

# Gender Training for Security Sector Personnel

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There is strong recognition that SSR should meet the different security needs of men, women, boys and girls. The integration of gender issues is also key to the effectiveness and accountability of the security sector, and to local ownership and legitimacy of SSR processes.

This practice note provides a short introduction to the benefits of conducting gender training, as well as practical information on doing so.

This Practice Note is based on a longer Tool, and both are part of the **Gender and SSR Toolkit**. Designed to provide an introduction to gender issues for SSR practitioners and policymakers, the Toolkit includes 12 tools with corresponding practice notes – see *More information*.

## Why is gender training important for security sector personnel?

**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 roles vary widely within and across cultures, and can change over time. Gender refers not simply to women or men but also to the relationship between them.

**Gender training** is a capacity building activity that aims to increase awareness, knowledge and practical skills on gender issues by sharing information, experiences and techniques as well as by promoting reflection and debate. The goal of gender training is to enable participants to understand the different roles and needs of both women and men in society, to challenge gender-biased and discriminatory behaviours, structures and socially-constructed inequalities, and to apply this new knowledge to their day-to-day work.<sup>1</sup>

**Security sector personnel** include all the personnel of security sector institutions including armed forces, police, intelligence services, justice and penal systems, border management services, private security and military companies.

## Effective delivery of security and justice services

- The security sector must be able to respond to the different security and justice needs of men, women, boys and girls, many of which are determined by differences in gender roles, norms and behavior. Gender training provides security sector personnel with essential tools to enhance their capacity to prevent and respond to different forms of gender-based violence (GBV) such as domestic violence or human trafficking, and more effectively deliver justice and security to all members of the community.

## Non-discriminatory and productive workplaces

- Gender training promotes a non-discriminatory workplace free from sexual harassment, violence and discrimination.
- Gender training can also make existing personnel more receptive to the recruitment, retention and promotion of women, as well as to men from minority groups. A more diverse and representative pool of security sector personnel can enjoy strengthened trust and collaboration with civilians.

## Prevent human rights violations

- Gender training can help to discourage security sector personnel from committing human rights violations, such as GBV against civilians or colleagues.



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

Genderforce Sweden initiated a 'Gender Coach' Programme pairing 12 senior managers within peace and security institutions with 12 coaches with extensive knowledge of gender equality issues. Participants in the programme include the Chief of Staff for the Swedish Army and the Director of the Armed Forces Training and Procurement units. Feedback on the programme has been positive with participants stating that they have changed ways in which they act and communicate.

Top management have both the power and ability to influence structures and behaviour within the organisations. Hence, it is important for them to deepen their understanding of gender equality. However, women and men at this level often do not have the time to take part in in-depth training programmes, which is why coaching can be an effective way to achieve the desired result.

#### Compliance with obligations under international laws and instruments

Conducting gender training is necessary to comply with international and regional laws, instruments and norms concerning security and gender. Key instruments include:

- *The Beijing Declaration and Platform for Action (1995)*
- *United Nations Security Council Resolution 1325 on Women, Peace and Security (2000)*

For more information, please see the Toolkit's Annex on International and Regional Laws and Instruments.

## How can security sector personnel be trained on gender issues?



### 1. Planning and preparing

- Get senior management support for gender training and ensure that senior managers also receive gender training (see Box 1).
- Perform a pre-training gender assessment in order to identify awareness and capacity gaps that can be addressed by gender training. Questions to ask include:
  - ✓ What is the current level of gender awareness and capacity? Have participants undergone previous gender training?
  - ✓ What type of training is needed to improve the institution's provision of security and/or justice to men, women, girls and boys?

- ✓ What type of training is needed to prevent discrimination, harassment and human rights violations?
  - ✓ What institutional gender policies exist, and are participants familiar with them?
  - ✓ Which specific gender-related skills have the participants identified that they would like further training on?
  - ✓ What are the specific cultural contexts of participants that might affect their responses to gender training?
- Adapt gender training to the specific context and participants based on the results of the pre-training gender assessment. Gender training can be made more context-specific by:
    - Conducting a desk review on regional and cultural gender issues.
    - Involving a local civil society organisation.
  - Engage men, as well as women, to work as gender trainers, especially in institutions with a high percentage of male staff. This can make it easier to handle scepticism among participants as having a male trainer present may help to 'legitimise' the issue of gender in the eyes of male participants.
  - Provide internal staff with training-of-trainers on gender and create a pool of skilled gender trainers who know the internal environment of the institution and have the ability to address gender issues within that specific context. Gender training-of-trainers

