

# Guide to Integrating Gender in SSR Training

**Gender and Security Sector Reform  
Training Resource Package**



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

### Authors

The Guide to Integrating Gender in SSR Training was written by Kristin Valasek and Agneta M. Johannsen, and edited by Megan Bastick.

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### 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
- Border Management and Gender
- SSR Assessment, Monitoring and Evaluation and Gender

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### DCAF

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## Introduction

The *Gender and SSR Training Resource Package* is designed to provide you with a wide range of exercises, discussion topics and examples from the ground that you can adapt and integrate into your SSR training. In addition to having a specific exercise or session on gender and SSR, taking a few moments to look through this guide can help you to mainstream gender issues throughout your training. It provides practical tips on integrating gender into the entire SSR training cycle—from conducting a training needs assessment to monitoring and evaluation.

This guide is explicitly designed for SSR trainers and educators. Gender trainers working with the security sector will also find the content useful. As short-hand, the guide refers to “SSR training”, however, this is broadly defined to include training related to police reform, penal reform, security sector governance and oversight, border management, defence reform, justice reform, national security policy-making, etc.

For additional information focused on gender training for security sector personnel, see the tool on *Gender Training for Security Sector Personnel—Good Practices and Lessons Learned*.

## Training Cycle

Training manuals of all shapes and sizes include a description of the training cycle. Although some variety in the description of the cycle exists, it is generally understood as:



These steps provide a framework for looking at how gender can be included throughout the SSR training cycle.

## Ask yourself

## How can I identify the training needs?

- Integrate questions on gender in a training needs assessment
- Consult with women and men regarding training needs
- Ensure that your data is disaggregated by sex
- Do background research on gender issues in the cultural and institutional environment in which the training will be held



The first step in any SSR training is to conduct a training needs assessment. A well-planned assessment determines whether or not training is needed and, if so, what the specific training needs are. Training needs assessments also provide the baseline data for evaluation and can help build management and trainee support for SSR training. Asking the right questions early on in the process will help you to design better training, tailored to meet the specific needs of both male and female trainees.

Training needs assessments can range from short questionnaires or “knowledge tests” distributed to trainees, to more in-depth assessments involving a desk review, focus groups, observation and interviews. Gathering a combination of quantitative and qualitative data will enable you to have a more comprehensive understanding of the existing training needs.

Too often, training needs assessments for SSR courses are limited to sending questionnaires to trainees. Rather than focusing only upon trainees, it is also important to consult with:

- Training organisers—those who requested or are coordinating the SSR training.
- Management—those who manage the trainees or who are responsible for monitoring SSR activities.
- Stakeholders in, and beneficiaries of, the training—those who will be impacted by the training or who are actors in SSR but may not be included as trainees (for instance, victims’ rights associations).

For example, a trainer (with a bit of extra time and funding) delivering a one-week SSR course to personnel from a ministry of defence and a ministry of foreign affairs could:

1. Conduct background research on the ministries’ respective mandates and SSR work, including mandates and work on gender and SSR.
2. Interview key men and women, including: senior officials in both ministries, potential trainees, training organisers, representatives from partner organisations, non-governmental organisations (NGOs) working on SSR and women’s organisations.
3. Hold short focus group discussions with potential trainees and/or partner organisations and/or civil society organisations.
4. Design and distribute a questionnaire to trainees.

Depending upon the context, research, interviews, and focus group discussions might be undertaken with or by a local partner. Otherwise, consider having a local partner review your needs assessment in order to check translation and relevancy, and advise on issues of culture and gender sensitivities.

### How to integrate gender into an SSR training needs assessment?

#### Integrate questions on gender into training needs assessments

When designing a questionnaire, include questions regarding participants' experience and training needs and interests on gender issues:

*Have you worked on gender or women's issues related to SSR?*

*Have you had training on gender issues? If yes, what was the exact topic of the training?*

*What particular issues would you like to focus on as part of this training (please mark your top four preferences with an "X"):*

- SSR assessment
- Gender-responsive SSR programming
- SSR concepts and international frameworks
- ... etc.

*The training will address the following gender issues. Rank these in order of perceived importance from 1 (least important) to 5 (most important):*

- Gender policies for security sector institutions
- Integrating gender into the SSR programme cycle
- Recruiting, retaining and promoting male and female staff
- Responding to the different security and justice needs of men, women, girls and boys
- Gender training for security sector personnel

If the training needs assessment includes a "test" to establish baseline information regarding trainees' knowledge, questions on gender can be included, such as:

*On a scale from 1 (strongly disagree) to 5 (strongly agree)*

*I am familiar with the term "gender" 1 2 3 4 5*  
*If yes, what does gender mean?*

*I think gender is relevant to SSR 1 2 3 4 5*  
*Why or why not?*

*What are three actions you would take to integrate gender into a SSR programme?*

- 1.
- 2.
- 3.

If interviews and focus group discussions are being held, more in-depth questions regarding gender issues can be asked, such as:

- *Does your organisation have gender-related programming and policies in place?*
- *Is gender integrated into your work on SSR? If so, how?*
- *What gender issues do you think it would be important to cover during training?*
- *Are there any topics that are culturally sensitive, especially with regards to gender, which should be taken into consideration? (See section on "Do background research" on page 4.)*

## Consult with women and men regarding training needs

You may need to make a conscious effort to ensure that you consult with both men and women regarding training needs.

