Training Resources on

Security Sector Reform and Gender

Gender and Security Sector Reform
Training Resource Package

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

Authors

The Gender and SSR Training Resource Package was edited by Megan Bastick and Kristin Valasek of DCAF.

The Training Exercises and Topics for Discussion were developed by Agneta M. Johannsen. Agneta M. Johannsen has extensive experience in peacebuilding, gender and post-conflict transition. Agneta worked as advisor, staff and consultant with several international organisations, including the United Nations Development Programme, the United Nations High Commissioner for Refugees, the United Nations Population Fund, the United Nations Human Settlements Programme and the Japan International Cooperation Agency. She was Deputy to the Director of the War-torn Societies Project at the United Nations Research Institute for Social Development and led a research, training and evaluation team for the project's successor organisation, WSP International. She has also worked for several non-governmental organisations.

Agneta has also been Faculty Member at Webster University in Geneva and is a psychological counsellor. Combining her interests in international relations, psychology and anthropology, Agneta's professional orientation has recently focused on cross-cultural communication, learning/training and trauma response.

The Examples from the Ground were compiled by Beatrice Mosello of DCAF.

The Gender and Security Sector Reform Training Resource Package

The Gender and Security Sector Reform Training Resource Package is a companion to the *Gender and SSR Toolkit* (DCAF, OSCE/ODIHR and UN-INSTRAW, 2008). Copies of the *Gender and SSR Toolkit* can be downloaded or ordered at http://www.dcaf.ch/gssrtoolkit

The Gender and SSR Training Resource Package is a series of practical training materials to help trainers integrate gender in SSR training, and to deliver effective gender training to SSR audiences.

The first part of the Training Package is a "Guide to Integrating Gender in SSR Training", which provides useful information on how to take into account gender issues throughout the SSR training cycle.

The rest of the Training Resource Package is focused on particular SSR topics:
• **Security Sector Reform and Gender**
• Police Reform and Gender
• Defence Reform and Gender
• Parliamentary Oversight of the Security Sector and Gender
• Civil Society Oversight of the Security Sector and Gender
• National Security Policy-Making and Gender
• Justice Reform and Gender
• SSR Assessment, Monitoring and Evaluation and Gender
• Border Management and Gender
• Penal Reform and Gender

DCAF

The Geneva Centre for the Democratic Control of Armed Forces (DCAF) promotes good governance and reform of the security sector. The Centre conducts research on good practices, encourages the development of appropriate norms at the national and international levels, makes policy recommendations and provides in-country advice and assistance programmes. DCAF's partners include governments, parliaments, civil society, international organisations and security sector actors such as police, judiciary, intelligence agencies, border security services and the military.

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

Cite as: Agneta M. Johannsen. "Training Resources on Security Sector Reform and Gender." In *Gender and Security Sector Reform Training Resource Package,* edited by Megan Bastick and Kristin Valasek. Geneva: DCAF, 2009.

Contents

Using the Gender and SSR Training Resource Package

A gender-responsive SSR process seeks to:

» Address the different security needs and priorities of women and men
» Confront gender-based violence against men and women, boys and girls
» Promote the equal participation of men and women in decision-making within the security sector
» Create security sector institutions that are representative of society at large—and thus are more trusted and effective
» Ensure comprehensive and effective security sector oversight
» Establish SSR that is locally-owned and sensitive to the needs of all parts of the community
» Comply with international and regional laws, instruments and norms concerning security and gender, such as the Convention on the Elimination of All Forms of Discrimination Against Women, the Beijing Platform for Action, and UN Security Council Resolutions 1325 and 1820

Security sector reform (SSR) transforms security policies, institutions and programmes. The integration of gender issues in SSR—by taking into consideration the different security and justice needs of women, men, boys and girls and strengthening the participation of women and men in security decision-making—is increasingly being recognised as key to operational effectiveness, local ownership and oversight. As a result, countries undergoing SSR, as well as donor nations and international organisations supporting SSR processes, have committed to implementing SSR in a gender-responsive way.

Copies of the *Gender and SSR Toolkit* can be downloaded or ordered, on CD ROM or in print, at: http://www.dcaf.ch/gssrtoolkit

In order to support gender-responsive SSR, DCAF, OSCE/ODIHR and UN-INSTRAW published, in 2008, the **Gender and Security Sector Reform Toolkit**.* The Toolkit is a practical introduction to gender and SSR issues for policymakers and practitioners. It sets out why gender is important to SSR processes and gives concrete recommendations and examples. The Toolkit is composed of 12 Tools and 12 Practice Notes on different SSR topics, such as police reform, defence reform, parliamentary oversight and civil society oversight.

The publication of the *Gender and SSR Toolkit* prompted a strong demand for materials to support training on gender and SSR issues. This **Gender and SSR Training Resource Package** has thus been developed as a companion to the *Gender and SSR Toolkit*. The *Training Resource Package* is a series of practical training materials to help trainers integrate gender in SSR training, and deliver effective gender training to SSR audiences.

The Training Resource Package

The first part of the *Gender and SSR Training Resource Package* is the **Guide to Integrating Gender in SSR Training**. This Guide provides useful information on how to take into account gender issues throughout the SSR training cycle: in training needs assessment, learning objectives, design and development of training, implementation, monitoring, evaluation and follow up.

* DCAF is the Geneva Centre for the Democratic Control of Armed Forces

* OSCE/ODIHR is the Organization for Security and Co-operation in Europe Office for Democratic Institutions and Human Rights

* UN-INSTRAW is the United Nations International Research and Training Institution for the Advancement of Women

The rest of the *Gender and SSR Training Resource Package* is divided into sets of resources focused on particular SSR topics:

• **Security Sector Reform and Gender**
• **Police Reform and Gender**
• **Defence Reform and Gender**
• **Parliamentary Oversight of the Security Sector and Gender**
• **Civil Society Oversight of the Security Sector and Gender**
• **National Security Policy-Making and Gender**
• **Justice Reform and Gender**
• **Border Management and Gender**
• **SSR Assessment, Monitoring and Evaluation and Gender**

Using the Gender and SSR Training Resource Package

Each set of training resources contains the following:

Key messages: taken from the companion tool in the *Gender and SSR Toolkit.*

Training exercises: 10–19 exercises covering a range of possible subjects, methodologies, audiences and durations. Each exercise is organised under the following headings:

- *Type of exercise*
- *Audience*
- *Time required*
- *Intended group size*
- *Supplies*
- *Guidance to trainers*
- *Learning objectives*
- *Exercise instructions*
- *Handouts, worksheets and trainer's cheat sheets (if applicable)*
- *Possible variations (if applicable)*

Examples from the ground: short case studies that can be used as a resource for training.

Discussions: possible gender and SSR discussion topics, and tips on how to make discussions effective.

Training challenges to consider: additional challenges to those discussed in the Guide to Integrating Gender in SSR Training.

Additional training resources.

The trainees

These training resources take into account the many different types of audiences for SSR training. Your trainees might be from a country undergoing SSR or a donor country supporting SSR, or from different countries. They may be from the same institution or from many. They may be experienced in SSR or not.

Your SSR trainees might include, for example, representatives of:

- Ministries of Defence, Justice, Interior or Foreign Affairs
- Security sector institutions, e.g., police services, armed forces, border management services, justice and penal institutions
- Parliaments, including both parliamentarians and parliamentary staff
- Security sector oversight bodies, e.g., office of the ombudsperson and national security advisory bodies
- Civil society organisations (CSOs), including international, national and local organisations and research institutions that focus on security sector oversight and/or gender, including women's organisations
- Donors, international and regional organisations such as the United Nations, Organization for Security and Co-operation in Europe, European Union or African Union

Each set of training resources contains exercises suitable for different types of audience. Many of the training exercises can also be adapted to fit your specific group of trainees.

Using the training exercises

The greater part of the *Gender and SSR Training Resource Package* is made up of training exercises. These exercises are designed to help you to deliver training on gender and SSR issues in an engaging and interactive manner. You will find exercises in the form of action planning, role plays, stakeholder analysis, SWOT analysis, case studies, gaps

Using the Gender and SSR Training Resource Package

identification, mapping, and many other formats. Icebreakers, energisers and introductory exercises on gender are in the *Training Resources on SSR and Gender*.

The exercises focus on either one or a number of SSR issues. Some focus on particular gender issues (such as recruitment of women or addressing gender-based violence). Others are on general SSR issues in which skills to integrate gender are needed (such as consultation or project planning). The exercises can therefore be used either in a:

• Gender and SSR training session, e.g., Police Reform & Gender, Parliamentary Oversight of the Security Sector & Gender; or
• SSR training session not explicitly focused on gender.

A sample outline of a gender and SSR session and a sample schedule for a two day gender and SSR training are included in the *Guide to Integrating Gender in SSR Training.*

The exercise formats are not designed to be prescriptive but to spark your creativity as a trainer. We encourage you to adapt them to meet your training objectives, audience, subject matter emphasis, available time and your own needs. You can use the *Gender and SSR Toolkit* to provide background information on a wide range of gender and SSR-related topics.

The exercises are not designed to be used "in order" or as a "module." Instead, the *Training Resource Package* is designed to provide you with a diverse set of exercises that you can combine and adapt to suit the particular needs of your training.

When selecting an exercise, keep in mind:

• What are your learning objectives? Which exercise best meets these objectives?
• Who are your trainees? How many are there? Is this exercise appropriate for their level of experience?
• Does this exercise fit your timeframe?
• How could you modify the exercise to better fit your learning objectives, trainees and available time?

The exercises are organised in three categories: (1) application-in-context, (2) conceptual and (3) topic-specific.

• *Application-in-context exercises* are designed to allow trainees to apply the principles of SSR and gender to their own real world organisations, or to real or simulated cases that are used as learning aids. In general, these exercises are best suited to audiences with broad policy-level responsibilities and experience; however, depending on the subject matter and training needs and objectives, any audience could benefit from participation in these exercise formats. From a pedagogical viewpoint they are probably the most effective exercises (fastest learning), as the primary goal of each exercise is to allow trainees to explore and internalise key concepts by applying them to their own contexts.

• *Conceptual exercises* focus on wider concepts and theories, aiming for a broad understanding of the key message being pursued. These exercises are best suited to audiences with detailed programme-level responsibilities and experience (in order to broaden their perspective), or those with more senior-level policy responsibilities.

• *Topic-specific exercises* focus on a particular key point which requires training. These types of exercises would be best suited to an audience that has a specific training need or is composed largely of trainees who are new to the concepts of gender and SSR.

The point of this *Training Resource Package* is to help you to improve your gender and SSR training while being creative with the materials presented. Used together with the *Gender and SSR Toolkit*, we hope that it will encourage you to include gender as a key aspect of all your SSR training.

Key messages

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

Key messages

As a trainer you must consider how best to provide essential content to your audience. Any training exercise will generally need to be preceded by a brief lecture conveying key points and ensuring that all in your audience share the required knowledge base. Refer to the sample session outlines in the *Guide to Integrating Gender in SSR Training.*

The following key messages are drawn from the *Security Sector Reform and Gender Tool.* In planning your session, consider selecting a few key messages and re-phrasing and shortening them to PowerPoint slides or some other form of learning aid.

These key messages are designed to help you formulate training content. They do not substitute for reading the companion tool itself. Each trainee should be encouraged to read the *Security Sector Reform and Gender Tool* and/or *Practice Note* before undergoing the training in question.

Gender refers to the roles and relationships, personality traits, attitudes, behaviours and values that society ascribes to men and women. "Gender" therefore refers to learned differences between men and women (while "sex" refers to the biological differences between males and females). Gender refers not simply to women or men but also to the relationship between them.

Gender roles vary widely within and across cultures, and can change over time. The categories "women", "men", "boys" and "girls" are not unitary or cohesive. The experience of being a "woman", for example, and the security challenges associated with this will also depend on the person's age, ethnicity, religion, class, etc.

Integrating gender into security sector reform means:

See: *Security Sector Reform and Gender Tool,* pages 3–5.

- *Acknowledging and responding to the different security needs of women, men, boys and girls*: People have different security needs due to their gender, ethnicity, age, sexual orientation, caste, religion and other factors. For instance, women face a higher risk of domestic violence; men face a higher risk of gun violence. SSR must respond to these differences if it is to increase security and justice equally for women, men, boys and girls.

- *Ensuring the full and equal participation of men and women within security decision-making and security sector institutions*: In many countries women have been excluded from security decision-making and are under-represented in security sector institutions. SSR should include measures to promote equitable representation of men and women at all levels of security institutions, and to ensure that both men and women are consulted on security and justice issues and involved in security sector oversight.

Why gender is important to SSR

Integrating gender into security sector reform strengthens:

See: *Security Sector Reform and Gender Tool,* pages 6–10.

- *Local ownership:* Consulting with men and women from diverse social and age groups increases the legitimacy and sustainability of an SSR process. Women's civil society organisations (CSOs) can be a crucial bridge between local communities and security policymakers.

- *Delivery of security and justice:* Including women in security sector institutions strengthens operational effectiveness and can generate greater civilian trust. Increasing the security sector's competency to address gender-based violence (GBV) is a key priority in providing security to individuals and communities.

Key messages

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

Key messages

- *Oversight and accountability of the security sector:* Increasing the participation of women and gender experts in security sector oversight can make oversight bodies more representative and effective. Enhanced accountability of the security sector can in turn help to address GBV and discrimination within the security sector.

- *Compliance with international and regional laws, instruments and norms concerning security and gender:* International instruments, such as United Nations Security Council Resolutions 1325 and 1820, the *Beijing Declaration and Platform for Action,* and the *Convention on the Elimination of All Forms of Discrimination against Women*, mandate the integration of gender issues in security sector institutions. Regional instruments, including from Africa, Europe and South America, give rise to further specific obligations. See the *Gender and SSR Toolkit Annex on International and Regional Laws and Instruments related to Security Sector Reform and Gender.*

Strategies for the integration of gender in SSR

Key strategies for integrating gender in SSR include:

- *Conducting gender-responsive SSR assessment*: through, for example:
  - Terms of reference that include attention to gender
  - Assessment teams with gender expertise
  - Sex-disaggregated data
  - Interviews with women in security sector institutions and civil society organisations and gender experts
  - Focus groups for women or men or boys or girls
  - Assessing the gender-responsiveness of existing security and justice laws, policies and institutions.