- General gender and diversity awareness
- Institutional codes of conduct and policies on discrimination and sexual harassment
- Respect and promotion of human rights, including women's rights
- Protocols and practices on:
  - Domestic violence
  - Rape
  - Sexual assault
  - Stalking
  - Human trafficking
  - Anti-gay violence
  - Child abuse
- Techniques for interviewing victims of GBV

**Box 3****Tips for successful gender training:**

- Use role plays and group work to facilitate interaction and discussion.
- Use practical examples to demonstrate how integrating gender helps security sector personnel improve their work.
- Give examples of field practices that are not gender-sensitive and discuss their consequences.
- Ask participants to share their own experiences of gender, male and female roles and GBV.
- Use humour to make the training more personal and dispel the sense of guilt or blame that often surrounds men when talking about gender issues.

also helps to develop institutional capacity and reduce dependency on external gender trainers.

**2. Implementing**

- Mainstream gender issues into standard, mandatory security sector training in addition to specific gender training.
- The curriculum and pedagogy of gender training vary greatly according to participants' prior exposure to gender issues, and operational needs and context (see Box 2). Some of the most important issues to address might be:
  - The meaning of 'gender' and gender equality.
  - Gender roles and the different insecurities faced by men, women, girls and boys.
  - The impact of gender-based discrimination and violence and security, at individual and social levels.
  - The conditions and consequences of sexual exploitation and abuse by security personnel.
  - Institutional policies and codes of conduct concerning gender equality and GBV.
  - International, national and regional laws and instruments on gender and security.
  - How gender is related to other security issues such as gun violence and human trafficking.
  - How to be gender-responsive in one's daily work.

**3. Evaluating** <sup>4</sup>

- Evaluate participants' reactions to the gender training session (see Box 4).
- If gender issues have been integrated into the regular training for security personnel, include specific gender questions in the training evaluation form.
- Assess the change in attitudes of the participants through different types of learning tests, e.g. team assessments (usually oral), self-assessment forms, classical exams (oral or written), or other oral and written evaluation schemes.
- Assess the capacity of participants to put the change in attitude generated by gender training into practice by changing their behaviours:
  - Conduct interviews with service beneficiaries, such as survivors of GBV that report to the police.
  - Conduct anonymous surveys of male and female security sector staff regarding harassment due to sex or sexual orientation.

- Ask the gender training participants to complete evaluation forms several months after the training and ask questions regarding their attitudes, perceptions and behaviour with respect to the distinct security needs of women and men and related issues.
- Interview supervisors/managers to elicit their assessment of the changes they have witnessed in the training participants.

**4. Following-up**

- Use the results of evaluation to improve future training and design follow-up activities.
- Provide participants who have already attended gender training sessions with further capacity building or other support on gender issues. This can be a session to refresh their basic knowledge or a technical course on a certain gender aspect such as interviewing victims of human trafficking.
- Establish gender focal points responsible for following up gender training.

**Box 4****Sample form for evaluating participants' reaction to gender training** <sup>5</sup>

Please rate with a score of 1-5 (1=poor, 5=excellent)

1. Value of this topic in relation to my job \_\_
2. Usefulness of the course content \_\_
3. Presentation methods used \_\_
4. Trainer's ability to transfer knowledge \_\_
5. Atmosphere conducive to participation \_\_
6. My opinions were taken into consideration \_\_
7. Value of the Fact Sheets \_\_
8. Relevance of the Work Sheets \_\_

Please answer the following questions in your own words:

9. Have you suggestions about additions to the course?
10. Is there anything you think should have been dropped from the course?
11. What did you enjoy most about the course?
12. What did you dislike most about the course?
13. What aspect of the course did you find most useful?
14. What aspect of the course did you find least useful?
15. Was the course (please circle) a) Too long b) Too short c) The right length
16. Do you have any comments to make about the administrative arrangements for the course? (e.g. room, food).
17. Do you have any other comments to make?

In Haiti, training-of-trainers programmes for the police have been conducted by the UN Stabilization Mission (MINUSTAH) to build up a pool of well-trained officers on different subjects. Nadine Puechguirbal, MINUSTAH's Senior Gender Advisor, describes gender-based violence as 'the real issue in Haiti, where violence against women is somehow tolerated on cultural grounds and police agents have been notorious for abusing women.' Female national police officers provided with gender training by MINUSTAH have appointed Gender Focal Points throughout the country that distribute the information learned during the gender training to police stations. Gender training and gender training-of-trainers has become an integral part of the basic training at the Police Academy for the Haitian National Police.