- Ask the organisers to include and provide contact information for female potential trainees, senior-level female staff and female stakeholders/beneficiaries for interviews and focus groups.
- Consult with organisations that represent men and women who may be impacted by the training, i.e., beneficiaries. For instance: to identify police reform training needs, consult with human rights organisations and women's organisations and/or directly with men and women who have used police services; to identify defence reform training needs, veterans' associations and organisations focusing on domestic violence could be consulted. This might bring up additional training needs, for instance, on human rights or non-discrimination.
- Ensure that focus groups and interviews are scheduled at times and locations where both women and men can attend (see sections on "Timing and scheduling" and "Logistics" on pages 12-14).
- Consider holding women-only and men-only focus groups.
- Discuss with women and men any barriers they perceive to participation in your training event and develop strategies to overcome them.

## Ensure that your data is disaggregated by sex

When gathering information, make sure that you record whether it was from a man or a woman. For instance, include:

Sex:  female  male

in questionnaires, even if they are anonymous. This enables you to see if there are different training needs for men and women, and to plan to meet these needs.

## Do background research on gender issues in the cultural and institutional environment in which the training will be held

Make the time for background research on your trainees' cultural and institutional context: e.g., existing gender initiatives within the institution, gender-based violence and discrimination, national laws on equality between men and women.

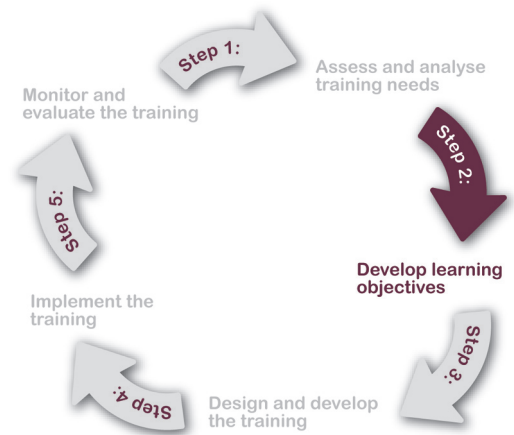
Collect information about your trainees' education and literacy levels, in particular their aptitude in the language of the training, and take this into account when designing the training. In many countries, literacy rates are lower amongst women.

Also see section on "Adaptation to different contexts, cultures and participants" on page 14.

## Ask yourself

**What do I want the trainees to be able to do/know at the end of the training?**

- Include an objective for the overall training that is gender sensitive
- Develop learning objectives for a gender and SSR session



After you complete the needs assessment and analyse the information, the next step is to set the learning objectives. This is an essential step that many trainers overlook. However, developing learning objectives is important in order to have well-designed, targeted training that provides male and female trainees with the specific skills and knowledge that were identified in the training needs assessment. Learning objectives are also needed in order to evaluate the impact of the training.

There are two stages in developing learning objectives:

1. Developing overall training objectives  
*e.g., after this training, the trainees will be able to design an evaluation of a penal reform project.*
2. Developing two or three key learning objectives for each training session  
*e.g., after this session, the trainees will be able to list three of the key roles that civil society plays in penal reform.*

A good objective should be SMART:<sup>1</sup>

**S**pecific — it should be clear and understandable, not broad and vague.

**M**easurable — you should be able to determine whether or not it was accomplished.

**A**ttainable, yet a stretch — you should be able to accomplish it, but it should not be so easy that most trainees would already have that skill.

**R**elevant — it should be relevant to the training needs identified.

**T**ime-bound — it should be accomplishable within a certain time frame, for instance the end of the training, or next month.

### How to integrate gender into developing learning objectives?

Include an objective for the overall training that is gender sensitive

Having an overall learning objective related to gender means that these issues stay on the agenda and justifies actions taken to mainstream gender into SSR training.

Examples of gender-sensitive training objectives:

- *After the training, trainees will be able to apply a gender-sensitive approach to assessing, implementing and evaluating SSR programmes.*
- *After the training, trainees will be able to take into account the different security needs of women, men, boys and girls in their security sector oversight activities.*

<sup>1</sup> Elaine Biech, *Training for Dummies* (USA: Wiley Publishing, Inc., 2005), 61.

## Develop learning objectives for a gender and SSR session

Develop and support your overall training objectives with clear and concise session learning objectives.

Examples of gender and SSR session learning objectives:

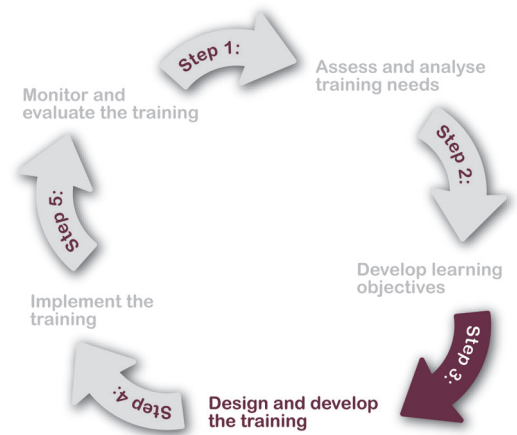
- *After this session, trainees will be able to describe four strategies to prevent sexual discrimination and harassment by border guards.*
- *When back at work, trainees will be able to assess whether draft national security policies are in line with national gender equality laws.*



## Ask yourself

**How can I best design and develop a gender-responsive SSR training that meets the needs of male and female trainees? How can I take gender issues into account when planning around:**

- Trainees
- Trainers
- Content
- Pedagogy
- Timing and scheduling
- Logistics
- Adaptation to different contexts and cultures



Once the training needs are assessed and the learning objectives have been established, the work of designing the training begins. A wide range of issues need to be considered, from who will do the training to what will be served during refreshment breaks. The following are concrete tips to ensure that gender issues are integrated into training design and development.