- *Ensuring that SSR policy is gender-responsive:* through, for example:
  - Grounding SSR in a participatory consultation process, including civil society.
  - Ensuring gender expertise and the representation of women and men in the teams responsible for the assessment, drafting, implementation, monitoring and evaluation of SSR policies.
  - Monitoring and evaluating the policy's impact on men, women, girls and boys.

- *Embedding gender issues in SSR programming*. Ask the following questions of SSR programmes:
  - How are the particular security needs of women and girls and of marginalised men and boys addressed?
  - Are there activities to increase the participation of women in security sector institutions?
  - Are there specific indicators to monitor gender-related objectives and the impact of gender activities?
  - Are funds earmarked for gender objectives, activities and outputs?
  - Are women's organisations and those working on gender issues, included as partners?

In post-conflict contexts

- *Opportunities* may be presented by full-scale reform of security sector institutions, e.g. to revise security policies and protocols for gender-responsiveness; vet personnel for human rights violations including GBV; provide gender training for new personnel; and set clear targets for women's recruitment and retention.

- Gender roles undergo massive change during conflict, with both men and women taking on new responsibilities. This can open up *opportunities for a greater involvement of women in public life,* including within security institutions and in security decision-making.

Key messages

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

Key messages

- Participation of women's organisations in *peace processes* can lay the foundation for integration of gender in SSR. *Women's organisations* involved in community level security can be partners for the integration of gender issues into SSR processes.

- *DDR processes* can be a potential entry point to address gender issues—and moreover must address gender issues to be successful.

- *Transitional justice mechanisms* (ad hoc criminal tribunals, truth and reconciliation commissions and reparations programmes) should institute measures to address particular justice needs of victims of sexual and other forms of GBV.

- SSR processes should seek to address high levels of post-conflict *gender-based violence.*

- A *peace support operation* may have the mandate and resources to support gender-responsive SSR. Peace support operations should themselves ensure representation of women among their military, police and civilian personnel, and implement gender-sensitive standards of conduct.

In developing country contexts

See: *Security Sector Reform and Gender Tool*, pages 20–21.

- *Development initiatives* can be an entry point for increasing security and access to justice for men, women, girls and boys, addressing GBV and involving women's and men's civil society organisations.

- *Civil society organisations* are likely filling many of the gaps of the state in providing security, such as supporting prisoners, and providing community-level policing and justice. They can be partners for identifying and addressing the particular needs of women, men, boys and girls.

Exercise 1

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

1 Icebreaker: gender stereotypes

Type of exercise:	Conceptual
Audience:	Any
Time required:	About 20 minutes

Intended group size   Any

Supplies   A sheet of paper for each trainee

Guidance to trainers   This exercise is a quick and easy icebreaker. It helps trainees to get to know their neighbours, while becoming more conscious of their own perpetuation of gender stereotypes. The plenary discussion should not be too long, because this exercise is fairly limited in scope and you will want to reserve more time for skills-building exercises.

As some of the insights gained might be personal, only invite voluntary contributions to the plenary discussion at the end.

Learning objectives   After completing this exercise, trainees will be able to:
• Appreciate how pervasive gender stereotypes are, even at a personal level

Exercise instructions   Ask trainees to write on a piece of paper:
• One to three ways of behaving, attitudes or characteristics that would be considered "typical" for their gender, and
• One to three ways of behaving, attitudes or characteristics that would be considered "not typical" for their gender.

Ask the group to form pairs (by turning to their neighbours) and discuss these behaviours, attitudes and characteristics, along the lines of: "In what way are they typical? How aware has the respective person been about exhibiting these gender-typical behaviours, attitudes and characteristics? Is judgement attached to exhibiting these behaviours, attitudes and characteristics? If so, by whom?" etc.

After ten minutes, invite the group to share their insights in plenary. Limit this sharing to a maximum of seven minutes. Conclude with a remark about how stereotypical gender characteristics exist not only in the abstract, but very much in the "here-and-now" and at a personal level.

Possible variations   To make this exercise more complex, you could add the following questions to the discussion (in pairs and in plenary):
• What gender-typical behaviour, attitude or characteristic would I like to exhibit but I feel I can't?
• What gender non-typical behaviour, attitude or characteristic would I like to exhibit but I feel I can't?

To extend the plenary discussion, you might ask trainees what stereotypes are, and whether one can be completely free of them.

Exercise 2

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

2 Icebreaker: the suitcase and the bin

Type of exercise:	Conceptual
Audience:	Any
Time required:	About 20 minutes

Intended group size Any

Supplies An empty suitcase and a large bin
A pile of index cards

Guidance to trainers This exercise is great workshop starter, as it helps you immediately to understand your audience's needs. It also creates space for any workshop resisters to feel their concerns can be voiced, heard and then put aside.

Learning objectives After completing this exercise, trainees will be able to:
•   Identify both fears and expectations concerning a workshop on gender
•   Leave behind some of the fears and engage with the positive expectations

Exercise instructions Put an open suitcase and a large bin in the middle of the room about a metre apart from each other. Distribute a pile of index cards to the trainees and ask them to identify any negative feelings towards addressing gender in this workshop on one set of cards and any positive expectations on another. They can fill out as many cards as they want. Explain that the game you are about to play involves going on a journey. As space is limited you have to sort through your belongings and have to make a strict choice about what can and cannot come with you. You decide to take only nice and useful things (your positive expectations regarding gender) with you, but leave worn out things (your negative feelings regarding gender) behind. Ask participants to get up and put their positive cards into the suitcase and their negative cards into the bin, reading out aloud what it is they take along and leave behind. As the trainer, take note of key items on a flipchart. As you wrap up, summarise the range of feelings you have come to know about. Make sure to explain how some of the issues mentioned will be addressed during the workshop.

Possible variations You can limit this exercise to one negative and one positive card per person, if you have very little time. Should you not have a suitcase or a bin available, you can use any other large receptacle.

Exercise 3

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

3   Icebreaker: does gender matter?

Type of exercise:	Conceptual
Audience:	Any
Time required:	About 90 minutes

Intended group size   Any

Supplies   Deck of playing cards (with jokers removed)
Flipcharts or a blackboard and markers

Guidance to trainers   This exercise requires a great deal of preparation and coordination, and it will not be appropriate in all settings or with all audiences. However, if teaching the core concepts of gender and SSR is the goal of a training session, this style of exercise holds great possibility because it allows trainees to consider gender issues outside of the constraints of gender itself.

Using a deck of playing cards, two "colour groups" (red and black, based on randomised playing cards) serve as a proxy for arbitrary gender discrimination and/or differential treatment. Additionally, four "talent groups" (based on self-identified special skills or talents) serve as a proxy for the learned gender differences and differing skills sets between men and women.

Because the abstract placeholders of playing card colour and group are used to represent gender differences and related discrimination, the discussion/debriefing of this exercise is of utmost importance to ensure trainees identify the correct points and interpretations of events. As the trainer you must watch for trainees in the discriminated groups becoming too uncomfortable, which might make them feel alienated and turned off the subject. If you think this is a risk, conclude the exercise more quickly and add a debriefing time in which trainees can speak about how they felt during the exercise.

Learning objectives   After completing this exercise, trainees will be able to:
•   Describe the learned and arbitrary differences between genders
•   Experience first-hand gender discrimination

Exercise instructions   The trainees should sit in a circle. The trainer distributes one playing card to each trainee. The trainer introduces him/herself with his/her name, playing card, and a talent or special skill that he/she possesses, and asks each trainee to do the same, going around the circle. The trainer writes each talent or special skill on a blackboard or other surface so that everyone can see it.

After the introductions, the trainees must negotiate as a group and decide upon a system of categorisation for the list of talents and skills. The trainer facilitates a very short brainstorming session to determine four (4) categories to encompass all of the listed talents and skills (the resulting categories will likely be broad and non-meaningful, such as "artistic skills" or "talents that begin with letters in the first half of the alphabet"). The categories must each contain roughly the same number of talents; the group will have created a system of self-categorisation that can serve as the basis for directed discussion and limited simulation/illustration of key points.

On the back of their playing cards, all trainees are then asked to write the name of the category into which their skill or talent was grouped. Trainees should relocate to sit with their "talent groups" as determined by the grouping.

To illustrate core gender concepts, the trainer can devise illustrative activities based on this differential treatment and status. For instance, the trainer might offer treats/awards/compliments/special privileges to trainees who happen to have the same colour of cards

Exercise 3

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

Icebreaker: does gender matter?

Exercise instructions

as s/he does. Additionally, all trainees might be given a simple task to accomplish (such as "draw a pretty flower on the flipchart", or "count backwards from one hundred to ninety"); however, no matter how well or quickly the respective talent groups perform, the trainer should arbitrarily reward only one talent group as if whatever talent they have was thought to be more valuable than all the others in accomplishing the task.

The trainer should then lead a discussion based on the results of the new groupings. S/he can ask trainees how it feels to be grouped into and judged by these strict categorisations, and whether they feel the agreed-upon categories accurately and universally represent the diversity of skills and talents represented in the group. What conclusions might they draw from this exercise? What issues does it pose regarding the concept of gender in society, both in terms of the differing skill sets of different groups and the often arbitrary labels or assumptions assigned to gender?

As a suggestion, time could be allotted as follows:

Full group introductions (twenty minutes)

Group categorisation (thirty minutes)

Full group discussion (forty minutes)

Possible variations

You can shorten and simplify this exercise by forming only two talent groups, with one always given the privileges.

Exercise 4

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

4

Icebreaker: speed debating

Type of exercise:	Conceptual
Audience:	Any, but better with a mixed audience (male/female, civil/military)
Time required:	20 minutes

Intended group size

Best with a fairly large group of around twenty trainees (must be an even number)

Supplies

A stopwatch

Guidance to trainers

This exercise is meant to open trainees' minds to discussing gender and to help the trainer to gauge the mood in the room. It is also a nice ice-breaker: trainees move around the room and expand the number of people they interact with beyond those sitting next to them. At the same time, the one-on-one interaction affords certain privacy that may help shy participants express their opinions.

Learning objectives

After completing this exercise, trainees will be able to:
- Clarify their own beliefs regarding gender
- Understand ways in which gender influences decisions and policies
- Realise different ways of understanding gender and its implications

Exercise instructions

Number all trainees in ones and twos, alternately. Those numbered "one" will sit across the table from those numbered "two". Read trainees a statement regarding gender and instruct them to discuss it with their partners across the table, for two minutes only. After the two minutes, interrupt the discussions and ask all trainees to move one chair to their left. Read another statement and allow another two minutes to discuss. Repeat several times (for a total of five to six statements). After the last two-minute discussion, thank trainees and instruct them to return to their original seats.

The goal of the session is to ease trainees into a gender-sensitive frame of mind, not to develop any ideas or to gather reactions to the statements provided; therefore, a group debrief is not necessary.

It is better to use statements rather than open questions. Statements help trainees take clear positions and make the debates more lively. It is important that the statements be absolute, not relative, and provocative without being outrageous, so that two people may reasonably disagree with each other. For instance, "women are inferior to men" is not a good statement to use, because no reasonable person would defend it.

Below are some sample statements, but trainers should devise their own statements, tailored to trainees' interests:

- Recruiting more female police officers is sufficient to ensure gender-sensitive policing.
- When working in a foreign country, international actors should respect local culture and traditions and not impose Western notions of rights and social progress.
- Boys don't cry.
- In general, women have less upper-body strength than men; therefore, female soldiers should not be allowed in combat posts, because they would not be able to carry a wounded comrade if necessary.
- Reserved quotas are the best way to ensure a "critical mass" of female personnel in security sector institutions, governments and parliaments.

Exercise 5

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

5

Team-building: juggling balls

Type of exercise:	Conceptual
Audience:	Any
Time required:	30 minutes

Intended group size

Best with a fairly large group: twenty trainees or more

Supplies

Three balls or more (they can range in size, weight, colour etc. but it is best if they are soft balls to avoid injury)

Guidance to trainers

This exercise is focused on solving problems in a team in a practical and fun way. It demonstrates juggling many tasks, including responsibility for gender issues.

Learning objectives

After completing this exercise, trainees will be able to:
• Laugh together about their ball-catching skills
• Understand that partners are necessary in solving problems
• Know to look ahead (and behind) when given many different tasks (including integration of gender issues)

Exercise instructions

Ask the trainees to stand in a circle, shoulder to shoulder. You explain that each ball will be thrown to someone in the circle who will in turn throw it to someone else in the ring. This continues until all group members have thrown the ball once. Start with one ball. Have the group repeat the exercise but this time in reverse order. On the next round, after the ball gets to the third person, add a second ball, and a third, fourth, etc., depending on the size of the group and the number of balls you have. Next, tell the group that you will now give them a time limit (base this on how long that first time took). On the next round, shorten the time. Stop play and ask how they might be able to accomplish the task better and faster. Ask them how fast they think they can go. Have them try to do it in that time.

Process the exercise by asking the group to relate this to juggling tasks in their organisation, including how to juggle the topic of gender. Can they relate to "Sometimes you don't know what is coming", "Sometimes the person throws something to you without you knowing how to handle it", "Sometimes things go too fast and you 'drop the ball', etc."

6　Energiser: shared drawing

Type of exercise:	Conceptual
Audience:	Any
Time required:	30 to 40 minutes

Intended group size

Ten to twenty trainees or more (must be an even number)

Supplies

Flip chart paper
Pencils
Masking tape

Guidance to trainers

This exercise can be used at any time when energy starts to lag. The main point is to bring home a message (in this case on gender stereotyping) in a humorous way. Hence, it is mainly through laughter that you group re-gains energy.

Learning objectives

After completing this exercise, trainees will be able to:
• Regain energy after a slow session or if there have been sharp differences of opinion
• Identify how it feels to be without control vis-à-vis the unfolding of a stereotypical depiction

Exercise instructions

Split the group into two-member teams and provide each team with a large sheet of paper and one pencil. There should only be one pencil between the two of them.

One member of the team (it doesn't matter who) should draw a line horizontally across the paper, about five cm above the bottom edge of the paper. In the big space that's left, one member of the team should draw a large oval in the centre of the paper. (It's good to have one of these pre-drawn to show the group as an example.)