- Give the participants the possibility to keep in contact with the gender trainer – which allows them to make additional comments or ask questions related to integrating gender into their daily work.

#### Also available in Tool 12...

- Advantages and disadvantages of internal/external trainers
- Tips on how to tackle time constraints
- Examples of gender training curricula
- Good practices to promote interactive gender training
- Discussion of gender training materials

## Gender training for post-conflict contexts

Security sector personnel working in countries emerging from conflict, whether they are local or international personnel, require gender training. A significant volume of gender training material exists for peacekeeping troops, and training materials are beginning to be developed by national security services in post-conflict countries.

- Post-conflict SSR programmes should support the initiation and implementation of gender training for all security sector personnel (see Box 5). Local women's organisations can be strong partners in designing and implementing such training, and international actors can provide technical assistance.
- Pre-deployment gender training is essential for peacekeeping personnel. Training should cover general gender issues as well as information specific to culture and gender in the country of mission; sexual exploitation and abuse and the particular security needs of men and women in the country.
- Personnel working with disarmament, demobilisation and reintegration programmes need to receive gender training focused on the roles and needs of:
  - Female ex-combatants and women associated with armed forces and groups.
  - Male and female child soldiers.
  - Male ex-combatants, including issues concerning male roles and masculinities and strategies to prevent domestic and other forms of violence.

## More information

FEMNET - *A curriculum for the training of trainers in gender mainstreaming*.

United States Army - *Training Package – The Sexual Assault Prevention and Response Program*, 2005.

DPKO/Best Practices Unit - *Gender Resource Package for Peacekeeping Operations*, 2004.

UNITAR POCI/Ximena Jimenez - *Gender Perspectives in United Nations Peacekeeping Operations*.

National Institute of Corrections/The Center for Innovative Public Policies - *Preventing and Addressing Staff Sexual Misconduct In Community Corrections: A Training Program for Agency Administrators*, 2004.

UNIFEM - the Commonwealth Secretariat, IDRC, *Gender Responsive Budgeting Initiative*.

UNICEF - *Training of Trainers on Gender-Based Violence: Focusing on Sexual Abuse and Exploitation*.

International Council of Voluntary Agencies - *Building Safer Organisations Handbook*.

#### Gender and SSR Toolkit

1. Security Sector Reform and Gender
2. Police Reform and Gender
3. Defence Reform and Gender
4. Justice Reform and Gender
5. Penal Reform and Gender
6. Border Management and Gender
7. Parliamentary Oversight of the Security Sector and Gender
8. National Security Policy-Making and Gender
9. Civil Society Oversight of the Security Sector and Gender
10. Private Military and Security Companies and Gender
11. SSR Assessment, Monitoring and Evaluation and Gender
12. Gender Training for Security Sector Personnel Annex on International and Regional Laws and Instruments

Each of these tools and practice notes are available from: [www.dcaf.ch](http://www.dcaf.ch), [www.un-instraw.org](http://www.un-instraw.org) and [www.osce.org/odihr](http://www.osce.org/odihr).

This Practice Note was prepared by Toiko Kleppe of UN-INSTRAW, based upon Tool 12 by the same author.

<sup>1</sup> Kleppe, T.T., 'Gender Training and Capacity Building for the Security Sector: A Discussion on Good Practices', *Gender, Peace and Security Working Paper #2* (UN-INSTRAW: Santo Domingo), forthcoming 2008.

<sup>2</sup> Genderforce Sweden, 'From Words to Action', pp. 20-21.

[http://www.genderforce.se/dokument/From\\_words\\_to\\_action.pdf](http://www.genderforce.se/dokument/From_words_to_action.pdf)

<sup>3</sup> Adapted from Denham, T., 'Police Reform and Gender', *Gender and Security Sector Reform Toolkit*, Megan Bastick and Kristin Valasek (eds.) (DCAF, OSCE/ODIHR, UN-INSTRAW: Geneva), 2008.

<sup>4</sup> Based on Kirkpatrick's Evaluation Methodology.

<sup>5</sup> ECPAT, 'Training for Police and Social Workers on Child Rights and Child Protection in relation to Trafficking in Children for Sexual Purposes', (ECPAT: Amsterdam, Bangkok), 2006, pp.132-133.

<sup>6</sup> Puechguirbal, N., UN-INSTRAW Virtual Discussion on Gender Training for Security Sector Personnel, questionnaire, April 2007.