Gender Training for Security Sector Personnel
– good practices and lessons learned

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

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The Gender and SSR Toolkit
This Tool on Gender Training for Security Sector Personnel is part of a *Gender and SSR Toolkit.* Designed to provide a practical introduction to gender issues for security sector reform practitioners and policy-makers, the Toolkit includes the following 12 Tools and corresponding Practice Notes:

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

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.

OSCE/ODIHR
The Office for Democratic Institutions and Human Rights (ODIHR) is the main institution for the OSCE's human dimension of security: a broad concept that includes the protection of human rights; the development of democratic societies, with emphasis on elections, institution-building, and governance; strengthening the rule of law; and promoting genuine respect and mutual understanding among individuals, as well as nations. The ODIHR contributed to the development of the Toolkit.

UN-INSTRAW
The United Nations International Research and Training Institute for the Advancement of Women (UN-INSTRAW) is the only UN entity mandated to develop research programmes that contribute to the empowerment of women and the achievement of gender equality worldwide. Through alliance-building with UN Member States, international organisations, academia, civil society, and other actors, UN-INSTRAW:
- Undertakes action-oriented research from a gender perspective that has a concrete impact on policies, programmes and projects;
- Creates synergies for knowledge management and information exchange;
- Strengthens the capacities of key stakeholders to integrate gender perspectives in policies, programmes and projects.

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ACRONYMS

CSO	Civil Society Organisation
DCAF	Geneva Centre for the Democratic Control of Armed Forces
DDR	Disarmament, Demobilisation and Reintegration
DFAIT	Department of Foreign Affairs and International Trade (Canada)
DFID	Department for International Development (UK)
GBV	Gender-Based Violence
ICRC	International Committee of the Red Cross (Switzerland)
LGBT	Lesbian, Gay, Bisexual and Transgender
MINUSTAH	United Nations Stabilization Mission Haiti
NEPAD	New Partnership for Africa's Development
NGO	Non-Governmental Organisation
OSCE/ODIHR	Organization for Security and Co-Operation in Europe, Office for Democratic Institutions and Human Rights
PSO	Peace Support Operations
SEA	Sexual Exploitation and Abuse
SSR	Security Sector Reform
ToT	Training-of-Trainers
UN DPKO	United Nations Department of Peacekeeping Operations
UN INSTRAW	United Nations International Research and Training Institute for the Advancement of Women
UN SCR 1325	United Nation Security Council Resolution 1325 on women, peace and security (2000)
US	United States

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1 Introduction

'Where people have had good solid experience of how to integrate gender perspectives into their work, and of why and how that makes a difference, they can become champions and strong catalysts for change.'

Sanam Anderlini [1]

The purpose of this tool is to be a practical guide for preparing, implementing and evaluating gender training for security sector personnel. It includes a short description of the importance of gender training and focuses on providing practical tips and examples of good practices that can help to guide future training. The tool is designed for the staff of security sector institutions, international and regional organisations, and civil society organisations that plan, conduct or evaluate gender training for security sector personnel.

Gender training is an essential part of security sector reform (SSR): the process of creating an accountable and participatory security sector that meets the requirements of democratic governance and effective delivery of security and justice services. Integrating gender issues into the standard curriculum of security sector personnel training and education, as well as providing specific training on gender issues such as interview techniques for victims of human trafficking or institutional policies on sexual harassment, can strengthen service delivery, help ensure a non-discriminatory workplace and prevent human rights abuses.

For more information see Tool on SSR and Gender

This tool is based on a desk review of existing materials, training courses and publications; on personal interviews; and on material and information collected during a virtual discussion on good and bad practices in gender training for security sector personnel, organised by UN-INSTRAW, DCAF and OSCE/ODIHR in April 2007.[2] Quotes have been drawn from the virtual discussion and from a survey of the discussion participants' experiences with gender training.

2 What is gender training for security sector personnel?

Gender refers to the particular 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 to the relationship between them.

Gender mainstreaming is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels.[3]

See Tool on SSR and Gender

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.'[4]

Security sector personnel include staff of security sector institutions: armed forces (including peacekeepers), police, intelligence services, justice and penal systems, border management services, and private security and military companies. According to comprehensive definitions of the security sector, it also includes management and oversight bodies such as government ministries, parliaments and ombudspersons' offices. Gender training is also relevant for international and regional organisations, donor countries and non-governmental organisations that support security sector reform initiatives.

In the context of security sector reform, gender training is based on sharing experiences of how security sector personnel and institutions can become more responsive to men's and women's security and

justice needs, and how to create a more inclusive and human rights respecting security sector. Gender training:

- Is not just about women, but focuses on gender – which includes issues of men and masculinities.
- Is for both male and female security sector personnel of all positions and ranks.
- Is relevant and necessary for security sector personnel in all contexts, including post-conflict, transitional, developing and developed countries.

Gender training for security personnel can be based on various methodologies and curricula, from workshops over a number of days to an hour-long training session. Gender issues can also be integrated into standard training modules rather than being taught separately. Depending on the specific context and audience, a large variety of different topics can be covered in gender training. For example:

- Understanding of the different security needs of men, women, girls and boys.
- Laws, instruments and policies on women's rights and gender issues.
- Gender budget analysis.
- Sexual exploitation and abuse policies.
- Protocol for response to male and female victims of sexual violence.
- Identification of victims of human trafficking.
- Preventing discrimination against lesbian, gay, bisexual and transgender (LGBT) people.
- Preventing sexual harassment in the workplace.

3 Why is gender training important for security sector personnel?

Together with other gender mainstreaming initiatives, such as the promotion, increased recruitment, retention and advancement of female personnel, gender training helps to strengthen the effective delivery of security and justice services, create a healthy work environment for male and female staff and prevent human rights violations by security sector personnel.