Explain that each team will draw the stereotypical face of a woman. Instruct the group that only one team member will take the pencil and make ONLY ONE LINE OR MARK on the paper, and then pass the pencil to the other team member. In other words, one person might draw an eyebrow, but cannot draw both eyebrows. There must be NO TALKING, NO LAUGHING, no communicating of intent. Make sure to reiterate "DRAW ONLY ONE LINE" and then the other person gets the pencil. When enough time has elapsed, and the teams have created some kind of face, explain that the team will now write a caption or title for the drawing, using the space left below the face. Using ONLY CAPITAL LETTERS, and NO TALKING, the team creates a caption by passing the pencil back and forth, each person writing ONLY ONE LETTER. When the captions are written, stop the activity. Collect the drawings and put them on the wall for an "art exhibition", so that everyone can look at all the drawings and have a good laugh. Explain that these drawings always turn out rather funny-looking. The captions often make no sense at all. Let the group know that this was exactly what was supposed to happen. A discussion should follow. Ask the group how it felt to create something without controlling the process, and in particular about having to negotiate stereotypes without communicating about them. Ask whether the trainees found themselves "going" with their partner's ideas, or resisting them? Why?

Exercise 7

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

7 Gender walkabout

Type of exercise:	Conceptual
Audience:	Any
Time required:	About 20 minutes

Intended group size Any

Supplies None

Guidance to trainers A "gender walkabout" is a quick and simple exercise, serving well as an introductory activity and to set the framework of discussion. A key benefit of this exercise is its dynamism, as trainees are asked to move around the room.

Learning objectives After completing this exercise, trainees will be able to:
• Recognise some of their own prejudices/pre-set ideas relating to gender
• Confront some gender stereotypes

Exercise instructions Split the group into two subgroups and line them up at opposite ends of the room. Ask each group to begin walking in line in opposite directions until you say "stop". At this point, the first person in each line will be standing next to the last person in the opposite line. Invite trainees to turn ninety degrees and come face-to-face with each other. Ask them to engage in a discussion for one minute on a statement you read out loud (see below). Repeat the exercise until all statements are discussed. Then ask participants to go back to their seats and invite comments on what they have learned (ten minutes). As a suggestion, the following statements could be used:

• There is a biological reason for why many more men than women are recruited into the army.
• The security domain is better suited to men; traditionally, they had the role of defending the household, whereas women were meant to care for the home and the children.
• Observers are quicker to see anger on men's faces and happiness on women's.
• Any discussion of gender must always respect the social and cultural context in which it is being discussed.
• We talk a lot about gender in my organisation/agency but all top decision-making positions are occupied by men.
• Because women and men each make up half of the population, any data, policy or programme that does not recognise and address both sexes equally will be flawed.

Possible variations Many different statements could be developed for this exercise, depending on your audience, the precise topic of your training event and what your might have gathered could be key beliefs among your trainees. However, should you develop new statements, ensure that they are not too controversial or you risk having to deal with high-flying emotions!

8 Dealing with resistance to gender issues

Type of exercise:	Conceptual
Audience:	Any
Time required:	About 110 minutes

Intended group size   Any group size

Supplies   Large flipchart or whiteboard

Guidance to trainers   This exercise uncovers resistance that is often hidden in apparently well-intentioned approaches to gender and challenges trainees to develop constructive responses to such resistance.

Allowing trainees to select the statements of resistance they will work on is suggested, so as to avoid the trainer unwittingly embarrassing or inciting anger in individual trainees when the statement presented is too close to reality. Should this type of discomfort in a trainee become apparent, consider moving the discussion to a more general level, or otherwise ensure that the trainee can express their opinions without feeling threatened.

Learning objectives   After completing this exercise, trainees will be able to:
• Identify (hidden) resistance to addressing gender issues
• Respond constructively to such resistance

Exercise instructions   Explain to your group that this exercise is focused on comparing different statements about how to deal with gender issues. Present to your group the following nine "statements of resistance" that you have previously put on large flipcharts or a whiteboard:

• "A concern with gender is unnecessary in my organization/society/culture. We know about this issue but in our context women have the same rights as men."

• "The particular project I am involved in is focused on a very different issue; we are neutral vis-à-vis gender issues."

• "My organisation has strong policies on gender equality, so we are fine on this issue (fallacy of 'automatic implementation')."

• "I agree that something should be done regarding gender issues, so perhaps it is best to design a project and let a women's organisation implement it."

• "We have tried hard to recruit women but have had no qualified candidates."

• "The way we designed the output of our project ensures that men and women will benefit equally, so there is no need to pay further attention to gender issues."

• "As soon as we have finished our big programme, we will focus on gender issues."

• "Well, we do have Ms XY on our board. She is responsible for gender issues."

• Other resistance.

Allow each participant to select for themselves which statement speaks to them most and which they want to work on. Usually, if you have a fairly sizeable group, all statements will be chosen by at least two people. If not, make it compulsory that all statements have to be worked on by at least two people. Some people in your audience might choose "other resistance"—relating another form of resistance from their own experience.

Exercise 8

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

Dealing with resistance to gender issues

Exercise instructions

Have your audience form nine subgroups, each of which discusses:
(1) the statement itself;
(2) their personal experiences with it; and
(3) what responses they might have.

Allot fifteen minutes for this task.

Then, bring the group together again and go through each statement, inviting the relevant group to present their ideas and allowing additional comments from the others. Use ninety minutes for this. If you have time, ask trainees to comment on how prevalent each attitude is. Conclude by thanking all trainees for their work.

Possible variations

Adapt the statements to the context you work in and the types of resistance to gender issues that you anticipate in your trainees.

Exercise 9

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

9 Applying SSR and gender key recommendations

Type of exercise:	Application-in-context
Audience:	Programme staff
Time required:	About 70 minutes

Intended group size

Any group size if broken down into smaller groups (four to six trainees). This exercise can be modified for large group format. A group of twenty trainees would be ideal; thirty trainees could be accommodated at maximum

Supplies

Flipchart and markers
Trainees' handouts
Companion *Security Sector Reform and Gender Tool*
(Break-out rooms required)

Guidance to trainers

This exercise is an excellent discussion starter, as it challenges trainees to consider the key recommendations from the *Security Sector Reform and Gender Tool* in the context of their own organisation (or comparable context, depending upon the trainee group). Before you start the exercise itself, ensure that trainees understand the key recommendations. If your trainee group is quite familiar with the content of the tool, quickly check their understanding of each key recommendation. Otherwise, explain each recommendation by giving an example for each or showing their significance in another way that is meaningful to your trainees. During the exercise, gaps in trainees' understanding of the recommendations may be discovered, which would need further follow-up during the ensuing training event.

Learning objectives

After completing this exercise, trainees will be able to:
- Demonstrate understanding of the *SSR and Gender* tool's key recommendations
- Recognise benefits and challenges of the key recommendations as applied to their own organisations
- Recognise advantages and disadvantages that reflect an understanding of the core rationales underlying the integration of gender into SSR: local ownership, effective service delivery, and oversight and accountability of the security sector.

Exercise instructions

Provide all trainees with the attached handout, which includes the "Key recommendations" from page 22 of the *Security Sector Reform and Gender Tool*. In small groups, split up according to organisational affiliation, trainees discuss each recommendation as applied in their own context (e.g., their ministry, policy service, military academy). Thus, each group must consist of members of the same organisation. Each group will determine whether the objective would be achievable (i.e., "what are the odds of getting it implemented in our organisation?").

When explaining the detailed instructions on the handout, you might wish to emphasise that ticking the box "achievable" does not have to mean "achievable at 100 per cent". Encourage the trainees to consider the challenges to implementation. If, for some reason, the recommendation doesn't apply to a particular organisation, advise them to skip over the item.

Ask each group to designate a facilitator to lead group discussions and a rapporteur to record the group findings on the attached handout. Allow forty-five minutes for filling out the handout.

Debrief using a peer group review, since trainees might feel uncomfortable exposing the challenges their organisation faces in a full plenary (fifteen minutes). A peer group review consists of pairing up different groups, each debriefing challenges and benefits to each other rather than to the whole plenary. Use ten minutes at the end to have each group list their most important challenge and, if possible, one step toward overcoming this challenge.

Exercise 9

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

Applying SSR and gender key recommendations

Possible variations

To modify for a small group format or if the trainees are from many different organisations, ask all trainees to work independently and produce individual findings on the handout. Determine the range and spread of the full group's findings on each item by a show of hands or other tallying method. Facilitate a discussion on the three most difficult challenges, find out why they are so challenging, and focus on some ideas for how to overcome those challenges.

The "Key Recommendations" exercise format can be easily applied to any existing set of tips, recommendations, or sample plans of action in order to prompt discussion or reinforce learning material through application-in-context. Potential "Key Recommendations" exercises include:

- *Promote the equal participation of men and women in SSR* (from paragraph 4.2 of the *Security Sector Reform and Gender Tool*, page 5)
- *Gender-responsive SSR programme design* (from paragraph 6.2 of the *Security Sector Reform and Gender Tool,* pages 14–17)
- *Gender mainstreaming* (from paragraph 4.1 of the *Security Sector Reform and Gender Tool,* pages 4–5)

HANDOUT

Applying SSR and gender key recommendations

Key recommendations from page 22 of the *Security Sector Reform and Gender Tool*:

1. Build local ownership through the **full involvement of civil society organisations, including national and local women's organisations,** in assessing, designing, implementing and monitoring/evaluating SSR policies and programmes.

2. Review and **revise existing security-related legislation, policies and protocols** to ensure that they are not discriminatory, and take into account the specific security needs of women, men, boys and girls.

3. Implement **specific policies, mechanisms and programming to prevent, address and sanction gender-based violenc**e against women, girls, men and boys as part of SSR.

4. Establish **codes of conduct** and other internal policies and mechanisms that enforce zero-tolerance of gender-based violence, including sexual harassment, by security sector personnel.

5. Establish strategic targets and specific initiatives to increase the **recruitment, retention and advancement of women** and other underrepresented groups in security sector institutions.

6. Include specific **gender training** as part of the core training curriculum of security sector personnel at all levels. Mainstream gender issues into training for security sector personnel.

7. Strengthen oversight of SSR processes and ensure that **security sector oversight bodies** are gender-responsive and collaborate with women's civil society organisations.

8. Include **sex-disaggregated data and questions on gender issues**, including on the security needs, priorities and capacities of men, women, girls and boys in any SSR assessment, research or monitoring/evaluation.

9. Build the **gender awareness and capacity** of personnel involved in SSR through gender training, working with gender experts and including gender-responsiveness in the terms of reference for positions as well as personnel assessments.

HANDOUT   Applying SSR and gender key recommendations

Group members:

Organisation name:

Date:

Instructions

Consider each of the key recommendations on SSR and Gender in the context of your organisation.

If a recommendation is an achievable objective in your organisation, mark the corresponding checkmark. On a scale of 1–5, assess the current level of implementation in your organisation. (1 = Objective is achievable, but no decisive action has yet been taken; 5 = Objective has been completely and successfully implemented). Circle the corresponding number for each item.

In the space provided, identify potential benefits and challenges each recommendation would produce if implemented.

If a recommendation is not achievable in your organisation, note the challenges to implementation.

If the recommendation does not apply, skip to the next item, but be ready to explain why.

Exercise 9

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

HANDOUT

Applying SSR and gender key recommendations

1. Full involvement of civil society organisations, including national and local women's organisations in SSR:

☐   Achievable

Current level of implementation:

1   2   3   4   5

Benefits

Challenges

---

2. Revise existing security-related legislation, policies and protocols:

☐   Achievable

Current level of implementation:

1   2   3   4   5

Benefits

Challenges

---

3. Specific policies, mechanisms and programming to prevent, address and sanction gender-based violence:

☐   Achievable

Current level of implementation:

1   2   3   4   5

Benefits

Challenges

Exercise 9

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

HANDOUT

Applying SSR and gender key recommendations

4. Codes of conduct:

☐   Achievable

Current level of
implementation:

1   2   3   4   5

Benefits

Challenges

---

5. Recruitment,
retention and
advancement of
women:

☐   Achievable

Current level of
implementation:

1   2   3   4   5

Benefits

Challenges

---

6. Gender training:

☐   Achievable

Current level of
implementation:

1   2   3   4   5

Benefits

Challenges

HANDOUT   Applying SSR and gender key recommendations

7. Gender-responsive security sector oversight bodies:	Benefits
☐ Achievable	
Current level of implementation: 1 2 3 4 5	Challenges

8. Sex-disaggregated data and questions on gender issues:	Benefits
☐ Achievable	
Current level of implementation: 1 2 3 4 5	Challenges

9. Gender awareness and capacity of SSR personnel:	Benefits
☐ Achievable	
Current level of implementation: 1 2 3 4 5	Challenges

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

10 Preparing gender impact assessments

Type of exercise:	Conceptual
Audience:	Programme staff (with some knowledge of/experience with impact assessments)
Time required:	About 80 minutes

Intended group size

Any group size if broken down into four smaller groups

Supplies

Flipchart and markers
Trainees' handouts
Companion *Security Sector Reform and Gender Tool*
(Break-out rooms required)

Guidance to trainers

This exercise requires knowledge about gender impact assessments. If you work with a group of novices you can use Box 11 on page 13 of the *Security Sector Reform and Gender Tool* to explain the various steps in conducting a gender impact assessment.

A challenge in skills training on impact assessment is that it is impossible to provide enough detailed information on any policy and its application to make a simulated impact assessment realistic. Thus, the focus of this exercise is on the preparatory work that goes into *planning* for an impact assessment. Ensure that trainees formulate their impact assessment questions well, in particular with regard to the focus on gender.

Learning objectives

After completing this exercise, trainees will be able to:
• Analyse security policies from a gender perspective
• Appreciate the impact that security policies have on gender questions

Exercise instructions

Gender impact assessments of security policies have become an important tool to identify gendered needs and shortfalls and to prepare better implementation strategies.

The audience is split into four subgroups, each being assigned one national security policy objective from the list below (see also attached handouts):

A. **Defence expenditure:** The state will provide for legislative approval of defence expenditures. The state will also, with due regard to national security requirements, exercise restraint in its military expenditures and provide for transparency and public access to information related to the armed forces.

