

MODULE ONE

Welcome and Introductions



A Women's Guide to Security Sector Reform Training Curriculum



DCAF

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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. Contact us at: 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. Contact us at: info@inclusivesecurity.org.

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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.
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Background Resources for Trainers

- Barry, Jane. *Integrated Security: The Manual*. Johanneshov: Kvinna till Kvinna, 2011. www.integratedsecuritymanual.org
- DCAF. "Gender and Security Sector Reform Training Resource Website." www.gssrtraining.ch
- Inclusive Security. *Inclusive Security: A Curriculum for Women Waging Peace*. Washington: Inclusive Security, 2009. 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

Time

Description

5 minutes

1.1 Introduction to the Module

1.1.1 Facilitator Talking Points

60 minutes

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

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

60 minutes

1.3 Training Objectives, Agenda, and Expectations

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

15 minutes

1.4 Ground Rules and Housekeeping

1.4.1 Discussion: Creating Ground Rules

1.4.2 Facilitator Talking Points: Housekeeping

5 minutes

1.5 Wrap Up

1.5.1 Facilitator Talking Points: Points to Take Away

Total Time: 2 hours 25 minutes

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

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