### Trainees

Roughly equal numbers of men and women (“gender balance”) and some trainees with gender expertise within your trainee group are good objectives. These add to the diversity of experiences and expertise in the room, which makes for a better learning environment. Simply having female participants can go some way towards overcoming stereotypes about women working on security issues.

As a trainer, you often will not be in charge of recruiting your trainee group, but you can still:

- Ask the organisers to recruit a balanced number of women and men.
- Request that a local gender expert attend the training as a resource person.
- Request that representatives of civil society organisations, including women’s organisations, are amongst the trainees. This can facilitate dialogue, networking and partnership between security institutions and civil society.
- Propose separate training for men and women if the cultural context makes this more appropriate, or if the training needs of men and women are sharply different.
- Predetermine working/break out groups that include a mix of women and men, and ensure that both women and men participate (see section on “Unbalanced participation” on page 17).
- Involve a few male and female trainees in the planning process to advise on logistics and other issues. Care needs to be taken that female trainees are able to attend the training (see “Logistics” on page 14).

### Trainers

All SSR trainers should have a basic understanding of gender issues and how they impact upon SSR. The *Gender and SSR Toolkit* and this *Gender and SSR Training Resource Package* aim to assist SSR trainers in developing their expertise in this regard.

While any SSR trainer should be capable of facilitating a session on gender and SSR, at times you might ask another trainer to co-facilitate or recruit a more experienced

gender and SSR trainer. If so, keep in mind:

- **Teams of women and men trainers:** For predominantly male audiences, it can be helpful to have a male trainer or a team of female and male trainers. This demonstrates that gender is not just about “women’s issues.”
- **Security background:** Trainers responsible for gender and SSR sessions that have a background working within a security sector institution, especially if they are/were ranked as mid- or senior-level, are often more respected and have insight into the opportunities and challenges of integrating gender into SSR.
- **Local trainers:** As gender is always culturally specific, it can be useful to have a local trainer co-facilitate the session and/or involve a local gender resource person (such as a representative from a women’s organisation). This provides access to culturally-specific gender issues and helps counter any accusation that gender is an “imported” concept.
- **Gender and SSR expertise:** Trainers should ideally have subject matter expertise on both gender and SSR. Gender trainers who have worked with security sector institutions or peace support operations can be good candidates.
- **Training expertise:** Gender is sometimes a sensitive topic and appropriate participatory training techniques are essential (see “Pedagogy” on page 10). As such, it is important that gender and SSR trainers have expertise in adult pedagogy and solid training experience.

### Content

To be effective, the gender content of SSR training should be based upon the training needs assessment and tailored to meet training and session learning objectives. In general, gender and SSR training content should be:

- **Contextualised** — focused on the specific culture and institutional context.
- **Practical** — focused on building skills that can be used in trainees’ daily work.
- **Linked to operational benefit** — demonstrating how integrating gender increases effectiveness.
- **Relevant** — focused on issues and skills that are directly relevant to the trainees.

### Gender Mainstreaming

Gender issues should be appropriately highlighted throughout the entire SSR training in order to demonstrate to the trainees that gender is of practical relevance to SSR. If gender is only mentioned in one session (for instance, in a specific session on gender or human rights), then trainees will not learn how to practically integrate gender into their daily SSR work.

There are many different ways to ensure that gender issues are integrated into the content of SSR training sessions, including:

- Interjecting briefly to highlight gender issues. For instance, “as you can see, this aspect of SSR affects women and men differently. How might you design your SSR assessment and programme accordingly?” Or through solicitation: “trainee X, how do you think your proposal will impact men and women differently?”
- Scheduling five to ten minutes in relevant training sessions to discuss gender-related issues. For instance, in a session on international and national laws and norms, you can include information on UN Security Council Resolutions 1325 and 1820 on women, peace and security; in a session on justice reform, you might focus on the

different barriers to access to justice faced by men and women; in a session on penal reform, look at the particular issues affecting women and girls in prison.

- Including gender-related questions and roles in exercises. For instance, in an exercise on reviewing national defence policies, ask trainees to identify where gender issues should have been included (see section on “Pedagogy” on page 10).
- Review training materials, including pictures, to ensure they are free of harmful stereotypes about women and men or sexist language (e.g., sexist jokes; referring to “he” instead of “he or she” or “they”, “policeman” and “chairman” instead of “police officer” and “chairperson”).
- If you are working with co-trainers or other presenters:
  - Before training commences, make time to discuss with co-trainers their understanding of gender and how it will be addressed throughout the training. Make clear that you expect them to integrate gender into their sessions and provide them with information or assistance to do so.
  - Talk about how, as trainers, you can role model gender sensitivity and equal treatment. For instance, avoiding calling all trainees “guys” and referring to security personnel as if they are all male (“policemen”).
  - You might suggest that you jointly review the training materials to avoid overlap and ensure comprehensiveness, particularly regarding the integration of gender issues. If you are working with a gender and SSR trainer, they can be asked to review the training materials.
  - Once training has commenced, keep motivating your co-trainers, the training organisers and others to maintain a gender perspective.