B. **Recruitment to service:** The state will ensure that the recruitment or call-up of personnel for service in its military, paramilitary and security forces is consistent with its obligations and commitments with respect to international law.

C. **Training of personnel in national and international law:** The state will instruct its armed forces personnel in International Humanitarian Law rules, conventions and commitments governing armed conflict and will ensure that such personnel are aware that they are individually accountable under national and international law for their actions.

D. **Security oversight:** The state will at all times provide for and maintain effective guidance to and control of its military, paramilitary and security forces by constitutionally established authorities vested with democratic legitimacy.

Each group selects a facilitator who guides the group's work. Each group then works in two steps:

In a first step, each group generates as many impact assessment questions regarding the respective policy as they can (minimum ten). For example, questions could be What is the

Exercise 10

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

Preparing gender impact assessments

Exercise instructions

policy trying to achieve and who will it benefit? Is the policy geared towards overcoming gender discrimination? If so, how is this expressed? Would men and women be affected differently?

In a second step, the group considers HOW they would go about asking these questions. They will thus consider the following issues:

* Nature and make-up of an assessment team
* Methods of data collection and analysis
* Measurements of data
* Dissemination, communication and follow-up

Allow five minutes for reading the handouts and organising the group. Group work should last twenty-five minutes.

Afterwards, in plenary, the groups simulate being the assessment team. Each assessment team presents how they would go about their assessment and which questions they want to pose. Each group has ten minutes for its presentation. The trainer concludes with a brief summary of insights.

Possible variations

You can modify this exercise to include different policies, for example at the institutional or municipal level, depending on your trainees' needs.

HANDOUT
A

Preparing gender impact assessments

Your group considers the following national security policy objective:

• **Defence expenditure:** The state will provide for legislative approval of defence expenditures. The state will also, with due regard to national security requirements, exercise restraint in its military expenditures and provide for transparency and public access to information related to the armed forces.

You work in two steps. In a first step please generate as many impact assessment questions regarding the policy as you can (minimum ten).

In a second step please consider HOW you would go about asking these questions. Please consider briefly the following issues:

• Nature and make-up of an assessment team
• Methods of data collection and analysis
• Measurements of data
• Dissemination, communication and follow-up

In plenary you will simulate being the assessment team, and present how to go about your assessment and which questions you want to pose.

HANDOUT

B

Preparing gender impact assessments

Your group considers the following national security policy objective:

• **Recruitment to service:** The state will ensure that the recruitment or call-up of personnel for service in its military, paramilitary and security forces is consistent with its obligations and commitments with respect to international law.

You work in two steps. In a first step please generate as many impact assessment questions regarding the policy as you can (minimum ten).

In a second step please consider HOW you would go about asking these questions. Please consider briefly the following issues:

• Nature and make-up of an assessment team
• Methods of data collection and analysis
• Measurement of data
• Dissemination, communication and follow-up

In plenary you will simulate being the assessment team, and present how to go about your assessment and which questions you want to pose.

Exercise 10

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

HANDOUT

C

Preparing gender impact assessments

Your group considers the following national security policy objective:

• **Training of personnel in national and international law:** The state will instruct its armed forces personnel in International Humanitarian Law rules, conventions and commitments governing armed conflict and will ensure that such personnel are aware that they are individually accountable under national and international law for their actions.

You work in two steps. In a first step please generate as many impact assessment questions regarding the policy as you can (minimum ten).

In a second step please consider HOW you would go about asking these questions. Please consider briefly the following issues:

• Nature and make-up of an assessment team
• Methods of data collection and analysis
• Measurements of data
• Dissemination, communication and follow-up

In plenary you will simulate being the assessment team, and present how to go about your assessment and which questions you want to pose.

HANDOUT

D

Preparing gender impact assessments

Your group considers the following national security policy objective:

• **Security oversight:** The state will at all times provide for and maintain effective guidance to and control of its military, paramilitary and security forces by constitutionally established authorities vested with democratic legitimacy.

You work in two steps. In a first step please generate as many impact assessment questions regarding the policy as you can (minimum ten).

In a second step please consider HOW you would go about asking these questions. Please consider briefly the following issues:

•   Nature and make-up of an assessment team
•   Methods of data collection and analysis
•   Measurements of data
•   Dissemination, communication and follow-up

In plenary you will simulate being the assessment team, and present how to go about your assessment and which questions you want to pose.

Exercise 11

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

11 Gender and security sector programming

Type of exercise:	Application-in-context
Audience:	Programme staff
Time required:	About 35 minutes

Intended group size

Any group size, broken down into pairs.

Supplies

Flipchart and markers
Trainee handouts
Companion tool *Security Sector Reform and Gender*

Guidance to trainers

This exercise reviews arguments for including gender into SSR programming. The goal is to gain fluency with these arguments, in particular vis-à-vis people who are less familiar with the benefits of including gender into SSR programming. The work in pairs is therefore particularly important, although it should not necessarily be a comparison of who has the best arguments.

Learning objectives

After completing this exercise, trainees will be able to:
- Define gender issues within SSR programming
- Make a convincing case for why gender concerns should be included into SSR programming

Exercise instructions

Provide the group with the attached handout. Allow ten minutes exercise preparation time, each trainee working individually. Split the group into pairs. Role-play supervisee-supervisor meetings for ten minutes. Then rotate, so that each supervisor plays the supervisee with a different partner, again allowing ten minutes. Wrap up the exercise with five minutes of plenary discussion, with comments from all about lessons learned.

Possible variations

You could use the same format with different content, such as:

- *Why gender mainstreaming should occur in security institutions*

- *Why democratic oversight and accountability of the security sector is important*

- *Why oversight bodies must institute mechanisms to investigate human rights violations*

HANDOUT

Gender and security sector programming

You have ten minutes to develop arguments to convince your supervisor that it is necessary to take gender responsiveness into account in your security programme planning. What points will you make in your meeting with her/him in order to convince her/him to value this issue? Give at least one clear and convincing example that illustrates how the failure to incorporate gender issues can lead to problems.

You will be assigned a partner to role play a supervisor-supervisee meeting. After ten minutes, all supervisors switch to a different partner and role-play supervisees for ten minutes.

In a five minute debrief in plenary you will have the chance to comment on lessons learned.

Exercise 12

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

12 Community engagement map

Type of exercise:	Application-in-context
Audience:	Programme staff
Time required:	About 25 minutes

Intended group size

Any group size if broken down to smaller groups (four to six trainees).

Supplies

Flipcharts and different coloured markers
Companion tool *Security Sector Reform and Gender*
(Break-out rooms an advantage)

Guidance to trainers

This exercise helps plan for enlisting the support of community actors for a common goal. It is thus focused on honing very practical communication and strategic skills. Trainers might wish to ensure that groups are well-mixed, so that more or less skilled trainees learn from each other.

Learning objectives

After completing this exercise, trainees will be able to:
• Identify relevant community resources
• Rally these resources around a common goal

Exercise instructions

Split the audience into groups of four to six trainees. Each group is requested to draw a "community engagement" map on a flipchart concerning activities related to the prevention, response and punishment of gender based violence. Each group knows only that incidents of gender-based violence are very high, and that currently no appropriate mechanisms to respond to this issue have been found.

The map does not need to be geographically accurate, but it should include major community locations and centres of activity as physical locations, as well as symbolic representations of major local organisations, media outlets, etc., which may be helpful to efforts aimed at increasing community engagement. Groups should use markers of different colours to identify locations/groups important to each of the three aspects of tackling gender-based violence (prevention, response and punishment).

For example, if you were to take "dealing with small arms proliferation" as a topic around which to draw a "community engagement" map, your map would be likely to contain symbols for major actors such as militarised groups, victims' groups, local NGOs, international NGOs, churches, armed forces and police; perhaps also the local newspaper, radio station, schools, youth groups, mothers' groups and private neighbourhood watch groups. Arrows and other symbols might be used to indicate relationships between different groups.

After fifteen minutes, assemble all groups and ask a reporter from each to present the "community engagement" map. Take ten minutes to facilitate a debriefing on what resources are available, what activities they engage in to address gender-based violence and why these might be successful.

Possible variations

Drawing a "community engagement" map relating to:

• *Preventing and responding to human rights violations by security sector institutions and personnel* (from page 11 of the *Security Sector Reform and Gender Tool*)
• *Oversight and accountability of the security sector* (from page 10–11 of *Security Sector Reform and Gender Tool*)

The latter discussion would put more emphasis on which bodies engage in oversight, while the former topic would focus more on the resources committed to preventing and responding to human rights violations.

13

A bird's eye view of gender-responsive SSR

Type of exercise:	Application-in-context
Audience:	Programme staff
Time required:	About 90 minutes

Intended group size

Any group size if broken down to smaller groups (four to six trainees).

Supplies

Flipcharts and markers
Trainees' handouts
(Breakout rooms an advantage)
Companion *Security Sector Reform and Gender Tool*

Guidance to trainers

In post-conflict and other SSR contexts, coordination or coherence of response between different actors is often poor. This exercise aims to assist trainees to consider from a bird's eye view[1] how coordinated or uncoordinated the various actors are in their response to the gender dimensions of a difficult security situation. The exercise does not seek to present a blueprint for action, it seeks merely to help trainees gain a perspective that identifies key actors, their current activities and how these activities could form a coherent response to a range of needs.

Learning objectives

After completing this exercise, trainees will be able to:
• Identify gaps or overlaps in gender-responsive SSR activities by actors involved in a hypothetical post-conflict security situation
• Develop responses to these gaps or overlaps

Exercise instructions

Provide trainees with the attached handout. Ideally, this is done before a lunch break or the evening before, so that trainees can familiarise themselves with the context before starting the exercise.

In plenary, split the audience into groups of four to six trainees. Groups select a facilitator and a rapporteur. The facilitator leads the group discussion; the rapporteur fills out the worksheets on behalf of the group and reports back to the plenary.

Request the groups fill out the two worksheets provided below, i.e.
Worksheet 1:   identifying actors and their involvement in key SSR activities, and
Worksheet 2:   identifying gaps or apparent overlaps in promoting gender-responsive
                   SSR in Zupatania, and responses to these gaps and overlaps.

Please note that this exercise is focused on elucidating possible gaps in the OVERALL response to the situation, NOT detailed gaps within certain activities. Look for possible responses to these gaps/overlaps from the perspective of someone wishing to coordinate coherent, gender-responsive SSR.

Allot a full hour for group work and thirty minutes for discussing the results of the group work. Each group's presentation will be limited to discussing two gaps/overlaps and possible responses.

During the wrap-up, compare suggestions and offer key insights that are emerging—such as particularly noticeable gaps, or the fact that many actors are engaged in similar work without building on each other's strengths.

Possible variations

If the situation report presented contains some gaps or overlaps, the worksheets can easily be used within a whole range of contexts, whether actual or hypothetical.

---

1   A "bird's eye view" is an expression used to describe a situation or topic as if viewed from an altitude or distance. If you are working with a group that is likely to find this expression confusing rather than helpful, do not use it.

HANDOUT A

A bird's eye view of gender-responsive SSR

Situation outline: security sector concerns in Zupatania

Background

Zupatania is emerging from two decades of ethnic violence. In mid-2006, with mediation from the governments of Australia and the Philippines, the three major warring parties agreed to a ceasefire. A few months later, a peace agreement was signed in Manila.

The Manila Peace Accord provided for the establishment of a Provisional Government of National Unity until a new constitution can be promulgated and free and fair elections can be held. The former opposition leader was installed as interim President and a rebel leader as interim Vice-President. Political representation in the government institutions is 90 per cent male. However, the Ministry of Social Affairs and Gender is headed by a female former fighter, Ms Mandanabia. The new constitution is not yet agreed and plans are still in progress for the elections.

As foreseen in the Manila Peace Accord, the Provisional Government of National Unity invited the United Nations to support and monitor the implementation of the peace agreement and to ensure two "Zones of Security". In 2007, the United Nations Security Council established the United Nations Mission in Zupatania (UNMIZ). Its mandate includes providing support to demobilisation disarmament and reintegration processes, and to reform of the security sector.

Security issues

Whilst the conflict may formally be over, life in Zupatania continues to be difficult. There are few jobs, including for combatants and refugees returning to the cities. In the countryside, unexploded ordinance makes farming dangerous. Many people remain displaced from their homes, often occupying the homes of other displaced persons. Despite the influx of international agencies and promises of assistance, most schools remain closed or chronically understaffed, and health centres lack supplies. Crime and violence on the streets is widespread. Civil society organisations report that violence against women and children is increasing.

The Federal Republic of Germany has donated one million euros towards the training of the Zupatanian Police Service. According to the June 2008 UNMIZ Report, 3,600 police officers had graduated from the National Police Academy, of which 760 were women. Forty-five female officers were being prepared for senior management. However, abuse of power by the police service in the past has left the majority of Zupatanians fearful of them. Even though the training of the new police officers includes modules on human rights, gender sensitivity, and protection of women and children, relations between the police service and the people are difficult. There are no women's police stations or units specialising in gender-based violence. UNIFEM is, however, interested in supporting the development of such units.

While the police service has been slowly building its capacity, the use of private security companies by public and private institutions alike has become commonplace. Many former combatants are now employed in the private security industry. Civil society groups have documented abuses by private security staff, ranging from excessive use of force to protect property, to sexual assault, but the police service does not appear to have the capacity to respond, and government spokespersons argue that they are not responsible for the actions of private contractors.

Even if the police were more responsive, courts are barely functioning. Often targeted during the ethnic conflict, court buildings still need to be rebuilt and information management system systems established. A number of international organisations have been sponsoring study tours for Zupatanian judges but this has had the unfortunate effect of decreasing the capacity of the courts further, as the judges are often out of the country. The International Criminal Court has been providing training on prosecuting international crimes that occurred during the conflict, although the public mood is reportedly opposed to any war crimes trials.

HANDOUT
A

A bird's eye view of gender-responsive SSR

Prisons are operational, if massively overcrowded. At times, entire families reside in prison, because the primarily breadwinner has been sentenced to imprisonment. Children are thus growing up in prisons, where male and female prostitution is rife.

