all levels.
- b. [Call on States to prevent violations of women's rights, to support women's participation in peace negotiations and in post-conflict reconstruction, and to protect women and girls from sexual and gender-based violence in armed conflict.](#)
- c. Call on States to disarm and commit to rely on peaceful negotiation to resolve international disputes.
- d. Address domestic violence, which is known to increase during and after conflict.

# ANNEX

## Quiz on International Legal Standards Relating to Gender Equality, Women’s Participation, and SSR

The table below contains:

- In the first column: a list of international standards relating to gender equality and SSR; and
- In the second column: a summary of one of these standards.

Match the international standards with their correct summaries (A to E), and mark your answers in the grid below.

International standard		Content
1	United Nations Security Council Resolution 1325 (2000)	A Addresses the advancement of women, describes the meaning of equality and sets forth guidelines on how to achieve it. It holds States responsible for adopting the appropriate legislation and other measures to prohibit discrimination against women and establish legal protection of their equal rights.
2	Universal Declaration of Human Rights (1948)	B Calls on the parties to armed conflict to protect women and girls from gender-based violence, particularly rape and other forms of sexual abuse, and to end impunity and prosecute those responsible for crimes, including sexual and other violence. Also calls on parties to include a gender perspective in peace negotiations and increase women's participation in peace negotiations, with particular attention to supporting local women's peace initiatives.
3	United Nations Security Council Resolution 1888 (2009)	C States' commitments include ensuring access to free or low-cost legal services; striving for gender balance in government bodies, public administrative entities, and the judiciary; and providing gender-sensitive human rights education and training for police, military, corrections officers, members of the judiciary, members of parliament, and people who deal with migration issues.
4	Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (1979)	D This is the most comprehensive international treaty on women's rights. States that are party to this treaty are legally obligated to undertake measures to end all forms of discrimination against women, including incorporating the principle of equality of men and women in their legal systems, abolishing discriminatory laws and adopting laws prohibiting discrimination against women, ensuring access to justice and equal protection of the law, and taking measures to ensure women are protected from discrimination by others in society. Specific provisions on the participation of women in political and public life, in government, and at the international level exist, as do provisions regarding the realization of all human rights. A committee is in place to monitor State compliance.
5	Beijing Declaration and Platform for Action (1995)	E Focuses on sexual violence as tactic of war, urging member States to take effective steps, also in peacekeeping missions with a comprehensive prevention and response, to halt the use of sexual violence in war. It calls for the appointment of a Special Representative of the Secretary General to drive forward response efforts and in particular provide leadership and coordination of UN efforts to address sexual violence.

# Quiz on International Legal Standards Relating to Gender Equality, Women's Participation, and SSR

## Answer Key

	<b>International standard</b>	<b>Answer</b>
1	United Nations Security Council Resolution 1325 (2000)	B
2	Universal Declaration of Human Rights (1948)	D
3	United Nations Security Council Resolution 1888 (2009)	E
4	Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (1979)	A
5	Beijing Declaration and Platform for Action (1995)	C



# International and Regional Laws and Standards on Women, Peace and Security (WPS)<sup>1</sup>

## **Universal Declaration of Human Rights (1948)**

The United Nations General Assembly states that each individual should enjoy his/her freedoms and rights “without distinction of any kind” (article 2) and that “all are equal before the law and are entitled without any discrimination to equal protection of the law” (article 7).

## **Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) (1979)**

CEDAW was adopted in 1979 by the UN General Assembly. As of April 2017, 189 countries are party to the Convention. The Convention emphasises the equality of men and women and their equal entitlement to fundamental freedoms and human rights (article 1). Based on these premises the Convention holds state parties responsible for the adoption of appropriate legislation and other measures, such as repealing discriminatory national penal provisions. It also highlights women’s right “to participate in the formulation of government policy and implementation thereof and to hold public office and perform all public functions at all levels of government” (article 7 b). Equal employment opportunities and remuneration are also among the commitments made in the Convention.

## **Declaration on the Elimination of Violence against Women (1993) adopted by the UN General Assembly**

This is the first international human rights instrument to exclusively and explicitly address the issue of violence against women (VAW). It affirms that VAW violates, impairs or nullifies women’s human rights and their exercise of fundamental freedoms. Until this instrument was passed, governments tended to regard VAW largely as a private matter between individuals and not as a pervasive human rights problem requiring state intervention. The Declaration provides a definition of gender-based abuse as “any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.”

---

1 For additional information, see “Annex: International and Regional Laws and Instruments related to Security Sector Reform and Gender,” in Gender and Security Sector Reform Toolkit, ed. Megan Bastick and Kristin Valasek (Geneva: DCAF, OSCE/ODIHR, UN-INSTRAW, 2011). [www.dcaf.ch/Publications/International-and-Regional-Laws-and-Instruments-related-to-Security-Sector-Reform-and-Gender](http://www.dcaf.ch/Publications/International-and-Regional-Laws-and-Instruments-related-to-Security-Sector-Reform-and-Gender)

## [The Beijing Declaration and Platform for Action \(1995\)](#)

While not legally binding, The Beijing Declaration and Platform for Action is a set of international commitments by governments to combat gender-based violence and achieve gender equality in all spheres of society, including the security sector. It has a specific focus on women affected by armed conflict.

## **UN Security Council Resolutions (UNSCRs) on women, peace and security**

The resolutions on women, peace and security cover five broad themes:

- The inclusion of women in leadership positions and at all levels of decision-making processes related to SSR and the prevention, management and resolution of conflict.
- The integration of gender perspectives into peacekeeping and peace building activities.
- The inclusion of more female professionals in peacekeeping and in the security sector.
- The consideration of the different needs of women, men, girls and boys in all post-conflict processes.
- The creation, in consultation with women, of reforms and mechanisms to prevent and respond to sexual violence.

### [UN SCR 1325 \(2000\)](#)

UN SCR 1325 was the first resolution to acknowledge the role of women in conflict resolution and peacekeeping as critical for international peace and security. The resolution urges Member States to increase the number of women at all decision-making levels in national, regional, and international institutions as well as in conflict prevention, management, and resolution mechanisms.

### [UN SCR 1820 \(2008\)](#)

UN SCR 1820 condemns the use of rape and other forms of sexual violence in conflict situations, stating that rape can constitute a war crime, a crime against humanity, or a constitutive act with respect to genocide. The resolution calls on Member States to comply with their obligations to prosecute the perpetrators of sexual violence, to ensure that all victims of sexual violence have equal protection under the law and equal access to justice and to end impunity for sexual violence.

### [UN SCR 1888 \(2009\)](#)

UN SCR 1888 builds on UN SCR 1820 and requests the UN Security General to rapidly deploy a team of experts to situations of particular concern regarding sexual violence. The resolution further calls for the appointment of a special representative to lead efforts to end conflict-related sexual violence against women and children and to include information about the prevalence of sexual violence in reports by UN peacekeeping missions to the Security Council.

### [UN SCR 1889 \(2009\)](#)

UN SCR 1889 reaffirms the provisions of UN SCR 1325, stressing the need for Member States to effectively implement it. UN SCR 1889 also calls on the Secretary General to develop a strategy, including through appropriate training, to increase the number of women appointed to pursue good offices on his behalf and to submit with six months a set of indicators to track implementation of the resolution.

### [UN SCR 1960 \(2010\)](#)

UN SCR 1960 builds on UN SCRs 1820 and 1999, further strengthening monitoring and reporting relating to sexual violence. The resolution establishes institutional tools to combat impunity and outlines specific steps needed for both the prevention of and protection from sexual violence in conflict.

### [UN SCR 2122 \(2013\)](#)

UN SCR 2122 puts in place a roadmap for a more systematic approach to the implementation of commitments on women, peace and security. Concretely, these measures include: the development and deployment of technical expertise for peacekeeping missions and UN mediation teams supporting peace talks; improved access to timely information and analysis on the impact of conflict on women and women's participation in conflict resolution in reports and briefings to the Council; and strengthened commitments to consult as well as include women directly in peace talks.

The resolution addresses the rights of women who are pregnant as a result of rape during conflict and recognizes the need to ensure that humanitarian aid includes support for access to the full range of sexual and reproductive health services, including regarding pregnancies resulting from rape.

### [UN SCR 2242 \(2015\)](#)

UN SCR 2242 encourages assessment of strategies and resources in regards to the implementation of the women, peace and security agenda. It highlights the importance of collaboration with civil society; and calls for increased funding for gender-responsive training, analysis and programmes. The resolution urges that gender be considered a cross-cutting issue within the approaches to countering violent extremism and counter-terrorism.

**Regional instruments** with provisions protecting gender equality and women's involvement in SSR include:

- The Organization of American States *Inter-American Convention on the Prevention, Punishment and Eradication of Violence against Women* (1994)
- The Economic Community of West African States *Protocol on Democracy and Good Governance* (2001)
- The African Union *Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa* (2003)
- The European Union *Equal Treatment Directive* (2006)

Inclusive Security  
1615 M Street NW, Suite 850  
Washington, DC 20036  
202.403.2000  
[inclusivesecurity.org](http://inclusivesecurity.org)

The Geneva Centre for the Democratic  
Control of Armed Forces (DCAF)  
P.O. Box 1360  
CH-1211 Geneva 1  
Switzerland  
+41 (0) 22.730.9400  
[dcaf.ch](http://dcaf.ch)



## MODULE TEN

### Introduction to Advocacy



Photo Credit: MINUSMA/Marco Dormino

## A Women's Guide to Security Sector Reform Training Curriculum



**DCAF**

a centre for security,  
development and  
the rule of law



**INCLUSIVE  
SECURITY**

## Acknowledgements

Over the last decade, Inclusive Security and DCAF have conducted dozens of training workshops with women and men in countries undergoing security sector reform processes. We wish to thank all those who have participated in these trainings, sharing their stories, their wisdom and their experience, and helped us in turn to develop the training approaches reflected in this curriculum.

We extend particular appreciation to the authors of our *A Women's Guide to Security Sector Reform*, which served as the key background resource for this curriculum, Megan Bastick and Tobie Whitman, and the Advisory Council for that Guide: Ruth Gibson Caesar, Wazhma Frogh, Alaa Murabit, Jessica Nkuuhe, Bandana Rana and Sonja Stojanovic.

Kathrin Quesada, Megan Bastick, Heather Huhtanen, Carrie O'Neill and Kristin Valasek were the primary authors of this curriculum. Jacqueline O'Neill and Daniel de Torres helped shape the original outline and provided substantive input. Input was also received from Michelle Barsa, Anna Kadar, Alice Kielmann, Caroline Pradier, Lorraine Serrano, and Nanako Tamaru. Mylène Socquet-Juglard and Marta Ghittoni assisted with final stages of publication.

Editing by Rachel Isaacs. Graphic design by Stephanie Pierce-Conway.

## DCAF

The Geneva Centre for the Democratic Control of Armed Forces (DCAF) is an international foundation whose mission is to assist the international community in pursuing good governance and reform of the security sector. DCAF develops and promotes norms and standards, conducts tailored policy research, identifies good practices and recommendations to promote democratic security sector governance, and provides in-country advisory support and practical assistance programmes.

DCAF's Gender and Security Division works through research, technical advice and regional projects to support the development of security sectors that meet the needs of men, women, boys and girls; and promote the full participation of men and women in security sector institutions and security sector reform processes.

Visit us at: [www.dcaf.ch](http://www.dcaf.ch). Contact us at: [gender@dcaf.ch](mailto:gender@dcaf.ch).

## Inclusive Security

Inclusive Security is transforming decision making about war and peace. We're convinced that a more secure world is possible if policymakers and conflict-affected populations work together. Women's meaningful participation, in particular, can make the difference between failure and success. Since 1999, Inclusive Security has equipped decision makers with knowledge, tools, and connections that strengthen their ability to develop inclusive policies and approaches. We have also bolstered the skills and influence of women leaders around the world. Together with these allies, we're making inclusion the rule, not the exception.

Visit us at: [inclusivesecurity.org](http://inclusivesecurity.org). Contact us at: [info@inclusivesecurity.org](mailto:info@inclusivesecurity.org).

©2017 Inclusive Security and DCAF. The use, adaptation and copying of this guide is encouraged. We do, however, ask that you acknowledge and cite all materials used.

Please get in touch with us if you would like to translate this guide.

ISBN: 92-9222-438-7

Cite as: Inclusive Security and DCAF. *A Women's Guide to Security Sector Reform: Training Curriculum*. Washington, D.C.: Inclusive Security and DCAF, 2017.

# MODULE OVERVIEW: Introduction to Advocacy

---

## Learning Objectives

- Participants are able to describe different types of advocacy approaches and activities.
  - Participants are able to analyze a problem they want to address, identify relevant stakeholders, and develop a common understanding of its causes and effects.
  - Participants are able to identify the knowledge, skills, and experience they bring to security sector reform.
  - Participants are able to identify common barriers to CSOs and security institutions working together and strategies to overcome them.
- 



## Background Resources for Trainers

- Bastick, Megan and Tobie Whitman. *A Women's Guide to Security Sector Reform*. Washington: Inclusive Security and DCAF, 2013. [www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform](http://www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform)
- DCAF. "Gender and Security Sector Reform Training Resource Website." [www.gsrtraining.ch](http://www.gsrtraining.ch)
- Inclusive Security. *Inclusive Security: A Curriculum for Women Waging Peace*. Washington: Inclusive Security, 2009. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)
- O'Neil, Carrie and Nanako Tamaru. *Advocacy for Inclusive Security Curriculum*. Washington: Inclusive Security, 2017. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)

## Time

## Description

**5 minutes**

### **10.1 Introduction to the Module**

10.1.1 Facilitator Talking Points

**55 minutes**

### **10.2 Introduction to Advocacy**

10.2.1 Discussion: Advocacy Experiences

10.2.2 Facilitator Talking Points: The Advocacy Cycle

**60 minutes**

### **10.3 Analyzing Problems**

10.3.1 Activity: Problem Tree Analysis

**60 minutes**

### **10.4 Stakeholder and Relationship Mapping**

10.4.1 Activity: Creating a Stakeholder Map

**15 minutes**

### **10.5 What Skills Do We Have to Support SSR?**

10.5.1 Activity: Knowledge, Skills, and Experience

**45 minutes**

### **10.6 Overcoming Challenges to Collaborating with the Security Sector**

10.6.1 Activity: Confronting Fears About Cooperation

**5 minutes**

### **10.7 Wrap up**

10.7.1 Facilitator Talking Points: Points to Take Away

### **Adapting the Module**

### **Assessment Questions**

**Total Time: 4 hours 5 minutes**



## 10.1 Introduction to the Module



### 10.1.1 Facilitator Talking Points

#### Background for Facilitator

This section introduces the purpose and learning objectives of the module.

#### Facilitator Talking Points

- In Module 6 we talked about some of the ways in which civil society can engage in security sector reform, mapping who is already engaged with certain types of activities and security sector institutions. Getting involved in SSR requires considering the varied and different approaches to engaging with security sector institutions—in other words, what can we do and how do we do it? In Modules 7 and 8, we explored why advocating for gender equality in SSR is important, and in Module 9, we discussed how international, regional, and national laws and policies are tools and entry points for advocacy.
- This module looks at advocacy more closely. It provides an overview of advocacy and introduces a conceptual framework for thinking strategically about collective action. We will practice problem tree analysis, a tool for unpacking the root causes and effects of any kind of problem, and three activities to prepare for effective advocacy around SSR.
- After the module, you will be able to:
  - Describe different types of advocacy approaches and activities.
  - Analyze problems and develop common understanding of their causes and effects.
  - Map stakeholders with an interest in your particular SSR issue and the relationships between them.
  - Identify the skills and experience you bring to SSR.
  - Identify common barriers to CSOs and security institutions working together and how to overcome them.
- *Have the participants rearrange themselves into their working groups from Module 9, when they discussed their nation's laws and policies relevant to a specific gender-related SSR issue. (If you did not use this activity, or the groups did not work well, use groups formed in another earlier activity.)*

#### Materials Needed

None

#### Learning Objectives

Participants are able to identify the purpose and learning objectives of this module.

**Time** 5 minutes

## 10.2 Introduction to Advocacy



### 10.2.1 Discussion: Advocacy Experiences

#### Background for Facilitator

This discussion gives participants the opportunity to share and hear about others' experiences as advocates. It also introduces some key terms and distinctions that are foundational to understanding effective advocacy.

Be sure to reference participant experiences, as appropriate, during your talking points, particularly as you distinguish between advocacy and direct service. In many cases, participants will have experience with direct service delivery; this training is an opportunity for them to understand how to move from one level of work to the next.

#### Materials Needed

None

#### Learning Objectives

Participants are able to describe different types of advocacy approaches and activities.

**Time** 45 minutes

#### Instructions

Have participants discuss the following questions in pairs and then share some experiences with the whole group.

Reflect on a time you were involved in advocacy.

- What were you trying to achieve?
- What activities did you do?
- What were the outcomes?
- What were the challenges and successes?
- What should you have done differently?

---

#### Facilitator Talking Points

- Advocacy is a planned, deliberate, and sustained effort to advance an agenda for change.
- Individuals and organizations advocate to change policies and programs that directly affect people's lives. For example, as we discussed in Module 8, you could advocate to your Ministry of Defense for better conditions for women in the armed forces. Or, as we talked about in Module 9, you could advocate to parliamentarians for better laws on violence against women.
- To strategize for effective advocacy, it is useful to think about how advocacy differs from **direct service delivery**. In many countries, civil society organizations provide critical services that, for various reasons, the government might not be able to deliver; for example, training women in prisons or assisting victims of trafficking. This direct service delivery provides vital and immediate relief by meeting peoples' basic needs. Advocacy, in contrast, looks deeper to address the **causes** of a problem: why the needs are arising,

or why existing services are inadequate. Advocates seek to address the systems and structures that create and perpetuate problems. Neither the service provider nor the advocate is more valuable than the other, they just have different goals and outcomes. In fact, the same individuals and organizations often do both.

- Around the world, during and after conflict, women are often at the forefront of direct service work, whether it is delivering vital humanitarian aid, creating shelters that provide much-needed services for survivors, or providing psychosocial support. Often, women’s involvement is limited to these areas, yet it is exactly because of these experiences that they should be involved in higher levels of policy and decision making.
- So how do we advocate? Many advocacy tactics, or activities, can be used to achieve the change you want to see. Approaches to advocacy generally fall into one of two categories:
  - **Confrontational:** This approach is characterized by using adversarial means to get your point across. Your basic message is: “You are wrong and we will force you to do things right.” Confrontational activities can include strikes, protests, sit-ins, public statements, using the media to call attention to issues, and petitions.
  - **Constructive:** Constructive approaches are characterized by the use of collaborative means to get your point across. The assumption is that you all need to work collectively to change a security policy, and your goal is to help policymakers do their jobs better and more efficiently. Your basic message is: “We want to help, and here’s what we think will improve your work.” Constructive activities can include developing recommendations, meeting with policymakers to propose strategies for change, conducting and publicizing research about a given security problem, building alliances within the policy community, and building coalitions within civil society to speak with collective voice on an issue.
- Think back to the advocacy experiences you just shared with us. Were they confrontational or constructive?
- The type of advocacy tactic that will be most effective depends on the context you are working in. Usually advocates employ a range of tactics over time to put pressure on decision makers.



## 10.2.2 Facilitator Talking Points: The Advocacy Cycle

### Background for Facilitator

This activity will help participants understand why planning for advocacy will make their efforts more effective and introduce a series of steps for planning an advocacy strategy.

### Facilitator Talking Points

- It is important to plan ahead and be strategic about advocacy. It can be helpful to use a strategic framework for thinking about advocacy that breaks it down into manageable pieces; one such tool is the Advocacy Cycle. This step-by-step process will guide you through identifying the core issues you need to work on, drawing up a specific action plan to implement your advocacy work, reflecting on your successes and challenges, and recalibrating your efforts to be more effective.
- Because advocacy is a process and not a one-time event, we approach advocacy planning as a cycle; although some steps are sequential, some will run in parallel with others or may even change in order as you make progress.
- Advocacy is also a repetitive process: ongoing monitoring and review will lead to updating and adjusting the plan, as will different reactions to the advocacy among your targets. While planning is important, effective advocacy strategies are also flexible, given the ever-changing opportunities and constraints. The contexts in which we work are fluid, and we need to be able to respond accordingly.
- There are seven interlinking steps in the Advocacy Cycle: *Display the Advocacy Cycle on a presentation slide or distribute the [Advocacy Cycle](#) handout (see annex).*

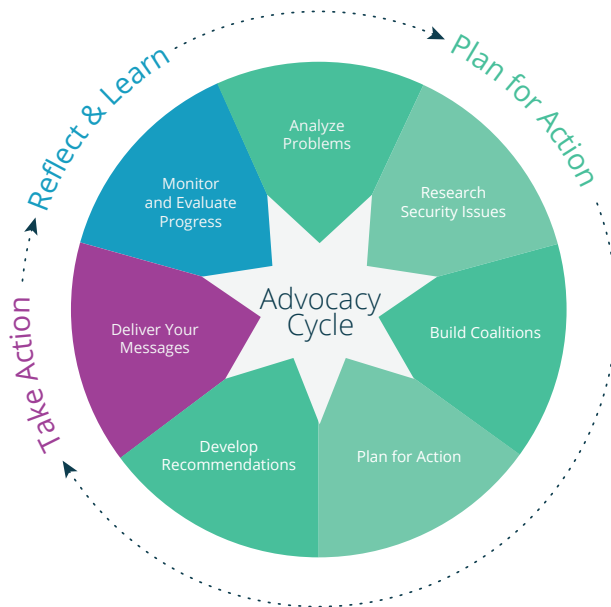
### Materials Needed

Presentation slide; [Advocacy Cycle](#) handout

### Learning Objectives

Participants are able to understand the importance of planning for advocacy and recall the steps of the Advocacy Cycle.

**Time** 10 minutes



1. **Analyze Problems:** Advocacy begins by identifying and analyzing the problems you want to address. Once you've delved into a problem's causes and effects, determine the priorities within that issue and what opportunities exist for change. This will help you determine what is achievable.
  2. **Research Security Issues:** Once the key issue has been identified, creating a research and data collection plan will enhance your ability to make a more persuasive case. This research can include the security concerns and needs in different communities, or how particular security problems are being addressed.
  3. **Build Coalitions:** Mobilizing support for your cause is a key component of advocacy. Increasing the number of people who support your goal will make your efforts more powerful. One way to do this is by building and strengthening platforms for advocacy with likeminded stakeholders; for example, building a coalition or a network with others interested in promoting a security sector that is more responsive to and inclusive of women.
  4. **Plan for Action:** Create an action plan and choose tactics to influence the legislation, policy, or institutional practice you seek to change.
  5. **Develop Recommendations:** Formulate concrete recommendations for action, directed to specific security sector institutions. When crafting advocacy recommendations, you must be as specific as possible in identifying what needs to happen, who can make that happen, and how the actor identified can make that happen.
  6. **Deliver Your Messages:** Once you decide who your target audiences are (e.g., politicians, civil servants, senior people in the security sector, the media), create and deliver strategic messages that will resonate with them. This often requires creating more than one message for more than one audience, but this step is crucial in attracting attention and gaining public support for your issue.
  7. **Monitor and Evaluate Progress:** Advocacy is an ongoing process of learning and reflection. What does success look like? How can you improve your advocacy efforts along the way? Evaluating advocacy can help track progress towards your goal and allow you to adjust your actions as needed.
- Engaging with the security sector is an important activity throughout the Advocacy Cycle. This could include incorporating security sector institutions and actors into research activities or directly working with security sector institutions as part of your advocacy strategy.
  - In sessions to follow, we will work through advocacy on gender and SSR issues at each stage of the Advocacy Cycle: analyze problems, research security issues, build coalitions, plan for action, develop recommendations, deliver your advocacy messages, and monitor and measure progress. Engaging with the security sector is addressed as a common thread throughout all of the modules.

## 10.3 Analyzing Problems



### 10.3.1 Activity: Problem Tree Analysis

#### Background for Facilitator

The problem tree is an excellent tool for analyzing the root causes and effects of any issue.

It is important to actively coach the groups as they complete this activity— continually asking why a factor on their tree happens can push participants to uncover more precise causes and effects.

Give each group (the same groups from the previous activity) the [Problem Tree](#) handout (see annex) and a flipchart at the beginning of the activity.

#### Materials Needed

Flipcharts; markers;  
[Problem Tree](#) handout

#### Learning Objectives

Participants are able to analyze a problem and develop a common understanding of its root causes and effects.

**Time** 60 minutes

#### Facilitator Talking Points

- To advocate effectively, we need to understand the causes and effects of the problems we are trying to address. The problem tree is a simple tool for analyzing any kind of problem. It imagines a problem to be like a tree: changes at the roots can affect the whole tree.
- To complete a problem tree analysis:
  - First, identify the **problem** you wish to address, like a source of insecurity or barrier to justice. For example, women victims of domestic violence not receiving adequate assistance. Write it in as the trunk of the tree.
  - Second, identify the **causes** of the problem; in this case, that might include women don't feel comfortable reporting to the police; male police officers won't listen to women victims; not enough women police officers. Write these as the roots of the tree.
  - Third, identify the **effects** of the problem: continued domestic violence; poor mental health in children; reinforcement of attitudes accepting violence against women. Write these as the leaves of the tree.
- Then, you can try to identify solutions by reversing the causes and effects. For example, a stronger police response to domestic violence might change attitudes about what is acceptable, decreasing domestic violence.

---

## Instructions

Have each group analyze a specific gender and SSR issue using the [Problem Tree](#) handout.

Remind them that:

- Their “core problem” should be the trunk of the tree. The problem they analyze will determine the focus of advocacy recommendations later on, so be sure that the problem is written clearly. Try to formulate a problem you think is related to the need for SSR.
- The effects of the problem will serve as the tree’s leaves.
- The corresponding causes are the tree’s roots.

Be sure to circulate and help the groups to refine the issue they have been working on down to a “problem.”

Let participants know that they will be sharing their trees with the larger group. Encourage groups to create a rough draft before transferring it to the flipchart to share. (30 minutes)

Hang the completed Problem Trees around the room and encourage participants to do a “gallery walk.”

---

## Debrief

### Discussion Questions

- How did this process help you more clearly articulate the problem and potential solutions?
- How can you apply this process in your advocacy planning?