### Gender and SSR Session(s)

In addition to mainstreaming gender issues throughout your SSR training, one or more sessions that specifically focus on gender issues are necessary to introduce the concepts, discuss concrete examples and build trainees’ practical skills. Experienced trainers will testify that when gender issues are first introduced, trainees often demand clarification and discussion. If you have not programmed a dedicated session on gender and SSR, you run the risk of being forced to have an unplanned session—which throws off your planned timeframe and content.

A gender and SSR session would usually include presentation, discussion and exercises on:

- What does “gender” mean?
- Why is gender important to SSR?
- How to practically integrate gender into SSR?

This *Training Resource Package* contains scores of different training exercises, discussion topics and examples from the ground that you can use when designing a session on gender and SSR. 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?

In addition to the exercise(s), your session would include a short introduction to gender and SSR. This can be done through a presentation, perhaps using PowerPoint slides or

other learning aids, or discussion. The key messages included in the various parts of the *Training Resource Package*, used with the *Gender and SSR Toolkit*, can serve as a basis for this introduction.

Box 1 is an example of a plan of a 90 minute gender and SSR training session. Also see the advice under “Timing and scheduling” on page 12.

### Pedagogy

Adults learn best when they are engaged, motivated and enjoying themselves. The most effective way to get your trainees to internalise new information is to use a participatory learning format: an approach that values the capacity and knowledge of trainees and involves them throughout the learning process. As people have different learning styles, it is useful to plan a mixture of exercises that focus on doing, analysing, discussing, thinking, listening and reading. A variety of different materials can be used in order to encourage participation and interaction: videos, songs, texts, flip charts, markers, handouts, PowerPoint slides, pictures and other props.

#### Box 1:

#### Sample Gender and SSR Training Session

<b>Session Title</b>	Gender-Responsive SSR
<b>Trainees</b>	25 junior and mid-level SSR practitioners from donor countries and countries undergoing SSR
<b>Training Objectives</b>	<ol style="list-style-type: none"> <li>1. Understand the meaning of gender and why it is important to SSR.</li> <li>2. Understand and apply the practical entry points for integrating gender into SSR programming.</li> </ol>
<b>Timing</b>	90 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Tape</li> <li>• PowerPoint</li> <li>• Handouts</li> <li>• Flip charts</li> <li>• Markers</li> </ul>

TIMING	ACTIVITY	MATERIALS
5 mins	Recap linking last sessions to gender. Introduction to session including learning objectives and schedule.	PowerPoint
10 mins	Gender expert exercise—everyone positions themselves on a line made with tape on the floor according to their self-defined level of gender expertise. The trainer facilitates a discussion on what gender is and why it is important to SSR.	Tape
10 mins	Recap the definition of gender, why it is important to SSR and how to integrate gender into the SSR programme cycle, including examples from the field.	PowerPoint
15 mins	Whole group brainstorming exercise on practical entry points for the integration of gender, including in staffing, policies, training, operations, structure and logistics.	Flip chart PowerPoint
45 mins	Case study exercise—integrating gender into police reform in Kosovo (Exercise 10 in the <i>Training Resources on Police Reform and Gender</i> ). Three break-out groups, report back, compare with what actually happened.	Handouts Flip chart
5 mins	Wrap up—reiterate key points.	PowerPoint

See, for example, Exercise 12 in the *Training Resources on SSR and Gender*.

See “Examples from the ground”, Exercise 13 in the *Training Resources on SSR and Gender*, Exercise 10 in the *Training Resources on Defence Reform and Gender*.

See, for example, Exercise 6 in the *Training Resources on Civil Society Oversight of the Security Sector and Gender*.

See, for example, Exercise 13 in the *Training Resources on SSR and Gender*.

Ways to integrate gender into common SSR training methods include:

### Security Sector Mapping

Mapping the security sector or SSR actors, comparing the security sectors of different countries or modelling the relationships between different security sector actors can be an effective way to introduce trainees to the complexity and interrelated nature of the security sector.

- Include actors such as women’s organisations, human rights organisations, ministries responsible for women or gender issues, associations of female security sector personnel, lawyers, judges, etc.

### Case Studies

Hypothetical or real case studies can allow trainees to analyse and learn from past and ongoing SSR experiences and apply SSR skills.

- Include background information related to gender issues, such as:
  - Prevalence of security threats such as gender-based violence, including domestic violence, sexual assault, human trafficking, gun violence and gang violence.
  - Security sector initiatives to address these security threats.
  - Human rights violations by security sector personnel, including sexual harassment and assault.
  - Rates of women and men’s participation in security sector institutions.
  - Regional and national laws and policies related to women in the security sector, domestic and sexual violence, gender training, etc.
  - Involvement of women’s organisations in SSR processes.
- Include a discussion question on gender issues, such as:
  - What could be done by security sector institutions to reduce gender-based violence?
  - How could the process of SSR have been undertaken in a more inclusive manner?
  - What could be done to increase recruitment and retention of female security sector personnel?

### SWOT Analysis

Brainstorming and analysing the strengths, weaknesses, opportunities and threats in a particular SSR process gives a better understanding of SSR and provides trainees with a useful analytical tool.

- Raise issues such as collaboration with women’s organisations, human rights violations, codes of conduct and representative security sector institutions and have trainees discuss where to place them.
- Have one group of trainees do SWOT analysis on how the SSR process can include men and women, or can improve provision of security to men, women, boys and girls.