The armed forces are also being rebuilt but suffer from a reputation besmirched by human rights abuses. Recruitment procedures are slow, with careful provision being made for ethnic representation at every level. A fifteen-week training programme for new recruits includes a three week course in Zupatanian civics and history, as well as on human rights. The Ministry of Defence has agreed to include a training module on gender but has not yet developed it. Nonetheless, the army has become a somewhat desirable professional choice for women. There is a strong tradition of female fighters in Zupatania and female UNMIZ officers have acted as role models.

Local security analysts warn that the Zupatanian armed forces are being rebuilt without either parliamentarians or citizens being involved. The Government, under pressure from several assistance agencies, has undertaken an analysis of national security threats as a step toward developing of a national security doctrine. This analysis was done by a working group of senior armed forces personnel, security experts at the university and government nominees. The Government has announced that drafting of the national security doctrine will involve, amongst others, the Parliamentary Committee on Defence, the Ministry of Defence and selected civil society organisations.

Over the last year initiatives to disarm, demobilise and reintegrate former freedom fighters have been difficult to implement. According to UNMIZ, so far 25,151 ex-combatants have been disarmed and demobilised including 19,477 men, 1,054 women, 4,523 boys, and 97 girls. However, there has been little reintegration. Communities absorb former combatants to varying degrees.

Severe shortages of trained and competent personnel to staff executive, legislative and judicial institutions continue to hinder institutional development. While many of Zupatania's educated elite have returned from other countries to assume senior posts, there is a shortage of educated people to perform essential administrative tasks. Despite assistance from donors, government ministries, the Parliament and the Courts suffer from shortages in basic materials.

More encouragingly, a strong tradition of women's involvement in civil affairs exists in Zupatania. The National Coalition of Women's Organisations (a platform for action of about fifty grassroots organisations) lobbied for and developed a common agenda for women's rights, which was partly embodied in provisions on gender relations in the Peace Accords. Since the Peace Accords, the women's movement has fragmented somewhat, lacking a clear strategic focus. However, many women's organisations are providing basic security services within their communities, are documenting human rights abuses, and are lobbying government and parliament on security issues. UNMIZ's Gender Officer tries to support women's organisations, but with a small budget cannot offer much in the way of either training or technical assistance.

Exercise 13

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

HANDOUT

B

A bird's eye view of gender-responsive SSR

Exercise instructions

The President has asked you to be one of the members of his new Security Sector Reform Coordination Committee, designed to bring reform of different security institutions and processes in Zupatania under one umbrella. Having had local civil society groups draw his attention to gender issues, the President is committed to gender-responsive security sector reform.

The tasks of the Security Sector Reform Coordination Committee are to identify the involvement of the various actors in SSR activities in Zupatania; to identify the gaps and overlaps in SSR; and to develop responses to address these gaps and overlaps. Seeking to cultivate the President's approval, you will focus in particular on gender issues when identifying gaps or overlaps in SSR and responses.

The attached worksheets facilitate your task. Please make the SSR actor and activity map on worksheet 1 your starting point and only then identify gaps/overlaps in gender-responsive SSR and responses to these on worksheet 2.

In plenary you will be asked to present two key gaps or overlaps that you have discovered as well as what your responses would be.

WORKSHEET 1

Actor identification

Use this worksheet to map the involvement of particular actors in SSR activities in Zupatania.

Activity	SSR actor								
	Government Ministries	Parliament	Police	Courts	Prisons	Civil society organisations	Donors	?	?
Example • training of police officers	X		X				X		

WORKSHEET 2

Gaps or overlaps in gender-responsive SSR and their possible responses

GAPS or OVERLAPS	RESPONSES
1.	
2.	
3.	
4.	
5.	
6.	

Exercise 14

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

14 SSR and gender project formulation

Type of exercise:	Application-in-context
Audience:	Programme staff
Time required:	About 90 minutes

Intended group size

Any group size if broken down to smaller groups (four to six trainees).

Supplies

Flipcharts and markers
Trainees' handouts
(Breakout rooms an advantage)
Companion *Security Sector Reform and Gender Tool*

Guidance to trainers

This exercise could be well combined with *EXERCISE 13 — A bird's eye view of gender-responsive SSR*, using the same hypothetical case study.

It might be useful to guide trainees through material on pages 14–17 of the *Security Sector Reform and Gender* tool regarding gender-responsive project assessment, planning, implementation and evaluation. If your participants have trouble identifying a gender-responsive SSR project, consider recapping the key recommendations on page 22 of the *Security Sector Reform and Gender* tool, or highlighting some of the opportunities and tips for integration of gender issues in post-conflict countries on page 19 of the *Security Sector Reform and Gender* tool.

Learning objectives

After completing this exercise, trainees will be able to:
• Identify gender issues in a report on a security situation
• Consider a security situation, reflect on the objective of gender-responsiveness and prioritise a particular project
• Enumerate key elements of a gender-responsive SSR project

Exercise instructions

Provide trainees with a brief hypothetical situation outline, as for example that in *EXERCISE 13 — A bird's eye view of gender-responsive SSR*. Ideally this is done before a lunch break or the evening before, so that trainees can already familiarise themselves with the context. In plenary, split the audience into groups of four to six trainees (ideally in four groups). Allow for forty minutes of group work answering the two questions on the attached handout.

In plenary, have each group present their proposals in ten minutes. During the final ten minutes, discuss merits and challenges of different proposals.

Possible variations

This exercise can be used with any type of "situation report", whether actual or hypothetical.

HANDOUT

SSR and gender project formulation

You have read the hypothetical situation report provided.

1. To what extent does the situation report pay attention to gender inequalities and differences? Critically review.

2. Imagine you are charged with the implementation of a gender-responsive SSR project of your choice. Explain briefly why you chose this project. Formulate a short project proposal outlining what concrete steps you need to take in order to make your assessment, planning, implementation and evaluation phases gender-responsive.

Each group elects a group facilitator and a rapporteur. The group facilitator is responsible for organising the group discussion, keeping track of time and ensuring the participation of all group members. The rapporteur takes notes and presents results to the plenary.

15

Action plan: mainstreaming gender into SSR

Type of exercise:	Application-in-context
Audience:	Any
Time required:	About 65 minutes

Intended group size

Any group size if broken down into smaller groups (four to six trainees)

Supplies

Flipcharts and markers
Trainees' handouts
Companion *Security Sector Reform and Gender* Tool
Security Sector Reform and Gender Practice Note
(Break-out rooms required)

Guidance to trainers

The development of an action plan is a good open-ended exercise for any audience and can be used to explore policy and implementation issues related to security sector reform and gender. Action plans produced by policy staff will be more broad-based, likely referencing types of actions and actors; whereas action plans produced by programme-level staff will be more specific, likely referencing detailed actions and actors by name.

Depending upon how much knowledge transfer has preceded the exercise and trainees' needs, the *Security Sector Reform and Gender Practice Note* can be distributed as background information. If so, add sufficient time to your exercise for trainees to read and absorb it.

It may be useful to share some examples of gender action plans with trainees before the exercise. If necessary, highlight the difference between projects that aim to consider gender and "women's rights" projects.

This exercise can be paired with others (such as EXERCISE 9 — Applying SSR and gender: key recommendations) so that trainees can develop more complex and realistic action plans by building upon the findings of prior application-in-context exercises.

Learning objectives

After completing this exercise, trainees will be able to:
• Demonstrate understanding of mainstreaming gender into SSR
• Develop context-appropriate strategies and activities for mainstreaming gender into SSR

Exercise instructions

Provide the attached handout to all trainees. The audience will be split up into groups according to the organisations they belong to. Should you work with a very mixed audience containing only one representative per organisation, group trainees according to their countries, or by similar types of organisation (ministries, donor agencies) etc.

Instruct each group to develop an objective related to "Mainstreaming gender into SSR" that would be achievable in the context of their organisation (if trainees are grouped instead by country, type of organisation or other context, they should still identify a shared goal. You may need to modify the instructions on the handout accordingly). It is important that the groups choose a goal that relates to gender—not only to security sector reform more generally. Groups will develop simple action plans that identify: a goal; up to three strategies; then "what" will be done, "who" is responsible for it, and "when" it will happen.

For example, if the identified goal is to involve gender experts in drafting security policy, one strategy to achieve that goal could be identification of gender experts. Tasks under this strategy could include: desk research, calling women's groups to collect possible names, contacting the identified experts, requesting their involvement, etc. Who might be responsible would need to be determined in each case. It is important to identify relevant roles for senior management. There should be clear timelines.

Exercise 15

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

Action plan: mainstreaming gender into SSR

Exercise instructions

The groups will have forty-five minutes to fill out the handout. If you have less time available, use the handout but be aware that the plans will be less comprehensive. In the thirty minute debriefing that follows, have each group present their most feasible set of tasks (carried out by whom and when in support of a strategy to achieve a goal) to the plenary. Provide lots of positive encouragement. If culturally appropriate, distribute little prizes for "winning" action plans.

If it is feasible in your training context to treat this as a "real life" activity, you might ask all participants to sign the action plan they worked on as a sign of commitment to implement it.

In your debriefing keep in mind the following:

Unrealistic timelines: Reform usually takes a great deal of time. If trainees produce action plans with timelines that greatly underestimate the amount of time it will take to accomplish the specified tasks, this could indicate a need for greater understanding of the local context. If you yourself are unsure how to assess timelines, consider working with a resource person familiar with the context in question.

Failure to consider stakeholders and context: No plan is implemented in a vacuum. As such, well-developed action plans should demonstrate in-depth consideration of relevant stakeholders and other helpful and limiting factors. In particular, since the action plan must focus on a gender objective, look for an indication that stakeholders should include women and men in the community, and that women's civil society groups might be partners.

If trainees seem to be basing their action plans on policy goals in isolation of contextual factors, it may be necessary to facilitate brainstorming on these issues.

Lack of detail: Attempt to explore the level of detail evident in the action plans. If specified tasks appear overly broad, work with trainees to break them down into realistic components. If trainees are unable to develop sufficiently detailed strategies and tasks to accomplish their goals, this may suggest lack of familiarity with cross-cutting gender and security sector reform strategies. Consider reviewing relevant parts of the Security Sector Reform and Gender Tool with trainees.

Possible variations

Other topics that would lend themselves to action planning include:

*   *Promoting the equal participation of men and women* (page 5 of the Tool)
*   *Gender-responsive SSR programming* (pages 14–17 of the Tool)

HANDOUT

Action plan: mainstreaming gender into SSR

Exercise instructions

In your group, choose a facilitator and a rapporteur. The facilitator is responsible for guiding the discussion, the rapporteur for filling out your action plan table and reporting back to the plenary.

As a group, choose a goal related to "mainstreaming gender into SSR" that may be achievable in the context of your organisation. If you need help with choosing a goal, do not hesitate to check back with your trainer.

Your action plan will identify strategies and tasks. Limit the strategies to three to ensure that your action plan doesn't get too complex. Then, identify "what" will be done, "who" is responsible for it and "when" it will happen. Consider issues such as the current level of achievement of the goal in your organisation; relative priorities amongst the strategies for achieving the goal; broadly helpful and limiting forces, as well as specific internal and external forces; and relevant stakeholders.

In the plenary, your rapporteur will present your group's most feasible set of tasks (with details of by who and when they will be carried out in support of a strategy to achieve a goal).

HANDOUT

Action plan: mainstreaming gender into SSR

GOAL	STRATEGIES (How?)	TASKS (What?)	RESPONSIBILITY (Who?)	TIMELINE (When?)

Exercise 16

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

16 Role play: promoting democratic governance of the security sector

Type of exercise:	Application-in-context
Audience:	Any, although this exercise works best if half of the audience is composed of international representatives, so that the role play feels real.
Time required:	About 90 minutes

Intended group size

Any group size if broken down to smaller groups (four to six trainees)

Supplies

Flipcharts and markers
Trainees' handouts
Companion *Security Sector Reform and Gender Tool*
(Break-out rooms required)

Guidance to trainers

This exercise requires trainees to "play", which is often welcomed, especially in the afternoon. At the same time the exercise focuses on the importance of formulating assistance proposals in a sensitive and thus acceptable manner, while upholding ethical standards.

Learning objectives

After completing this exercise, trainees will be able to:
• Unpack the notions of local ownership and civil society oversight of the security sector
• Develop arguments for the involvement of civil society organisations in SSR
• Consider the special contributions of women's civil society organisations and organisations working on gender issues to SSR
• Imagine the influence of personal priorities and the interests of particular individuals on SSR processes

Exercise instructions

Trainees will split up into four small groups. Each group has forty minutes to read the exercise in the attached handout, select a facilitator for the exercise and two role-players and prepare a meeting between a donor representative and the President according to guidelines spelled out in the exercise. In plenary, each group's donor representative role-player and President role-player will simulate a ten minute meeting with a donor representative or President from a different group. The plenary will discuss in the final ten minutes which arguments put by the donor representatives and Presidents might be most convincing.

Plenary discussion may touch upon ways in which political considerations determine whether proposals for assistance are acceptable and how asymmetric power relations (the donor offering assistance, the President receiving assistance) influence project formulation.

Possible variations

This exercise can be adapted to different contexts, as per your training audience's needs, using the format of a role-play between a donor agency and a government representative.

HANDOUT

Role play: promoting democratic governance of the security sector

Exercise instructions

You will work in small groups to prepare a meeting. Each group will prepare two roles within the exercise: first, the role of the donor charged with developing a presentation to the President of Zupatania; second, the Office of the President developing a response to the presentation. The group will take twenty minutes for the preparation of each role (forty minutes total).

The groups will then select two role-players who will play the donor and the President in a ten minute simulated meeting in the plenary. However (in order to be closer to reality, in which request and response are not so harmoniously prepared by the same people), each donor will be meeting with a President from a different group.

The last ten minutes of this exercise are reserved for an assessment in plenary of which arguments put by the donor representatives and Presidents were the most convincing.

Exercise

From a democratic governance perspective, the following features summarise the current situation in Zupatania:
*   Weak democratic culture
*   70 per cent male representation in the interim government and parliament but a female Minister of Social Affairs and Gender and strong representation of female parliamentarians in at least two committees
*   Limited public participation in SSR decision-making
*   In general, little organised civil society, although a long-standing tradition of influential women's groups

You are a *representative of a major donor agency* based in Zupatania and as such have the sympathetic ear of the President. You are granted a meeting with the President to advise on democratic governance issues, in particular the role women's civil society organisations and organisations working on gender issues can play in the reform of the security sector. You will want to address two areas of concern in this meeting and make one concrete proposal:

Concerns:
1) You want to mention basic democratic governance principles, including: transparency, accountability, equality in dignity and rights and participation, as well as point out the advantages of local ownership of SSR
2) You want to voice concerns about corruption and nepotism and the lack of current capacity in sustaining a democratic culture.