## 10.4 Stakeholder and Relationship Mapping



### 10.4.1 Activity: Creating a Stakeholder Map

#### Background for Facilitator

This activity gives participants the opportunity to map the stakeholders relevant to any proposed SSR advocacy.

#### Facilitator Talking Points

- A **stakeholder** is a person with an interest or concern in something. For your SSR advocacy to be effective, you need to understand the range of persons affected by the security issue you want to address. Among these stakeholders, you will want to identify people with the power to make or influence the changes you want to see, potential allies, and any groups, individuals, or organizations who may work against your efforts.
- A stakeholder map will help you understand the context you are working in. Creating this map is an essential step toward strategic action and creating positive change.

#### Materials Needed

[Stakeholder Mapping 1](#) handout;  
[Stakeholder Mapping 2](#) handout;  
different colored pens

#### Learning Objectives

Participants are able to identify a range of stakeholders with an interest in a specific security issue and the relationships between them.

**Time** 60 minutes

#### Instructions

Distribute the [Stakeholder Mapping 1](#) handout (see annex). Have each group:

- Write their security issue from the Problem Tree analysis at the top of the handout.
- Make a list of at least eight different stakeholders - individuals, groups, or institutions with an interest or concern in the issue. This can include those who are interested in reform and those uninterested or against it. Include as much detail as possible, including individuals' names where relevant.

Ask groups to review their lists and indicate which of the following categories each stakeholder falls into, marking each with a different colored pen:

- Potential target (Someone who you seek to influence) – circle in blue
- Potential partner (Someone who supports the change you seek) – circle in black
- Potential spoiler (Someone who opposes the change you seek) – circle in red
- Potential neutral (Someone who does not feel strongly either way) – circle in green



Next, each group will map these stakeholders to show visually how the stakeholders relate to each other. Distribute the [Stakeholder Mapping 2](#) handout (see annex). Using this sample map, explain:

- Each stakeholder should have its own **circle**.
- Stakeholders who have a strong connection should be connected by a **solid line**.
- Stakeholders who have a weak connection should be connected by a **dotted line**.
- Stakeholders who have a broken or bad relationship should be connected by a **broken line**.

Use the following optional symbols with more advanced groups.

- Stakeholders who have a lot of influence should have **larger circles**, while stakeholders with less influence should have **smaller circles**.
- **Directional arrows** can be used to depict the direction of influence (e.g., A → B means that A has influence over B)

Distribute a flipchart and markers to each group. Each group will use their stakeholder lists to create a stakeholder map on their flipchart. (20 minutes)

The groups will likely identify a mix of individuals and institutions. For circles with institutions, have participants identify a key decision maker at that institution and write their name in the same circle.

When they are finished, have each group briefly present their maps.

---

## Debrief

### Facilitator Talking Points

- Mapping stakeholders can uncover connections or dynamics between stakeholders that you didn't previously realize. A stakeholder map can also help identify key policymakers and how you're connected (or not connected) to them. This information is useful as you develop your advocacy strategy.
- You will come back to this map throughout your advocacy planning. For instance, this map can be very useful for identifying potential partners (like coalition members), particularly ally/partner organizations that have stronger connections to certain policymakers. Constructing a stakeholder map with partners can also reveal new levels of access to policymakers.

## 10.5 Which Skills Do We Have to Support SSR?



### 10.5.1 Activity: Knowledge, Skills, and Experience

#### Background for Facilitator

This activity is an opportunity for participants to reflect on the specific knowledge, skills, and experience they bring to SSR.

#### Materials Needed

Flipchart

#### Learning Objectives

Participants are able to identify the knowledge, skills, and experience they bring to SSR.

**Time** 15 minutes

#### Facilitator Talking Points

- Once we have mapped our advocacy targets, allies, and opponents, it is time to think about what we bring to the table. As we explored in Module 6, civil society can play a vital role in SSR processes. A vibrant civil society represents the interests of many different parts of and groups within the community. It can highlight security needs and interests that security sector institutions might not otherwise attend to.

#### Instructions

Referring to the slide, have each participant write down the particular knowledge, skills, and experience they as individuals or their organization brings to a discussion of the gender-related SSR issue they have been thinking about. (5 minutes)

Ask them to share the knowledge, skills, and experience they have identified with the group, and try to solicit responses from everybody. Record key areas of knowledge, skills, and experience on a flipchart. (10 minutes)

#### Debrief

##### Facilitator Instructions

Wrap up by highlighting the range and depth of knowledge, skills, and experiences in the room. This breadth and variety will contribute to making security institutions more gender sensitive and to ensuring that the security and justice needs of both women and men are met.

## 10.6 Overcoming Challenges to Collaborating with the Security Sector



### 10.6.1 Activity: Confronting Fears About Cooperation

#### Background for Facilitator

This activity gives participants an opportunity to develop strategies to overcome potential difficulties and barriers in working with the security sector.

Participants should continue to work in their thematic groups. You can provide a handout to guide small group work or put the questions on a presentation slide.

#### Materials Needed

Flipchart; markers; [Confronting Fears About Cooperation](#) handout or presentation slide

#### Learning Objectives

Participants are able to identify common barriers to CSOs and security institutions working together and strategies to overcome them

**Time** 45 minutes

#### Facilitator Talking Points

- We all know that while women’s organizations have much expertise to offer, sometimes women’s groups and other civil society organizations may have to advocate for their right to inform and influence SSR processes. Security sector decision makers might resist your involvement. Likewise, some CSOs may be hesitant about getting too closely involved with the security sector. Let’s have a frank discussion about the fears, barriers, and challenges that exist for security institutions and CSOs when considering engaging cooperatively in an SSR process.

#### Instructions

Provide groups with the [Confronting Fears About Cooperation](#) handout (see annex) or display the questions from the handout on a presentation slide. Remind them to keep thinking about the skills they bring to their particular gender/security issue and have each group complete the handout together. If necessary, share some examples of relevant fears, etc. as suggested below:

- Fears/challenges/barriers/arguments against engaging with the relevant security sector institution(s) from the perspective of CSOs, e.g.:
  - Women’s organizations sometimes do not have the contacts, security language, or technical expertise to be able to effectively contribute to SSR.
  - Women’s organizations may fear losing some of their independence if they work with the security sector.
  - Personal safety concerns can prevent civil society activists from speaking out.

- Fears/challenges/barriers/arguments against engaging with women or CSOs from the perspective of the security sector, e.g.:
  - Women are assumed not to have security expertise.
  - International and national SSR advisers often don't understand the importance of broad participation and don't know how to include both men and women.
  - SSR processes often have no budget for increasing the broad participation of men and women.
- Practical realities that may limit engagement by either security institutions or CSOs, e.g.:
  - Security institutions may not be allowed to release certain kinds of information to CSOs.

Ask each group to present one challenge and one strategy to overcome it. Facilitate a discussion about how fears and barriers might impact planning for action, incorporating examples from the small group work. Then discuss strategies, noting key approaches on a flipchart. (20 minutes)

---

## Debrief

### **Facilitator Instructions**

Note that successful engagement starts with recognizing fears, challenges, and barriers that might exist on the part of security institutions and/or CSOs. In some cases, these fears may not amount to anything more than stereotypes and ignorance. In other cases, they might be based on a desire to control and protect access and information—something that can often be legitimately challenged. In yet other cases, fears may be based on past experiences—in which case CSOs and security institutions alike will benefit from an honest reckoning of unsuccessful previous attempts to work together.

## 10.7 Wrap Up



### 10.7.1 Facilitator Talking Points: Points to Take Away

#### Background for Facilitator

This section highlights the main points of the module.

#### Facilitator Talking Points

- There are different ways to advocate for security sector reform. At different times, advocacy can be more constructive or more confrontational. The approach you choose will depend upon the institution you want to engage with, the topic you work on, and how best to achieve the changes you want to see.
- It is useful to think about the different phases of advocacy. One way to do so is through the seven stages of the Advocacy Cycle. *Revisit the steps of the Advocacy Cycle, as needed.*
- The strongest basis for any advocacy is to think carefully about the problems you are trying to address and examine their underlying (root) causes. This can help you identify what changes might alter these causes and therefore solve or lessen the problem. A problem tree analysis is an effective tool for this process.
- Stakeholder mapping can uncover connections or dynamics between actors and can help to identify key policymakers and how you're connected (or not connected) to them. This information will be useful as you develop your advocacy strategy.
- We discussed again the skills and knowledge that civil society contributes to SSR... *Go back to the results of Activity 10.5.1 and summarize a few key points.*
- Successful engagement starts with recognizing the existing fears, challenges, and barriers to communication and cooperation that might exist between security sector institutions and/or CSOs.
- In the modules to follow, we will continue to work through the different stages of the advocacy cycle to make our gender and SSR advocacy as effective as possible.

#### Materials Needed

None

#### Learning Objectives

Participants will understand the main points of this module.

**Time** 5 minutes

# Adapting the Module

---



## Less Time



### **10.2.1 Discussion:** Advocacy Experiences **(SAVE 15 MINUTES)**

By this stage in the training, participants may have already shared their advocacy experiences; if this is the case, you can simply refer briefly to some examples previously shared.



### **10.2.2 Facilitator Talking Points:** The Advocacy Cycle **(SAVE 10 MINUTES)**

Some audiences may already have completed an advocacy training, and these sections can be completed more quickly.



### **10.3.1 Activity:** Problem Tree Analysis **(SAVE 30 MINUTES)**

This exercise could be done more quickly if you lead participants through creating a Problem Tree as a large group (as opposed to breaking up into small groups).



### **10.6.1 Activity:** Confronting Fears About Cooperation **(SAVE 10 MINUTES)**

With less time, ask half of the groups to work on fears/challenges/barriers/arguments from a CSO perspective, and the other half on fears/challenges/barriers/arguments from security institutions' point of view.



## More Time



### **10.3.1 Activity:** Problem Tree Analysis **(ADD 30 MINUTES)**

Instead of allowing each small group to choose their own gender and SSR issue, facilitate a group brainstorm of the range of problems that participants might want to address with their advocacy.

In pairs or triads, have participants discuss what they think is the most pressing gender and SSR-related problem their community faces. Invite participants to share their suggestions, noting them on a flipchart. Once you have a good list of problems, ask participants to vote on which they want to analyze and have each small group work on the same problem. The gallery walk will show how each small group interprets the causes and effects of the problem differently.

## Assessment Questions (Blank)

### Q.10.1 Advocacy means: (select one)

- a. A pact or treaty among individuals or groups, during which they cooperate in joint action.
- b. A planned, deliberate, and sustained effort to advance an agenda for change.
- c. A tactic to ensure that people think the way you do.
- d. A set of activities that address direct needs like delivering humanitarian aid, providing shelter, and building schools.

### Q.10.2 Stakeholder mapping is useful for advocacy because: (select all that apply)

- a. It can help you get a broad view of the actors involved in an issue and the dynamic between them.
- b. It can help you figure out who your allies and partners can be.
- c. It can help you figure out who might be opposed to your agenda.

## Assessment Questions (Answer Key)

### Q.10.1 Advocacy means: (select one)

- a. A pact or treaty among individuals or groups, during which they cooperate in joint action.
- b. A planned, deliberate, and sustained effort to advance an agenda for change.
- c. A tactic to ensure that people think the way you do.
- d. A set of activities that address direct needs like delivering humanitarian aid, providing shelter, and building schools.

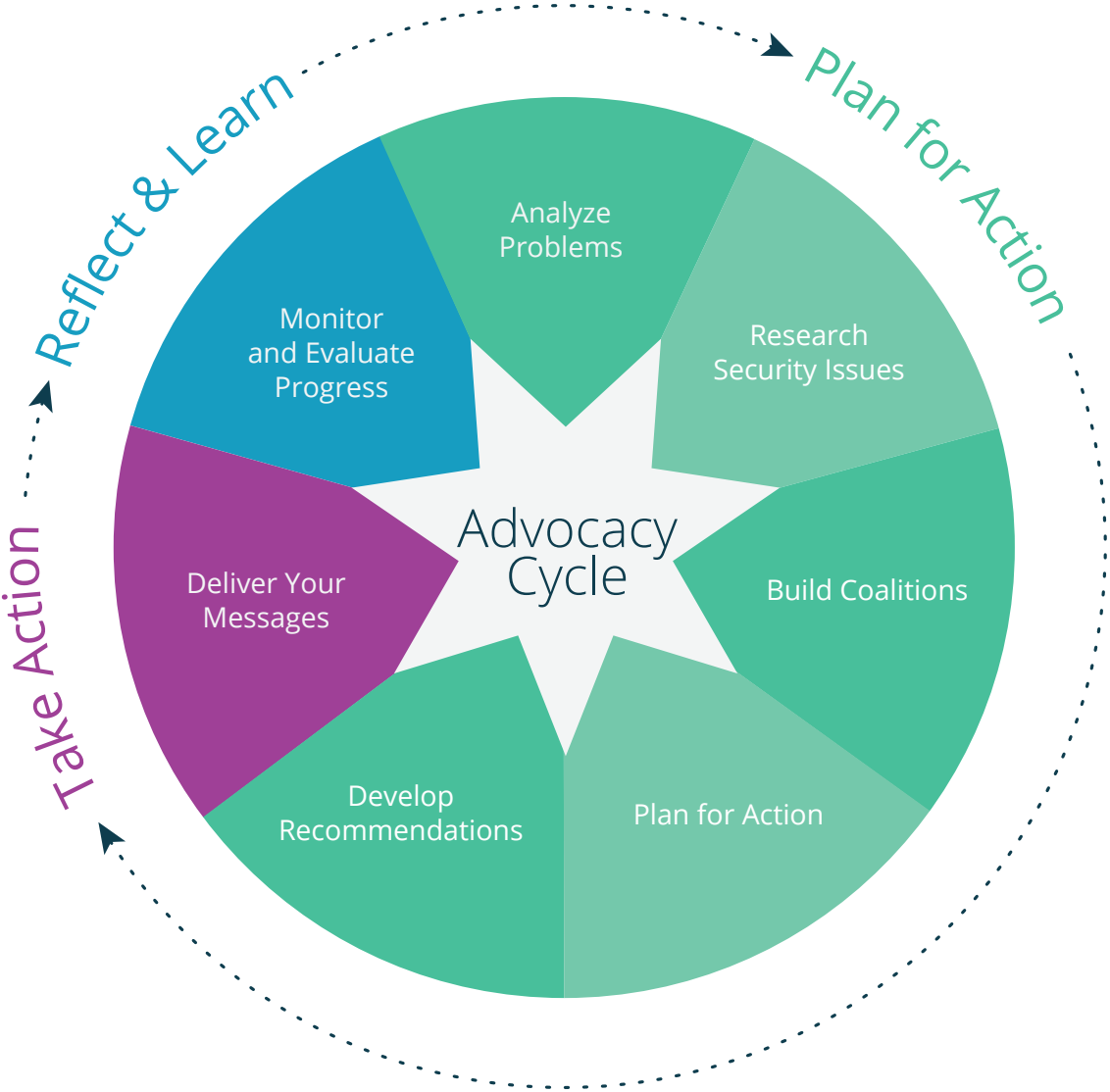
### Q.10.2 Stakeholder mapping is useful for advocacy because: (select all that apply)

- a. It can help you get a broad view of the actors involved in an issue and the dynamic between them.
- b. It can help you figure out who your allies and partners can be.
- c. It can help you figure out who might be opposed to your agenda.

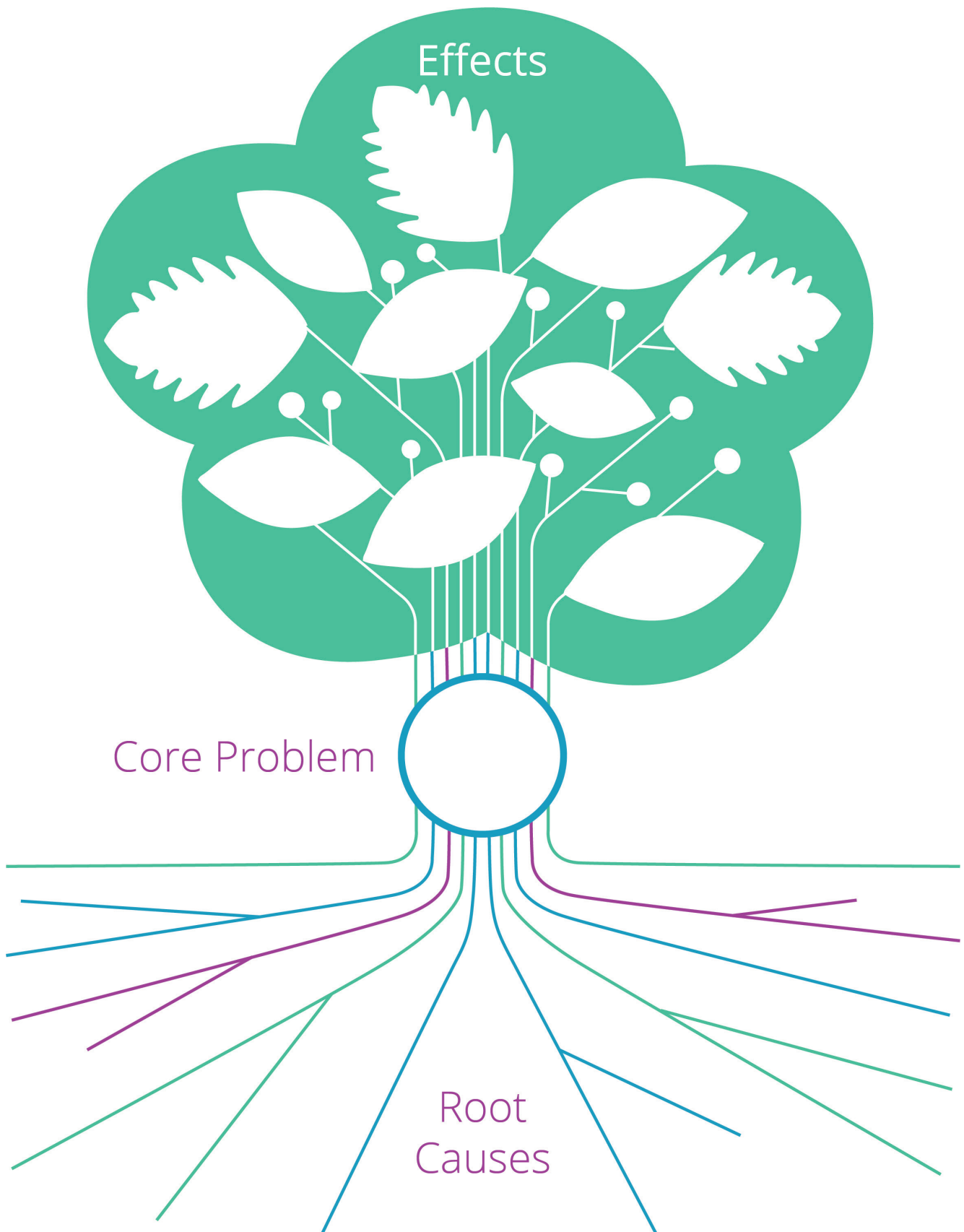
# ANNEX



# Advocacy Cycle



# Problem Tree



# Stakeholder Mapping 1

---

## Problem/Security Issue

---

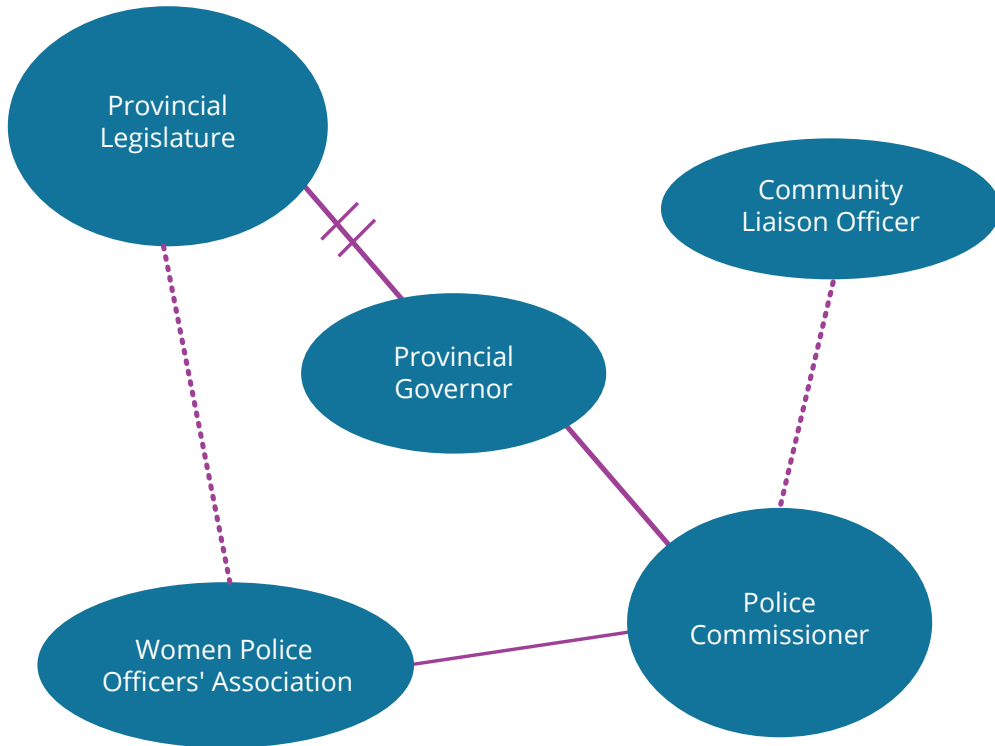
**Step 1 | List all the stakeholders who have a stake in your problem/security issue**

---




**Step 2 | Use colors to indicate each stakeholder's relationship to the issue**

- Potential target (Someone you seek to influence) – circle in blue
- Potential partner (Someone who supports the change you seek) – circle in black
- Potential spoiler (Someone who opposes the change you seek) – circle in red
- Potential neutral (Someone who does not feel strongly either way) – circle in green

## Stakeholder Mapping 2



### Symbol Legend

-  **Solid line** = Actors have a strong relationship
-  **Dotted line** = Actors have a weak relationship
-  **Broken line** = Actors have a broken or bad relationship

## Confronting Fears About Cooperation

---

**1. List any fears/challenges/barriers/arguments against engaging with relevant security sector institution(s) from the perspective of civil society organizations:**

---

**2. List any fears/challenges/barriers/arguments against engaging with women or CSOs from the perspective of security sector institution(s):**

---

**3. List any practical realities that may limit engagement by either security institutions or CSOs:**

---

**4. List strategies that can be used to overcome fears, challenges, and barriers and build trust:**

Inclusive Security  
1615 M Street NW, Suite 850  
Washington, DC 20036  
202.403.2000  
[inclusivesecurity.org](http://inclusivesecurity.org)

The Geneva Centre for the Democratic  
Control of Armed Forces (DCAF)  
P.O. Box 1360  
CH-1211 Geneva 1  
Switzerland  
+41 (0) 22.730.9400  
[dcaf.ch](http://dcaf.ch)



## MODULE ELEVEN

### Researching Security Issues



Photo Credit: HUMA / World Bank

## A Women's Guide to Security Sector Reform Training Curriculum



**DCAF**

a centre for security,  
development and  
the rule of law



**INCLUSIVE  
SECURITY**

## Acknowledgements

Over the last decade, Inclusive Security and DCAF have conducted dozens of training workshops with women and men in countries undergoing security sector reform processes. We wish to thank all those who have participated in these trainings, sharing their stories, their wisdom and their experience, and helped us in turn to develop the training approaches reflected in this curriculum.

We extend particular appreciation to the authors of our *A Women's Guide to Security Sector Reform*, which served as the key background resource for this curriculum, Megan Bastick and Tobie Whitman, and the Advisory Council for that Guide: Ruth Gibson Caesar, Wazhma Frogh, Alaa Murabit, Jessica Nkuuhe, Bandana Rana and Sonja Stojanovic.

Kathrin Quesada, Megan Bastick, Heather Huhtanen, Carrie O'Neill and Kristin Valasek were the primary authors of this curriculum. Jacqueline O'Neill and Daniel de Torres helped shape the original outline and provided substantive input. Input was also received from Michelle Barsa, Anna Kadar, Alice Kielmann, Caroline Pradier, Lorraine Serrano, and Nanako Tamaru. Mylène Socquet-Juglard and Marta Ghittoni assisted with final stages of publication.

Editing by Rachel Isaacs. Graphic design by Stephanie Pierce-Conway.

## DCAF

The Geneva Centre for the Democratic Control of Armed Forces (DCAF) is an international foundation whose mission is to assist the international community in pursuing good governance and reform of the security sector. DCAF develops and promotes norms and standards, conducts tailored policy research, identifies good practices and recommendations to promote democratic security sector governance, and provides in-country advisory support and practical assistance programmes.

DCAF's Gender and Security Division works through research, technical advice and regional projects to support the development of security sectors that meet the needs of men, women, boys and girls; and promote the full participation of men and women in security sector institutions and security sector reform processes.

Visit us at: [www.dcaf.ch](http://www.dcaf.ch). Contact us at: [gender@dcaf.ch](mailto:gender@dcaf.ch).

## Inclusive Security

Inclusive Security is transforming decision making about war and peace. We're convinced that a more secure world is possible if policymakers and conflict-affected populations work together. Women's meaningful participation, in particular, can make the difference between failure and success. Since 1999, Inclusive Security has equipped decision makers with knowledge, tools, and connections that strengthen their ability to develop inclusive policies and approaches. We have also bolstered the skills and influence of women leaders around the world. Together with these allies, we're making inclusion the rule, not the exception.

Visit us at: [inclusivesecurity.org](http://inclusivesecurity.org). Contact us at: [info@inclusivesecurity.org](mailto:info@inclusivesecurity.org).

©2017 Inclusive Security and DCAF. The use, adaptation and copying of this guide is encouraged. We do, however, ask that you acknowledge and cite all materials used.

Please get in touch with us if you would like to translate this guide.

ISBN: 92-9222-438-7

Cite as: Inclusive Security and DCAF. *A Women's Guide to Security Sector Reform: Training Curriculum*. Washington, D.C.: Inclusive Security and DCAF, 2017.