### Gaps Identification

Gaps or needs identification is another way of structuring SSR analysis.

- See if there are gaps in a particular SSR process related to gender issues, such as:
  - Lack of civil society participation.
  - Lack of funding to combat domestic violence.
  - Failure to implement the gender equality policy.

See, for example, Exercise 16 in the *Training Resources on SSR and Gender*, Exercises 4 and 12 in the *Training Resources on Parliamentary Oversight of the Security Sector and Gender*, Exercise 9 in the *Training Resources on Defence Reform and Gender*, Exercises 4 and 8 in the *Training Resources on Civil Society Oversight of the Security Sector and Gender*.

See, for example, Exercise 15 in the *Training Resources on SSR and Gender*, Exercise 3 in the *Training Resources on Parliamentary Oversight of the Security Sector and Gender*, Exercise 3 in the *Training Resources on Defence Reform and Gender*, Exercise 7 in the *Training Resources on Civil Society Oversight of the Security Sector and Gender*.

See, for example, Exercises 1–7 in the *Training Resources on SSR and Gender*.

### Policy or Text Analysis

Documents such as security policies, SSR assessments and SSR project evaluations can be a good basis for text analysis that teaches gaps identification and analytical skills.

- Ask trainees to:
  - Identify where issues of women and men's participation or gender-based violence are missing.
  - Identify discriminatory language and replace it.
  - Critique the process of developing the policy/text from a perspective of inclusiveness and building local ownership.

### Simulations and Role Plays

SSR simulations and role plays help trainees apply information and skills and learn in an interactive manner.

- Include a role of representative from a women's organisation, parliamentary gender caucus or gender expert. Do not automatically give this role to a female or gender expert trainee. Try giving it to a male trainee.
- Include background information related to gender (see above in Case Studies).
- Include in the description of one of the actors—for instance a donor or a minister—that they are concerned about issues of equality and gender-based violence.
- Cast female and male trainees equally in senior positions.
- Cast female trainees in male roles and vice versa.

### Action Planning

Creating a mock or real action plan for an SSR process.

- Ask trainees to identify objectives, activities, indicators, partners and funding sources that either specifically relate to gender or include a gender aspect, such as:
  - A strategic target for female recruitment as an objective.
  - An activity such as gender training.
  - Indicators that are disaggregated by sex.
  - Partners such as women's organisations or ministries responsible for women or gender issues.

Additional pedagogical tips that also apply for gender and SSR sessions:

- Adults learn if they want to or need to. Focus on how learning about gender and SSR will be of use to them.
- Use small group discussions and exercises. In many cases women, as well as men, will be more willing to speak up in small groups.
- Include icebreakers, teambuilders and energisers to create a smooth group dynamic or raise energy levels.

In addition to training, other forms of learning have also proven successful when it comes to gender and SSR, such as study visits, mentoring, coaching, shadowing and personnel exchanges.

### Timing and scheduling

One of the greatest challenges to integrating gender into SSR training is that gender issues are usually allotted a very short amount of time. The experience of DCAF and the Global Facilitation Network for SSR suggests that in two to three days of training on an SSR-related topic, in addition to raising gender issues in other sessions, a minimum of 60–90 minutes should be allocated to a gender and SSR session.

It is often useful to schedule Gender and SSR for the afternoon of the first day. Gender

# 3

## Design and develop the training

can be introduced early on as a key concept, which facilitates gender mainstreaming. If the gender and SSR session is participatory, it can energise trainees during the afternoon, when energy levels might otherwise be low.

Additional considerations to keep in mind regarding scheduling:

- Consult with your trainees, especially female trainees, to determine a training schedule likely to allow them to attend, while managing other responsibilities, such as collecting children from daycare or school.
- In some countries, women might not be able to be out after dark because of safety or social reasons. If necessary, plan to end the training so that trainees are able to get home before dark.

The training schedule should be designed to meet the identified training needs and the established learning objectives. As such, each training session and training course will be different. The section on “Content” contains a sample outline of a 90-minute gender and SSR session. Box 2 is an example of a schedule for a two-day gender and SSR training.

### Box 2:

#### Example of a two-day gender and SSR training

Training for the Justice Sector Coordination Unit in the Ministry of Justice Freetown, Sierra Leone, August 28–29, 2008

DCAF-WIPSEN Africa Project — SSR in West Africa: Strengthening the Integration of Gender and Enhancing the Capacities of Female Security Sector Personnel

#### Day 1

8.30 - 9.00	<i>Arrivals</i>
9.00 -10.00	Opening: Introductions and Expectations
10.00 -11.00	Gender and SSR Exercises: Understanding SSR Understanding Gender
11.00 - 11.20	<i>Coffee Break</i>
11.20 - 12.00	Exercise on Aims and Objectives of SSR
12.00 - 12.30	Interactive Presentation on linking Justice Sector Reform to SSR
12.30 - 13.30	<i>Lunch</i>
13.30 - 14.00	Brainstorming Exercise on Justice Sector Reform and Gender
14.00 - 15.30	SSR Mapping Exercise—SSR Actors and the Justice Sector
15.30 - 16.00	Wrap up and Evaluation