Proposal: Your idea is to work with the government to select around 200 individuals for a training course on SSR and gender in your capital. This training is meant to help build capacity of women's organisations as regards the security sector and, in particular, what civil society oversight of the security sector might mean.

The *President,* on the other hand, believes that "democratic governance" is a concept from the development agenda of the international community, with little regard for existing conditions in his country. Given his experience as a leader of the opposition for many years, he believes that his party's administrative structure can easily assume leadership of the country and, in particular, of the security sector. He is cautious regarding external interventions, particularly if they mean that assistance will be dependent on achieving certain benchmarks. At the same time, he knows that assistance is necessary in order to quickly show the discontented population some improvement in the security situation, and to fund his own proposed security reforms. His daughter heads the Women's Committee of his own political party.

Exercise 17

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

17 Monitoring and evaluating a gender-responsive SSR project

Type of exercise:	Application-in-context
Audience:	Any
Time required:	About 45 minutes

Intended group size

Any group size if broken down to smaller groups (pairs or three trainees per group)

Supplies

Flipcharts and markers
Trainees' handouts
Security Sector Reform and Gender and *Security Sector Reform Assessment, Monitoring and Evaluation and Gender Tools*
(Break-out rooms required)

Guidance to trainers

This exercise should be helpful in getting people to think about how to monitor and evaluate projects and collaborate on monitoring and evaluation (M&E). Pages 16–17 of the *Security Sector Reform and Gender Tool* and the *Security Sector Reform Assessment, Monitoring and Evaluation and Gender Tool* are valuable reference materials. The exercise requires the audience to be somewhat familiar with M&E; if not some introductory explanation may be required. You might give some examples of gender-responsive indicators.

If you train with a group highly experienced in M&E procedures you might need to highlight that the object of this exercise is to help trainees understand the significance of M&E for the effective implementation of *gender-responsive SSR projects*. The objective is NOT to learn to devise correct indicators for certain predetermined outputs. This explains why the case examples given are fairly brief, without much indication as to what might be expected results. Reiterate learning objectives with your group if in doubt about their expectations.

Learning objectives

After completing this exercise, trainees will be able to:
• Understand the significance of M&E to successful implementation of gender-responsive SSR projects
• Demonstrate that M&E processes themselves must be gender-responsive, if to be effective
• Develop some gender-responsive indicators

Exercise instructions

Working in pairs or groups of three, ask trainees to fill in the blanks on the Monitoring and Evaluation Chart (A, B or C) found in the attached worksheets. Trainees identify a few (fairly evident) monitoring objectives for which they design indicators. They will have twenty-five minutes to do this. Three projects are being monitored but several groups can work on the same project, if necessary.

In plenary, ask for a volunteer to read out each group's replies regarding the categories on the worksheet. Ask others if they have additional suggestions. Repeat this for each item on the list. Some of the responses will be best guesses but they should indicate that people understand the need for frequent monitoring; for using a wide variety of data sources; monitoring the situation as well as the project; and having someone assigned to collect data, as well as to ensure a response to it.

During the final wrap up and if not sufficiently mentioned before, emphasise the need for sex-disaggregated data, of gender composition of the evaluation team, of outcomes respecting the differing needs of men and women, seeking input from both men and women, etc.

Possible variations

This exercise can be adapted to different project examples, perhaps closer to the training context. For a more technical exercise, one could design a detailed project description, including expected results for which indicators are then developed. Different results and the task of developing corresponding indicators could then be assigned to different sub-groups. This exercise could also follow EXERCISE 14 — SSR and gender project formulation.

HANDOUT

Monitoring and evaluation chart A

Project 1:

Project Title: Combating Violence against Women in Zupatania

Description: Zupatania faces the challenge of a high incidence of gender-based violence. The project will advocate for the passing of the 2008 draft bill on violence against women and, upon its adoption, support its implementation. This will be achieved through training of police officers, military personnel, law enforcement personnel, women's groups and the media; and the establishment of centres on gender-based violence in certain provinces, which will offer protection, advice and counselling to victims of violence. In addition, a television programme on women's rights will be produced and a database on cases of violence against women will be set up.

Monitoring Objectives	Suggested Indicators	Data Sources: situation, baseline, project monitoring	Data collection methodology	Frequency of project-related data collection	Responsibilities: 1. oversight 2. data collection
EXAMPLE: Effectiveness of police officer training	Increase in number of cases of violence against women prosecuted	Comparison of baseline and situation data	Statistics	Once	1.Director 2.Researcher

Exercise 17

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

HANDOUT

Monitoring and evaluation chart B

Project 2:

Project Title: Implementation of existing Military Service Law (2006), grant of 550,000 US dollars made to an NGO watchdog organisation

Description: Since combat positions were opened to women in 2007, women are able to occupy any position within the Zupatanian armed forces. The Military Service Law of 2007 also upholds the equal rights of men and women and guarantees non-discriminatory promotion based on professional skill, experience, performance and service time. Questions have been asked in parliament regarding the extent to which women are benefiting from these new provisions. The project will review the application of the new law to identify gaps in implementation, as well as to examine patterns in promotion within the armed forces.

Monitoring Objectives	Suggested Indicators	Data Sources: situation, baseline, project monitoring	Data collection methodology	Frequency of project-related data collection	Responsibilities: 1. oversight 2. data collection
EXAMPLE: Effectiveness in implementing new law	*Male/female ratio of recruitment into the armed forces*	*Comparison of baseline versus situation data*	*Statistics*	*Once*	*1.Director 2.Researcher*

Exercise 17

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

HANDOUT

Monitoring and evaluation chart C

Project 3:

Project Title: Civil society engagement in SSR and gender, grant of 1.4 million US dollars to a research institute

Description: In Zupatania, the government has voiced its intention to elaborate a national gender policy. However, Zupatania faces challenges in implementing any such policy, due to poor knowledge of gender issues and relevant laws among local authorities, community leaders and the general public, and insufficient data. It has thus been decided to convene a national consultation on the new gender policy, as a way of raising awareness about gender issues and elaborating the content of the policy, and to gather data. Representatives from women's and men's organisations, urban and rural groups, churches, minorities, immigrants and young people will be consulted. Local authorities will help to implement the consultation. Consultations will be an occasion for data-gathering on various gender issues.

Monitoring Objectives	Suggested Indicators	Data Sources: situation, baseline, project monitoring	Data collection methodology	Frequency of project-related data collection	Responsibilities: 1. oversight 2. data collection
EXAMPLE: Effectiveness in raising the level of awareness about gender issues	*Involvement of x-number of people in gender policy consultation*	*- List of invitees, list of attendees* *- Comparison of before and after Questionnaire/ interview*	*- Compare invites to attendees* *- Questionnaire/ Interviews*	*- Twice (invites versus attendees)* *- Once: Analysis of questionnaire/ interviews*	*1.Director* *2.Researcher*

© DCAF, 2009.

Exercise 18

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

18 Perspective-taking

Type of exercise:	Conceptual
Audience:	Any
Time required:	About 45 minutes

Intended group size

Any group size

Supplies

Flipcharts and markers
Excerpts either on handouts or via prepared individuals

Guidance to trainers

Being able to identify many different perspectives in some depth at the same time helps mitigate the perception of a self-interested, narrow, or superior viewpoint. It is thus a base skill for trainees to have. The point of this exercise is to move away from hardened perceptions to a more empathic viewpoint. This exercise works best with an issue that is controversial, over which people have divided opinions on what is right and what is wrong. In the SSR and gender context a particular controversial policy choice taken from the daily press might work well. See the exercise below for one particular suggestion. The issue can also be historical or fictional, if a current issue is too explosive.

Learning objectives

After completing this exercise, trainees will be able to:
• Actively listen to unfamiliar or disliked positions
• Critically review their own positions or presented positions
• Identify common ground

Exercise instructions

The exercise[1] is based on the concept of "methodological belief" developed by educator Peter Elbow[2]. Elbow asserts that critical, deductive thinking promotes the belief in one right answer, one "true" conclusion. In addition, the process of argumentation can shut down deeper listening, non-judgmental questioning and an openness to learn more about why people think and feel the way they do. Methodological belief, on the other hand, encourages suspending judgment and criticism when first listening to a new perspective or one that one would find contradictory to one's own viewpoint.

Trainees in this exercise are asked to believe as true the ideas that are being presented. Rather than immediately doubting a position, trainees are asked to first pose questions that help them better understand and more fully believe the presented ideas.

Trainees are then requested to summarise the key points of the presentation, underlining which beliefs they identify or agree with in particular. Only then do the participants start questioning and raising objections to the perspective presented, using critical analysis.

The trainer follows the steps below:

• Introduce this exercise as a way of learning how different perspectives can demonstrate the complexities of a particular issue and how each viewpoint might have "one piece of the truth". This exercise helps trainees to systematically and respectfully consider other viewpoints without immediately rejecting them, as well as to reflect on their own assumptions and opinions in the process.

• Present the first perspective by using a speaker, a newspaper clipping, a prepared text or a video clip. See below for suggested excerpts. Remind trainees that they are to approach the presentation by suspending doubt and believing as truth what they are hearing, watching or reading.

---

1   Adapted from Gayle Mertz and Carol Miller Lieber, *Conflict in Context: Understanding Local to Global Security* (Cambridge, MA: Educators for Social Responsibility (ESR), 2001).

2   See, for example, Peter Elbow, "The Uses of Binary Thinking", *Journal of Advanced Composition 13*, no.1 (1993): 51-78.

Exercise 18

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

Perspective-taking

Exercise instructions

- Invite trainees to ask clarifying questions that will help them gain a fuller understanding of the perspective being presented and believe it as part of the truth.

- Request that trainees briefly summarise this perspective and identify that which they can agree with or believe. Discuss. Are there some points that most trainees can agree with?

- Debrief. Was perspective no. 1 difficult to believe? What was the result of suspending judgement on this perspective?

- Now examine the facts and use critical analysis. Can omissions, distortions, loaded language be identified? What are the concerns and objections? What are the underlying values that give rise to this perspective? Are there ways in which perspective no. 1 can be enhanced?

Present perspective no 2 using the same process used for perspective no 1.
If you are using a third perspective, follow the same format again.

Once all perspectives are presented, debrief and review the entire process. Possible questions to ask trainees:

- What did they learn that they did not know or were not aware of before?
- What surprises helped trainees break through old stereotypes or exaggerated assumptions?
- Did language influence trainees (i.e., how it was said as well as what was said)?
- Were there values or concerns presented that were common to all perspectives?

Explore whether the process enabled trainees to be more open-minded to positions and opinions that were different from their own.

Allow about ten minutes for each perspective and fifteen minutes for discussion.

Possible variations

This exercise is focused on elucidating the dilemma of training on gender in cultural contexts that are not conducive to the advancement of feminism. Hence, this exercise is not taken from the security context. However, many different topics can be used, such as, for example:

- Women in the military
- Gay and lesbian people in the military

Exercise 18

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

HANDOUT

Perspective-taking

Excerpt 1

Source: Jay Tolson, "Can Women's Rights Coexist With the Tenets of Islamic Law? Lifting the Veil", *US News and World Report*, April 7, 2008, http://www.usnews.com/articles/news/religion/2008/04/07/can-womens-rights-coexist-with-the-tenets-of-islamic-law.html?PageNr=2 (accessed February 17, 2009).

Women's rights face an uncertain future throughout much of the Islamic world—though nowhere more pointedly than in the constitution-making efforts now underway in both Afghanistan and Iraq. In two nations widely viewed as test cases of the compatibility of Islamic and universal values, it remains to be seen whether and how the principles of *sharia* (Islamic law) will inform their future laws.

Behind those uncertainties loom even broader questions facing Muslim women everywhere. In particular, rights activists wonder, are the foundations of Islamic law and theology compatible with international standards of human rights in general and women's rights in particular? And if so, what must be done to surmount the practical hurdles—including the crucial matter of who interprets the law—that stand in the way of reconciling Islam with universal principles of women's rights? […]

Referring to the decision of Iran's mullahs to remove Nobel winner Ebadi from her judgeship on religious grounds, Wadud notes, 'Nowhere is it said that women cannot interpret the law.' Ebadi herself, in an interview with Iranian émigré author Amir Taheri, makes the same point in her advice to Muslim women: 'Don't believe that you are decreed to have an inferior position. Study the Koran carefully, so that the oppressors cannot impress you with citations and interpretations. Don't let individuals masquerading as theologians claim they have a monopoly on understanding Islam…'

Excerpt 2

Source: Ministry of Women Affairs (MOWA) in Afghanistan, "Gender in Afghanistan", Ministry of Women Affairs, http://www.mowa.gov.af/content/about_mowa/gender/gender_in_afghanistan/gender_in_afghanistan_eng.pdf (accessed February 17, 2009).

The issue of gender relations should be studied from the traditional and cultural dimension of the people of Afghanistan, which is a patriarchy (men predominant) culture. It should be understood that family is the structural unit of the society, from which relatives and tribe are developed. Most of the women of Afghanistan don't want to be isolated from their families and lose their family integrity. Therefore, if a certain community group such as women is targeted for assistance, in any case their family integrity should be kept in mind. The culture of Afghans is based on honor and dignity, which is reflected through women's deeds.

The gender roles are based on division of working place and authority among men and women. The position of men is general and social, whereas the position of women is specific and in the family. These two positions bear their respective roles and responsibilities.