# MODULE OVERVIEW: Researching Security Issues

---

## Learning Objectives

- Participants are able to explain why research is important and develop a research plan for a specific security issue.
  - Participants are able to give examples of monitoring the security sector.
  - Participants are able to identify safety and ethical issues around conducting research and describe ways to mitigate such risks.
- 



## Background Resources for Trainers

- Amnesty International. *Monitoring and Reporting Human Rights Violations in Africa: A Handbook for Community Activists*. Amsterdam: Amnesty International, 2002. [www.amnesty.org/download/Documents/HRELibrary/sec010012002eng.pdf](http://www.amnesty.org/download/Documents/HRELibrary/sec010012002eng.pdf)
- Barcia, Inmaculada. *Our Right to Safety: Women Human Rights Defenders' Holistic Approach to Protection*. Toronto: Association for Women's Rights in Development, 2014. [www.awid.org/sites/default/files/atoms/files/Our%20Right%20To%20Safety\\_FINAL.pdf](http://www.awid.org/sites/default/files/atoms/files/Our%20Right%20To%20Safety_FINAL.pdf)
- Barry, Jane. *Integrated Security: the Manual*. Johannesburg: Kvinna till Kvinna, 2011. [www.integratedsecuritymanual.org](http://www.integratedsecuritymanual.org)
- Bastick, Megan. *Gender Self-Assessment Guide for the Police, Armed Forces and Justice Sector*. Geneva: DCAF, 2011. [www.dcaf.ch/Publications/Gender-Self-Assessment-Guide-for-the-Police-Armed-Forces-and-Justice-Sector](http://www.dcaf.ch/Publications/Gender-Self-Assessment-Guide-for-the-Police-Armed-Forces-and-Justice-Sector)
- Bastick, Megan and Tobie Whitman. *A Women's Guide to Security Sector Reform*. Washington: Inclusive Security and DCAF, 2013. [www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform](http://www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform)
- Cole, Eden, Kerstin Eppert, and Katrin Kinzelbach. *Public Oversight of the Security Sector: A Handbook for Civil Society Organizations*. Geneva: DCAF and United Nations Development Programme, 2008. [www.dcaf.ch/Publications/Public-Oversight-of-the-Security-Sector](http://www.dcaf.ch/Publications/Public-Oversight-of-the-Security-Sector)
- Ellsberg, Mary and Lori Heise. *Researching Violence Against Women: A Practical Guide for Researchers and Activists*. Washington: World Health Organization and Program for Appropriate Technology in Health, 2005. [www.who.int/reproductivehealth/publications/violence/9241546476/en/](http://www.who.int/reproductivehealth/publications/violence/9241546476/en/)
- O'Neil, Carrie and Nanako Tamaru. *Advocacy for Inclusive Security Curriculum*. Washington: Inclusive Security, 2017. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)
- Office of the United Nations High Commissioner for Human Rights. *Manual on Human Rights Monitoring*. Geneva: Office of the United Nations High Commissioner for Human Rights, 2011. [www.ohchr.org/Documents/Publications/OHCHRIntro-12pp.pdf](http://www.ohchr.org/Documents/Publications/OHCHRIntro-12pp.pdf)

## Time

## Description

**5 minutes**

### **11.1 Introduction to the Module**

11.1.1 Facilitator Talking Points

**35 minutes**

### **11.2 Knowledge is Power: Researching Security Issues**

11.2.1 Facilitator Talking Points: Why Do Research, and On What?

11.2.2 Facilitator Talking Points: Research Methods

**10 minutes**

### **11.3 Monitoring the Security Sector**

11.3.1 Facilitator Talking Points: Data Collection Through Monitoring

**55 minutes**

### **11.4. Planning for Research**

11.4.1 Activity: Developing a Research Plan

**40 minutes**

### **11.5 Challenges: Ethical and Safety Issues**

11.5.1 Activity: Research Safety and Ethics

**5 minutes**

### **11.6 Wrap Up**

11.6.1 Facilitator Talking Points: Points to Take Away

### **Adapting the Module**

### **Assessment Questions**

**Total Time: 2 hours 30 minutes**

# 11.1 Introduction to the Module



## 11.1.1 Facilitator Talking Points

### Background for Facilitator

This section introduces the purpose and learning objectives of the module.

### Facilitator Talking Points

- In Module 10 we discussed different advocacy approaches and activities. We thought about advocacy as a “cycle” wherein you start by analyzing the problems in the security sector that you want to address then move through the following stages: research security issues, build coalitions, plan for action, develop recommendations, deliver your advocacy message, and monitoring and evaluate progress, while engaging with the security sector throughout. We then practiced using a “problem tree” to analyze problems, mapped stakeholders, and assessed our own skills and experience with regards to SSR.
- This module focuses on the second step in the Advocacy Cycle: researching security issues. We will examine in more detail why it can be helpful for a women’s organization or other civil society organization to research security issues and/or monitor the security sector.
- After this module, you will be able to:
  - Explain why research is important and develop a research plan for a specific security issue.
  - Give examples of monitoring of the security sector.
  - Identify safety and ethical issues around conducting research and describe ways to mitigate such risks.

### Materials Needed

None

### Learning Objectives

Participants are able to identify the purpose and learning objectives of this module.

**Time** 5 minutes

## 11.2 Knowledge is Power: Researching Security Issues



### 11.2.1 Facilitator Talking Points: Why Do Research, and On What?

#### Background for Facilitator

Participants will reflect on why research is important to effective advocacy and review examples of research for SSR advocacy. If possible, use examples relevant to the training context (geographically, thematically, etc.). If participants are already experienced in doing research, use the questions to facilitate a discussion; if not, this activity can be more of a presentation.

#### Materials Needed

None

#### Learning Objectives

Participants are able to explain why research is important to effective advocacy.

**Time** 15 minutes

#### Facilitator Talking Points

- What can research bring to your advocacy? Any project or action should include some background research. For example, a training needs assessment is an important first step for a training activity. Alternatively, you may want to make researching the security sector the main focus of your advocacy. For instance, conducting an in-depth study on gender and prison conditions where the research itself is your desired outcome.
- Research can help you:
  - **Strengthen your understanding of what is causing the problems you have identified:** Research can identify the factors that contribute to a problem, including its root causes, and possible solutions.
  - **Better understand the impact of your security sector problem:** The people most affected by the issues you are trying to address are an important source of information. For example, communities can help identify how police, courts, and other security sector actors are meeting or failing to meet the security needs of particular groups.
  - **Strengthen your understanding of how change can happen:** As you learn more about your problem and the actors involved, you can design and refine your advocacy strategy. You want to address any obstacles and make use of the potential drivers of change.
  - **Demonstrate your credibility:** A strong evidence base makes your advocacy more convincing. Moreover, presenting new and topical information on security issues can help you secure the attention of policymakers, the media, and other advocacy targets.
- Remember that evidence can change and evolve, so research is ideally ongoing or repeated, not a one-time event.

- What are some examples of research related to the security sector?
  - Explore women’s, men’s, boys’, and girls’ perceptions of security and security sector institutions as well as how they identify their own security needs. For example, in Libya, the organization Voice of Libyan Women researched the security needs of communities using “poster surveys.” Voice of Libyan Women set up booths in markets and asked women and men of all ages to write down their hopes for Libyan women in a time of transition. In doing so, they gathered diverse perspectives on different issues affecting women that they were later able to reference in their advocacy messaging.
  - Investigate a particular security problem (e.g., street violence, road blocks, or domestic violence).
  - Examine the conduct of particular security sector institutions in regard to boys, girls, men, and/or women. For example, in Serbia, The Belgrade Center for Security Policy observed that security problems affecting women were being poorly addressed because local security sector institutions did not understand women’s specific needs. The Center conducted a needs assessment that included data analysis, training and sensitization, and consultations with a range of actors, including women’s organizations, local authorities, local security bodies, municipal boards, the police, and the media. This assessment provided a platform for dialogue between women’s organizations and security sector institutions.



## 11.2.2 Facilitator Talking Points: Research Methods

### Background for Facilitator

This section presents a number of research methods often used by civil society organizations. Participants will reflect on their own experiences using these methods.

The research methods presented here are not covered in depth. For more information on focus groups, interviews, consultations, and policy analysis, see Inclusive Security's "Advocacy for Inclusive Security Curriculum – Module 3: Research and Collect Data."

### Materials Needed

Presentation slides

### Learning Objectives

Participants are able to list at least three different research methods.

**Time** 20 minutes

### Facilitator Talking Points

- Your research methods will depend on the problem you identified, the resources you have (e.g., time, financial, and human), and how comfortable you are engaging with particular people or institutions. It is important to remember that because women's perspectives on security are often marginalized, even a small piece of research can positively affect your advocacy.
- Innovation and flexibility are key. The Voice of Libyan Women showed us that women living in a conflict-affected country can collect data in a way that requires few resources and engages the community.
- What are your experiences conducting research? What tools have you used?
- *Discuss the methods in the 'Research Methods' box on the next page, highlighting those that correspond to examples shared by participants. Note that DCAF's "Gender Self-Assessment Guide for the Police, Armed Forces and Justice Sector" is a good reference for questions participants may have about these institutions.*
- Research can be a powerful way to raise up the voices of those excluded from decision making and to reflect the diversity of needs and perspectives in a community. When choosing whom to engage in your research, consider:
  - **Including the excluded:** Think about how to include marginalized groups, such as ethnic, religious, or linguistic minorities; gay, lesbian, bisexual, and transgender communities; and illiterate individuals. When such communities are involved in research or perform research themselves, it can be very empowering.
  - **Seek to be objective and welcome all views:** The purpose of research is to test your ideas and analysis, not prove them. Participants should include a cross-section of the population—including those who might be against your cause.
- Be sensitive to the different needs of those participating in your research and be aware of what might prevent or allow them to participate. For example:
  - **Socio-cultural constraints:** Power dynamics often affect who attends or participates in specific meetings. For example, if outside researchers invite community representatives to a meeting, it might be customary for only older men to participate; you might have to make special arrangements to facilitate the participation of women, youth, or minority groups.

## Research Methods

### Desk Research

Analyze existing research and information. For example, research by other organizations or universities; government policy documents; reports issued by the government, parliament, ombudsperson's offices, or human rights commissions; newspaper reports; crime statistics.

### Interviews

Talk to people with different perspectives on the issue. On a community level, this may include other civil society organizations, religious leaders, youth groups, local council officials, and family and friends of victims/survivors of abuse. At the provincial or national level, you could approach government officials, parliamentarians, journalists, academics, etc. Make sure you interview both women and men.

### Consultations and Focus Groups

Focus groups are discussions led by a facilitator with 7 to 12 participants. Use these conversations to assess your community's local security needs by collecting opinions, attitudes, and perspectives on a particular topic.

### Survey

Create a questionnaire with a small number of yes/no questions and administer it to a group of people (e.g. 25 to 75 people). You can also use online survey tools if your target respondents have internet access.

### Site Visits

Where permitted, inspecting security sector facilities (like police stations, prisons, and border checkpoints) can be informative.

- **Time and mobility constraints:** Women's domestic responsibilities (including child care) often require them to stay close to home. Lack of mobility may also constrain persons with disabilities.
- **Abilities and technical knowledge:** Literacy levels can vary due to differing access to education, and in some places this adversely affects women and groups like the disabled, minority groups, migrants, and indigenous people. Individuals who have been marginalized from political processes may be less familiar with related technical terms and concepts.
- What are some potential challenges in researching the security sector? *Highlight, if not raised:*
  - Access to information within security institutions may be a significant challenge, especially where human rights abuses and institutional failures are concerned. Furthermore, laws concerning freedom of information are often not applicable or not enforced regarding the security sector.
  - It may be difficult or dangerous to physically access security sector facilities such as prisons, courts, and police stations. We will return to issues of safety and security later in this module.

## 11.3 Monitoring the Security Sector



### 11.3.1 Facilitator Talking Points: Data Collection Through Monitoring

#### Background for Facilitator

This presentation covers the basics of what it means to “monitor” the security sector as one approach for conducting research. For more detailed guidance and examples, see DCAF’s “Public Oversight of the Security Sector: A Handbook for Civil Society Organizations” and Amnesty International’s “Monitoring and Reporting Human Rights Violations in Africa: A Handbook for Community Activists.”

#### Materials Needed

Presentation slides

#### Learning Objectives

Participants are able to recognize the characteristics of security sector monitoring.

**Time** 10 minutes

#### Facilitator Talking Points

- If you observe and analyze the security sector over an extended period of time, you may be a “security sector monitor.” Monitoring is the planned and systematic examination of a particular institution or issue:
  - Over an extended period of time;
  - Adhering to a transparent and consistent methodology; and
  - Using explicit criteria, in the form of legal obligations and best practices, as benchmarks.
- Monitors seek to document and analyze the impact of ongoing governmental action and suggest ways to improve it. This is one way to **engage with the security sector** in the advocacy process. It involves the publication and promotion of monitoring reports, which are grounded in research and can be used for advocacy. The results of monitoring can be presented to the government but can also be shared with the media, security sector oversight bodies, as well as other civil society organizations conducting research on particular security problems. For example:
  - In South Africa, Sonke Gender Justice works alongside the Shukumisa Campaign to actively monitor police stations, courthouses, and hospitals. As required by the Sexual Offences Act and its implementing policies, they use this information to determine what services are in place for rape victims and to strengthen the justice system’s response to sexual offences, promoting a South Africa where everybody treats rape as a serious crime.
  - In Cambodia, human rights organization, the Cambodian League for the Promotion and Defense of Human Rights (LICADHO), uses international standards, such as CEDAW, as benchmarks against which to monitor the state’s protection of survivors of gender-based violence and the prosecution of perpetrators, issuing annual reports.
- Do you have other examples of security sector monitoring?



## 11.4 Planning for Research



### 11.4.1 Activity: Creating a Research Plan

#### Background for Facilitator

This activity guides participants through developing a research plan for a specific security issue. Be prepared to give participants more information on research learning resources, bringing examples of guides and handbooks if possible.

#### Materials Needed

Flipchart; [Developing a Research Plan](#) handout

#### Learning Objectives

Participants are able to develop a research plan for a specific security issue.

**Time** 55 minutes

#### Instructions

Let each group choose an issue to work on or assign each group an issue. Distribute the [Developing a Research Plan](#) handout (see annex).

Ask each group to develop a plan to research or monitor their issue, using the handout as a template. For this activity, they should only consider the first three columns of the worksheet (they will complete the last two in the next activity):

- What information do you need to research your specific security problem?
- Where/how can you get the information?
- Whom might you work with (e.g., other organizations) or ask?

Circulate, help groups to generate ideas, and try to ensure that every group member is participating in the task. (20 minutes)

When the groups are finished, do one of the following:

- Ask each group to hang their plan on the wall and invite participants to walk around the room, reading each others' plans. Each group should leave a representative with their research plan to answer questions. Have participants mark with a yellow highlighter elements that they particularly like in other groups' research plans. Have them draw a red arrow next to any elements they think might be very difficult to achieve; OR
- Have each group do a short presentation of their research plan, inviting feedback from the rest of the groups. (20 minutes)

#### Debrief

##### Facilitator Instructions

Facilitate a discussion about the research approaches participants identified in their plans. Prompt participants to articulate the resources they would need for their research and identify (other) challenges they might face.

Use this discussion of challenges to introduce the following activity on research safety and ethics. (15 min).

## 11.5 Challenges: Ethical and Safety Issues



### 11.5.1 Activity: Research Safety and Ethics

#### Background for Facilitator

This activity is a continuation of the previous one, in which participants started to develop their research plans. This activity will help participants identify safety and ethical issues related to conducting research and come up with ways to mitigate some of these risks.

Participants should be in the same groups as the previous activity.

#### Materials Needed

Presentation slides

#### Learning Objectives

Participants are able to identify safety and ethical issues related to conducting research and ways to mitigate those risks.

**Time** 40 minutes

#### Facilitator Talking Points

- When conducting research, one must always think first about ethics and personal safety.
- Identifying and documenting human rights abuses can present security risks to both the researcher and those who share information with researchers. In some contexts, simply asking questions about human rights abuses is dangerous—both those asking and those answering questions can become targets. It is important to identify whether this is a practical reality in your context and to think carefully before taking on such an issue. If such research is conducted, it is important to establish basic protections to ensure anonymity and confidentiality. For example, will you share the names of the people you interview? If not, how will you ensure that the identities of those you interviewed will remain anonymous?
- You might also consider questions around the physical safety of your staff and risks related to convening groups of participants. Also, questions on how your research could impact participants (e.g., whether your questions could trigger past trauma; community perceptions (or stigma) of individuals who support your research). Risks can come in many shapes and forms – it is important to think about what range of issues could arise.

#### Instructions

Redistribute the research plans to the groups. Ask each group to consider the last two columns: security and ethical issues that may arise and steps that could be taken to mitigate risks. If participants conducted a gallery walk in the previous activity, the red arrows added by other participants might help to identify some areas of risk. (15 minutes)

Invite each group to share two key risks and strategies to mitigate them.

Facilitate a discussion, highlighting that approaches to manage risks might include: (20 minutes)

- Anonymizing records, which means deleting all personal data (e.g., age, sex, profession, etc.) that could identify a person.
  - Keeping all data in a safe space that you can lock, and to which only you have access.
  - Only undertaking research with the formal permission of the institution concerned.
- 

## Debrief

### **Facilitator Instructions**

Emphasize that in all circumstances, participants must assess the risks to their and others' personal safety. People's safety should never be jeopardized. (5 minutes)

## 11.6 Wrap Up



### 11.6.1 Facilitator Talking Points: Points to Take Away

#### Background for Facilitator

This section highlights the main points of the module.

#### Facilitator Talking Points

- Knowledge is a powerful tool. Research helps you understand root causes and effects of problems, increases the evidence for your arguments and your credibility, and allows you to more strategically formulate the message you want to convey to security institutions.
- Research methods include desk research, interviews, site visits, focus groups, consultations, and surveys.
- If you have the resources for more sustained engagement, you can monitor the security sector, which requires more comprehensive methodology and standards.
- When engaging in research or monitoring, you may encounter obstacles such as limited or no access to information and suspicion towards your role and project. Research can even put both researchers and research participants at risk. In all circumstances, an assessment must be done of risks to your or others' personal safety before any research starts.

#### Materials Needed

None

#### Learning Objectives

Participants will understand the main points of this module.

**Time** 5 minutes

# Adapting the Module

---



## Less Time



**11.4.1 Activity:** Developing a Research Plan



**11.5.1 Activity:** Research Safety and Ethics (**SAVE 55 MINUTES**)

Activities 11.4.1 and 11.5.1 can be combined into one facilitated plenary discussion on a single topic. Suggestions under different columns in the research plan can be written up on flipcharts.



## More Time



### 11.2.2 Facilitator Talking Points: Research Methods



#### 11.4.1 Activity: Developing a Research Plan (ADD 15 MINUTES)

Brainstorm ways to include marginalized groups in the research, such as ethnic, religious, or linguistic minorities; gay, lesbian, bisexual, and transgender communities; and illiterate individuals. Alternatively, add this category to the [Develop a Research Plan](#) handout.



#### 11.4.1 Activity: Developing a Research Plan (ADD 15 MINUTES TO ONE HOUR)

After deciding what research methods they are going to use, groups can begin to design their research plan in more depth. For example, if they are conducting interviews or focus groups, they can start determining who they will interview and what their questions will be. If they are doing surveys, they can start writing questions and strategizing their distribution approach.

If you were working with a cohort that is particularly interested in monitoring human rights abuses, they could be tasked with developing a monitoring plan. This is research in the form of a planned and systematic examination of a particular institution or issue:

- Over an extended period of time;
- Adhering to transparent and consistent methodology; and
- Using explicit criteria, in the form of legal obligations and best practices, as benchmarks.

Use the further resources indicated in Section 11.3 to prepare materials for this.



#### 11.5.1 Activity: Research Safety and Ethics (ADD 30 MINUTES TO 2 HOURS)

This section could be developed into a longer module on personal safety and research ethics, using relevant material from the Background Resources for Trainers. For additional material, see DCAF's "Public Oversight of the Security Sector: A Handbook for Civil Society Organizations ([www.dcaf.ch/Publications/Public-Over-sight-of-the-Security-Sector](http://www.dcaf.ch/Publications/Public-Over-sight-of-the-Security-Sector)) and WHO's "Researching Violence Against Women: A Practical Guide for Researchers and Activists ([www.who.int/reproductivehealth/publications/violence/9241546476/en/](http://www.who.int/reproductivehealth/publications/violence/9241546476/en/)).

## Assessment Questions (Blank)

**Q.11.1 Which of the following is NOT likely to be a credible way to gather information on security issues: (select one)**

- a. Holding focus group discussions.
- b. Conducting interviews.
- c. Quoting anonymous posts on the internet.
- d. Visiting police stations as part of a prison visitor scheme.

**Q.11.2 Monitoring human rights abuses by the security sector is important because: (select one)**

- a. It can hold the security sector and its personnel accountable.
- b. It provides important contacts and increases your chances to be hired.
- c. It saves the ministry from having to collect the same information itself.
- d. It provides justice for victims.

## Assessment Questions (Answer Key)

**Q.11.1 Which of the following is NOT likely to be a credible way to gather information on security issues: (select one)**

- a. Holding focus group discussions.
- b. Conducting interviews.
- c. Quoting anonymous posts on the internet.
- d. Visiting police stations as part of a prison visitor scheme.

**Q.11.2 Monitoring human rights abuses by the security sector is important because: (select one)**

- a. It can hold the security sector and its personnel accountable.
- b. It provides important contacts and increases your chances to be hired.
- c. It saves the ministry from having to collect the same information itself.
- d. It provides justice for victims.

# ANNEX



# Developing a Research Plan

PROBLEM/SECURITY ISSUE <b>High rates of domestic violence</b>					
Information needed	How to find it	Possible research partners	Ethical and safety issues	How to mitigate risks	
<p>Example: How well police respond when a woman reports domestic violence</p>	<ul style="list-style-type: none"> <li>• Desk review: Reports from any women's refuges and NGOs, report of Human Rights Commissioner</li> <li>• Ask/interview police</li> <li>• Observe police; visit station</li> <li>• Ask victims' representatives; interview women's refuges/ groups</li> </ul>	<ul style="list-style-type: none"> <li>• Women's refuges and NGOs</li> <li>• Reporters</li> <li>• Human Rights Commissioner</li> <li>• Academics</li> </ul>	<ul style="list-style-type: none"> <li>• Risk of police retaliation against us, women's refuges, or women who report?</li> </ul>	<ul style="list-style-type: none"> <li>• Approach police commissioner through informal networks, to build police trust and support for research</li> <li>• Keep interview records secure and anonymous</li> </ul>	

Inclusive Security  
1615 M Street NW, Suite 850  
Washington, DC 20036  
202.403.2000  
[inclusivesecurity.org](http://inclusivesecurity.org)

The Geneva Centre for the Democratic  
Control of Armed Forces (DCAF)  
P.O. Box 1360  
CH-1211 Geneva 1  
Switzerland  
+41 (0) 22.730.9400  
[dcaf.ch](http://dcaf.ch)



## MODULE TWELVE

# Building and Maintaining Coalitions to Influence Security Sector Reform



Photo Credit: UNMISS

## A Women's Guide to Security Sector Reform Training Curriculum



**DCAF**

a centre for security,  
development and  
the rule of law



**INCLUSIVE  
SECURITY**

## Acknowledgements

Over the last decade, Inclusive Security and DCAF have conducted dozens of training workshops with women and men in countries undergoing security sector reform processes. We wish to thank all those who have participated in these trainings, sharing their stories, their wisdom and their experience, and helped us in turn to develop the training approaches reflected in this curriculum.

We extend particular appreciation to the authors of our *A Women's Guide to Security Sector Reform*, which served as the key background resource for this curriculum, Megan Bastick and Tobie Whitman, and the Advisory Council for that Guide: Ruth Gibson Caesar, Wazhma Frogh, Alaa Murabit, Jessica Nkuuhe, Bandana Rana and Sonja Stojanovic.

Kathrin Quesada, Megan Bastick, Heather Huhtanen, Carrie O'Neill and Kristin Valasek were the primary authors of this curriculum. Jacqueline O'Neill and Daniel de Torres helped shape the original outline and provided substantive input. Input was also received from Michelle Barsa, Anna Kadar, Alice Kielmann, Caroline Pradier, Lorraine Serrano, and Nanako Tamaru. Mylène Socquet-Juglard and Marta Ghittoni assisted with final stages of publication.

Editing by Rachel Isaacs. Graphic design by Stephanie Pierce-Conway.

## DCAF

The Geneva Centre for the Democratic Control of Armed Forces (DCAF) is an international foundation whose mission is to assist the international community in pursuing good governance and reform of the security sector. DCAF develops and promotes norms and standards, conducts tailored policy research, identifies good practices and recommendations to promote democratic security sector governance, and provides in-country advisory support and practical assistance programmes.

DCAF's Gender and Security Division works through research, technical advice and regional projects to support the development of security sectors that meet the needs of men, women, boys and girls; and promote the full participation of men and women in security sector institutions and security sector reform processes.

Visit us at: [www.dcaf.ch](http://www.dcaf.ch). Contact us at: [gender@dcaf.ch](mailto:gender@dcaf.ch).

## Inclusive Security

Inclusive Security is transforming decision making about war and peace. We're convinced that a more secure world is possible if policymakers and conflict-affected populations work together. Women's meaningful participation, in particular, can make the difference between failure and success. Since 1999, Inclusive Security has equipped decision makers with knowledge, tools, and connections that strengthen their ability to develop inclusive policies and approaches. We have also bolstered the skills and influence of women leaders around the world. Together with these allies, we're making inclusion the rule, not the exception.

Visit us at: [inclusivesecurity.org](http://inclusivesecurity.org). Contact us at: [info@inclusivesecurity.org](mailto:info@inclusivesecurity.org).

©2017 Inclusive Security and DCAF. The use, adaptation and copying of this guide is encouraged. We do, however, ask that you acknowledge and cite all materials used.

Please get in touch with us if you would like to translate this guide.

ISBN: 92-9222-438-7

Cite as: Inclusive Security and DCAF. *A Women's Guide to Security Sector Reform: Training Curriculum*. Washington, D.C.: Inclusive Security and DCAF, 2017.