#### Day 2

8.30 - 9.00	<i>Arrivals</i>
9.00 - 9.30	Recap Exercise
9.30 - 11.00	Exercise on Laws and Instruments on Gender
11.00 - 11.20	<i>Coffee Break</i>
11.20 - 12.30	Gaps and Challenges on Gender and Justice Reform
12.30 - 13.30	<i>Lunch</i>
13.30 - 14.30	Developing an Action Plan on Integrating Gender into the Justice Sector Coordination Unit I—Working document: Sierra Leone Justice Sector Reform Strategy (2008–2010)
14.30 - 14.50	<i>Coffee Break</i>
14.50 - 15.30	Developing an Action Plan on Integrating Gender into the Justice Sector Coordination Unit II—Working document: Sierra Leone Justice Sector Reform Strategy (2008–2010)
15.30 - 16.00	Wrap up and Evaluation

## Logistics

The training should be made equally accessible for male and female trainees. It is important to consider:

- Whether the venue is easily accessible and appropriate for both men and women—including ease of access by public transportation, separate toilet facilities, facilities for nursing mothers, ability for women to sit next to each other if culturally appropriate, etc.
- Whether the venue is accessible to women and men with disabilities.
- Whether there are break-out rooms available for small group discussions.
- Whether women are able to attend residential courses.
- Whether it is necessary to provide childcare.

## Adaptation to different contexts and cultures

Taking the time to adapt SSR training to the specific needs of trainees and their cultural context is essential. Your training needs assessment is a crucial resource for this adaptation. As ideas around gender issues and gender roles vary greatly between cultures, it is especially important to adapt gender and SSR materials to the culture and context.

In addition to background research and reading on the cultural and institutional context, you can:

- Collect information through the training needs assessment on the age, sex, education level, professional experience and prior gender knowledge of trainees and adapt accordingly.
- Involve local partners such as the training organisers, trainees or NGO representatives in reviewing and adapting the materials.
- Co-facilitate the training with a local partner familiar with the cultural and institutional context and respected by the trainees.
- Use pragmatic, culturally-appropriate and institutionally acceptable language.
- Include a session defining and discussing concepts such as “gender” and “gender mainstreaming” in order to aid understanding and clarity.
- Discuss gender language with translators. For instance, in some languages the word “gender” does not exist, and you will need to find another word or phrase that conveys the same meaning. Brief translators before the training to ensure clarity of concepts and consult periodically with them to clarify any doubts they may have.
- Translate materials into the local language and/or adapt them for low levels of literacy, for instance by using visuals.<sup>2</sup>

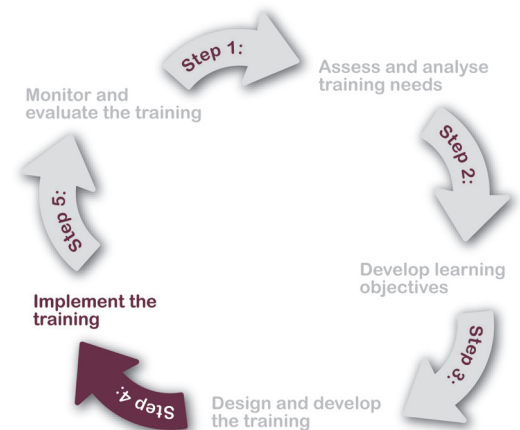
<sup>2</sup> See Toiko Tönisson Kleppe, “Gender Training for Security Sector Personnel—Good Practices and Lessons Learned” in *Gender and Security Sector Reform Toolkit*, ed. Megan Bastick and Kristin Valasek (Geneva: DCAF, OSCE/ODIHR, UN-IN-STRAW, 2008), 5.



## Ask yourself

**What challenges do I need to prepare for when implementing a gender-responsive SSR training?**

- Scepticism towards gender
- Belief that gender isn't important to security issues
- Bias towards women
- Too much focus on gender, as opposed to ethnicity, religion, age, etc.
- Belief that culture prohibits gender-responsiveness
- Interruptions and disruption
- Getting off topic
- Unbalanced participation



Once the training has been designed and developed in a manner that takes into consideration gender issues, the next step is implementation. Many challenges may arise when delivering training, including when training on gender issues. Some possible challenges for which you need to be prepared are:

### Skepticism towards gender

Both male and female trainees may not take the issue of gender seriously. Your strategies to respond to this can include:

- Beginning training with gender awareness-raising exercises.
- Exploring the different security needs, experiences and participation of women, men, boys and girls.
- Providing a safe space to air and address concerns.
- Encouraging a group response to the resistance.
- Making sure not to “over-crusade”; be clear, concise and firm.

At the same time, as you challenge new thinking, you might be challenged back. Gender issues are at times sensitive and controversial. Try to be respectful and non-confrontational in your training style. Also, try to make your arguments and exercises as relevant to your audience as possible, so that they can accept the content more easily and act accordingly, making it their own.

### Belief that gender isn't important to security issues

You may be told that while it would be nice to include gender, there are other more urgent priorities for limited resources. Be ready with practical examples of:

- How integration of gender into SSR has a concrete, positive outcome.
- The importance of integrating gender when dealing with so-called “hard security” issues, such as terrorism, border security and small arms.
- The high prevalence and costly impact of gender-based violence.
- Bad practice, i.e., where gender was not integrated and had a negative result.

### Bias towards women

You might be accused of focusing only upon women, despite the recognition that gender is about women, men, boys and girls. “Gender” refers to the particular roles and relationships, personality traits, attitudes, behaviours and values that society ascribes to men and women. You can highlight ways in which women still face discrimination and disadvantage compared to men. This justifies particular attention to the situation of

See, for example, Exercises 1, 3, 4, 7 and 18 in the *Training Resources on SSR and Gender*.