Most men, especially in rural areas, are satisfied with these roles and responsibilities and relations. What is not acceptable is their current social conditions. The basic needs such as food, shelter, health and education have not been met, and demands for these needs result in gender roles discrimination. Absence of the basic life facilities affects all, i.e. men, women and children. Two main developments challenge the traditional gender roles, and these developments will be the applier of change:

1. Inevitable globalization, along with massive inflow of assistance, and freedom of media which forces Afghanistan to join the international community. Therefore, it can be expected that the traditional roles undergo change.
2. Years of conflict forced women to become the guardian of their families in the absence of men who were either killed in the war or migrated; and this was an opportunity to bring changes in gender roles. These women had to manage agricultural lands, properties, agricultural activities and families. If we see women of Afghanistan as victims of conflicts, undoubtedly we have underestimated their progress and their contribution in development…

HANDOUT　Perspective-taking

Excerpt 3

I am a Muslim woman, some would say an 'Islamic feminist'. Despite the stereotypes, radical Islamists like the Muslim Brotherhood, or Hizb-ut-tahrir, unlike the traditionalists or culturalist movements like the Taliban, are usually the source of most Muslim women's sense of Islamic empowerment or Islamic liberation away from things like forced marriage, child custody, abortion, domestic violence, sexploitation, etc. It is these movements on a grass roots level that have advanced a message of re-visiting the Quran to see how it does not in any way endorse the above oppressive practices, and this is one of the reasons why they find support. The sad thing is they are viewed as 'extremists' and unpalatable to the West because they are also fiercely against Western foreign policy, and crude capitalism.
Dr Habibah Ellahee, London, UK

Excerpt 4

Western feminism is incompatible with Islamic feminism by definition. Witness the Western and university educated young women (most born in the west) revert to Muslim dress. Western feminism has failed women, despite Western countries being educated and highly developed democracies. Women's rights in the lesser developed countries are no worse. It remains a novelty for a Western government or political party to be lead by a woman. Meanwhile Muslim countries like Pakistan, Bangladesh, Turkey and Indonesia have had female leaders. Iran had a female vice-president and there are proportions of seats reserved for women in parliaments of Pakistan, Iran, UAE and few others while women are free to contest the others too. These facts are overlooked in the West.
Shoukat, London, UK

19 Masculinities

Type of exercise:	Topical
Audience:	Any
Time required:	Approx. 45 minutes

Intended group size Any

Supplies Flipcharts and markers
Trainees' handouts
Companion *Security Sector Reform and Gender Tool*

Guidance to trainers This exercise requires careful time management; with a big group be careful that you do not run out of time. Creative ideas are often popular and each trainee will have a contribution to make. Put the emphasis therefore on feasibility and inspire thinking about how each trainee can contribute to cultural change.

Learning objectives After completing this exercise, trainees will be able to:
• Critically examine the connection between certain male stereotypes and their contribution to violence
• Propose aspects of change in this regard

Exercise instructions Trainees will first work individually and then debrief in pairs with their neighbour, responding to the excerpt on male roles and masculinities in the attached handout. Trainees are asked to identify a particular aspect they would like to conduct research on, explain why this aspect is significant to the broader discussion on gender and SSR and describe what results they would expect. Allow fifteen minutes for answering the questions and fifteen minutes for the work in pairs.

Allow an additional fifteen minutes for inviting comments or examples to be given. Steer this debriefing into the direction of how research might instigate some cultural change, why this could be beneficial and how each person can potentially contribute to such change.

Possible variations This exercise could be longer or shorter by adding or changing the questions posed. For example, one could add the question to what extent the trainee's agency/organisation could contribute to such a research programme and if so, how such a contribution might be implemented.

HANDOUT

Masculinities

Exercise instructions

You will work in pairs. On the basis of the excerpt below, answer the following questions:

- On which aspect(s) of the points mentioned in the excerpt below would you like to see further research being carried out? Why?
- How is this relevant to gender-responsive SSR?
- What would you expect would be the results of such research?

Then, turn to your neighbour and debrief with him or her. Discussion in pairs will be followed by a general discussion, during which you can volunteer some of your ideas on which research you would like to see carried out or make comments on insights gained in relation to the significance of this research for gender-responsive SSR.

Excerpt

[While many different factors give rise to violence], there are persistent connections with masculinities, including the following points:

- Social arrangements generally place the means of violence—such as weapons and military skills—in the hands of men, not women. This is true for privately owned weapons as well as military weapons.
- Boys' peer group life, military training and mass media often promote a direct link between being a "real man" and the practice of dominance and violence.
- When men feel entitled to power and status (especially with respect to women) they are angered when they cannot achieve these "entitlements". Reactions to a sense of powerlessness may include violence against women, or joining a gang, a racist movement, an army or an armed revolutionary movement, that restore feelings of control.
- Racist, ethnic-nationalist, and extremist movements often express a 'demand for dominance' which is centred on the figure of the man, with woman cast as supporter and mother-of-warriors. The psychological pressure to act the warrior or hunter can be intense.
- The maintenance of hegemonic masculinity requires disrespect for other forms of masculinity and for women's empowerment. This often takes the form of mutual harassment among boys, and serious violence against homosexual men by some young men.

Aggressive and dominating masculinities may be a direct source of violence. In many cases, however, gender ideologies serve as the means by which other causes of conflict are converted into violent conduct. When violent masculinities are created, men's and boys' recruitment may prolong or intensify armed conflicts. In all these cases, action to change masculinities is a relevant strategy for peace.

Though it is still too early to design a comprehensive program of change, some significant principles have already emerged in this work:

- It is important to break down gender isolation. Though some activities need to be targeted to single-gender groups, programs should be planned by men and women in consultation.
- It is essential to find respectful ways of working with boys and men. Blame and antagonism are very likely to disrupt peace building.
- The institutional and structural causes of violence must be carefully considered. For instance if economic disruption has occurred, action needs to include a search for alternative bases of livelihood.
- Educational issues about peace and gender arise across the curriculum in schools and adult education. They should not be a tightly-defined specialty located in only one curriculum area.

Dicussions

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

Discussions

Suggested discussion procedures

Certain training events might involve facilitated discussion, either as a part of and/or instead of exercises. Here are a few examples of ways to get your audience to engage well in a discussion.

- Each trainee brainstorms individually on sticky notes, which are later posted to a large flipchart and discussed.

- Split the audience into "buzz groups" of two to three people. Most often used for introductory exercises, a buzz group is a small discussion group formed for a specific task, such as generating ideas or reaching a common viewpoint on a topic within a specific period of time. Hence, you would use the buzz group to discuss the chosen topic during a pre-defined timeframe and then have them report back to the plenary.

- Write four different answers to a question on four large sheets of paper and post one in each corner of the room. Each trainee is asked to go to the answer s/he most agrees with, and each group is asked to present their point of view most persuasively.

- Write four quotations that sum up particular aspects of the question you are discussing on large flipchart paper, then post one in each corner of the room. Assign trainees numbers from one to four. Ask trainees to move to the flipchart paper on which their number is written. Have trainees discuss their group's quotation and write down responses on the flipchart. Stop discussion after a few minutes. Ask trainees to move to the next piece of flipchart paper, so that each group will be facing a new quotation. Repeat the process until all groups have discussed and responded to all quotations —then have the groups move back to their original quotation. Ask each group to read the responses of the other groups and to compare those responses with their initial answers.

- List four to six statements relating to a theme you are discussing on a large sheet of paper or whiteboard. Pass out note cards to the trainees, on which they write ideas or reflections on each statement. Collect these cards and sort them according to the statement they relate to. Assign groups to each stack of cards. Request that trainees (a) make a presentation to the plenary, (b) organise the cards into challenges and opportunities, or (c) find another way of creatively reporting back on what the group read on the cards.

Dicussions

**Training Resources on
Security Sector Reform and Gender**

Geneva Centre for the
Democratic Control of
Armed Forces (DCAF)

Discussions

Topics for discussion

The following are suggestions loosely organised around key themes elaborated in the *Security Sector Reform and Gender Tool.*

1. Gender refers to the roles and relationships, personality traits, attitudes, behaviours and values that society ascribes to men and women. Describe three ways in which "gender roles" in your culture are different from those in another culture, three ways in which gender roles vary within your culture, and three ways in which gender roles have changed in your culture over the last 100 years (or, for a post conflict context, changed in your culture since the war started).

2. Identify examples of gender-based security threats in your society of particular concern to men, women, boys and girls. Suggest ways in which security organisations can demonstrate sensitivity to the concerns and needs of different gender groups.

3. The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) requires states parties to ensure that women have the same employment opportunities as men, including the application of the same criteria for selection in matters of employment. What challenges does this create for recruitment in security sector institutions? How can these challenges be overcome?

4. Why is gender important to SSR? Which convincing arguments can you pose?

5. How could a "national vision of security" be achieved? What would be key points for such a vision in your country? Do you think men and women would elaborate different key points?

6. What roles can civil society assume to promote greater gender responsiveness in the security sector?

7. What positive effects for the prevention and detection of gender insecurities arise out of a more balanced representation of men and women within SSR processes and security sector institutions?

8. How could you ensure that gender issues were taken into account in oversight of the military/police/justice system/penal system?

9. Identify three practical steps to monitor and evaluate whether men and women are participating equally in a security policy-making process/SSR assessment.

10. What is the ideal profile for a person conducting an SSR assessment? Is it important whether it is a man or a woman?

11. Suggest three ways to mainstream gender concerns into SSR policy-making.

12. Who would be a possible "gender champion" in your community?

13. When considering SSR programming in regard to (*insert type of programme*), what would be ten activities to make your programme gender-responsive?

14. What can be done to effectively prevent, respond to, and sanction gender-based violence? What role can each security agent play? What role for the institutions?

15. Discuss why integrating gender into security sector reform might be an exercise in human and institutional capacity building.

16. Discuss the various ways in which the security institutions could assist with research programmes on security issues. Which aspects would you like to see researched? How could research into those aspects be initiated and how could your agency assist in the initiation of, and contribute to, such work?

AFRICA

DFID evaluation of mainstreaming of gender and HIV/AIDS issues in security and justice programming

The United Kingdom's (UK) Department for International Development (DFID), in collaboration with the Foreign and Commonwealth Office and the Ministry of Defence, commissioned four SSR experts to conduct an independent evaluation of security and justice reform programming in Africa and, in particular, in Sierra Leone, the Democratic Republic of the Congo and Nigeria.[1] The evaluation had two main objectives:

1. To assess the coherence, effectiveness and impact of UK SSR programmes in Africa over the past four years;

2. To identify lessons and recommendations for the strategic direction and management of future SSR programmes in Africa and elsewhere.

The evaluation examined the mainstreaming of gender and HIV/AIDS issues within security and justice reform programming—as these are key "mainstream" themes of DFID bilateral programmes.[2]

The evaluation found that gender and HIV/AIDS issues are strongly represented in *Safety, Security and Access to Justice* programming, but have largely been absent from programmes dealing with defence and police or those with a wider remit, such as the Sierra Leone SSR programme. Despite their priority on paper, gender and HIV/AIDS are generally not well reflected in the strategic considerations underlying the UK's security and justice reform programming.

Notwithstanding, effective implementation of security and justice reform policy and programmes can produce potentially positive outcomes in relation to gender and HIV/AIDS. In the Jigawa State in Northern Nigeria, community policing initiatives have reportedly resulted in greater access for women to the justice sector. Similarly, there is evidence to suggest that an alternative dispute resolution system implemented as part of the *Security, Justice and Growth* programme has generated increased access and awareness for women. In the same vein, professionalisation of the armed forces, for example through peacekeeping training, has allowed military personnel to undergo HIV/AIDS awareness programmes as well as gender and child protection training. Such benefits would be better harnessed if gender and HIV/AIDS formed an integral part of the security and justice reform strategy. The recommendations emerging from the review included the suggestion that *"mainstream themes on HIV/AIDS and gender be incorporated into all [security and justice reform] interventions, not only those specifically dealing with Safety, Security and Access to Justice..."* [3]

The evaluation further highlighted that, as in the case of HIV/AIDS, one of the main challenges to an effective gender approach to SSR programmes and policies is the reluctance of local partners to recognise such problems and discuss them. The UK should draw on their success in mainstreaming gender issues in *Safety, Security and Access to Justice* programming, and increase cooperation and joint working arrangements between country teams for better inclusion of gender issues in all future security and justice reform programmes.

► Gender-responsive monitoring and evaluation of gender issues is discussed in the *Security Sector Reform and Gender Tool* page 16, and in the *Security Sector Reform Assessment, Monitoring & Evaluation and Gender Tool*, pages 9–13.

1　　Nicole Ball, et al., "Security and Justice Sector Reform Programming in Africa" (Evaluation Working Paper 23, DFID: London, April 2007), http://www.oecd.org/dataoecd/42/1/38635081.pdf (accessed February 17, 2009). The review was commissioned by DFID's Africa Conflict and Humanitarian Unit on behalf of the Africa Conflict Prevention Pool, backed by a steering group representing DFID's Evaluation Department, MoD/Directorate of Policy & Defence Relations South, and FCO/Pan-Africa Policy Unit.

2　　Ibid., 59.

3　　Ibid., xiv.

SOUTH AFRICA

Gender-responsive defence reform

In 1994, during its transition towards democracy, South Africa embarked on an extensive SSR process. Given the strong militarism that characterised the former apartheid regime, reform of the defence sector stood out as an absolute priority. The African National Congress (ANC) began an inclusive and participatory process to define the new face of South African national security. The process started with the drafting of a white paper on defence followed by a national defence review, which sought to identify the military needs of the country. Between 1996 and 1998, ministerial advisors and members of the Parliamentary Joint Standing Committee on Defence, as well as representatives of the academic community and defence-related non-governmental organisations (NGOs), formed a Defence Review Working Group, in order to discuss doctrine, force design, logistics, armaments, human resources and equipment.

Women were active during this process in demanding accountability from government and military institutions, an open and transparent system, and the engagement of civil society. It was at the insistence of women parliamentarians that the defence review was undertaken as a nationwide consultative process. A number of measures were put in place to ensure public participation, including the use of military planes and buses to transport religious and community leaders, NGO activists, and other civil society representatives to regional meetings and workshops. Using local facilities, such as schools, the Defence Secretariat organised public dialogues during which everyone was allowed to express concerns and needs. In this way, new issues emerged. Women representatives from rural communities, for example, highlighted the plight of dispossessed communities whose land had been seized for military use, the environmental impact of military use, as well as the problem of sexual harassment by military personnel.[1]

The participatory South African defence review process, which lasted more than two years, helped build national consensus around defence issues and generated public legitimacy for the new security structures. The inclusion of civil society, and in particular of women's organisations, as well as the involvement of women parliamentarians, contributed to the creation of relatively gender-sensitive security structures.