# MODULE OVERVIEW:

## Building and Maintaining Coalitions to Influence Security Sector Reform

---

### Learning Objectives

- Participants are able to explain what coalitions are and why they are important to influencing security sector reform and security institutions.
  - Participants are able to identify the benefits and challenges of building an effective coalition to influence security sector reform and security institutions.
  - Participants are able to identify strategies to address coalition strengths and weaknesses.
- 



### Background Resources for Trainers

- Barnes, Karen and Peter Albrecht. "Civil Society Oversight of the Security Sector and Gender." In *Gender and Security Sector Reform Toolkit*, edited by Megan Bastick and Kristin Valasek. Geneva: DCAF, OSCE/ODIHR, UN-INSTRAW, 2008. [www.dcaf.ch/Publications/Civil-Society-Oversight-of-the-Security-Sector-and-Gender-Tool-9](http://www.dcaf.ch/Publications/Civil-Society-Oversight-of-the-Security-Sector-and-Gender-Tool-9)
- Bastick, Megan, and Tobie Whitman. *A Women's Guide to Security Sector Reform*. Washington: Inclusive Security and DCAF, 2013. [www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform](http://www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform)
- DCAF. *Gender and Security Sector Reform: Examples from the Ground*. Geneva: DCAF, 2011. [www.poa-iss.org/kit/Gender-SSR-E.pdf](http://www.poa-iss.org/kit/Gender-SSR-E.pdf)
- Inclusive Security. *Inclusive Security: A Curriculum for Women Waging Peace*. Washington: Inclusive Security, 2009. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)
- O'Neil, Carrie and Nanako Tamaru. *Advocacy for Inclusive Security Curriculum*. Washington: Inclusive Security, 2017. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)

## Time

## Description

---

**5 minutes**

### **12.1 Introduction to the Module**

12.1.1 Facilitator Talking Points

---

**80 minutes**

### **12.2 Building and Maintaining a Coalition**

12.2.1 Facilitator Talking Points: Coalition Building to Influence SSR and Security Institutions

12.2.2 Discussion: Strengths and Weaknesses of Coalitions

12.2.3 Activity: Meeting the Challenges of Building a Coalition

---

**30 minutes**

### **12.3 How Can We Set Our Coalition Up for Success?**

12.3.1 Facilitator Talking Points: Best Practices for Running a Coalition

---

**5 minutes**

### **12.4 Wrap Up**

12.4.1 Facilitator Talking Points: Points to Take Away

---

### **Adapting the Module**

### **Assessment Questions**

---

**Total Time: 2 hours**

## 12.1 Introduction to the Module



### 12.1.1 Facilitator Talking Points

#### Background for Facilitator

This section introduces the purpose and learning objectives of this module.

There are many different platforms for effective advocacy, from formal coalitions to informal networks. This module focuses on creating coalitions, but for more information about other platforms and more in-depth activities about building and maintaining coalitions, see Inclusive Security's "Advocacy for Inclusive Security Curriculum."

Be prepared to share examples of successful coalitions and the challenges involved in building coalitions throughout this module.

#### Materials Needed

None

#### Learning Objectives

Participants are able to identify the purpose and learning objectives of this module.

**Time** 5 minutes

#### Facilitator Talking Points

- Advocacy cannot be done alone; it requires building and strengthening relationships and partnerships among and within communities and with other civil society groups and government institutions. How you engage and work with allies can take many different shapes; these partnerships can range from more formal coalitions to informal networks. Working collectively can broaden your support base, diversify the perspectives and voices working on your issue, and bring new skills and experiences to your work. Mobilization is about growing the number of people who support your cause, which will strengthen your advocacy and give weight to your recommendations.
- In Module 10 we discussed what skills and tools you need to become involved in security sector reform. In Module 11 we focused on researching and monitoring the security sector. In this module, we will examine how coalitions can come together to influence security sector reform and security sector institutions. We will also look at some of the benefits and challenges of building coalitions.
- After this module, you will be able to:
  - Explain what coalitions are and why they are important to influencing security sector reform and security institutions.
  - Identify the benefits and challenges of building an effective coalition to influence security sector reform and security institutions.
  - Identify strategies to address coalition strengths and weaknesses.

## 12.2 Building and Maintaining a Coalition



### 12.2.1 Facilitator Talking Points: Coalition Building to Influence SSR and Security Institutions

#### Background for Facilitator

This activity introduces and explores different examples of coalitions. It might be useful to display and refer to the stakeholder maps completed in Module 10.

#### Materials Needed

Flipchart; presentation slides

#### Learning Objectives

Participants are able to define “coalition” and recall their own experiences working collectively.

**Time** 20 minutes

#### Facilitator Talking Points

- A coalition is an alliance, usually a temporary one, of people, factions, parties, or nations. The word coalition comes from Latin meaning “to grow together.” Other terms for coalitions include networks, associations, or working groups.
- Coalitions can be exclusively between civil society organizations, but they can also include a range of actors, such as representatives of political parties, professional associations (e.g., women’s police associations), research and think tank institutions, academia (i.e., universities, schools, and colleges), faith-based organizations, student groups, institutions or individuals involved in the provision or oversight of the security sector (e.g., ombuds institutions or a ministry for women/gender), and international actors.
- There is a wide range of institutions, groups, and individuals who might come together and form a coalition around a shared security problem. Creating such an entity might include working with unlikely or unfamiliar partners—for example, to advocate for women’s inclusion in policymaking, you might meet with women from the military, police, or parliament to discuss security issues, and create a common agenda.
- One example of this kind of cross-sector coalition comes from Nicaragua. In the early 1990s, the Women’s and Children’s Police Stations were first established in Nicaragua thanks to a collaborative effort from the National Police, the Nicaraguan Women’s Institute, and the NGO Women’s Network. In 2008, a similar coalition formed to raise awareness about family violence, helping victims of domestic abuse identify themselves as crime victims and denounce perpetrators. Members of this coalition included civil society, educational institutions and the National Police. Their “break the silence” campaign included 1,400 different awareness-raising media and educational activities that encouraged women to speak out against abuse. Such a large-scale campaign would not have been possible if only one organization had been involved. *For more information on this Nicaraguan example, see page 11 of DCAF’s “Gender and Security Sector Reform: Examples from the Ground.”*
- Another example comes from the United Kingdom. Gender Action for Peace and Security (GAPS) is a network of civil society actors focusing on women, peace, and security. GAPS has played an important role in shaping national discussions on UNSCR 1325. In addition to providing input on the country’s national action plan on UNSCR 1325, GAPS helped establish an Associate Parliamentary Group on UNSCR 1325 along with parliamentarians and the Cross-Whitehall Group on UNSCR 1325. This coalition is one of the few in the UK that includes civil society and civil servants working alongside parliamentarians. *For more information on this UK example, see page 14 of DCAF’s “Civil Society Oversight of the Security Sector and Gender.” You might instead choose to use different examples from this or the other publications listed above.*
- What experiences do you have with coalitions and/or collective action? *Have participants share in pairs before you move on.*





## 12.2.2 Discussion: Strengths and Weaknesses of Coalitions

### Background for Facilitator

In this activity, participants will brainstorm the benefits and challenges of coalition building based on their personal experiences.

#### Materials Needed

Flipchart; presentation slides

#### Learning Objectives

Participants are able to identify the benefits and challenges associated with building coalitions.

**Time** 30 minutes

### Facilitator Talking Points

- Has anyone participated in a coalition? Or observed a coalition in action? *Ask for a show of hands.*
- Based on your experiences, what are the benefits of working in a coalition? *Record responses on a flipchart and draw out the following points:*
  - **Stronger together:** Coalitions are a pragmatic way to advance an agenda or goal. No single organization is as effective or powerful as a group of organizations and individuals speaking with one voice. Coalitions increase the resources available for a cause and bring people from different backgrounds together to work towards a common goal.
  - **Increased credibility:** A coalition can help increase the credibility of your advocacy and strengthen the force of your message. This is particularly useful when engaging on national-level issues, such as advocating for change in a national security policy. Often, the more diverse the coalition, the broader its reach and the stronger its potential impact.
  - **Protection:** Working in a coalition can also help protect individual organizations from being exposed and becoming targets of political pressure or abuse.
  - **Reach more people:** Having more individuals and organizations involved in your cause increases your ability to reach more people. Larger initiatives often attract media attention, which can enhance your public profile.
  - **Increased access to resources and information:** Through a coalition's expanded web of colleagues and friends, there are more partnership opportunities, increased access to resources and information, and greater collective expertise to draw upon. For example, networking with civil society organizations from other countries with SSR experience can help you build your own capacities.
  - **Diversified experience and expertise:** Diverse membership can bring a wealth of experience, skills, and ideas to your cause. For example, if your organization does not have experience providing gender training to the police, maybe another coalition member does and can coordinate with you. Or if your organization doesn't work on disability rights issues, a coalition member working in this area can brief you on the security and justice needs of disabled people.
- *What are some of the challenges of working in a coalition? Record responses on a flipchart and draw out the following points:*
  - **Slow process:** Different individuals and organizations have varying styles of decision making, points of view, and priorities, so coming to an agreement may take time.
  - **Competing agendas and personalities:** While overlapping goals can bring different organizations together in a coalition, there can still be competing agendas and personalities.

- **Increased coordination:** The more individuals and organizations you have in a coalition, the harder it is to coordinate dates, times, and locations that work for everyone (e.g., a civil society organization working with victims of police abuse may not feel comfortable meeting in a conference room at the local police station).
- **Delayed action:** Building a coalition takes time—rules and regulations and joint statements need to be drafted, an action plan needs to be developed, etc. This may divert resources and focus from the overall goal of the coalition.
- **Trust is critical:** Lack of trust and/or transparency between coalition members can make it difficult for organizations to work together.



### 12.2.3 Activity: Meeting the Challenges of Building a Coalition

#### Background for Facilitator

Participants will brainstorm ways to address common challenges of coalition building.

#### Instructions

Split the participants into groups of two or three people and have them:

- Identify one potential coalition partner that represents a different type of organization or group—for example, a church group, or a group of female policewomen.
- Identify one potential challenge that might arise from working with this partner.
- Come up with one strategy to overcome this challenge. (10 minutes)

Invite some of the groups to share their challenges and strategies. (15 minutes)

#### Materials Needed

Flipchart

#### Learning Objectives

Participants are able to identify strategies to address coalition strengths and weaknesses.

**Time** 30 minutes

#### Debrief

#### Facilitator Instructions

Close by highlighting that building a successful coalition is time-intensive. But, challenges and difficult issues are not necessarily negative; addressing complicated and contentious issues can result in a stronger, more cohesive coalition! (5 minutes)

## 12.3 How Can We Set Our Coalition Up for Success?



### 12.3.1 Facilitator Talking Points: Best Practices for Running a Coalition

#### Background for Facilitator

This section explores the policies and best practices that can assist participants who are organizing and running a coalition. Depending on participants' experience and prior knowledge of coalitions, you can discuss each best practice or prioritize depending on level of interest, relevance, etc. All of the policies/best practices are listed in the [Best Practices for Organizing and Maintaining a Coalition](#) handout (see annex).

Distribute the handout prior to the presentation.

#### Materials Needed

Video clip; [Best Practices for Organizing and Maintaining a Coalition](#) handout

#### Learning Objectives

Participants are able to describe the best practices for running a coalition.

**Time** 30 minutes

#### Facilitator Talking Points

- *Show short video clip, "Building a Successful Coalition" (1.54min) [www.youtube.com/watch?v=zEuZriTygrE](http://www.youtube.com/watch?v=zEuZriTygrE).*
- Making sure a coalition runs smoothly can require a lot of investment. Coalition members need to cooperate and collaborate on implementing an advocacy strategy and must agree on goals and tactics.
- The "principles for effective partnering" are one benchmark for maintaining healthy and strong relationships. These principles should serve as a baseline for how coalition members interact with one another.
- The principles for effective partnering are:
  - Equity (among partners) helps create respect
  - Transparency helps create trust
  - Mutual benefit helps sustain your partnerships and your advocacy objectives
- Coalitions also need clear policies and rules to help guide their actions and decision making. Let's review some important considerations for building and managing an effective coalition.
- **Clear coalition structure and roles:** What will the leadership structure look like and how will those roles be determined?
  - Many coalitions have a steering committee to manage and facilitate their advocacy planning and strategy decisions, ensure communication and consultation among members, resolve internal conflicts, conduct outreach.
  - Organizing specialized sub-groups (e.g., "committees" or "task forces") within the coalition will help to delegate and manage the work. Each sub-group should have a defined role (e.g., publicity/outreach, lobbying, fundraising, event planning) and a leadership structure (e.g., chairperson, secretary). All members should be on at least one committee.
- **Decision making and conflict resolution:** How will decisions be made (e.g., by vote or consensus)? Who will participate in decision making (e.g., only the steering committee, or all members)? Will there be different decision-making processes for different types of issues (e.g., certain issues are decided by the full membership, while all other issues are decided by the steering committee with full and open communication with membership)?

- **Membership:**
  - **Diversity and broad reach:** Coalitions are more successful when their members represent a broad range of actors and interests. How can you ensure diversity within your coalition? Seek out organizations that you might not already work with.
  - **Membership requirements:** If someone new wants to join your coalition, how will you determine if they're eligible?
  - **Membership code of conduct:** How will you determine if a member is not doing their part? A code of conduct will help to set clear expectations for all members and creates a mechanism for accountability.
- **Reliable communication system:**
  - **Internal communication:** What will the leadership share with members regarding news and updates? And how will this communication happen? Think about what this may mean for building trust among members. Issues like financial transparency may help strengthen internal cohesion.
  - **External communication:** How will you engage with outside actors, like the media, government officials, other organizations, etc.? Will there be specific representatives authorized to speak on behalf of the coalition? Coalitions may consider rotating spokespeople to create visibility for different members of the coalition.
- **Sharing credit:** How will coalition members share in the public benefits that result from their coordinated efforts? Members can get distracted by who receives the publicity, credit, or blame for their work. Agree early on the procedures that will allow all members to participate. You can't plan ahead for all contingencies, but this type of forward thinking may help if/when crisis hits.
- **Consensus on shared values, short- and long-term goals:** It is really important that you do this strategic planning as a group. It may be difficult and time consuming, but the more consensus is achieved, the more effective your advocacy efforts will be.
- **Trust among members:** You are working together for a reason, so be sure to focus on building trusting relationships among coalition members.
  - **Don't avoid difficult subjects!** Don't be afraid to deal with internal conflict. These issues must be discussed openly or tensions may threaten to tear apart your coalition. If the issues are too contentious, you may consider involving an outside mediator or facilitator.
  - **Be flexible!** Assess your progress periodically and be prepared to make changes. This may include examining decision making structures, the effectiveness of the coalition, communication strategies, etc. Ongoing conversations with members will help you keep abreast of any developing issues and may mitigate members' negative feelings of marginalization or misunderstanding.
- Can you think of anything else that is important?
- In engaging with security sector reform, it can be useful to:
  - Develop specialized knowledge on how the security sector operates and ensure your coalition includes members with extensive knowledge of policy-making processes and gender who can offer strategic guidance.
  - Seek out opportunities to strengthen capacities within the coalition. For example, through joint training and team building opportunities.

## 12.4 Wrap Up



### 12.4.1 Facilitator Talking Points: Points to Take Away

#### Background for Facilitator

This section highlights the main points of the module.

#### Facilitator Talking Points

- No single organization is as effective as a group of organizations and individuals. Coalitions increase the resources available for a cause and bring people together from different backgrounds to work towards a common goal.
- Your coalition can reach beyond other women's groups or CSOs. For example, you could engage with women from the military, police, or parliament to discuss security issues, create a common agenda, and strategize on steps to ensure women's perspectives are included in security policymaking.
- Building a coalition that includes security sector actors can be a challenge because of the secrecy around security issues and a lack of confidence between civil society and security institutions. However, successful coalitions have been shown to have far reaching and powerful impacts.
- For a successful coalition, you need to build trusting relationships among all coalition members and agree on a common set of principles and norms, including transparency, equity, and mutual benefits.

#### Materials Needed

None

#### Learning Objectives

Participants will understand the main points of this module.

**Time** 5 minutes

# Adapting the Module

---



## Less Time



### **12.2.1 Facilitator Talking Points:** Coalition Building to Influence SSR and Security Institutions **(SAVE 10 MINUTES)**

Replace discussion in pairs with a short plenary discussion.



### **12.2.2 Discussion:** Strengths and Weaknesses of Coalitions **(SAVE 10 MINUTES)**

Discussion time can be shortened.



### **12.2.3 Activity:** Meeting the Challenges of Building a Coalition **(SAVE 15 MINUTES)**

Replace discussion in pairs with a short plenary discussion.

---



## More Time



### **12.3.1 Facilitator Talking Points:** Best Practices for Running a Coalition **(ADD 1 HOUR)**

After delivering the Facilitator Talking Points, you can use a role play to apply the skills and knowledge contained in this module.

Develop a role play, wherein participants represent different types of groups meeting for the first time as a coalition to discuss influencing an SSR process. Participants might include a representative of a women's association within the security sector. You can use Tool 9 of Inclusive Security and DCAF's "A Women's Guide to Security Sector Reform" ([www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform](http://www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform)) as an agenda. The background information you give each participant about their organizations' interests and concerns can create challenges in the meeting. For example, if a participant is very concerned with anonymity for security reasons, they would refuse to introduce themselves, perhaps prompting protest from the other coalition members.

Allow 15 minutes for set-up and for participants to prepare for their roles.

Don't let the meeting go on too long. Stop the role play after approximately 15 minutes and debrief with participants as to what challenges arose and how the meeting could have better prevented or addressed them.

## Assessment Questions (Blank)

### Q.12.1 A coalition is: (select one)

- a. Always a group of likeminded CSOs.
- b. A group that has funding from an international donor.
- c. An alliance working towards the same goal.
- d. A group of people appointed by the government to study a particular issue.

### Q.12.2 A successful coalition cannot function without: (select one)

- a. Office space.
- b. Government approval.
- c. A president to make all the important decisions.
- d. Effective organization of its members.

## Assessment Questions (Answer Key)

### Q.12.1 A coalition is: (select one)

- a. Always a group of likeminded CSOs.
- b. A group that has funding from an international donor.
- c. An alliance working towards the same goal.
- d. A group of people appointed by the government to study a particular issue.

### Q.12.2 A successful coalition cannot function without: (select one)

- a. Office space.
- b. Government approval.
- c. A president to make all the important decisions.
- d. Effective organization of its members.

# ANNEX



# Best Practices For Organizing And Maintaining A Coalition

## **Policies/rules to establish:**

- Leadership structure and roles: What will the leadership structure look like and how will those roles be determined?
- Decision-making processes: How will decisions be made (e.g., by vote or consensus)? Who will participate in decision making (e.g., only the steering committee or all members)? Will there be different decision-making processes for different types of issues (e.g., certain issues are decided by the full membership, while all other issues are decided by the steering committee with full and open communication with membership)?
- Membership requirements: If someone new wants to join your coalition, how will you determine if they're eligible?
- Membership code of conduct: How will you determine if a member is not doing their part?
- Internal communication: What will the leadership share with members regarding news and updates? And how will this communication happen?
- External communication: How will you engage with outside actors, like the media, government officials, other organizations, etc.? Will there be specific representatives authorized to speak on behalf of the coalition?
- Sharing credit: How will coalition members share in the public benefits that result from their coordinated efforts?

## **Two important considerations for more structured coalitions:**

- Consensus on shared values, short- and long- term goals: Consider conducting strategic planning as a group. It may be difficult and time consuming, but the more consensus is achieved, the more effective your advocacy efforts will be.
- Coalition structures: Organizing specialized sub-groups (such as 'committees' or 'task forces') within the coalition will help to delegate and manage the work. Each sub-group should have a defined role (e.g., publicity/outreach, lobbying, fundraising, event planning) and a leadership structure (e.g., chairperson, secretary). All members should be involved in at least one committee.

## **A few last, and important best practices:**

- Don't avoid difficult subjects! Don't be afraid to deal with internal conflict. These issues must be discussed openly or tensions may threaten to tear apart your coalition. You may even consider involving an outside mediator or facilitator.
- Be flexible! Assess your progress periodically and be prepared to make changes. This may include examining decision making structures, the effectiveness of the coalition, communication strategies, etc. Ongoing conversations with members will help you keep abreast of any developing issues and may mitigate members' negative feelings of marginalization or misunderstanding.

Inclusive Security  
1615 M Street NW, Suite 850  
Washington, DC 20036  
202.403.2000  
[inclusivesecurity.org](http://inclusivesecurity.org)

The Geneva Centre for the Democratic  
Control of Armed Forces (DCAF)  
P.O. Box 1360  
CH-1211 Geneva 1  
Switzerland  
+41 (0) 22.730.9400  
[dcaf.ch](http://dcaf.ch)



## MODULE THIRTEEN

### Planning for Action



Photo Credit: UNAMA / Fardin Waezi

## A Women's Guide to Security Sector Reform Training Curriculum



**DCAF**

a centre for security,  
development and  
the rule of law



**INCLUSIVE  
SECURITY**

## Acknowledgements

Over the last decade, Inclusive Security and DCAF have conducted dozens of training workshops with women and men in countries undergoing security sector reform processes. We wish to thank all those who have participated in these trainings, sharing their stories, their wisdom and their experience, and helped us in turn to develop the training approaches reflected in this curriculum.

We extend particular appreciation to the authors of our *A Women's Guide to Security Sector Reform*, which served as the key background resource for this curriculum, Megan Bastick and Tobie Whitman, and the Advisory Council for that Guide: Ruth Gibson Caesar, Wazhma Frogh, Alaa Murabit, Jessica Nkuuhe, Bandana Rana and Sonja Stojanovic.

Kathrin Quesada, Megan Bastick, Heather Huhtanen, Carrie O'Neill and Kristin Valasek were the primary authors of this curriculum. Jacqueline O'Neill and Daniel de Torres helped shape the original outline and provided substantive input. Input was also received from Michelle Barsa, Anna Kadar, Alice Kielmann, Caroline Pradier, Lorraine Serrano, and Nanako Tamaru. Mylène Socquet-Juglard and Marta Ghittoni assisted with final stages of publication.

Editing by Rachel Isaacs. Graphic design by Stephanie Pierce-Conway.

## DCAF

The Geneva Centre for the Democratic Control of Armed Forces (DCAF) is an international foundation whose mission is to assist the international community in pursuing good governance and reform of the security sector. DCAF develops and promotes norms and standards, conducts tailored policy research, identifies good practices and recommendations to promote democratic security sector governance, and provides in-country advisory support and practical assistance programmes.

DCAF's Gender and Security Division works through research, technical advice and regional projects to support the development of security sectors that meet the needs of men, women, boys and girls; and promote the full participation of men and women in security sector institutions and security sector reform processes.

Visit us at: [www.dcaf.ch](http://www.dcaf.ch). Contact us at: [gender@dcaf.ch](mailto:gender@dcaf.ch).

## Inclusive Security

Inclusive Security is transforming decision making about war and peace. We're convinced that a more secure world is possible if policymakers and conflict-affected populations work together. Women's meaningful participation, in particular, can make the difference between failure and success. Since 1999, Inclusive Security has equipped decision makers with knowledge, tools, and connections that strengthen their ability to develop inclusive policies and approaches. We have also bolstered the skills and influence of women leaders around the world. Together with these allies, we're making inclusion the rule, not the exception.

Visit us at: [inclusivesecurity.org](http://inclusivesecurity.org). Contact us at: [info@inclusivesecurity.org](mailto:info@inclusivesecurity.org).

©2017 Inclusive Security and DCAF. The use, adaptation and copying of this guide is encouraged. We do, however, ask that you acknowledge and cite all materials used.

Please get in touch with us if you would like to translate this guide.

ISBN: 92-9222-438-7

Cite as: Inclusive Security and DCAF. *A Women's Guide to Security Sector Reform: Training Curriculum*. Washington, D.C.: Inclusive Security and DCAF, 2017.

# MODULE OVERVIEW: Planning for Action

---

## Learning Objectives

- Participants are able to consider criteria for choosing advocacy tactics and how those tactics relate to their environment.
  - Participants are able to identify concrete and specific elements of their SSR advocacy action plan.
- 



## Background Resources for Trainers

- Bastick, Megan, and Tobie Whitman. *A Women's Guide to Security Sector Reform*. Washington: Inclusive Security and DCAF, 2013. [www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform](http://www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform)
- Inclusive Security. *Inclusive Security: A Curriculum for Women Waging Peace*. Washington: Inclusive Security, 2009. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)
- O'Neil, Carrie and Nanako Tamaru. *Advocacy for Inclusive Security Curriculum*. Washington: Inclusive Security, 2017. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)
- Shapiro, Janet. *Action Planning Toolkit*. Johannesburg: CIVICUS. [www.civicus.org/view/media/Action%20Planning.pdf](http://www.civicus.org/view/media/Action%20Planning.pdf)

Time	Description
<b>5 minutes</b>	<b>13.1 Introduction to the Module</b> 13.1.1 Facilitator Talking Points
<b>110 minutes</b>	<b>13.2 Developing an Advocacy Action Plan</b> 13.2.1 Facilitator Talking Points: Advocacy Action Planning 13.2.2 Facilitator Talking Points: Criteria for Choosing Tactics 13.2.3 Activity: Developing an Action Plan
<b>5 minutes</b>	<b>13.3 Wrap Up</b> 13.3.1 Facilitator Talking Points: Points to Take Away
<b>Adapting the Module</b> <b>Assessment Questions</b>	
<b>Total Time: 2 hours</b>	

## 13.1 Introduction to the Module



### 13.1.1 Facilitator Talking Points

#### Background for Facilitator

This section introduces the purpose and learning objectives of the module.

#### Facilitator Talking Points

- We have been thinking about advocacy as a “cycle.” You begin by analyzing the problems in the security sector that you are trying to address, then move through the following stages: research security issues, build coalitions, plan for action, develop recommendations, deliver your advocacy message, and monitor and evaluate progress. In previous modules, we built skills and understanding around researching security issues and building and maintaining coalitions.
- This module focuses on the third step in the Advocacy Cycle: planning for action. Creating an advocacy action plan helps you to think more concretely about your goal and how to achieve it. In this module, we will look at what an action plan is and why it is useful for advocacy, and you will have the opportunity to develop your own action plan.
- After this module, you will be able to:
  - Consider criteria for choosing advocacy tactics and how they relate to your environment.
  - Identify concrete and specific elements of your SSR advocacy action plan.