See, for example, Exercises 2 and 8 in the *Training Resources on SSR and Gender*, Exercises 3 and 10 in the *Training Resources on Civil Society Oversight of the Security Sector and Gender*.

See *Examples from the Ground*.

See page 3 of the *SSR and Gender Tool*.

women and girls within SSR. However, recognise that responding to the particular needs of men and boys is also part of addressing gender in SSR. Be able to provide practical examples of gender initiatives within SSR that focused specifically on men or women.

### Too much focus on gender, as opposed to ethnicity, religion, age, etc.

You might be criticised for focusing only upon gender, when race, ethnicity, disability, sexual orientation, religion, age and many other factors also impact upon a person's security. You should highlight that gender is only one dimension to be addressed—albeit an important one—in responding to different security needs within any society or community. Have examples at hand that illustrate how gender and other social factors—poverty and ethnicity, in particular—are interlinked and can be addressed together.

### Belief that culture prohibits gender-responsiveness

You might be told that, in some contexts, local attitudes mean that it is not possible to integrate gender issues into SSR. This might be the case, for instance, if the dominant culture opposes women working within the security sector. However, cultures change and they are not monolithic—draw upon examples from the community in question to show this. Highlight strategies that can open doors to integrating gender, such as:

- Engaging with a full range of stakeholders—including women within the security sector and women's organisations.
- Working in collaboration with local partners.
- Public awareness-raising and working with the media.
- Identifying gender champions (i.e., men and women at senior levels who are willing to support gender initiatives).
- Gathering local data and examples that demonstrate the benefits of incorporating gender issues into SSR, and how taking account of gender improves the provision of security and justice services.
- Referring to national and regional norms and standards that commit to gender equality and ending violence against women.

### Interruptions and disruption

If you are interrupted by sexist remarks or jokes, or one of your trainees is otherwise disruptive, there are several strategies you could use in order to diffuse the tension:

- You can let the group react rather than confront the behaviour yourself. You can “problematise” the remark or joke, lay it on the table, and let others in the group speak to it. Conclude such a process by developing a set of ground rules for the duration of your training event, which include respectful listening to everybody's viewpoints.
- You can also take the person concerned aside during a break and listen to their viewpoints.
- Respond only lightly to the interruption, but engage in an exercise that focuses specifically on gender stereotyping next. This requires flexibility and control over your schedule but the effectiveness of this strategy often warrants the detour. You certainly do not want to ignore the issue and risk being interrupted continuously throughout your training.

See, for example, Exercises 1, 6 and 7 in the *Training Resources on SSR and Gender*, and Exercise 1 in the *Training Resources on Defence Reform and Gender*

### Getting off topic

Discussions on gender issues often jump to topics which can be highly contentious and not directly related to gender and SSR. For instance, in discussing the difference between sex and gender, trainees often bring up sex reassignment surgery to make the point that sex, like gender, is also changeable. Be ready to actively facilitate and to steer the conversation back to the topic. Another useful tool is the “fridge” or “parking lot.” It involves drawing a big fridge or parking lot on flip chart paper and posting it on the wall—topics or questions that are raised but cannot be immediately addressed can be written on the flip chart paper. Time should be budgeted at the end of the training or the end of each day to go through the fridge or parking lot and address the topics that trainees still want to discuss.

### Unbalanced participation

Often one or a handful of trainees tend to dominate discussion. Generally speaking, men tend to speak more than women during training sessions. As a trainer, it is important to be aware of who is and who is not participating. Various steps can be taken to create an open learning environment that engages all of the trainees:<sup>3</sup>

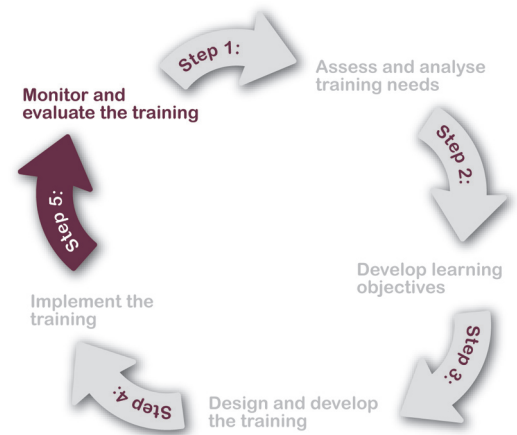
- Clearly establish participation and listening to others as part of the ground rules of the training. Refer back to the ground rules if necessary.
- Draw people out by having a go-round, asking someone from the other side of the room to respond, calling on specific people, asking for someone that hasn't made a comment yet, or giving each trainee a limited number of chances to participate (one to three).
- Divide into small groups to discuss and report back. Ensure small groups include a mix of women and men, or do some exercises with all-male and all-female groups and discuss any differences of perspective.
- If someone is constantly interrupting others it can be useful to use a “talking stick” or another object which is passed around; only the people holding the object can speak. No interruptions are allowed.

<sup>3</sup> Suzanne Williams, Janet Seed and Adelina Mwau, *The Oxfam Gender Training Manual* (Oxford: Oxfam, 1994), 31.