Particular efforts have been made to integrate a gender perspective into the defence sector. The appointment of Nozizwe Madlala-Routledge as Deputy Defence Minister from 1999 to 2004 was a strong signal of the Government's commitment to making the defence forces a more gender-equitable body. With an emphasis on equality and representativeness, a concerted effort continues to be made to increase the number of women in senior positions and at all decision-making levels in all the defence services. To this end, a range of different mechanisms have been established within the Department of Defence, such as:[2]

- A **Gender Focal Point** within the Transformation Management Chief Directorate, tasked with:
  - monitoring the advancement of women and ensuring that they are properly represented
  - promoting gender awareness in the Department of Defence (e.g. in relation to sexual harassment, gender-based violence, gender equity, and law)
  - conducting and coordinating gender training
  - monitoring Department of Defence statistics for gender representation
  - liaising with civil society and other international organisations

- A **Gender Forum:** to implement gender policies at the lower levels of the Department of Defence and to provide gender training to personnel at all levels.

---

1   Sanam Naraghi Anderlini, *Negotiating the Transition to Democracy and Reforming the Security Sector: The Vital Contributions of South African Women,* (Washinton D.C.: Hunt Alternatives, 2004), 23–24.

2   For further information, see the website of the South African Ministry of Defence, http://www.dod.mil.za/ (accessed March 9, 2009).

SOUTH AFRICA

Gender-responsive defence reform

- A **Telephone Hotline:** to report cases of sexual harassment and gender-based violence within the defence forces.

- **Gender Sensitisation Programs:** to raise awareness and understanding of gender policies among all members of the Ministry of Defence.

- The **Women's Peace Table Initiative:** a forum that brings together more than 100 women from across the defence services and from civil society to discuss and define a common peace agenda. It is also an attempt to create ties and partnerships within the military and civil society.[1]

This gender machinery has greatly supported the implementation of gender-sensitive policies and programmes. Women's participation in the defence force has also been enhanced by changing social perceptions about the role of women in the armed forces. The defence force magazine *Soldier* has contributed, over the years, to challenging the stereotypes of women in the defence forces. Furthermore, the increased presence of women in the security sector has fostered the promotion and adoption of laws guaranteeing equal pay for equal work and access to the same incentives, as well as women and family-friendly policies such as allowing parents to work flexible hours and introducing maternity and paternity leave. In 2006, women constituted 23.8 per cent of the South African National Defence Force, and represented 11.6 per cent of its top management structure. The Ministry of Defence employed 17,780 women out of a total of 77,858 employees (22.8 per cent).

► Gender and defence reform are discussed in the *Defence Reform and Gender Tool*, and in the *Security Sector Reform and Gender Tool.*

► Gender-sensitive defence review processes are discussed in the *Defence Reform and Gender Tool,* pages 7–8.

► Policies and mechanisms for institutional reform of the defence sector are discussed in the *Defence Reform and Gender Tool,* pages 14–15.

► Integrating gender into defence reform in post-conflict countries is discussed in the *Defence Reform and Gender Tool,* pages 17–18.

---

1   Sanam Naraghi Anderlini, *Negotiating the Transition to Democracy and Reforming the Security Sector,* 27.

PERU

Gender assessment of the justice sector

The World Bank conducted a targeted gender assessment in 2001–02 as part of the preparation of Peru's *Justice Services Improvement Project.*[1]

In 2001, the Peruvian Government was in transition and the country's justice sector was perceived as weak and in need of reform. Poor access to justice had long been recognised as a problem in Peru, reflecting factors such as inefficient institutions, costly services, and disconnect between service supply and demand. While preparing the *Justice Services Improvement Project,* it became clear to the World Bank team that many of these weaknesses hurt women much more than men. Because Peruvian women are, in general, far less educated than men, they are less informed about the law and their legal rights. Their economic dependence on their male partners also discourages them from resorting to the courts, even in cases of domestic violence. Women's family responsibilities mean that the family court system—ruling on such issues as child custody, marriage dissolution and alimony—is especially important for them; but the family court system was dysfunctional, with long trials and uninformed judicial decisions.[2] Given these preliminary findings, the World Bank team decided to conduct a gender assessment as part of the project's preparation, with a focus on identifying access issues and obstacles.

The World Bank's gender assessment relied upon analyses of access to justice issues by both governmental and non-governmental organisations. These were supplemented by a World Bank-supported statistical analysis of court users in 1,250 cases filed in the judicial district of Lima.[3] The definition of the justice sector and its institutions was crucial to determining the scope of the gender assessment. Although the judiciary played an important role in providing statistics and other research, the study was not limited to a review of one agency's gender responsiveness but extended to the system as a whole.

The assessment revealed that:

- Men were more likely to use justice services, whether in specialised courts or courts run by community-based "peace judges."

- Women and men have different justice needs and tend to use justice services on the basis of their societal roles.
    - Men tended to be the active litigants in commercial, contractual, and credit-related cases.
    - When it came to family court litigation, women were generally the plaintiffs in cases involving child support, domestic violence and dissolution of marriage, while men were usually the defendants in juvenile crime and child custody cases. 83 per cent of child support cases and 80 per cent of domestic violence cases were filed by women.

- Given the differentiated use of justice services by men and women, the institutional weaknesses of family courts exacerbated gender inequalities in the sector; that is, the burden of the family courts' shortcomings fell largely on women.

- In seeking legal redress in domestic violence cases, women confronted a number of obstacles—including mistreatment by the authorities, ignorance of applicable laws, lack of access to legal counsel, and biased behaviour by police officers, prosecutors and judges who refused to consider domestic violence a serious crime.

---

1   For more information, see: World Bank, Engendering Justice: a Gender Assessment's Impact on Project Design" (PremNotes on the Public Sector and Gender 98, The World Bank, Washington D.C., May 2005), http://www1.worldbank.org/prem/PREMNotes/premnote98.pdf (accessed March 16, 2009). For information on the project more broadly, see: World Bank, "Justice Services Improvement: Peru," World Bank, http://web.worldbank.org/external/projects/main?enableDHL=TRUE&menuPK=2805043&pagePK=64283627&piPK=64624210&theSitePK=2748750&Projectid=P073438 (accessed March 9, 2009).

2   World Bank, "Reducing Violence Against Women: Justice Sector Perspective" (Working Paper prepared for the Gender and Development Group PREM, World Bank, Washington D.C., June 2005).

3   González Mantilla, G.J.C. Serván, L. López, and H. Burgos, *El sistema judicial en el Perú: un enfoque analitico a partir de sus usos y usuarios,* (Lima: Informe de Consultoria para el Banco Mundial, 2002).

PERU

Gender assessment of the justice sector

The findings of the gender assessment resulted in changes to the design of the *Justice Services Improvement Project,* including the addition of an access to justice component. This component proposed mechanisms to make Peru's justice system more accessible and equitable, with a focus on gender disparities in service delivery at both formal and informal levels. These mechanisms included:

• Training of community-based "peace justices" and community leaders in mediation techniques and the handling of family conflicts, including discussions of gender-related issues; and

• Technical assistance in the design and implementation of an inventory and referral system to strengthen the operational capabilities of the family court system to deal more effectively with domestic violence, dissolution of marriage and child support cases.

More broadly, the World Bank project team committed to the involvement of gender specialists in various activities throughout implementation of the *Justice Services Improvement Project.*

► Gender assessments are discussed in the *Security Sector Reform and Gender Tool* page 14, and in the *Security Sector Reform Assessment, Monitoring & Evaluation and Gender Tool,* pages 4–9.

► The integration of gender into justice reform is discussed in the *Justice Reform and Gender Tool.* Gender assessment of the justice sector is discussed on page 6.

BRAZIL

Civil society organisation countering gun violence

In Rio de Janeiro, Brazil, young men are more likely to die as a result of gun violence than as a result of all other external causes combined, including traffic accidents, illness and other kinds of injuries. Brazil has one of the highest homicide rates in the world, with more than 39,000 firearm deaths every year. Brazilians are about four times more likely to die from firearm-related injuries than the world population more generally.[1]

Viva Rio is a non-governmental organisation based in Rio de Janeiro working on issues of gun violence, youth and community development. Created in 1993 in response to escalating urban violence, it aims to promote a culture of peace and social development. Today, Viva Rio has more than 500 ongoing projects. Some of these projects focus on the prevention of gang and gun violence among young men through activities such as:

- Public awareness-raising campaigns to reduce the demand for guns;
- Voluntary small arms collection campaigns;
- Destruction of surplus weapons, in collaboration with the police, military and local governments;
- Improvement of secure storage facilities;
- Advocacy for tighter gun laws;
- Free legal advice centres;
- Other activities such as: music classes, sports facilities, job training courses, micro-credit, urban garden projects, computer centres, primary and secondary education, free legal advice centres;
- The *Fight for Peace Project,* where forty boys in *Maré* favela have received civil rights courses and boxing training, as well as group discussions with a social worker on topics ranging from anger management and sexually transmitted diseases to building self-esteem.

In collaboration with the military police of the Rio de Janeiro State, Viva Rio has developed a training-of-trainers course for police on issues of citizens' rights, ethics and community relations. Close to 200 officers have been trained, who in turn have replicated the training, thus reaching some 10,000 officers in total.[2]

Women have played a formidable role in community disarmament efforts. In May 2001, Viva Rio's women launched the campaign "Choose Gun Free! It's Your Weapon or Me". Tens of thousands of women, many of them organised in victims' support groups, marched in the streets and successfully advocated for tighter state-level gun laws. In December 2003, they marched to support the national *Disarmament Statute*. Recognising the important contribution of women to violence prevention, Viva Rio has recently re-evaluated all its existing projects and developed new ones with gender-specific content.

► Gender-based violence is discussed in the *Security Sector Reform and Gender Tool,* pages 3–4.

► The role of civil society organisations in oversight of the security sector is discussed in the *Civil Society Oversight of the Security Sector Reform and Gender Tool,* pages 2–3.

► The importance of involving men in combating violence in societies is discussed in the *Civil Society Oversight of the Security Sector Reform and Gender Tool,* page 10.

---

1 UNESCO, "Mortes Matadas Por Armas de Fogo no Brazil – 1979/2003," Julio Jacobo Waiselfisz, http://unesdoc.unesco.org/images/0013/001399/139949POR.pdf (accessed March 9, 2009).

2 IANSA, "NGO Profile: Viva Rio, Brazil," International Action Network on Small Arms, http://www.iansa.org/women/bulletin1/ngo_profile_viva_rio.htm (accessed March 9, 2009).

Additional training resources

Action for Development, **Gender Budget Training Manual**, 2005.
http://www.gender-budgets.org/component/option,com_docman/task,doc_view/gid,89/

African Women's Development and Communication Network, **Training Manual on Gender-Based Violence**, 2005.
http://www.preventgbvafrica.org/content/femnet-training-manual-gender-based-violence

Chege, Rose, and Patel Alpana, **A Curriculum for the Training of Trainers in Gender Mainstreaming**, African Women's Development and Communication Network, 2000.
http://www4.worldbank.org/afr/ssatp/Resources/HTML/Gender-RG/Source%20%20documents%5CTraining%20materials/TRGEN1%20Femnet%20Gender%20Mainstreaming%20TOT.pdf

DFID/DFAIT, **Gender and Peacekeeping Online Training Course**, 2002.
http://www.genderandpeacekeeping.org

European Communities, **Compilation of Relevant Documents: Mainstreaming Human Rights and Gender into European Security and Defence Policy,** 2008.
http://www.consilium.europa.eu/ueDocs/cms_Data/docs/hr/news144.pdf

Gender and Peacebuilding Working Group, **Gender Training and Fragile States: What Works?,** (Report of workshop held on January 20-21, 2008).
http://www.peacebuild.ca/documents/Gender%20Training%20and%20Fragile%20States%20Workshop%20Report.final.pdf

GTZ, **Regional Training Module: Gender and Citizen Security (Basic Text, Methodological Guide, Support Materials),** 2005.
http://www.gtzgenero.org.ni/publicaciones.php?idorigen=1

International Alert and Women Waging Peace, **Inclusive Security, Sustainable Peace: A Toolkit for Advocacy and Action,** 2004.
http://www.international-alert.org/publications/pub.php?p=41

KIT (Royal Tropical Institute) and Oxfam GB, **Revisiting Gender Training: The Making and Remaking of Gender Knowledge: A Global Sourcebook,** 2007.
http://www.kit.nl/smartsite.shtml?ch=FAB&id=PUBLISHERS_CATALOGUE&ItemID=2074&RecordTitle=Revisiting%20gender%20training%20-%20the%20making%20and%20remaking%20of%20gender%20knowledge

OECD, **Training Module on Security System Reform and Governance – Workbook for Trainees,** 2007.
http://www.oecd.org/dataoecd/45/0/40310374.pdf

Swiss Agency for Development and Cooperation, **Gender & Training: Mainstreaming Gender Equality and the Planning, Realisation and Evaluation of Training Programmes,** 2005.
http://www.sdc.admin.ch/en/Home/Themes/Gender/General_and_thematic_tools/ressources/resource_en_24712.pdf

UNDP, **Introductory Gender Analysis & Gender Planning Training Module for UNDP Staff,** 2001.
http://arabstates.undp.org/contents/file/GenderMainstreamingTraining.pdf

Additional training resources

UNICEF, **Training of Trainers on Gender-Based Violence: Focusing on Sexual Exploitation and Abuse,** 2004.
http://www.reliefweb.int/rw/rwt.nsf/db900SID/NVEA-5ULKLS/$File/unicef-totgender.pdf?OpenElement

Vann, Beth, **Training Manual Facilitator's Guide: Interagency & Multisectoral Prevention and Response to Gender-based Violence in Populations affected by Armed Conflict,** JSI Research and Training Institute, The Reproductive Health Response in Conflict Consortium, 2004.
http://www.gbv.ie/wp-content/uploads/2007/12/61-training-manual-facilitators-guide-interagency-and-multisectoral-prevention-and-response-to-gbv-in-populations-affected-by-armed-conflict.pdf

World IWCA and UNFPA, **Empowering Young Women to Lead the Change,** 2006.
http://www.worldywca.org/world_ywca/communications/resources/empowering_young_women_to_lead_change