#### Materials Needed

None

#### Learning Objectives

Participants are able to identify the purpose and learning objectives of this module.

**Time** 5 minutes

## 13.2 Developing an Advocacy Action Plan



### 13.2.1 Facilitator Talking Points: Advocacy Action Planning

#### Background for Facilitator

This section introduces important concepts for planning like “goal,” “objectives,” and “activities” which will be used in subsequent modules.

Action plans should push participants to be concrete and specific about what they will do and who is responsible for what.

You can tailor the [Action Plan](#) handout (see annex) to the needs of your group.

#### Materials Needed

Presentation slides; [Action Plan](#) handout

#### Learning Objectives

Participants are able to identify the concrete and specific elements of an advocacy action plan.

**Time** 20 minutes

#### Facilitator Talking Points

- An advocacy action plan is a snapshot of your overall advocacy strategy. It requires you to be specific about how you are going to make your plans happen. These specifics include who is responsible for what activities, what resources you need, and timing—as well as how all of these pieces fit together with your advocacy objectives and goals.
- Who has experience creating an action plan?
  - Did you find action planning to be a useful process?
  - What were the core elements of your action plan?
- The process of developing an action plan includes a series of questions and considerations to help you better understand the complexity of the problem you are taking on. For example, how a goal or objective relates to specific activities; or how the timing of particular activities line up with your overall timeline. The planning process is a great way to focus and organize your coalition’s work and to ensure that members are on the same page in terms of the coalition’s goals and activities. *See Tool #13 in the Women’s Guide to Security Sector Reform for a sample agenda for an action planning workshop.*
- An action plan ensures that your advocacy strategy is coherent. By capturing important details in one document, you can see how the components (i.e., goal, objective, targets, tactics, etc.) build on one another to create a strategy for change.
- An action plan will also help keep you organized and on track. It can also be a project management tool that increases transparency and accountability—everyone knows who is responsible for what, when, where, and how. In Module 12 we discussed how transparency and accountability are important for the success of coalitions. An action plan also enables coalition partners to realistically identify the human and financial resources required and therefore whether the strategy is really feasible.



- Distribute the *Action Plan* handout (see annex) and/or project the following on a screen.

### Core elements of an action plan



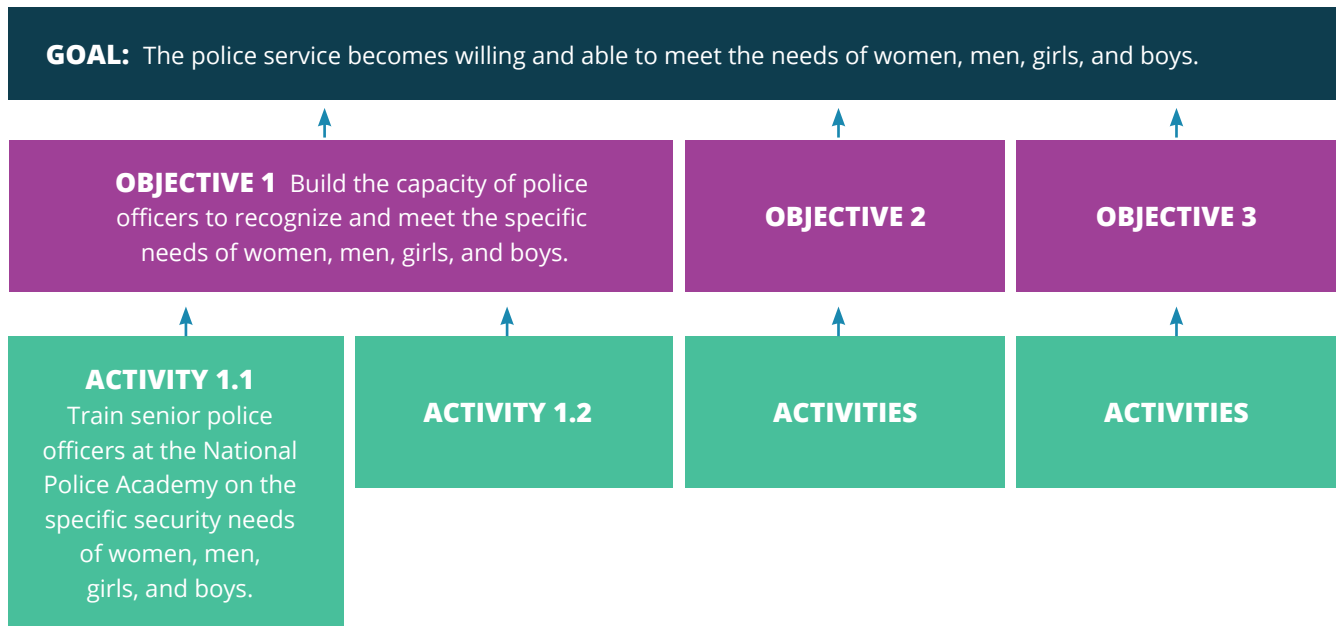
- There are six elements that should generally always be included in an action plan. We will discuss the sixth, monitoring and evaluation, in a later session. (See *Module 16 on monitoring and evaluation*.)
  1. **The Goal:** This is either the overall result you wish to see or the mission of a coalition in which work is ongoing and continuous. Do not hesitate to make the goal ambitious and broad. It should be action-oriented and focused on change. The goal can be a reformulation of the security problem or issue you identified in Module 10. For example, if the problem is that the police service has a one-dimensional view of security and takes a one-size-fits all approach, your goal might be: “The police service becomes willing and able to meet the needs of women, men, girls, and boys.”
  2. **Objectives:** These are the specific, measurable approaches or strategies that will enable you to achieve your goal. Make your objectives as specific, concrete, and measurable as possible. Try defining some objectives that are feasible in the short- to mid-term, while recognizing that achieving gender equality and security will require more long-term effort. To follow the goal example from above, one objective could be: “Build the capacity of police officers to recognize and meet the specific needs of women, men, girls, and boys.” Objectives can include making “improvements”—for example, improving the response to domestic violence—but it is important to identify how you will determine “improvement” (e.g., the number of cases investigated, the number of cases reported, victim satisfaction, etc.).
  3. **Activities:** These are what your coalition will do to achieve each objective and contribute to achieving the goal. Activities might include trainings, meetings, roundtables, poster/letter campaigns, petitions, protests, court observations, prison inspections, etc. Your activities could include **engaging with the security sector** directly through advocacy as well as other activities like training, creating or joining local security forums, and collaborating with the security sector to improve services. For example, an activity that corresponds with the objective above could be: “Train senior police officers at the National Police Academy on the specific security needs of women, men, girls, and boys.” Or if advocating to policymakers was your primary activity, it could be reframed as “Advocate to the National

Police Academy to provide training for senior police officers on the specific security needs of women, men, girls, and boys.”

When planning your activities, think about your target audiences—the people you want to reach most with your advocacy. This could be any of the security sector actors that we identified in Module 2, the media, or the public—anyone whose actions would contribute to achieving your objectives. In Module 10, you thought about potential partners or allies who could further support your cause. You should also consider what might interfere with or prevent you from certain activities. For example, if you want to host a training for police officers, how will you ensure that participants from the police will attend? You might meet with the police commander to get him or her to agree that police officers are required to attend.

Activities might also include a specific output—a tangible product or service delivered. It can be useful to include both risks and outputs in your plan when relevant. Again, the point of an action plan is to help you think through the steps and processes, and to examine all the details involved along the way.

### Example Goal, Objective, and Activities



4. **Responsibilities:** This is who will do what and when. It is important to keep a transparent record of who is responsible for what, particularly when more than one organization is involved. When allocating responsibilities, mapping out a **timeline** of activities may also be important. In addition to creating a timeline (which would necessarily include deadlines), this section can also include benchmarks. For example, if the goal is to train police officers, a benchmark could be to conduct a certain number of trainings by a certain date.
5. **Resources:** Here is where you estimate the financial and human resources that are required for each activity. Human resources include time spent on the actual activity as well as time spent on planning, preparation, and follow up. Financial resources can include phone calls, postage, transportation, copies, equipment, venue rental, and advertising. Bear in mind that your action plan can include fundraising as an activity associated with a particular objective.



## 13.2.2 Facilitator Talking Points: Criteria for Choosing Tactics

### Background for Facilitator

Participants will begin to think about which tactics would best serve their advocacy goals and consider criteria for choosing tactics.

#### Materials Needed

[Criteria for Choosing Advocacy Tactics](#) handout

#### Learning Objectives

Participants are able to consider criteria for choosing advocacy tactics and how those tactics relate to their environment.

**Time** 30 minutes

### Facilitator Talking Points

- Once you have identified your goal and sufficiently researched the environment you're working in, you're ready to choose the tactics that will help you achieve this goal. **Tactics** are the actions or activities you conduct to push toward your goal or desired change.
- In Module 10 we thought about two broad categories of advocacy approaches—confrontational and constructive. Within each of these are a wide range of tactics.
  - **Constructive approaches** use collaborative means to get your point across. These tactics could include working with policymakers and awareness-raising.
  - **Confrontational approaches** use adversarial means to get your point across. These tactics could include strikes, protests, sit-ins, naming-and-shaming, and petitions.
- You will need to decide which type of approach you will use to convey your message. Your tactics or activities should then align with your approach. For example, if you choose a constructive approach, you might prepare policy briefs or arrange meetings with policymakers. You may not want to take on a “naming-and-shaming” campaign, because that could jeopardize your working relationships with policymakers. This doesn't mean that your advocacy approach is set in stone; it can change as the environment changes or evolves.
- We've selected six priority criteria to consider when selecting your approach and planning your tactics. *Distribute the [Criteria for Choosing Advocacy Tactics](#) handout (see annex).*
- Is there anything you would like to add or amend to these criteria?
- Can you share an example of when one of these criteria has been relevant to your work?



## 13.2.3 Activity: Developing an Action Plan

### Background for Facilitator

Decide in advance whether to use the groups and issues from previous modules, or new ones. You may need to help participants refine the issue that they have been working on to ensure that each group has a clear and feasible SSR issue around which to develop their action plan.

### Instructions

Distribute the [Action Plan](#) handout (see annex). Encourage groups to alter this template based on the specific parameters of their vision but underline that, in principle, the five core elements should be included (i.e., goal, objectives, activities, responsibilities, resources). Encourage groups to take their time, work through the process, and use this as an opportunity to draft something that could be useful in their future work. (30-45 minutes)

### Materials Needed

[Action Plan](#) handout

### Learning Objectives

Participants are able to identify concrete and specific elements of their SSR advocacy action plan.

**Time** 60 minutes

---

### Debrief

#### Facilitator Instructions

Ask participants to reflect on what was difficult and what was easy about creating their plans. Facilitate a discussion that allows participants to share ideas and insights without actually having to formally report on their action plans. Your goal is to reinforce the benefits of taking the time to develop an action plan. (15 minutes)

#### Facilitator Talking Points

- The very process of creating an action plan is useful. It provides an opportunity for coalition partners to really hear and see each other and to understand each other's perspectives, values, and approaches.
- Action planning and monitoring and evaluation are linked processes. In the next module, we will talk about how to use your action plan to develop a monitoring and evaluation plan to make sure your plans are feasible and measurable.

## 13.3 Wrap Up



### 13.3.1 Facilitator Talking Points: Points to Take Away

#### Background for Facilitator

This section highlights the main points of the module.

#### Facilitator Talking Points

- Action planning guides you through a series of questions and considerations to help you better understand the complexity of the problem you are taking on.
- While there are a number of approaches to developing an action plan, there are six foundational elements that should generally always be included: the goal, objectives, activities, responsibilities, resources, and monitoring and evaluation.
- Flexibility is an important component of any action plan. Factors in your operating environment may change, particularly those relating to timing and risk. Unexpected opportunities to affect change may arise, and you should be ready to take advantage of them.
- An action plan is an easy and effective way to organize your advocacy strategy, from your broad goal to your specific tactics and who is responsible for them. You can use the action plan template we distributed as a starting point for developing additional planning tools to help you maximize the impact of your advocacy.

#### Materials Needed

None

#### Learning Objectives

Participants will understand the main points of this module.

**Time** 5 minutes

# Adapting the Module

---



## Less Time



**13.2.1 Facilitator Talking Points:** Advocacy Action Planning



**13.2.2 Facilitator Talking Points:** Criteria for Choosing Tactics (**SAVE 20 MIN**)

These talking points can be covered more quickly if needed.

---



## More Time



**13.2.3 Activity:** Developing an Action Plan (**ADD 1-2 HOURS**)

Dedicate more time to action planning; have the groups include more detail in their plans, and/or have the groups report back in the plenary on the key elements of their action plans.

## Assessment Questions (Blank)

### **Q.13.1 Working with policymakers and awareness-raising are: (select one)**

- a. Constructive approaches to advocacy.
- b. Confrontational approaches to advocacy.

### **Q.13.2 The six core elements of an action plan are: (select one)**

- a. Goal, objectives, activities, communications, and networking.
- b. Goal, objectives, activities, responsibilities, resources, and monitoring and evaluation.
- c. Goal, mission, activities, responsibilities, and training.

## Assessment Questions (Answer Key)

### **Q.13.1 Working with policymakers and awareness-raising are: (select one)**

- a. Constructive approaches to advocacy.
- b. Confrontational approaches to advocacy.

### **Q.13.2 The six core elements of an action plan are: (select one)**

- a. Goal, objectives, activities, communications, and networking.
- b. Goal, objectives, activities, responsibilities, resources, and monitoring and evaluation.
- c. Goal, mission, activities, responsibilities, and training.

# ANNEX



## Criteria for Choosing Advocacy Tactics

### 1. Do your tactics align with your advocacy goals?

Once you've determined the change you want to achieve, your tactics are the steps that will get you there. Which tactics will help you achieve your objectives? A theory of change (i.e., if we do X, Y, and Z, then A, B, C will happen) can help you identify what intermediate changes are necessary to achieve your objective, and use that to inform your choice of tactics.

### 2. Do your tactics make sense in your operating environment?

The operating environment sets the stage for your advocacy tactics and, for those seeking policy change, the accessibility and openness of policymakers is particularly pertinent. In situations where government actors are not accessible, a constructive approach (e.g., working directly with policymakers) may not be realistic. Conversely, in an environment where policymakers are prepared to meet with civil society actors, a confrontational approach (e.g., protests) could be less effective than collaborating with policymakers.

### 3. Do your tactics take advantage of strategic timing?

Different moments in time present different opportunities and constraints for advocacy. You want to remain flexible enough to take advantage of opportunities when key policymakers are paying attention, but you also want to be aware of when the space for engagement on your security issues is shrinking or expanding.

### 4. Are your tactics aimed at defined advocacy targets?

Tactics should be directed at defined targets. You have to be strategic about how best to use your resources to influence these targets. You should also consider the impact your approach might have on your relationship with said targets. A confrontational approach can be effective in getting policymakers' attention, but calling out policymakers this way could negatively affect an existing relationship.

### 5. Do you have the organizational capacity to carry out your tactics?

Your organization or coalition must have the capacity and ability to carry out the tactics you've chosen. If you are a small and relatively unknown organization, a large-scale sit-in may not be feasible without more well established partners. You must have to have the resources and expertise to effectively carry out your planned activities.

### 6. Is your organization/coalition comfortable with the level of risk associated with your tactics?

Consider carefully the potential risks that accompany your chosen tactics. This includes thinking about whether your tactics will successfully compel your targets to act. It also includes the safety and security of your organization/coalition and staff. When working in conflict-affected contexts where dynamics are changing all the time, it is critical to weigh the potential risks involved in the tactics you choose.

# Action Plan

NAME OF YOUR COALITION

DATE

TO BE REVIEWED ON

GOAL

Objective	Activity	Timeline	Responsible person(s)	Partners	Resources
1.	a.				
	b.				
2.	a.				
	b.				

Inclusive Security  
1615 M Street NW, Suite 850  
Washington, DC 20036  
202.403.2000  
[inclusivesecurity.org](http://inclusivesecurity.org)

The Geneva Centre for the Democratic  
Control of Armed Forces (DCAF)  
P.O. Box 1360  
CH-1211 Geneva 1  
Switzerland  
+41 (0) 22.730.9400  
[dcaf.ch](http://dcaf.ch)



## MODULE FOURTEEN

# Developing Recommendations for Security Sector Reform



Photo Credit: AusAID

## A Women's Guide to Security Sector Reform Training Curriculum



**DCAF**

a centre for security,  
development and  
the rule of law



**INCLUSIVE  
SECURITY**

## Acknowledgements

Over the last decade, Inclusive Security and DCAF have conducted dozens of training workshops with women and men in countries undergoing security sector reform processes. We wish to thank all those who have participated in these trainings, sharing their stories, their wisdom and their experience, and helped us in turn to develop the training approaches reflected in this curriculum.

We extend particular appreciation to the authors of our *A Women's Guide to Security Sector Reform*, which served as the key background resource for this curriculum, Megan Bastick and Tobie Whitman, and the Advisory Council for that Guide: Ruth Gibson Caesar, Wazhma Frogh, Alaa Murabit, Jessica Nkuuhe, Bandana Rana and Sonja Stojanovic.

Kathrin Quesada, Megan Bastick, Heather Huhtanen, Carrie O'Neill and Kristin Valasek were the primary authors of this curriculum. Jacqueline O'Neill and Daniel de Torres helped shape the original outline and provided substantive input. Input was also received from Michelle Barsa, Anna Kadar, Alice Kielmann, Caroline Pradier, Lorraine Serrano, and Nanako Tamaru. Mylène Socquet-Juglard and Marta Ghittoni assisted with final stages of publication.

Editing by Rachel Isaacs. Graphic design by Stephanie Pierce-Conway.

## DCAF

The Geneva Centre for the Democratic Control of Armed Forces (DCAF) is an international foundation whose mission is to assist the international community in pursuing good governance and reform of the security sector. DCAF develops and promotes norms and standards, conducts tailored policy research, identifies good practices and recommendations to promote democratic security sector governance, and provides in-country advisory support and practical assistance programmes.

DCAF's Gender and Security Division works through research, technical advice and regional projects to support the development of security sectors that meet the needs of men, women, boys and girls; and promote the full participation of men and women in security sector institutions and security sector reform processes.

Visit us at: [www.dcaf.ch](http://www.dcaf.ch). Contact us at: [gender@dcaf.ch](mailto:gender@dcaf.ch).

## Inclusive Security

Inclusive Security is transforming decision making about war and peace. We're convinced that a more secure world is possible if policymakers and conflict-affected populations work together. Women's meaningful participation, in particular, can make the difference between failure and success. Since 1999, Inclusive Security has equipped decision makers with knowledge, tools, and connections that strengthen their ability to develop inclusive policies and approaches. We have also bolstered the skills and influence of women leaders around the world. Together with these allies, we're making inclusion the rule, not the exception.

Visit us at: [inclusivesecurity.org](http://inclusivesecurity.org). Contact us at: [info@inclusivesecurity.org](mailto:info@inclusivesecurity.org).

©2017 Inclusive Security and DCAF. The use, adaptation and copying of this guide is encouraged. We do, however, ask that you acknowledge and cite all materials used.

Please get in touch with us if you would like to translate this guide.

ISBN: 92-9222-438-7

Cite as: Inclusive Security and DCAF. *A Women's Guide to Security Sector Reform: Training Curriculum*. Washington, D.C.: Inclusive Security and DCAF, 2017.

# MODULE OVERVIEW: Developing Recommendations for Security Sector Reform

---

## Learning Objectives

- Participants are able to describe and identify the three components (what/who/how) of an advocacy recommendation.
  - Participants are able to draft advocacy recommendations that identify who should do what and how.
- 



## Background Resources for Trainers

- Bastick, Megan, and Tobie Whitman. *A Women's Guide to Security Sector Reform*. Washington: Inclusive Security and DCAF, 2013. [www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform](http://www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform)
- Inclusive Security. *Inclusive Security: A Curriculum for Women Waging Peace*. Washington: Inclusive Security, 2009. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)
- O'Neil, Carrie and Nanako Tamaru. *Advocacy for Inclusive Security Curriculum*. Washington: Inclusive Security, 2017. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)

## Time

## Description

**5 minutes**

### **14.1 Introduction to the Module**

14.1.1 Facilitator Talking Points

---

**45 minutes**

### **14.2 What is an Advocacy Recommendation?**

14.2.1 Activity: Components of an Advocacy Recommendation

---

**45 minutes**

### **14.3 Advocacy Recommendations for SSR**

14.3.1 Activity: Developing Recommendations

---

**5 minutes**

### **14.4 Wrap Up**

14.4.1 Facilitator Talking Points: Points to Take Away

---

### **Adapting the Module**

### **Assessment Questions**

---

**Total Time: 1 hour 40 minutes**

## 14.1 Introduction to the Module



### 14.1.1 Facilitator Talking Points

#### Background for Facilitator

This section introduces the purpose and learning objectives of the module.

#### Facilitator Talking Points

- Thinking about advocacy as a cycle, you begin by analyzing the problems that you want to address then move through the following stages: research security issues, build coalitions, plan for action, develop recommendations, deliver your advocacy message, and monitor and evaluate progress. In previous modules, we built skills and understanding around researching security issues, building and maintaining coalitions, and planning for action. In this module, we will learn how to develop recommendations for security sector reform.
- After this module, you will be able to:
  - Describe and identify the three components (what/who/how) of an advocacy recommendation.
  - Draft advocacy recommendations that identify who should do what and how.

#### Materials Needed

None

#### Learning Objectives

Participants are able to identify the purpose and learning objectives of this module.

**Time** 5 minutes



## 14.2 What is an Advocacy Recommendation?



### 14.2.1 Activity: Components of an Advocacy Recommendation

#### Background for Facilitator

This section introduces the three components of an advocacy recommendation: what, who, and how.

Participants will practice identifying the what/who/how in the [Sample Advocacy Recommendations](#) handout (see annex). Drafting recommendations for the first time can be challenging, so taking the time to work through these examples will set participants up for success when developing their own recommendations.

#### Facilitator Talking Points

- When developing an advocacy strategy, you begin by looking at the big picture and then narrow your focus. Developing advocacy recommendations is part of this narrowing process. An advocacy recommendation includes three components: an objective (**what** you want to change), an actor (**who** can make that change), and an action (**how** that actor can make that change happen).
- The first component of an advocacy recommendation is the **objective**, which is **what** you want to change (or, the smaller order change that will work toward your overall advocacy goal). *See Module 13 for additional language on the difference between a goal and an objective.*
- There are many ways to achieve an advocacy objective, and it will likely take multiple actions from multiple actors. In other words, there may be several “hows” and “whos” for each “what.”
- The remaining two components of a recommendation are interrelated. The **action (how)** describes the actions necessary to achieve your objective. The **actor (who)** is the person(s) taking said action.
- For example, imagine our objective is “Build the capacity of police officers to recognize and meet the specific needs of women, men, girls, and boys.” Achieving this objective would require many actions taken by many actors, right? Here are some examples of potential action and actor combinations that could support progress toward this objective: *Show the following examples on a presentation slide.*

#### Materials Needed

Presentation slides; [Sample Advocacy Recommendations](#) (and answer key) handouts

#### Learning Objectives

Participants are able to describe and identify the three components (what/who/how) of an advocacy recommendation

**Time** 45 minutes

#### Advocacy Recommendation

1. **Objective:** What you want to change
2. **Actor:** Who can make that change
3. **Action:** How the actor can make that change happen

ACTOR / WHO	ACTION / HOW
National Police Academy	Incorporate lessons on diverse security needs into courses, trainings, and other activities at the Academy
Police Commanders	Organize trainings for police officers on recognizing and understanding the diversity of security needs in their communities
Police Commanders	Work with local organizations to identify ways for the police to better meet the needs of women, men, boys, and girls

- Let's look at a few recommendations and see if we can identify the what/who/how: *Show presentation slides with **Strong Recommendations Examples** and ask participants to identify the what/who/how – see answer key below.*

## Strong Recommendations Examples | Answer Key

**Example 1:** [who] The Ministry of the Interior should [what] establish mechanisms to increase women's participation in security institutions, including [how] a quota for thirty percent women among new recruits, childcare services, and professional development to encourage women's promotion to high-level positions.

**Example 2:** [who] The US Department of State, Bureau of International Narcotics and Law Enforcement Affairs (INL) should [how] create and fund a pilot program that engages policewomen and university students in discussions about the importance of women in the forces and benefits of joining in order to [what] increase the recruitment, retention, and professionalization of women in Pakistan's police forces.

**Example 3:** The national government should [what] expand strategies for women's recruitment into the security sector. Specifically, [who] the Ministry of Interior and EUPOL should focus on women's recruitment into the police, targeting widows and victims of war. This can be achieved by [how] creating open houses at which women police officers can share experiences with interested women candidates and establishing special recruitment campaigns targeting women in high schools and colleges.

- Let's look at three more recommendations. These are not as well structured as the previous ones. Can you identify what's wrong with them? *Show presentation slides with **Weak Recommendations Examples** and ask participants to identify the what/who/how – see answer key below.*

## Weak Recommendations Examples | Answer Key

### **Example 1: Security officials need more training on women's rights.**

- "Security officials" is not specific enough. Who within the security forces should take action?
- The "what" is missing.
- The "how" is not specific enough; what kind of training on women's rights, and for what purpose?

### **Example 2: Security policies should mainstream gender.**

- This recommendation is very vague and it is unclear who it is targeted to or what they should do even if they wanted to make a change.
- What security policy does this refer to?
- What does it mean to "mainstream gender" into a policy?

### **Example 3: The armed forces should have more female personnel.**

- "Armed forces" is not specific enough. Recommendations should target a specific institution/department/individual.
- The "what" is missing.
- "Have more female personnel" isn't a specific action a policymaker can take; recommendations should clearly spell out what actions you want them to take. This recommendation could be improved if it included "such as [create women-only spaces within armed forces, provide funding for childcare and other expenses, etc.]" at the end. Policymakers may not know what barriers are preventing women's participation.

