A Women’s Guide to Security Sector Reform
Training Curriculum
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.

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**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.

**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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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

• DCAF. “Gender and Security Sector Reform Training Resource Website.” [www.gssrtraining.ch](http://www.gssrtraining.ch)
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<thead>
<tr>
<th>Time</th>
<th>Description</th>
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</thead>
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<tr>
<td>5 minutes</td>
<td><strong>1.1 Introduction to the Module</strong></td>
</tr>
<tr>
<td></td>
<td>1.1.1 Facilitator Talking Points</td>
</tr>
<tr>
<td>60 minutes</td>
<td><strong>1.2 Introductions of the Trainer(s), Organizer(s), and Participants</strong></td>
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<td></td>
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<td>1.2.4 Activity: Bingo</td>
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<td>60 minutes</td>
<td><strong>1.3 Training Objectives, Agenda, and Expectations</strong></td>
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<tr>
<td></td>
<td>1.3.1 Discussion: Training Objectives and Agenda</td>
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<td>1.3.2 Discussion: Training Expectations with Needs Assessment</td>
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<td>1.3.3 Discussion: Training Expectations without Needs Assessment</td>
</tr>
<tr>
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<td><strong>1.4 Ground Rules and Housekeeping</strong></td>
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<tr>
<td></td>
<td>1.4.1 Discussion: Creating Ground Rules</td>
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<td></td>
<td>1.4.2 Facilitator Talking Points: Housekeeping</td>
</tr>
<tr>
<td>5 minutes</td>
<td><strong>1.5 Wrap Up</strong></td>
</tr>
<tr>
<td></td>
<td>1.5.1 Facilitator Talking Points: Points to Take Away</td>
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<td><strong>Total Time: 2 hours 25 minutes</strong></td>
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</tbody>
</table>
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

Facilitator Talking Points (15 MINUTES)

- 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.

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.

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.
ANNEX
# BINGO CARD

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