## Ask yourself

**What are the issues to consider when monitoring and evaluating SSR training?**

- Establish gender-responsive monitoring mechanisms
- Carry out gender-responsive training evaluation
- Follow-up the training



During and after your SSR training, it is important to incorporate monitoring and evaluation mechanisms. Monitoring enables you to adjust the training during delivery to better meet the learning objectives and respond to the trainees. Evaluation provides valuable information that you can feed back into the design of your next training and promotes accountability. Both the integration of gender issues throughout the SSR training and any gender and SSR session(s) should be monitored and evaluated. The end of the training does not mean the end of your ability to support the trainees to develop their capacity on gender and SSR. Follow-up activities help training to have a lasting impact.

### Establish gender-responsive monitoring mechanisms

During your training you will need to monitor whether you are on track in reaching your learning objectives and responding to trainee expectations. Different monitoring activities can be undertaken during the course of the training, preferably one per day.

A short session to identify trainee expectations is normally held early on in training. Trainers can respond to these expectations immediately—clarifying what can and can't be covered during the training—and can potentially redesign the training accordingly. This can be an opportunity for trainers to set ground rules for respect and participation in the training, as well as to elicit trainees' expectations as to how gender issues will be addressed.

Monitoring exercises include:

- **Daily review sessions:** e.g., 10 to 30 minute sessions at the end of a training day or the beginning of the next day. Task trainees in small groups to present the recap in a creative manner, or simply facilitate feedback from trainees on “what I have learned today” or “what I still want to get out of the training” or “what I feel unsure about” or “how I am going to put this into practice.”
- **Small group feedback:** Trainees meet in small groups, perhaps with specific questions to address, and prepare feedback for the trainer(s).
- **Bullseye:** Draw a target and have trainees mark how close the training is to “being on target” with the objectives. Facilitate a discussion about how the training could be improved for the next day so that it “hits the target.”
- **Keep and throw out:** Place flipcharts around the room marked “KEEP” and “THROW OUT.” Trainees list aspects of the training that they would like to keep and throw out.

In expectations and monitoring exercises, trainers should take care to elicit responses from as many trainees, male and female, as possible. Marked differences in responses between male and female trainees should be noted and potentially addressed.

Specific questions can be asked to monitor how learning objectives related to gender are being achieved, such as:

*Do you think gender issues were adequately addressed today?  
What do you still feel unsure about when it comes to gender and SSR?  
Name one thing you learned today about gender and SSR?*

### Carry out gender-responsive training evaluation

Designing your training needs assessment in tandem with your evaluation mechanisms enables you to collect baseline data that is comparable with the evaluation results. This allows you to assess the impact of the training. Evaluation is also an opportunity to find out whether trainees would be interested in a refresher course or additional training.

End of training evaluation questionnaires for trainees are often used in SSR trainings. While there is an obvious benefit in using the same survey tool repeatedly, other methods of evaluation include:

- **Evaluation exercise:** Design a participatory exercise to evaluate whether or not the trainees have reached the learning objectives of the entire course.
- **Ball exercise:** Have trainees sit in a circle and throw around a ball. Each person that catches the ball says one thing they have learned and how they will implement it when they go back to their daily work.
- **Tests:** Distribute a test to trainees at the beginning and the end of the training to measure changes in knowledge levels and understanding.
- **Trainer debrief sessions:** At the end of each day, the training team can have a debrief session to discuss what went well, what didn't go well and changes for the next day of training. Document these debrief sessions as lessons learned.
- **Back at work questionnaires:** Sent to trainees after three to six months, questionnaires or tests can evaluate retention of training content, whether the training was perceived as useful and how the trainees have implemented what they have learned.
- **Follow-up interviews/meetings:** Follow-up interviews or meetings can be held with trainees after three to six months. This can be helpful to detect changes in attitudes and behaviours that can be hard to evaluate through a questionnaire as well as having a better "return rate" than questionnaires.

Gender questions can be integrated into questionnaires, tests and interviews, e.g.,

*What three things did you learn from the gender and SSR session?*

*How have you integrated gender into your daily SSR work?*

*What obstacles have you encountered when trying to integrate gender issues, and how have you responded to these obstacles?*

*What part of the gender and SSR session(s) have you found to be most useful in your work?*

All evaluation data should be sex disaggregated and care should be taken that male and female trainees are evaluated equally (in proportion to their participation).

In addition to evaluating trainees, you can ask management, beneficiaries and others who were involved in the training needs assessment whether the training appeared to have changed trainees' attitudes and behaviours.

Once evaluation is complete, it is important to make sure that lessons are identified and are taken into account when developing further training for the same or other trainees.

### Follow-up the training

Training is not an end in itself. It should be supported by other efforts to address gender issues in SSR policy and programming; for instance, establishing institutional gender policies, identifying gender focal points or incorporating questions on gender into standardised project evaluations.

Trainers also have a key role to play in following-up the training. This creates an opportunity to continue to support the integration of gender issues into SSR. Potential follow-up activities include:

- Giving trainees a training report with information and exercises and encouraging them to share it with colleagues so they can present what was learned at the training.
- Setting up a list-serve or website where trainees and trainers can continue to share information, network, tell stories of how they have implemented the training, and ask questions, including on gender.
- Providing trainees with additional resources on gender and SSR (such as the *Gender and SSR Toolkit* and this *Gender and SSR Training Resource Package*).
- Provide refresher courses or follow-up trainings that respond to the need for additional training, as identified by trainees in the course evaluation.

If follow-up leads to a further round of training, the SSR training cycle comes full circle with the last training evaluation informing the next training needs assessment. By taking into account gender, the cycle of SSR training is strengthened in order to provide comprehensive and effective SSR training for both male and female trainees.