---

## Instructions

Distribute the [Sample Advocacy Recommendations](#) handout. Having participants work in pairs or individually, assign each person or group one objective for which they should identify the what/who/how. (5-10 minutes)

---

## Debrief

### Facilitator Instructions

In the plenary, select a few of the recommendations to review and invite volunteers to share what they identified. You can refer to the [Answer Key - Sample Advocacy Recommendations](#) handout. Draw out the following points:

- The “who” is sometimes an individual and other times an institution/department/council. Determining the “who” in each recommendation depends on your policy environment and the key decision makers.
- The recommendations should usually name the department or institution (e.g., Ministry of Interior, Bureau of International Narcotics and Law Enforcement Affairs, Parliamentary Committee) rather than individuals. However, as part of your larger advocacy strategy, it’s still important that you identify **an individual who can take action** as your advocacy target—this is the person to whom you’ll deliver your recommendations.
- In some instances, you may want to name a specific individual in your recommendation. This is particularly the case when you know that the specific individual is the key decision maker for your security issue (e.g., Minister of Defense, Police Commissioner, Provincial Governor, Chief Judge, a specific parliamentarian).

Wrap up by emphasizing that there are many different ways to write recommendations, but the core components of strong recommendations are the same—what/who/how. (15 minutes)

## 14.3 Advocacy Recommendations for SSR



### 14.3.1 Activity: Developing Recommendations

#### Background for Facilitator

This section revisits the stakeholder maps and problem analyses completed in Module 10; they will serve as tools for developing strong advocacy recommendations. In advance, review the maps to ensure they will work for this exercise. Display the maps from Module 10; and ask participants to work in the same groups as they did for that module.

This activity can be difficult—if possible, it's helpful to have one facilitator for each group.

#### Materials Needed

Stakeholder maps developed in Module 10; presentation slides or flipchart; [Drafting Advocacy Recommendations](#) handout

#### Learning Objectives

Participants are able to draft advocacy recommendations that identify who should do what and how.

**Time** 45 minutes

#### Facilitator Talking Points

- When mapping stakeholders, you:
  - Thought about a specific gender and security sector issue.
  - Made a list of relevant persons, groups, or institutions with an interest or concern in the issue.
  - Used different colored pens to indicate which of the following categories each stakeholder fell into:
    - Target (someone you seek to influence) – circled in blue
    - Partner (someone who supports the change you seek) – circled in black
    - Spoiler (someone who opposes the change you seek) – circled in red
    - Neutral (someone who does not feel strongly either way) – circled in green
  - Used lines, circles and arrows to indicate how the stakeholders relate to each other.
- You are now going to draft recommendations to present to some of your targets (or those stakeholders who have the ability to take action in support of your objectives). Remember, there are many ways to achieve an objective, and it will likely take multiple actions from multiple actors.
- Before drafting recommendations, it is important to determine **how** these actors can act to implement the policy change you want to see. When thinking about the “how,” the solutions must be actionable and within the power of the actor to implement. It is not enough to tell policymakers your objectives, you have to explain what actions they can take—be specific!
- A common mistake that advocates make is delivering recommendations to someone who does not have the power or capacity to take action. For example, if you believe there should be more women police officers in your district, you might develop recommendations for your local police chief—

but what if the decisions about hiring quotas are actually made by the provincial governor or police commissioner? You've tailored your advocacy recommendations to the wrong actor. Careful research about what institutions have the power to act and who within those institutions makes decisions is essential.

- First, consider your objective (**what**). There may be any number of actions (**how**) that policymakers (**who**) can take to help achieve it.
  - For example, let's say your objective is to create a more inclusive process for drafting the National Security Strategy.
  - Who in your actor map can help accomplish this? How can they help get more women involved? What specific actions could they take? Here are some ideas:
    - You could ask the National Security Council to require consultations with women in civil society.
    - You could ask the Government to commit to formally involving the Minister for Women/Gender Affairs and/or national and regional women's networks in the National Security Strategy consultation process.
    - You could brief influential journalists on the importance of broad based consultation to inform the National Security Strategy.
- The "how" of your recommendation can include proposals for **engaging with the security sector**, like the examples we just discussed. That could include asking policymakers to create a formal security sector oversight body that women can participate in or a local security forum to share information between communities and security services.
- Your recommendations should always be as specific, realistic, and relevant as possible.
  - **Specific:** Words like "sensitize" and "empower" are vague and should be broken down into more clearly defined, measurable terms. For example, "establish a program to empower women" could be changed to "establish a program that equips women with knowledge and advocacy skills relating to security sector reform."
  - **Realistic:** Changing attitudes and behavior is a long-term process. Try to be realistic about what actions you expect policymakers to take. For example, it may not be strategic to advocate for a woman to head the military if all of the senior ranking officers are men. It may be more realistic to call for programs that coach women for promotion into senior leadership.
  - **Relevant:** The "how" of your recommendation should feed into your objective (what). And your objectives (what) should feed into your goal.

---

## Instructions

Distribute [Drafting Advocacy Recommendations](#) handout.

In the same groups from Module 10, have the participants use the [Drafting Advocacy Recommendations](#) handout to practice developing recommendations. They should focus on specifying the actors (who) and the actions that those actors should take (how). Remind them that:

- Objectives represent the changes that must happen in order to address your security issue or problem and achieve your goal. Alternatively, ask, “What is it that we want to see happen to address our problem?”
- The “who” can be an individual or an institution/organization (e.g., political parties; parliament; police commissioner; Judge).
- Recommendations should be specific, realistic, and relevant.

Each group should develop a few recommendations to deliver to policymakers.

If participants are struggling with developing the “who” and “how,” it may be helpful to remind them that there are two ways to develop recommendations. They can first identify the “who” using their stakeholder map and then brainstorm what actions those actors can take (how) to advance the “what”; or they can first identify what needs to happen (how) in order to achieve their “what” and then brainstorm “who” has the power to take those actions. (20 minutes)

---

## Debrief

### **Facilitator Instructions**

In the plenary, invite each group to share their strongest recommendation, and invite suggestions on how it could be made even more specific, realistic, and relevant. (15 minutes)

## 14.4 Wrap Up



### 14.4.1 Facilitator Talking Points: Points to Take Away

#### Background for Facilitator

This section highlights the main points of the module.

#### Facilitator Talking Points

- Developing recommendations is an essential component of successful advocacy. If you want to see improvements or change, you have to be able to identify and present solutions.
- Advocacy recommendations consist of three components: an objective (**what** you want to change), an actor (**who** can make that change), and an action (**how** that actor can make that change happen). Each of your recommendations should outline what needs to happen in order to address your security issue or problem.
- Recommendations are the core of your advocacy message. When you meet with a policymaker, you will build on these recommendations to craft a compelling narrative that will make the policymaker want to take action.

#### Materials Needed

None

#### Learning Objectives

Participants will understand the main points of this module.

**Time** 5 minutes



# Adapting the Module

---



## Less Time



**14.2.1 Activity:** Components of an Advocacy Recommendation



**14.3.1 Activity:** Developing Recommendations (**SAVE 10-40 MINUTES**)

Spend less time working through examples.

---



## More Time



**14.3.1 Activity:** Developing Recommendations (**ADD 30 MINUTES**)

Use the [Identifying Specific Advocacy Targets](#) handout to deepen participants' analysis of their specific advocacy targets, including their level of influence, stance on the security issue, previous actions related to that issue, and the status of their relationship with that target.



**14.3.2 Activity:** Strengthening Advocacy Recommendations (**ADD 30 MINUTES**)

With more time, this additional activity is specifically dedicated to further strengthening and sharpening the groups' advocacy recommendations.

## Facilitator Talking Points

- *Distribute the [Strengthening Recommendations Checklist](#) handout (see annex).*
- One way to strengthen and sharpen recommendations is to assess them against our three benchmarks: Specific, Realistic, Relevant. This will ensure that your recommendations are actionable and that you can hold policymakers accountable.
- Are your recommendations **specific**?
  - Watch out for jargon or rhetoric. Words like “sensitize” and “empower” are vague and should be broken down into more clearly defined, measurable terms. Recommendations that refer to a state of mind or a process like “empower” are almost impossible to measure. Process goals like “empowerment” and “awareness-raising” are long-term and elusive. You want to be as concrete as possible about who, what, where, and when. Imagine signposts—or indicators—along the way of what an empowered / aware woman does and put that language in your recommendation. “Establish a program to empower women” could be changed to “Establish a program that equips women with knowledge and advocacy skills relating to security sector reform.”

- Watch out for words that can be interpreted in a variety of ways (e.g., accountability, transparency, etc.) and be as specific as possible about what change you want to see.
- Are your recommendations **realistic**?
  - Changing attitudes and behavior is a very long-term process. Try to be realistic about what actions you expect policymakers to take. For example, it may not be strategic to advocate for a woman to head the military if all of the senior ranking officers are men. It may be more realistic to call for programs to coach women for promotion into senior leadership.
  - Realistic recommendations also reflect the limits of available funding and staff. While you may want the lead mediator to hire a gender advisor, they may be constrained by a lack of funding. (Hint: You could draft recommendations targeted at international donors to fund a gender advisor to make this more realistic.)
- Are your recommendations **relevant**?
  - The “how” of your advocacy recommendation should advance your objective (what). And your objectives (what) should advance your goal. It’s important to make sure that your recommendations support the change you hope to achieve.
  - Remember that your advocacy targets must have the power/influence to take the action you want to see.
- Let’s review one example together: **[what]** To increase police officers’ awareness of women’s unique security needs, **[who]** the National Police Academy should **[how]** develop and deliver a mandatory course on women’s rights for all new recruits within the next year.
  - *First ask participants to identify the what/who/how, then move on to the discussion questions.*
  - Is it specific?
    - Fairly specific, but could provide more details on what a course on “women’s rights” entails.
  - Is it realistic?
    - We would need to consider whether the National Police Academy has the resources to create a course in a year, but this seems reasonable.
  - Is it relevant?
    - The “how” of the recommendation definitely feeds into the objective and the National Police Academy seems like the right institution to take this actions.

## Instructions

Have participants revisit their recommendations (alternatively, you could have them swap recommendations with another group) and ask them to assess these recommendations against the three benchmarks: specific, realistic, relevant.

---

## Debrief

### **Facilitator Instructions**

If the groups swapped recommendations, have them work together to give feedback and generate ideas for strengthening the recommendations.

If the groups reviewed their own recommendations, debrief with the discussion questions.

### **Discussion Questions**

- How did your advocacy recommendations perform against the three benchmarks?
- Did you find the benchmarks helpful to further tailor your recommendations?

## Assessment Questions (Blank)

### Q.14.1 Circle all the components of an advocacy recommendation:

- a. What (What change do you want to make?)
- b. Who (What actor can make the change you want to see?)
- c. How (What action can the actor take to make the change happen?)
- d. Why (Detailed information about all the reasons the change needs to be made.)

### Q.14.2 Effective advocacy recommendations are: (select one)

- a. Specific, realistic, and relevant.
- b. Simple, specific, and lengthy.
- c. Realistic, complicated, and beautiful.

## Assessment Questions (Answer Key)

### Q.14.1 Circle all the components of an advocacy recommendation:

- a. What (What change do you want to make?)
- b. Who (What actor can make the change you want to see?)
- c. How (What action can the actor take to make the change happen?)
- d. Why (Detailed information about all the reasons the change needs to be made.)

### Q.14.2 Effective advocacy recommendations are: (select one)

- a. Specific, realistic, and relevant.
- b. Simple, specific, and lengthy.
- c. Realistic, complicated, and beautiful.

# ANNEX

# Sample Advocacy Recommendations

## Pakistan

### **Objective 1: Increase the recruitment, retention, and professionalization of women in Pakistan's police forces.**

- US Department of State, Bureau of International Narcotics and Law Enforcement Affairs (INL) should:
  - Create and fund a pilot program, in coordination with local civil society organizations, which engages policewomen and university students in discussions about the importance of women in the forces and benefits of joining;
  - Increase the advocacy capabilities of policewomen by funding training that propels them to push for improved services;
  - Continue to evaluate and fund the reform of infrastructure and policies that hinder the retention of policewomen, including lack of office space, transportation, bathrooms, and flexible working hours;
  - Build the capacity of female police to counter violent extremism by:
    - Providing specialized training on tools to counter violent extremism;
    - Developing skills for early warning response; and
    - Ensuring they are adequately equipped.
  - Support women's inclusion in community policing mechanisms and ensure these mechanisms are both gender-responsive and conflict-sensitive; and
  - Fund programs to sensitize the police and other law enforcement agencies about the importance of inclusion and the effective role of men and women in countering violent extremism.
- US Department of State, Office of Public Diplomacy and Public Affairs and INL should support a sustained media campaign to enhance the profile of Pakistani policewomen in countering violent extremism.
- US Department of State should fund a capacity-building program for Pakistan's Women's Parliamentary Caucus with a focus on women's inclusion in law enforcement.
- US Congress should:
  - Include in any extension of the "Enhanced Partnership with Pakistan Act," or subsequent legislation, a specific authorization for funding the recruitment, retention, and professionalization of Pakistani policewomen, as well as inclusion of these efforts in any reporting requirements for the monitoring of US aid to Pakistan.
  - Require a portion of law enforcement funding in future appropriations bills for Pakistan to be utilized for the recruitment, retention, and professionalization of women in the Pakistani police forces and law enforcement agencies [see appropriations request language].

**Objective 2: Strengthen women’s inclusion in mechanisms setting Pakistan’s strategic priorities, such as the National Internal Security Policy (NISP), the National Counter Terrorism Authority (NACTA), and all negotiations to end violent extremism.**

- US Department of State, Department of Defense, and Agency for International Development should use the resumption of the US-Pakistan Strategic Dialogue to raise women’s full inclusion in security decision-making as a critical issue. For example, under the counterterrorism pillar, the US should emphasize the need for increased recruitment, retention, and professionalization of women in Pakistan’s police forces.
- The US should provide resources and technical assistance for the establishment of a national dialogue process in Pakistan—including multi-sectoral and geographically diverse representatives from every province—concerning the need for women’s inclusion in setting Pakistan’s national security policies. In preparation for a national dialogue process, the US should back an independent, Pakistani-led review of national security policies.
- The US should support a sustained media campaign that highlights the role of women in setting Pakistan’s national security policies.
- The US should encourage increased transparency in the establishment of Pakistan’s national security policies through capacity-building and technical assistance on peace and security issues for female members of the parliament.

**Objective 3: Expand US support for, and promotion of, indigenous, women-led initiatives in Pakistan that aim to counter violent extremism.**

- Through the new Global Community Engagement and Resilience Fund (GCERF), ensure a strong process for transparency, including an institutionalized monitoring and evaluation system.
- The multi-stakeholder governing board of the GCERF should comprise a diverse group of representatives including at least one-third women with demonstrated expertise in countering violent extremism particularly from Pakistan.
- US representatives to the Global Counterterrorism Forum and relevant working groups, should:
  - Raise women’s contributions to countering violent extremism at the highest levels;
  - Advocate for workshops and best practice guides to incorporate the role that women play in the civil society, security, and government sectors in improving the effectiveness of efforts to counter violent extremism and terrorism.
  - To ensure coordination among international donors, the US Embassy in Islamabad should use the ongoing convenings of donor working groups focused on countering violent extremism in Pakistan for the purpose of:
    - Ensuring relevant societal and religious leaders are effectively included in initiatives;
    - Mapping indigenous strategies; and
    - Assessing programming effectiveness.

## Answer Key

# Sample Advocacy Recommendations

## Pakistan

### **Objective 1: [what] Increase the recruitment, retention, and professionalization of women in Pakistan's police forces.**

- **[who]** US Department of State, Bureau of International Narcotics and Law Enforcement Affairs (INL) should:
  - **[how]** Create and fund a pilot program, in coordination with local civil society organizations, which engages policewomen and university students in discussions about the importance of women in the forces and benefits of joining;
  - **[how]** Increase the advocacy capabilities of policewomen by funding training that propels them to push for improved services;
  - **[how]** Continue to evaluate and fund the reform of infrastructure and policies that hinder the retention of policewomen, including lack of office space, transportation, bathrooms, and flexible working hours;
  - **[how]** Build the capacity of female police to counter violent extremism by:
    - Providing specialized training on tools to counter violent extremism;
    - Developing skills for early warning response; and
    - Ensuring they are adequately equipped.
  - **[how]** Support women's inclusion in community policing mechanisms and ensure these mechanisms are both gender-responsive and conflict-sensitive; and
  - **[how]** Fund programs to sensitize the police and other law enforcement agencies about the importance of inclusion and the effective role of men and women in countering violent extremism.
- **[who]** US Department of State, Office of Public Diplomacy and Public Affairs and INL should **[how]** support a sustained media campaign to enhance the profile of Pakistani policewomen in countering violent extremism.
- **[who]** US Department of State should **[how]** fund a capacity-building program for Pakistan's Women's Parliamentary Caucus with a focus on women's inclusion in law enforcement.
- **[who]** US Congress should:
  - **[how]** Include in any extension of the "Enhanced Partnership with Pakistan Act," or subsequent legislation, a specific authorization for funding the recruitment, retention, and professionalization of Pakistani policewomen, as well as inclusion of these efforts in any reporting requirements for the monitoring of US aid to Pakistan.
  - **[how]** Require a portion of law enforcement funding in future appropriations bills for Pakistan to be utilized for the recruitment, retention, and professionalization of women in the Pakistani police forces and law enforcement agencies [see appropriations request language].



**Objective 2: [what] Strengthen women’s inclusion in mechanisms setting Pakistan’s strategic priorities, such as the National Internal Security Policy (NISP), the National Counter Terrorism Authority (NACTA), and all negotiations to end violent extremism.**

- **[who]** US Department of State, Department of Defense, and Agency for International Development should **[how]** use the resumption of the US-Pakistan Strategic Dialogue to raise women’s full inclusion in security decision-making as a critical issue. For example, under the counterterrorism pillar, the US should emphasize the need for increased recruitment, retention, and professionalization of women in Pakistan’s police forces.
- **[who]** The US should **[how]** provide resources and technical assistance for the establishment of a national dialogue process in Pakistan—including multi-sectoral and geographically diverse representatives from every province—concerning the need for women’s inclusion in setting Pakistan’s national security policies. In preparation for a national dialogue process, **[who]** the US should **[how]** back an independent, Pakistani-led review of national security policies.
- **[who]** The US should **[how]** support a sustained media campaign that highlights the role of women in setting Pakistan’s national security policies.
- **[who]** The US should **[how]** encourage increased transparency in the establishment of Pakistan’s national security policies through capacity-building and technical assistance on peace and security issues for female members of the parliament.

**Objective 3: [what/who] Expand US support for, and promotion of, indigenous, women-led initiatives in Pakistan that aim to counter violent extremism.**

- **[how]** Through the new Global Community Engagement and Resilience Fund (GCERF), ensure a strong process for transparency, including an institutionalized monitoring and evaluation system.
- **[how]** The multi-stakeholder governing board of the GCERF should be comprised of a diverse group of representatives including at least one-third women with demonstrated expertise in countering violent extremism particularly from Pakistan.
- **[who]** US representatives to the Global Counterterrorism Forum and relevant working groups, should:
  - **[how]** Raise women’s contributions to countering violent extremism at the highest levels;
  - **[how]** Advocate for workshops and best practice guides to incorporate the role that women play in the civil society, security, and government sectors in improving the effectiveness of efforts to counter violent extremism and terrorism.
- To ensure coordination among international donors, **[who]** the US Embassy in Islamabad should **[how]** use the ongoing convenings of donor working groups focused on countering violent extremism in Pakistan for the purpose of:
  - Ensuring relevant societal and religious leaders are effectively included in initiatives;
  - Mapping indigenous strategies; and
  - Assessing programming effectiveness.

## Drafting Advocacy Recommendations

<p><b>Problem/Security Issue</b></p> <p>The security problem we identified that we want to address</p>	
<p><b>Objective</b></p> <p>The change we want that can be influenced through advocacy</p> <p><b>What</b> needs to happen to address our security problem?</p>	
<p><b>Who</b> has the ability to take action?</p> <p>What specific action should they take to support our objective (<b>how</b>)?</p>	<p><b>Who</b> (individual/institution/organization/department):</p> <p><b>How</b> (the action we want them to take):</p>
	<p><b>Who</b> (individual/institution/organization/department):</p> <p><b>How</b> (the action we want them to take):</p>
	<p><b>Who</b> (individual/institution/organization/department):</p> <p><b>How</b> (the action we want them to take):</p>
	<p><b>Who</b> (individual/institution/organization/department):</p> <p><b>How</b> (the action we want them to take):</p>

## Identifying Specific Advocacy Targets

#	Actor	Institution and title	Level of influence (low, medium, high) What is their level of influence related to our security issue?	Stance on security issue/ previous actions What previous actions have they taken on our security issue? Are they an ally or an opponent?	Relationship What is our relationship to them (if any)? Do we have direct access to them or do we need someone to connect us?
1					
2					
3					
4					
5					

# Strengthening Recommendations Checklist

Strengthen your advocacy recommendations by measuring them against these three benchmarks

---

## **Are your recommendations specific?**

- Watch out for jargon or rhetoric. Words like ‘sensitize’ and ‘empower’ are vague and should be broken down into more clearly defined and measurable terms.
  - Avoid words that can be interpreted in a variety of ways (e.g. accountability, transparency, etc.) and be as specific as possible about the change you want to see.
- 

## **Are your recommendations realistic?**

- Changing attitudes and behavior is a very long-term process. Try to be realistic about what actions you expect policymakers to take. You cannot expect them to achieve the impossible.
  - Realistic recommendations also reflect the limits of available funding and staff.
- 

## **Are your recommendations relevant?**

- The “how” of your advocacy recommendation should feed into your objectives (what). And your objectives (what) should feed into your goal. It’s important to make sure that your recommendations are feeding into the change you hope to achieve.
- Remember that your advocacy targets must have the power/influence to take action. A common mistake made by advocates is delivering recommendations to someone who does not have the ability to make that change happen.

Inclusive Security  
1615 M Street NW, Suite 850  
Washington, DC 20036  
202.403.2000  
[inclusivesecurity.org](http://inclusivesecurity.org)

The Geneva Centre for the Democratic  
Control of Armed Forces (DCAF)  
P.O. Box 1360  
CH-1211 Geneva 1  
Switzerland  
+41 (0) 22.730.9400  
[dcaf.ch](http://dcaf.ch)



## MODULE FIFTEEN

### Delivering Your Advocacy Message and Following Up



Photo Credit: EU/Shimerai/Alain Rolland

## A Women's Guide to Security Sector Reform Training Curriculum



**DCAF**

a centre for security,  
development and  
the rule of law



**INCLUSIVE  
SECURITY**

## Acknowledgements

Over the last decade, Inclusive Security and DCAF have conducted dozens of training workshops with women and men in countries undergoing security sector reform processes. We wish to thank all those who have participated in these trainings, sharing their stories, their wisdom and their experience, and helped us in turn to develop the training approaches reflected in this curriculum.

We extend particular appreciation to the authors of our *A Women's Guide to Security Sector Reform*, which served as the key background resource for this curriculum, Megan Bastick and Tobie Whitman, and the Advisory Council for that Guide: Ruth Gibson Caesar, Wazhma Frogh, Alaa Murabit, Jessica Nkuuhe, Bandana Rana and Sonja Stojanovic.

Kathrin Quesada, Megan Bastick, Heather Huhtanen, Carrie O'Neill and Kristin Valasek were the primary authors of this curriculum. Jacqueline O'Neill and Daniel de Torres helped shape the original outline and provided substantive input. Input was also received from Michelle Barsa, Anna Kadar, Alice Kielmann, Caroline Pradier, Lorraine Serrano, and Nanako Tamaru. Mylène Socquet-Juglard and Marta Ghittoni assisted with final stages of publication.

Editing by Rachel Isaacs. Graphic design by Stephanie Pierce-Conway.

## DCAF

The Geneva Centre for the Democratic Control of Armed Forces (DCAF) is an international foundation whose mission is to assist the international community in pursuing good governance and reform of the security sector. DCAF develops and promotes norms and standards, conducts tailored policy research, identifies good practices and recommendations to promote democratic security sector governance, and provides in-country advisory support and practical assistance programmes.

DCAF's Gender and Security Division works through research, technical advice and regional projects to support the development of security sectors that meet the needs of men, women, boys and girls; and promote the full participation of men and women in security sector institutions and security sector reform processes.

Visit us at: [www.dcaf.ch](http://www.dcaf.ch). Contact us at: [gender@dcaf.ch](mailto:gender@dcaf.ch).

## Inclusive Security

Inclusive Security is transforming decision making about war and peace. We're convinced that a more secure world is possible if policymakers and conflict-affected populations work together. Women's meaningful participation, in particular, can make the difference between failure and success. Since 1999, Inclusive Security has equipped decision makers with knowledge, tools, and connections that strengthen their ability to develop inclusive policies and approaches. We have also bolstered the skills and influence of women leaders around the world. Together with these allies, we're making inclusion the rule, not the exception.

Visit us at: [inclusivesecurity.org](http://inclusivesecurity.org). Contact us at: [info@inclusivesecurity.org](mailto:info@inclusivesecurity.org).

©2017 Inclusive Security and DCAF. The use, adaptation and copying of this guide is encouraged. We do, however, ask that you acknowledge and cite all materials used.

Please get in touch with us if you would like to translate this guide.

ISBN: 92-9222-438-7

Cite as: Inclusive Security and DCAF. *A Women's Guide to Security Sector Reform: Training Curriculum*. Washington, D.C.: Inclusive Security and DCAF, 2017.

# MODULE OVERVIEW: Delivering Your Advocacy Message and Following Up

---

## Learning Objectives

- Participants are able to identify key components for crafting a strong message.
  - Participants are able to describe and employ strategies for effectively delivering an advocacy message.
  - Participants are able to identify follow up activities related to messaging to different advocacy targets.
- 



## Background Resources for Trainers

- Bastick, Megan, and Tobie Whitman. *A Women's Guide to Security Sector Reform*. Washington: Inclusive Security and DCAF, 2013. [www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform](http://www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform)
- Inclusive Security. *Inclusive Security: A Curriculum for Women Waging Peace*. Washington: Inclusive Security, 2009. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)
- International Center on Nonviolent Conflict. "Pressing Your Case: Nonviolent Movements and the Media (Parts 1-4)." [www.nonviolent-conflict.org/resource/pressing-case-nonviolent-movements-media-part-1/](http://www.nonviolent-conflict.org/resource/pressing-case-nonviolent-movements-media-part-1/)
- O'Neil, Carrie and Nanako Tamaru. *Advocacy for Inclusive Security Curriculum*. Washington: Inclusive Security, 2017. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)
- Sprechmann, Sofia and Emily Peltman. *Advocacy Tools and Guidelines: Promoting Policy Change*. CARE International, 2001. [www.careclimatechange.org/files/toolkit/CARE\\_Advocacy\\_Guidelines.pdf](http://www.careclimatechange.org/files/toolkit/CARE_Advocacy_Guidelines.pdf)
- VeneKlasen, Lisa and Valerie Miller. *A New Weave of Power, People and Politics*. Warwickshire, UK, Practical Action Publishing Ltd., 2007. [justassociates.org/en/resources/new-weave-power-people-politics-action-guide-advocacy-and-citizen-participation](http://justassociates.org/en/resources/new-weave-power-people-politics-action-guide-advocacy-and-citizen-participation)



Time	Description
<b>5 minutes</b>	<b>15.1 Introduction to the Module</b> 15.1.1 Facilitator Talking Points
<b>45 minutes</b>	<b>15.2 Audiences</b> 15.2.1 Activity: Choose Your Audience
<b>160 minutes</b>	<b>15.3 Effective Messaging</b> 15.3.1 Activity: What Makes a Strong Message? 15.3.2 Facilitator Talking Points: Best Practices for Delivering an Advocacy Message 15.3.3 Activity: Role Play: Delivering Your Message
<b>30 minutes</b>	<b>15.4 Following Up</b> 15.4.1 Discussion: Following Up Your Advocacy Message
<b>5 minutes</b>	<b>15.5 Wrap Up</b> 15.5.1 Facilitator Talking Points: Points to Take Away
	<b>Adapting the Module</b> <b>Assessment Questions</b>
<b>Total Time: 4 hours 5 minutes</b>	

## 15.1 Introduction to the Module



### 15.1.1: Facilitator Talking Points

#### Background for Facilitator

This section introduces the purpose and learning objectives of the module.

This module refers to the problem trees and stakeholder maps created in Module 10, so these should be displayed in the room. If you have time before starting this module, encourage participants to look at them to remind themselves of their work.

#### Materials Needed

None

#### Learning Objectives

Participants are able to identify the purpose and learning objectives of this module.

**Time** 5 minutes

#### Facilitator Talking Points

- Messaging to different audiences is a critical component of advocacy. The most effective advocates build rapport with a range of individuals and groups, such as policymakers, allies and journalists. Understanding these audiences will help you identify what is most likely to convince them to take action, whether it's convincing a decision maker to change a policy, another organization to join your coalition, or a journalist to include the perspectives of women leaders in his or her story.
- This module will help you think strategically about how to frame messages that will motivate different audiences to act. We will cover several important components of messaging, including: what kind of message you want to convey, what audience you want to reach, how to frame your message so audiences are persuaded to act, and the best way to reach your audiences.
- As we discussed in Module 14 on developing advocacy recommendations, a powerful advocacy message must be clear and compelling. Your audience needs to know what you are asking them to do, why they should do it, the positive impact their action will have, and what will happen if no action is taken.
- After this module, you will be able to:
  - Identify key components for crafting a strong message.
  - Describe and employ strategies for effectively delivering an advocacy message.
  - Identify follow up activities related to messaging to different advocacy targets.

## 15.2 Audiences



### 15.2.1 Activity: Choose Your Audience

#### Background for Facilitator

This activity will help participants identify their primary audiences and the key information they need to tailor their messages appropriately.

The recommendations from Module 14 will serve as a basis for identifying advocacy audiences, so divide participants into their groups from that module. Participants may also find it useful to refer to their stakeholder maps from Module 10.

#### Materials Needed

Presentation slides; [Choose Your Audience](#) handout

#### Learning Objectives

Participants are able to describe what information they need to know in order to tailor a message to a particular audience.

**Time** 45 minutes

#### Facilitator Talking Points

- Advocacy is about working to create change on a specific policy issue. Knowing your audience is an important component of successful advocacy. **Your audience is the individuals and/or groups you want to persuade.** You need to know their interests, agendas, and what will compel them to act. You also need to consider how best to communicate with them. In order to craft a message that is clear, compelling, and targeted, consider:
  - **Who is your audience?** Who do you want to reach? Identifying the different people and groups you want to reach with your message is the first step. The types of messages and how you deliver them will vary depending on who they are. Consider local, national, and international actors, including NGOs, constituents, policymakers, religious leaders, donors, opinion leaders, journalists, the private sector, the general public, UN agencies, and multilateral organizations. *Refer participants to their actor mappings for examples.*
  - **What does your audience already know about your issue? How much information do they have?** If this is the first time they're hearing about your policy issue, this may be a great opportunity to introduce the topic when you deliver your message. You want to be sure that your message is in accessible language that people can understand. If your audience is very familiar with your policy issue, you won't need to spend a lot of time describing the context/background and can instead focus your messaging on why it is important for them to take action.
  - **Do they already have a demonstrated opinion? Does their history/background suggest a bias or position on this issue?** If possible, it's helpful to identify whether your audience is going to be an ally or an opponent prior to delivering your message. This will help you to prepare examples, arguments, and counterarguments appropriately. If your target audience is an ally or has done something to support your cause, make sure to thank them for their work/support. An important part of messaging is building rapport and making your target audience feel valued and appreciated.
  - **What will compel your audience to take action?** Individuals are often motivated by personal gain, whether it's opportunities for advancement or building a positive reputation. Some may want to act because they believe your cause is just or because it will further the mission of their organization,

while others may be motivated by more specific factors like profit or national security. Priorities are most often shaped by a delicate mix of many diverse factors, and different audiences will have different priorities.

- **People hear how they speak.** You should craft your message in a way that will resonate with your audience. For example, if you're meeting with a religious leader, referencing UN Security Council Resolutions may not be most convincing; you may instead want to focus on religious teachings that support your stance. It is your job, as an advocate, to determine what will be most compelling for your particular audience.
  - **What is the best way to communicate with your audience?** The format of your message is very important. What is the best possible way to reach your target audience? What is possible in terms of the access/resources you have? Options can include direct meetings, rallies, community forums, newspaper articles, etc.
- 

## Instructions

Divide participants into the same groups from Module 14 and distribute the [Choose Your Audience](#) handout (see annex).

Tell groups that they will have 15 minutes to complete the worksheet for two target audiences. The target audiences should align with the "who" of the recommendations they drafted previously. Talk through one of the examples on the sample handout to help explain the task.

---

## Debrief

### Facilitator Instructions

Have each group share one of the audiences they identified and what types of arguments might convince them to take action.

## 15.3 Effective Messaging



### 15.3.1 Activity: What Makes a Strong Message?

#### Background for Facilitator

This section introduces basic messaging concepts that apply to all audiences. It also gives participants an opportunity to practice brainstorming and delivering messages under time constraints.

This activity uses the problem tree analysis from Module 10 and the recommendations from Module 14.

#### Materials Needed

Presentation slides; [Problem, Solution, Action](#) handout

#### Learning Objectives

Participants are able to identify key components for crafting a strong message.

**Time** 45 minutes

#### Facilitator Talking Points

- A good advocacy message captures the core of what you are trying to say. How you choose to frame an issue will influence how people see that issue; sharing certain kinds of information will shape their perspective.
- You should use what you know about the policy issue, what you know about your audience, and your own personal experience to create a strong advocacy message.
- When crafting an effective message, you want to:
  - **Be clear and concise:** You should be able to clearly describe, in simple language, the issue at hand and how it can be addressed. Be sure to avoid any jargon (even the terms “civil society” or “UNSCR 1325” will not be familiar to all audiences) and make sure your message will be easily understandable to your audience.
  - **Be targeted:** Determine what will motivate your chosen audience(s) to take action. For example, if facts and figures will be most compelling, use your research and knowledge to identify the most compelling facts and examples that can help bring those statistics to life.
  - **Convey urgency.** Your message should convince your target audience that your policy issue is important and requires a timely response. For example, in the problem tree analyses we completed in Module 10, the leaves of the tree (the effects) are what happens when women are excluded; use these effects to craft a strong message (i.e., if we don’t take action, these things will happen).
  - **Include a “human element”:** Anecdotes can be very powerful tools for conveying your message. Consider what images or stories might help illustrate the problem you seek to address. Whether you are telling your own story or sharing the stories of others, you need to know which stories/examples most clearly support and drive home your message.

- **Problem, solution, action.** The structure of “problem, solution, and action” is a great way to think about framing your message. It can be helpful to remember the “20/80 rule”—20% of the time on problems, 80% on solutions and actions. Most advocates make the mistake of doing the reverse. The problem is critically important, but if we don’t offer new solutions, we won’t get anywhere. The problem and solution will get the audience to listen and become invested. It will make them feel a sense of urgency and realize that the problem must be addressed.
    - **Problem:** What is the main issue you are trying to address? Look back at your problem analysis and use your identified effects of the problem to convey urgency. Your description of the problem and its potential negative effects needs to be illustrative.
    - **Solution:** Introduce your proposed solutions—these are the advocacy objectives you identified in your recommendations.
    - **Action:** This is where you describe how the audience can help you reach your objectives. Give specific, targeted asks—what specific action can this person take to support your cause?
- 

## Instructions

Distribute the [Problem, Solution, Action](#) handout (see annex).

Give participants 10 minutes to individually brainstorm the components of their message, for one of the target audiences they identified in the previous activity. Invite them to use their problem tree analysis to give them ideas.

In pairs, have participants practice delivering their message using a maximum of three minutes. Remind them to stick strictly to the three-minute time limit. If there is enough time, have them practice their answer a few times and give each other feedback. They should provide feedback on content as well as delivery. Let participants know that following this activity, they will deliver their messages to the large group.

---

## Debrief

### Discussion Questions

- How did this activity go? Did you find it difficult under these time constraints? (5 minutes)



## 15.3.2 Facilitator Talking Points: Best Practices for Delivering an Advocacy Message

### Background for Facilitator

In this activity, you will share best practices for delivering an advocacy message. The tips are focused on policymakers as a key audience, but they have broad application.

Distribute the handout [Tips for Messaging to Policymakers](#) (see annex).

### Materials Needed

[Tips for Messaging to Policymakers](#) handout; presentation slides

### Learning Objectives

Participants can describe strategies for effectively delivering an advocacy message.

**Time** 25 minutes

### Facilitator Talking Points

- What are some tools or approaches that can help you to get your message across effectively? What would you recommend doing at a meeting or speaking engagement where you have the opportunity to deliver your advocacy message? What are particularly good approaches for meeting with security sector actors?
- Throughout the course of your advocacy campaign, you will likely meet directly with policymakers to advocate for your cause and deliver recommendations. Policymakers can be busy people with many demands on their time. Therefore your message needs to be concise, impactful, and memorable. Here are some tips for communicating with policymakers and conducting an in-person advocacy meeting:
  - **Decide who is going to speak.** If you are attending the meeting with colleagues, make sure you determine **ahead of time** who is going to speak when, so that not everyone talks at once. Some options are: one person opens, another person presents the recommendations, and a third person closes; or, one person is the main presenter and the others are there to help answer questions.
  - **Have a strong opening:** Your opening is how you will introduce yourself and establish your legitimacy. It should be a few sentences that explain what or who you're representing. It should be in simple language and free of jargon. It should be memorable and grab the audience's attention. For example: "We represent a strong network of women's organizations from every province in Afghanistan who are doing the impossible. We have solutions to the challenge of terrorism in our country. After all, every extremist has a mother and every extremist is someone's son."
  - **Structure your message by "problem, solution, action."** Remember the 20/80 rule—20% of the time on problems, 80% on solutions and actions. Before going into a meeting, you should be able to summarize what you hope to convey (your key message) in three sentences: problem, solution, action.

- **Consider what questions you want to ask.** Questions help you learn about your target (both the person and the organization or institution). Ask about:
  - Their capacity to support implementing your recommendations
  - What you can offer them as an expert, and how civil society can be more supportive of their work
  - Feedback on your recommendations—Are they realistic? What would strengthen them?
  - Relevant information about the changing nature of the process (e.g., what is preventing parties from signing the agreement, who the key influencers are, etc.)
- **An advocacy meeting can and should be a conversation.** You should ask questions and pause for reactions throughout. Any time the conversation starts to move away from your main points, pivot the conversation back on track. For example:
  - “That is a good question, but what about...”
  - “That point is very important, but it is most important to remember that...”
  - “What people really need to know is...”
- **Leave something in writing.** Consider leaving your recommendations, position paper, or a document that conveys the problem, solution, and action in writing. The policymaker may choose to share it with his/her colleagues, so consider making your written recommendations broader than what you cover in the meeting.
- **Presentation style, as well as substance, matters:**
  - Be confident—speak loud, clearly, and slowly enough to be understood, and make eye contact.
  - Be clear—know your topic, your message, and the arguments for and against the change you want to see.
  - Be engaging—look directly at your audience, put some energy behind your message and into your voice, vary your pitch and tone, be expressive with your face and hands.
  - Be thoughtful—don’t answer questions you don’t know, use examples to illustrate your point, acknowledge the challenges and difficulties that exist for your audience/target institution.
  - Listen—hear what your target has to say and try to both acknowledge concerns and present solutions.
  - Convey urgency—your message matters!
  - Practice, practice, practice! There is no substitute for practice, so make sure you do plenty of it.





### 15.3.3 Activity: Role Play: Delivering Your Message

#### Background for Facilitator

This role play gives participants an opportunity to practice what they've learned. Each group will select a specific policymaker that they would like to target, played by a facilitator.

This can be a challenging activity. Emphasizing this can help to ensure that participants have a positive experience. Before the groups give each other feedback, it might be useful to recap with them how feedback should be **constructively** critical. As a facilitator, be mindful that participants may only focus on what went wrong, so encourage them to also give positive feedback, or facilitate the debrief in a structured way to ensure this (e.g., invite comments on what went well then comments on what could be improved). As a facilitator, you should also give positive as well as constructively critical feedback to each group.

#### Materials Needed

[Problem, Solution, Action](#) handout

#### Learning Objectives

Participants are able to employ strategies for effectively delivering an advocacy message.

**Time** 90 minutes

#### Instructions

Have each group select a specific policymaker to target and spend 30 minutes preparing a five-minute advocacy message for them. The group should work together to help craft one message, either using one from the "Problem, Solution, Action" activity or something new. They should practice delivering the message a number of times, trying different approaches to improve upon their delivery. The message can be delivered by just one group member or more.

When the groups are ready, invite each to deliver their message to the policymaker (played by a facilitator). Ask for a volunteer to keep time and notify the group when their five minutes is done.

The rest of participants will observe the interaction and evaluate each group on three criteria:

- Was the message clear (could you identify the problem, the solution, and the action)?
- Was the message well-argued and compelling (did the message include relevant research, illustrative points, or examples)?
- Was the message delivered well (could you hear what was being said, was there good eye contact, how was the speed of delivery, etc.)?

Following the role play, the audience should share their feedback on the above criteria. Encourage them to provide positive as well as constructive critical feedback. Following the participants' feedback, the facilitator should also comment—ending on a positive observation. (5-8 minutes per role play and 5 minutes for feedback and debrief after each.)

---

#### Debrief

##### Discussion Questions

- What went well? What could be improved?
- What was unexpected?
- How was this similar or different to other meetings you've been in?
- What was most difficult about the meeting?
- What would you do differently next time?

## 15.4 Following Up



### 15.4.1 Discussion: Following Up Your Advocacy Message

#### Background for Facilitator

This discussion will help participants understand the importance of follow up and allow them to brainstorm follow-up activities for certain advocacy targets.

#### Facilitator Talking Points

- Now that you have delivered your advocacy message, there are a number of things you'll want to follow up on, in both the short- and long-term.
- In the short-term: Did the target commit to anything specific? How did they communicate this commitment?
- If your target makes a commitment, it is a good idea to repeat the commitment in-person during your meeting, as well as in a follow-up email, phone call, or letter—even if the commitment is simply to keep you informed about something. You want to make it clear that you understand that a commitment has been made. It may be appropriate to ask for confirmation of that commitment and/or a deadline by which your target will meet it. Remember that you may be reporting back to coalition partners as well as your own organization, so you need to be clear about the outcomes of your meeting.
- In the longer term, you will want to monitor:
  - Has your target met their commitment? If so, you should contact them to acknowledge this. If not, you should remind them, so that they know you are serious about holding them to their commitments.
  - Are there circumstances that might cause you to revise your advocacy message and/or strategy? E.g., Are there new developments making the issue more pressing? Are there new stakeholders? Has your target's situation changed?
- Follow up is also an important component of monitoring, which we will consider in the next module.
- Consider a few of the audiences on your [Choose an Audience](#) handout. Write down three activities that you might complete to follow up with them after an initial meeting. (10 minutes)
- Let's hear from some of you before we close. (10 minutes)
- Remember that advocacy requires long-term relationship building with advocacy targets. Don't get discouraged if one or two meetings don't yield big changes!

#### Materials Needed

Filled-out [Choose Your Audience](#) handout

#### Learning Objectives

Participants are able to identify follow up activities related to messaging to different targets.

**Time** 30 minutes

## 15.5 Wrap Up



### 15.5.1 Facilitator Talking Points: Points to Take Away

#### Background for Facilitator

This section highlights the main points of the module.

#### Facilitator Talking Points

- In this module, we practiced delivering advocacy messages and received constructive feedback from our peers. This is invaluable! It is a good idea to continue to do this: ask a colleague if they will listen to you practice your “pitch” and give you feedback, role playing your advocacy target.
- Delivering advocacy messages requires more than walking into a meeting and delivering your recommendations. Messaging means that you are adequately prepared and have thoughtfully developed your key talking points prior to any meeting. Remember:
  - **Know your audience.** In order to be compelling, you need to know your audience, whether its policymakers, allies, or your constituents. The more you know about them, the more you can tailor and craft your message to touch on their priorities and interests.
  - **Be clear and concise.** You should be able to clearly describe the policy issue, your advocacy goal, and what you intend to do to achieve your advocacy goal. Remember: “Problem-Solution-Action.”
  - **Use examples to illustrate key points.** Anecdotes can be very powerful tools for conveying your message. Learn how to tell stories that explain the problem you seek to address. Whether you are telling your own story or sharing others’ stories, you need to know which stories/examples most clearly support and drive home your message.
  - **Convey urgency.** Your message should convince the audience that your policy issue is important and deserves their attention. Think of what can happen when women are excluded (e.g., the leaves of your problem tree); use these effects to craft a strong message (i.e., if we don’t take action, these things will happen).
  - **Practice makes perfect.** While you may know what points you want to make, practicing your message can only help you solidify your narrative. This is especially true for storytelling—you may discover that there are certain phrases that convey your message very clearly.
- Delivering your advocacy message, however, is only one part of advocacy. It is also important that you follow up and hold stakeholders accountable regarding any commitments they make.

#### Materials Needed

None

#### Learning Objectives

Participants understand the main points of this module.

**Time** 5 minutes

# Adapting the Module

---



## Less Time



### **15.3.1 Activity:** What Makes a Strong Message? (SAVE 20 MINUTES)

Skip the activity and practice in pairs, focusing only on the presentation of best practices. Participants can develop messages as part of the role play activity instead.



### **15.4.1 Discussion:** Following Up Your Advocacy Message (SAVE 20 MINUTES)

Skip the exercise and simply highlight the key points regarding follow up.

---



## More Time



### **15.3.3 Activity:** Role Play: Delivering Your Message (ADD 30-60 MINUTES)

Have participants work in pairs so that more people present, and/or invite everyone who would like to practice presenting. You can also spend more time coaching participants during the role play.

## Assessment Questions (Blank)

**Q.15.1 Advocacy messages should have three components: problem, solution, and action.**

True      False

**Q.15.2 Monitoring whether a person makes any commitments and delivers on those commitments are aspects of: (select one)**

- a. Following up an advocacy message.
- b. Planning advocacy.
- c. Fundraising.

## Assessment Questions (Answer Key)

**Q.15.1 Advocacy messages should have three components: problem, solution, and action.**

True      False

**Q.15.2 Monitoring whether a person makes any commitments and delivers on those commitments are aspects of: (select one)**

- a. Following up an advocacy message.
- b. Planning advocacy.
- c. Fundraising.

# ANNEX

# Choose Your Audience – Sample

<b>Problem/Security issue:</b> Women's exclusion from peace and security institutions, particularly the national police						
<b>Audience</b> <i>Name and Institution</i>	<b>Ability to influence our security issue</b> <i>Why do we want to advocate to this individual? What change can they make?</i>	<b>Existing knowledge of our security issue</b> <i>What do they know? How much information do they have?</i>	<b>Stance on our security issue</b> <i>Are they an ally or an opponent? What is their position? If they are an ally, what have they done to support your cause?</i>	<b>Motivation to take action</b> <i>What are their personal interests? What are the objectives of their job? What will motivate them to take action?</i>	<b>Ideas for messaging</b> <i>What types of arguments may convince them to take action?</i>	<b>Format</b> <i>What might be the best way to reach them?</i>
John Smith, National Commissioner of the Police Service	Sets national policies relating to the recruitment and retention of police officers  Could set up a commission to assess whether each police department has adequate numbers of women police officers	Aware that women are underrepresented in the police force	Says he is an ally, but has not taken any actions in favor of inclusion	Primary responsibilities: A functioning police force and national to local security  Public figure, wants to look good  Facing problem of increasing sexual violence across the country	"Why Women" arguments for how women's inclusion can help improve security – more women officers will make him look good at his job to the community and to donors  How more women police officers can help mitigate sexual violence at the community level	Access him at public meetings  Seek direct, in person meeting
Terry Jones, Mayor	City X is a major city, so Jones could influence other mayors and national level policymakers by speaking from his experience of greater women's inclusion in the police force	City X launched a police recruitment and training campaign specifically targeted at women. Higher rates of women police officers have corresponded with declining crime rates	Ally – regularly cites that women's recruitment has led to less crime	Elections coming up next year  Potential interest in running for higher office (governor or President)  Better relations with communities could attract voters	How more publicity around women's inclusion could strengthen his re-election campaign  How he could help shape local security priorities across the country	Seek direct, in person meeting with his staff
Members of communities most affected by violence in City X	Put pressure on policymakers; Convince others to join the movement.	There are high levels of mistrust between these communities and police generally. People have begun to see more women police in communities and there is some awareness about the link between declining crime rates and more women police officers	Some community leaders are allies but there is a lack of awareness in the community generally	They are most affected by the violence so investment in this initiative is high	Emphasize the difference women police officers make with local examples	Op-ed in widely read newspaper, radio interview on well-regarded station known to be regularly accessed by communities

# Choose Your Audience – Blank

<b>Problem/Security issue:</b>						
<b>Audience</b> <i>Name and Institution</i>	<b>Ability to influence our security issue</b> <i>Why do we want to advocate to this individual? What change can they make?</i>	<b>Existing knowledge of our security issue</b> <i>What do they know? How much information do they have?</i>	<b>Stance on our security issue</b> <i>Are they an ally or an opponent? What is their position? If they are an ally, what have they done to support your cause?</i>	<b>Motivation to take action</b> <i>What are their personal interests? What are the objectives of their job? What will motivate them to take action?</i>	<b>Ideas for messaging</b> <i>What types of arguments may convince them to take action?</i>	<b>Format</b> <i>What might be the best way to reach them?</i>
Audience 1						
Audience 2						



# Problem, Solution, Action

**Instructions:** Choose one audience and prepare your message.

## Audience:

---

### Problem

What is the main issue you are trying to address? Try to convey urgency.

---

### Solution

Introduce your proposed solutions. These are the advocacy objectives you identified in your recommendations.

---

### Action

Deliver 2-3 specific actions your audience can take. This is where you describe how the audience can help you reach your objectives. Give specific, targeted asks—what can this specific audience do to help address the security issue?

---

### Remember!

- Spend 20% of the time on the problem and 80% of your time on the solution
- Be clear and concise
- Make it targeted
- Include the "human element"

# Tips for Messaging to Policymakers

## Preparing for your interview

- Assess your target audience—Who are they? What do they know? What will compel them to take action?
  - If they've taken action on your security issue, make sure to thank them for their actions/support.
- Develop your "opening": Who you are; who you represent; why your message is legitimate
- Craft your message—Problem, Solution, Action
  - 20% of your time on problems, 80% on solutions and actions
  - The problem and solution are designed to engage the policymaker, to make them feel a sense of urgency and realize that the problem must be addressed, before you request action.
  - **Problem:** Why are you there? Look back at your problem analysis, remember what you identified as the effects of the problem. Use these to convey urgency. Your description of the problem needs to be illustrative.
  - **Solution:** Introduce your proposed solutions—these are the objectives you identified in your recommendations. The solution is what the policymaker can help you achieve.
  - **Action:** This is where you describe how the policymaker can help you reach your objectives. Give specific, targeted asks—what can this specific policymaker do to help address the security issue?
- Incorporate a human element: Consider what images or stories might help illustrate the problem you seek to address. Whether you are telling your own story or sharing the stories of others, you need to know which stories/examples most clearly support and drive home your message.
- Determine what can you leverage that will motivate the policymaker to take action. If personal anecdotes will be most compelling, use your knowledge and network to identify the right examples. If facts and figures will be most compelling, use your research and knowledge to identify the most compelling facts, and also examples that can help bring those statistics to life.
- Decide ahead of time who will facilitate and/or speak in your meeting.

## 7 Characteristics of a Successful Advocacy Meeting

1. Say who you are and who/what you represent.
2. Demonstrate some understanding of your target's interests.
3. Describe the issue that you are going to address.
4. In a conversational tone, frame a specific problem, identify your proposed solution, and deliver your ask.
5. If the policymaker commits to a specific action, give a pleasant and positive response, but push with statements like "Can I count on you to do [X]?"
6. Leave something in writing.
7. Follow up with the policymaker or his/her office.

Inclusive Security  
1615 M Street NW, Suite 850  
Washington, DC 20036  
202.403.2000  
[inclusivesecurity.org](http://inclusivesecurity.org)

The Geneva Centre for the Democratic  
Control of Armed Forces (DCAF)  
P.O. Box 1360  
CH-1211 Geneva 1  
Switzerland  
+41 (0) 22.730.9400  
[dcaf.ch](http://dcaf.ch)



## MODULE SIXTEEN

### Monitoring and Measuring Success



Photo Credit: Nugroho Nurdikiawan Sunjoyo / World Bank

## A Women's Guide to Security Sector Reform Training Curriculum



**DCAF**

a centre for security,  
development and  
the rule of law



**INCLUSIVE  
SECURITY**

## Acknowledgements

Over the last decade, Inclusive Security and DCAF have conducted dozens of training workshops with women and men in countries undergoing security sector reform processes. We wish to thank all those who have participated in these trainings, sharing their stories, their wisdom and their experience, and helped us in turn to develop the training approaches reflected in this curriculum.

We extend particular appreciation to the authors of our *A Women's Guide to Security Sector Reform*, which served as the key background resource for this curriculum, Megan Bastick and Tobie Whitman, and the Advisory Council for that Guide: Ruth Gibson Caesar, Wazhma Frogh, Alaa Murabit, Jessica Nkuuhe, Bandana Rana and Sonja Stojanovic.

Kathrin Quesada, Megan Bastick, Heather Huhtanen, Carrie O'Neill and Kristin Valasek were the primary authors of this curriculum. Jacqueline O'Neill and Daniel de Torres helped shape the original outline and provided substantive input. Input was also received from Michelle Barsa, Anna Kadar, Alice Kielmann, Caroline Pradier, Lorraine Serrano, and Nanako Tamaru. Mylène Socquet-Juglard and Marta Ghittoni assisted with final stages of publication.

Editing by Rachel Isaacs. Graphic design by Stephanie Pierce-Conway.

## DCAF

The Geneva Centre for the Democratic Control of Armed Forces (DCAF) is an international foundation whose mission is to assist the international community in pursuing good governance and reform of the security sector. DCAF develops and promotes norms and standards, conducts tailored policy research, identifies good practices and recommendations to promote democratic security sector governance, and provides in-country advisory support and practical assistance programmes.

DCAF's Gender and Security Division works through research, technical advice and regional projects to support the development of security sectors that meet the needs of men, women, boys and girls; and promote the full participation of men and women in security sector institutions and security sector reform processes.

Visit us at: [www.dcaf.ch](http://www.dcaf.ch). Contact us at: [gender@dcaf.ch](mailto:gender@dcaf.ch).

## Inclusive Security

Inclusive Security is transforming decision making about war and peace. We're convinced that a more secure world is possible if policymakers and conflict-affected populations work together. Women's meaningful participation, in particular, can make the difference between failure and success. Since 1999, Inclusive Security has equipped decision makers with knowledge, tools, and connections that strengthen their ability to develop inclusive policies and approaches. We have also bolstered the skills and influence of women leaders around the world. Together with these allies, we're making inclusion the rule, not the exception.

Visit us at: [inclusivesecurity.org](http://inclusivesecurity.org). Contact us at: [info@inclusivesecurity.org](mailto:info@inclusivesecurity.org).

©2017 Inclusive Security and DCAF. The use, adaptation and copying of this guide is encouraged. We do, however, ask that you acknowledge and cite all materials used.

Please get in touch with us if you would like to translate this guide.

ISBN: 92-9222-438-7

Cite as: Inclusive Security and DCAF. *A Women's Guide to Security Sector Reform: Training Curriculum*. Washington, D.C.: Inclusive Security and DCAF, 2017.

# MODULE OVERVIEW: Monitoring and Measuring Success

---

## Learning Objectives

- Participants are able to explain the purpose of monitoring and evaluating advocacy.
  - Participants are able to develop a monitoring and evaluation plan that enables them to measure their success.
- 



## Background Resources for Trainers

- Babbitt, Eileen, Diana Chigas, and Robert Wilkinson. *Theories and Indicators of Change Briefing Paper: Concepts and Primers for Conflict Management and Mitigation*. Washington: USAID, 2013. [pdf.usaid.gov/pdf\\_docs/pnaed181.pdf](https://pdf.usaid.gov/pdf_docs/pnaed181.pdf)
- CARE International UK. *Peacebuilding with Impact: Defining Theories of Change*. London: CARE International UK, 2012. [www.international-alert.org/sites/default/files/publications/120123CAREDefiningTheoriesChange\\_FINAL.pdf](http://www.international-alert.org/sites/default/files/publications/120123CAREDefiningTheoriesChange_FINAL.pdf)
- Guijt, Irene, and Jim Woodhill. *Managing for Impact in Rural Development: A Guide for Project M&E*. Rome: International Fund for Agricultural Development, 2002. [www.ifad.org/documents/10180/17b47fcb-bd1e-4a09-acb0-0c659e0e2def](http://www.ifad.org/documents/10180/17b47fcb-bd1e-4a09-acb0-0c659e0e2def)
- Inclusive Security. *Inclusive Security: A Curriculum for Women Waging Peace*. Washington: Inclusive Security, 2009. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)
- Lederach, John Paul, Reina Neufeldt and Hal Culbertson. *Reflective Peacebuilding: A Planning, Monitoring and Evaluation Toolkit*. Notre Dame: The Joan B. Kroc Institute for International Peace Studies, University of Notre Dame, 2007. [kroc.nd.edu/sites/default/files/crs\\_reflective\\_final.pdf](http://kroc.nd.edu/sites/default/files/crs_reflective_final.pdf)
- O'Neil, Carrie and Nanako Tamaru. *Advocacy for Inclusive Security Curriculum*. Washington: Inclusive Security, 2017. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)

Time	Description
<b>5 minutes</b>	<b>16.1 Introduction to the Module</b> 16.1.1 Facilitator Talking Points
<b>25 minutes</b>	<b>16.2 How to Monitor Advocacy</b> 16.2.1 Discussion: Monitoring Your Progress
<b>65 minutes</b>	<b>16.3 Monitoring and Evaluation in Practice</b> 16.3.1 Activity: Monitoring and Evaluating the Implementation of Your Action Plan
<b>5 minutes</b>	<b>16.4 Wrap up</b> 16.4.1 Facilitator Talking Points: Points to Take Away
	<b>Assessment Questions</b>
<b>Total Time: 1 hour 40 minutes</b>	

## 16.1 Introduction to the Module



### 16.1.1 Facilitator Talking Points

#### Background for Facilitator

This section introduces the purpose and learning objectives of this module.

#### Facilitator Talking Points

- In this module, we discuss how we measure progress and success in advocacy through practical monitoring and evaluation. In previous modules we learned how to identify specific security problems and issues, and then apply a strategic framework for advocacy. We talked about the fact that advocacy is not a one-off event, but a process. Monitoring and evaluation is an essential part of this process.
- Monitoring and evaluation are terms often associated with funding or donor requirements. Sometimes these requirements are seen as bureaucratic and not situated within the day-to-day work of civil society organizations and advocacy efforts. Yet monitoring and evaluation are actually the very activities that help us determine whether we have been successful. We all want to know whether what we are doing is making a difference, and whether the strategy we have developed and implemented is effective. Monitoring and evaluation helps us answer these questions.
- Monitoring and evaluation also helps us communicate the work we do to a broader audience, such as funders or the public. In other words, monitoring and evaluation is about measuring success and explaining that success to others.
- By the end of this module, you will be able to:
  - Explain the purpose of monitoring and evaluating advocacy.
  - Develop a monitoring plan that enables you to measure your success.

#### Materials Needed

None

#### Learning Objectives

Participants are able to identify the purpose and learning objectives of this module.

**Time** 5 minutes



## 16.2 How to Monitor Advocacy



### 16.2.1 Discussion: Monitoring Your Progress

#### Background for Facilitator

This discussion includes a concrete example that helps participants understand types of information that can help them to monitor their advocacy efforts.

#### Facilitator Talking Points

- Monitoring is about collecting information that will help you to measure your success. A monitoring plan can and should be designed in a practical and clear manner.

#### Materials Needed

Flipchart

#### Learning Objectives

Participants are able to describe types of information that can be collected to monitor advocacy activities.

**Time** 25 minutes

#### Instructions

Guide the group through the following practical example, intended to help participants think concretely about monitoring:

Imagine that your advocacy strategy is aimed at **raising community and police awareness to improve the police response to domestic violence**. Your advocacy strategy includes: organizing rallies, marches, and other public events, attracting media attention, and engaging publicly (and privately) with police leadership.

Ask participants:

- What are some of the things you could monitor while implementing this strategy?
- In other words, what information could you gather to prove that you did each of these activities?

Record responses on a flipchart. Suggestions might include:

- Number of rallies, marches and public events; number of people in attendance
- Number of media articles, reports, interviews, etc.
- Public comments by police leadership on the police response to domestic violence

Note to participants that if they were to gather a lot of this information, they would already have a wealth of information to demonstrate their progress.

Explain that once they have identified the concrete things that can be measured, the next step is to think about how to identify success. Ask participants (and record responses on a flipchart):

- What can you monitor to identify whether you have **raised community awareness** about domestic violence?

**Suggestions might include:** *Look at media reporting and public events to see whether the topic is being addressed and how.*

- What can you monitor to identify whether you have **raised police awareness** about domestic violence?

**Suggestions might include:** *Are police leadership talking about needed improvements in the police response? Are police publicly acknowledging or discussing domestic violence? Is this the first time? Or has the quality of the discussion improved since your advocacy strategy started? And how?*

- What can you monitor to identify whether **actions or activities are taking place to improve the police response** to domestic violence?

**Suggestions might include:** *Are police leaders taking action or initiating activities that could lead to action (e.g., creating a task force or working group for internal review)?*

---

## Debrief

### Facilitator Talking Points

- **Collect information as you implement your advocacy strategy.** Some information cannot be collected retroactively, so a monitoring plan needs to be in place before you begin.
- **Collect baseline information.** To identify whether there are changes or improvements to a system or response, you need information that describes what the situation is like before your advocacy begins. This is called “baseline information.” For example, in order to see whether there is **increased** awareness, you first need to be able to establish the pre-existing level of awareness. To assess whether the **police response to domestic violence has improved**, you need to know the existing levels of response within the police to domestic violence. Ways to collect baseline information include:
  - Using existing academic or NGO research.
  - Thorough searches of media reports. For example, in the case above, you could try to identify whether rallies, marches, or other public events on domestic violence have occurred before; whether the media has reported on domestic violence previously, and how; whether police leaders have publicly spoken about domestic violence, and how.
  - Reviewing publicly available policies and institutional webpages. For example, in the case above, you could review such materials to try to determine whether the police have made previous efforts to improve their response to domestic violence.
  - Catalog anecdotal or personal experience. For example, if your civil society organization provides services to victims of domestic violence, you may know from this work whether the police response is problematic from the perspective of the victims.

## 16.3 Monitoring and Evaluation in Practice



### 16.3.1 Activity: Monitoring and Evaluating the Implementation of Your Action Plan

#### Background for Facilitator

This activity will help participants think about the importance of evaluation as a follow up to monitoring, and how to apply monitoring and evaluation concepts to their own advocacy plans. Participants will refer back to the action plans they developed in Module 13. Make sure that every participant has a copy of their group's action plan; participants will be working individually in this activity.

#### Materials Needed

[Monitoring and Evaluation Plan](#) handout

#### Learning Objectives

Participants are able to identify ways to apply monitoring and evaluation to their advocacy plans.

**Time** 65 minutes

#### Facilitator Talking Points

- Evaluation is the process of determining the value or merit of a project (or advocacy strategy). Like monitoring, this can be done in a manner that is practical, using information that is readily available and within the human and financial resources of your organization.
- Evaluation typically follows the conclusion of a project or even an activity—evaluation therefore also follows the **monitoring** of that project or activity.
- Evaluation is simply the act of reviewing all of your monitoring data and determining whether your project or activity reached all or some of its desired aims, in whole or in part. In other words, did you achieve what you meant to achieve through your advocacy strategy? The results of an evaluation will answer this question and will tell you why or why not.
- Thus an evaluation also provides important information related to next steps and on-going efforts. It will help you identify what remains from your initial set of goals and whether some components of your strategy worked better than others. For example, using the domestic violence example, if your evaluation concluded that the police took actions to improve their response to domestic violence, then your strategy would be considered a success. At the same time, however, if there is no response from or change within the police, this might suggest the need for a new strategy.

#### Instructions

Have participants individually refer back to the action plans they developed in Module 13. On the basis of this plan, each participant should try to identify what they can monitor and how they will do it. Participants can use the [Monitoring and Evaluation Plan](#) handout (see annex) as a guide. Have them develop 3-5 monitoring components. (20 minutes)

Ask participants to pair up and share their monitoring plans with each other. Encourage them to use this time to share and identify weak spots or issues that are unclear. (20 minutes)

Debrief in the plenary with the discussion questions below.

---

## Debrief

### **Discussion Questions**

- How do you feel about your monitoring ideas?
- Do you feel like this is something you can include in your advocacy?
- What is difficult about developing a monitoring plan?
- Are there concepts or language that are unclear or confusing? (20 minutes)

## 16.4 Wrap Up



### 16.4.1 Facilitator Talking Points: Points to Take Away

#### Background for Facilitator

This section highlights the main points of the module.

#### Facilitator Talking Points

- Your advocacy strategy is meant to achieve something—to result in a tangible change or changes in practice and behavior. Monitoring and evaluation will help you identify whether you were successful and, if not, point you in the right direction for next steps.
- Monitoring does not need to be difficult and complex. As we highlighted in our activities, there are ways to approach monitoring that require minimal time and resource capacity. Moreover, developing a monitoring plan at the outset of an advocacy strategy ensures that your strategy has clear, concise, and achievable goals—in other words, the very best possibility for success.

#### Materials Needed

None

#### Learning Objectives

Participants will understand the main points of this module.

**Time** 5 minutes

## Assessment Questions (Blank)

### Q.16.1 Monitoring is: (select one)

- a. Contacting training participants after the training has finished to ask them questions about how they found the training.
- b. The on-going process of collecting information (or data) in order to measure whether the advocacy strategy (or project) is achieving its goals and aims.
- c. Checking that each member of your coalition attends meetings regularly.

### Q.16.2 Evaluation is: (select one)

- a. The process and outcome of determining the value or merit of an advocacy strategy (or project).
- b. Putting a monetary value on your activities.
- c. Something one does simply because donors demand it.

## Assessment Questions (Answer Key)

### Q.16.1 Monitoring is: (select one)

- a. Contacting training participants after the training has finished to ask them questions about how they found the training.
- b. The on-going process of collecting information (or data) in order to measure whether the advocacy strategy (or project) is achieving its goals and aims.
- c. Checking that each member of your coalition attends meetings regularly.

### Q.16.2 Evaluation is: (select one)

- a. The process and outcome of determining the value or merit of an advocacy strategy (or project).
- b. Putting a monetary value on your activities.
- c. Something one does simply because donors demand it.

# ANNEX

# Monitoring and Evaluation Plan

**GOAL**

---

**OBJECTIVE**

Activity 1	Monitor What	When	How
Activity 2	Monitor What	When	How

**Baseline**

**EVALUATION**

Did we reach our objective? Why or why not?

---

Did we contribute to our goal? Why or why not?

---



# Monitoring and Evaluation Plan (Sample)

**GOAL** Improve the Police Response to Domestic Violence

**OBJECTIVE** Increased awareness of domestic violence and support among the police and community to improve the police response

<b>Activity 1</b> Domestic violence rally with silent witnesses (cut-outs of women with local stories of DV abuse)	<b>Monitor What</b> 1. # of people attending and who they are 2. Media coverage 3. Police attendance or public response	<b>When</b> 1. Day of rally 2. Weeks following rally	<b>How</b> 1. Assign someone to count people and collect a sign-in sheet 2. Review print, radio, and TV media daily for X amount of time 3. Identify police at the rally; check police website or other public communication system; and check with media
---	--	--	--

**Baseline**

We know through our work with victims/survivors of DV that the larger community does not speak about the issue and have misunderstandings about what it is. Victim/survivors have also shared with us that police response is poor, and victims/survivors do not feel comfortable reporting to police.

**EVALUATION**

**Did we reach our objective? Why or why not?**

Yes, we met our objective and can show that we raised awareness, because:

- 150 people attended the first rally on (date), including community leaders.
- 200 people attended and registered through the sign-in sheet at the second rally. Community leaders and some police officers attended.
- Two print media articles on DV followed each of the two rallies. The print media concluded a need for an improved police response.
- Community leaders are speaking out about DV for the first time through community newsletters.

**Did we contribute to our goal? Why or why not?**

No, we have not yet contributed to the goal yet because no actions have been taken yet by the police to improve their response.

Inclusive Security  
1615 M Street NW, Suite 850  
Washington, DC 20036  
202.403.2000  
[inclusivesecurity.org](http://inclusivesecurity.org)

The Geneva Centre for the Democratic  
Control of Armed Forces (DCAF)  
P.O. Box 1360  
CH-1211 Geneva 1  
Switzerland  
+41 (0) 22.730.9400  
[dcaf.ch](http://dcaf.ch)



## MODULE SEVENTEEN

### Wrap Up, Evaluation, and Next Steps



Photo Credit: UN Women/Gaganjit Singh

## A Women's Guide to Security Sector Reform Training Curriculum



**DCAF**

a centre for security,  
development and  
the rule of law



**INCLUSIVE  
SECURITY**

## Acknowledgements

Over the last decade, Inclusive Security and DCAF have conducted dozens of training workshops with women and men in countries undergoing security sector reform processes. We wish to thank all those who have participated in these trainings, sharing their stories, their wisdom and their experience, and helped us in turn to develop the training approaches reflected in this curriculum.

We extend particular appreciation to the authors of our *A Women's Guide to Security Sector Reform*, which served as the key background resource for this curriculum, Megan Bastick and Tobie Whitman, and the Advisory Council for that Guide: Ruth Gibson Caesar, Wazhma Frogh, Alaa Murabit, Jessica Nkuuhe, Bandana Rana and Sonja Stojanovic.

Kathrin Quesada, Megan Bastick, Heather Huhtanen, Carrie O'Neill and Kristin Valasek were the primary authors of this curriculum. Jacqueline O'Neill and Daniel de Torres helped shape the original outline and provided substantive input. Input was also received from Michelle Barsa, Anna Kadar, Alice Kielmann, Caroline Pradier, Lorraine Serrano, and Nanako Tamaru. Mylène Socquet-Juglard and Marta Ghittoni assisted with final stages of publication.

Editing by Rachel Isaacs. Graphic design by Stephanie Pierce-Conway.

## DCAF

The Geneva Centre for the Democratic Control of Armed Forces (DCAF) is an international foundation whose mission is to assist the international community in pursuing good governance and reform of the security sector. DCAF develops and promotes norms and standards, conducts tailored policy research, identifies good practices and recommendations to promote democratic security sector governance, and provides in-country advisory support and practical assistance programmes.

DCAF's Gender and Security Division works through research, technical advice and regional projects to support the development of security sectors that meet the needs of men, women, boys and girls; and promote the full participation of men and women in security sector institutions and security sector reform processes.

Visit us at: [www.dcaf.ch](http://www.dcaf.ch). Contact us at: [gender@dcaf.ch](mailto:gender@dcaf.ch).

## Inclusive Security

Inclusive Security is transforming decision making about war and peace. We're convinced that a more secure world is possible if policymakers and conflict-affected populations work together. Women's meaningful participation, in particular, can make the difference between failure and success. Since 1999, Inclusive Security has equipped decision makers with knowledge, tools, and connections that strengthen their ability to develop inclusive policies and approaches. We have also bolstered the skills and influence of women leaders around the world. Together with these allies, we're making inclusion the rule, not the exception.

Visit us at: [inclusivesecurity.org](http://inclusivesecurity.org). Contact us at: [info@inclusivesecurity.org](mailto:info@inclusivesecurity.org).

©2017 Inclusive Security and DCAF. The use, adaptation and copying of this guide is encouraged. We do, however, ask that you acknowledge and cite all materials used.

Please get in touch with us if you would like to translate this guide.

ISBN: 92-9222-438-7

Cite as: Inclusive Security and DCAF. *A Women's Guide to Security Sector Reform: Training Curriculum*. Washington, D.C.: Inclusive Security and DCAF, 2017.

# MODULE OVERVIEW:

## Wrap Up, Evaluation, and Next Steps

### Learning Objectives

- Participants are able to identify whether the training objectives and expectations have been met.
- Participants are able to debrief the training experience and reflect on what was learned, why it is useful, what can be done with the knowledge, information, and skills they have acquired, and the connections they have made during the training.

Time	Description
<b>5 minutes</b>	<b>17.1 Introduction to the Module</b> 17.1.1 Facilitator Talking Points
<b>25 minutes</b>	<b>17.2 Training Expectations</b> 17.2.1 Discussion: Training Expectations
<b>90 minutes</b>	<b>17.3 Debrief</b> 17.3.1 Activity: Debrief
<b>15 minutes</b>	<b>17.4 Wrap Up</b> 17.4.1 Facilitator Talking Points: Follow Up and Evaluation of the Training
<b>Total Time: 2 hours 15 minutes</b>	

## 17.1 Introduction to the Module



### 17.1.1 Facilitator Talking Points

#### Background for Facilitator

This session is intended to be a final wrap up and provide you with the ability to address any remaining loose ends, and collect participants' written evaluations. This session is also intended to give participants a final opportunity to raise questions, request clarifications, or seek support and guidance. The session can go longer than the time estimated if necessary, but avoid raising or addressing new topics. Instead focus on the training expectations identified at the beginning of the program.

#### Materials Needed

None

#### Learning Objectives

Participants are able to identify the purpose of this module.

**Time** 5 minutes

#### Facilitator Talking Points

- We've now reached the final session of this training program. This gives us an opportunity to:
  - Identify whether our training objectives and expectations have been met.
  - Debrief the training experience and reflect on what we learned, why it is useful, and what we can do with this new knowledge, information, and skillset, as well as the connections you have made with each other.

## 17.2 Training Expectations



### 17.2.1 Discussion: Training Expectations

#### Background for Facilitator

This session addresses whether participants' expectations were met in the training.

It is ideal if you have been keeping track of participants' satisfaction throughout the program. At the very least, you should reflect on participants' expectations in advance of this module and prepare any additional resources or referral information that may be useful to participants.

#### Facilitator Talking Points

- Let's return to the **training expectations** we developed/reviewed on the first day. *Display the flipcharts and/or presentation slides used in Module 1 to present the training objectives and synthesis of participants' expectations.*
- Have these expectations and objectives been met?
- What further information, resources, support, or training can we identify to help fill any remaining gaps in skills or knowledge?

#### Materials Needed

Flipcharts and/or presentation slides from Module 1 (1.3 Training Objectives, Agenda, and Expectations)

#### Learning Objectives

Participants reflect on whether the training expectations were met.

**Time** 25 minutes

## 17.3 Debrief

### 17.3.1 Activity: Debrief

#### Background for Facilitator

This activity creates space for debrief and closure of the training workshop. There are many ways to approach closing a workshop, so feel free to adjust.

#### Materials Needed

Blank notecards

#### Learning Objectives

Participants are able to reflect on what they've learned throughout the workshop.

**Time** 90 minutes

#### Facilitator Talking Points

- Debriefing is an opportunity to reflect on a learning experience and make it meaningful by identifying what was learned, how it is relevant, and what you can do with this new knowledge or skill. Debriefing is a component of learning that enables individuals to reflect on their experience and connect it to their world (profession), which contributes to comprehension and retention. With that in mind, let's debrief this whole training and reflect on the experience with each other.

#### Instructions

Have participants get into pairs and discuss the first two questions below, writing down their answers. (20 minutes)

- **What** – What was learned, what was covered, what was done, what was accomplished?
- **So what** – How is this relevant, why is this relevant, why should I care, why should others care?
- **Now what** – What will I do, what can I do, what can we do, and who else can help?

Bring the group back together and ask for 4-6 volunteers to share “What” and 4-6 volunteers to share “So what” with the group. (20 minutes)

Give each participant two notecards and ask them to quietly reflect on the last question—“Now what”—and write down what they will do with the **knowledge, information, skills, AND networks** they now have. They should write the same information on both notecards and include their name and email. Let them know that they will have 1-2 minutes to present this to the group. (5 minutes)

Have participants stand in a circle (to create a feeling of support and community) and ask each person to read or state in their “Now what.” Participants should keep one notecard for themselves and be prepared to hand the second notecard (with their name and email) to either a fellow participant or the facilitator. (20-30 minutes)

Following this sharing out of “Now what,” ask participants if or how they would like follow up with each other and with the facilitator. For example, do they want a follow-up email or survey with the facilitator to see whether they have initiated their “Now what,” or do they want to use a community-based check in where they work in pairs or teams to follow up with each other? Discuss options and agree on a strategy. (15 minutes)



## 17.4 Wrap Up



### 17.4.1 Facilitator Talking Points: Follow Up and Evaluation of the Training

#### Background for Facilitator

This last session in the training will ensure participants complete written evaluations, tie up any loose ends, and give participants all the information they need to depart.

#### Instructions

Ask all participants to take ten minutes to complete the training evaluation form and return it to a confidential envelope or box. Try to ensure that everyone stays in their seats and completes the evaluation.

Emphasize that these written evaluations are very important to you as trainers and will help you improve the training program. Let participants know that you welcome further feedback by email, phone, or informally as people depart.

When all of the evaluation forms have been collected, share any final information and materials regarding training logistics, contact details, or ongoing work or communication. Conclude the workshop by thanking participants for their contributions and for working together in a constructive and respectful manner.

Initiate a round of applause, singing, or dancing to celebrate all that the participants achieved together.

#### Materials Needed

Training Evaluation Forms

#### Learning Objectives

Participants understand the training has ended and give their evaluations.

**Time** 25 minutes

Inclusive Security  
1615 M Street NW, Suite 850  
Washington, DC 20036  
202.403.2000  
[inclusivesecurity.org](http://inclusivesecurity.org)

The Geneva Centre for the Democratic  
Control of Armed Forces (DCAF)  
P.O. Box 1360  
CH-1211 Geneva 1  
Switzerland  
+41 (0) 22.730.9400  
[dcaf.ch](http://dcaf.ch)