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 Convention on the Elimination of All Forms of Discrimination against Women* (1979)
- *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.

3.1 Effective delivery of security and justice services

The security sector must be able to respond to the different security needs of men, women, boys and girls, many of which are determined by differences in gender roles, norms and behaviour. For instance, gender-based violence (GBV), including human trafficking, intimate partner violence, sexual assault and anti-gay violence, is one of the most common threats to human security worldwide. Globally, one out of every three women is a victim of GBV.[5] In order to effectively prevent, respond to and sanction GBV, security sector personnel need general and technical gender training, for instance on how to interview victims of human trafficking or prosecute intimate partner violence.

Targeted, appropriate and sustained gender-awareness training, which challenges stereotypes about men and women, also helps security sector personnel to interact appropriately and respectfully with civilian men, women, girls and boys. This can enhance civilian trust, leading to increased operational effectiveness.

3.2 Non-discriminatory and productive workplaces

Gender training promotes a non-discriminatory workplace, free from sexual harassment and discrimination. The institutional costs of sexual harassment include loss of productivity, lowered morale, absence from work and increased staff turnover. Sexual harassment also hinders the integration of women into security institutions. According to a survey by the United States (US) Department of Defence, the reported rate of sexual harassment of active-duty members declined between 1995 and 2002 for both women (46% vs. 24%) and men (8% vs. 3%).[6] Around 75% of the personnel had received sexual harassment training and more than 80% of both women and men said that this training was a useful tool for dealing with sexual harassment.[7]

'UN staff are generally not sanctioned if they are insensitive or even prejudiced against women. A culture of fear of one's career development seems to keep many people from fighting for the gender cause, as there is a risk of retaliation if one brings up gender discrimination.'

Gry Tina Tinde, UNHCR Special Advisor to the High Commissioner on Gender Issues [8]

When personnel are gender-sensitive the workplace becomes more productive, efficient and equitable. This in turn makes it easier to recruit women, as well as men from minority groups, which creates a security sector that is more representative of the population it seeks to serve. A diverse and non-discriminatory security sector can enjoy strengthened trust and collaboration with civilians.

3.3 Prevent human rights violations

Regrettably, personnel from security sector institutions have been known to commit human rights violations, including GBV against women, girls, men and boys. A key strategy for the prevention of human rights violations by security sector personnel is to provide comprehensive training which outlines their responsibilities to protect and promote human rights, including GBV issues and women's rights. This training is often designed to educate personnel on staff codes of conduct, including unacceptable behaviour, reporting systems and disciplinary measures. For instance, peacekeepers usually receive training on sexual exploitation and abuse in order to prevent this human rights violation. This improves their relationships with local communities and thereby enhances the safety of personnel and the positive effects of their work.

4 How should security sector personnel be trained on gender issues?

Gender training for security sector personnel should be designed according to the identified needs, functions and experience of the personnel as well as their cultural context. This section serves as a guide to planning and implementing gender training by examining the pros and cons of various training options and presenting good practices. It is structured around a standard training cycle which includes four stages: planning and preparation, implementation, evaluation, and follow-up. Gender training should thus be a continuous loop wherein results from existing initiatives feed into new training initiatives, thus strengthening and consolidating the progress made.

Gender training alone is not enough to create gender-responsive security sector institutions. Training is an essential tool for mainstreaming gender issues, but needs to be part of a strategic plan which incorporates other institutional changes:

- **Policy level** – such as enacting and enforcing a code of conduct, a sexual harassment policy or reforming existing protocols so that they are gender-responsive.
- **Structural level** – such as establishing gender focal points or a gender-based violence unit.
- **Programmatic level** – such as adopting a community policing approach, creating an internal hotline for reporting sexual harassment, or providing victims of human trafficking with referrals to women's organisations.
- **Personnel level** – such as initiatives to recruit, retain and advance more female staff and other under-represented groups.

Such institutional changes go hand in hand with gender training. Policy changes can only be implemented if personnel receive adequate training; gender training will have very little impact if it is not backed up by gender-responsive policies and structures.

Before launching into a discussion of good practices for gender training of security sector personnel, it is also important to learn from past mistakes. **Bad practices** to avoid when planning, implementing and evaluating gender training include:

- Gender training not adapted to the needs, language, cultural and work context, experience and prior gender knowledge of the course participants.
- Academic, over-theoretical presentations or monologues which give the participants definitions, theory and facts without subsequent discussion or participatory activities that enable participants to engage with the subject and apply it.
- Gender trainers who use too much gender jargon, are not familiar with the work-specific context, or who intimidate or ridicule the training participants (or allow others to do so).
- Unrealistic expectations regarding the gender expertise that can be gained through very short training. Promoting gender-responsive behaviour requires long-term training, follow-up and continuous support from a network or advisor.

Box 1	Gender mainstreaming in the penal system

'Gender training should be put into a greater context of other gender mainstreaming initiatives.'

Olivier Robertson, Quaker United Nations Office [9]

In the context of correctional institutions, this means that prisons among other things should be designed specifically for women and not simply adapted to men's prison regimes. Facilities need to be built closer to the home community and contact with family members should not be restricted. Greater gender equality should be achieved when recruiting security sector personnel and institutional policies must be adapted to attract personnel from both sexes.

Box 2	Gender coach programme in Sweden [11]

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 Armed Forces Training and Procurement. The feedback on the programme has been positive, with participants stating that they have changed ways in which they act and communicate.

The reason for choosing to work with the top management is that they have both the power and ability to influence structures and behaviour within the organisations. Hence, it's important for them to deepen their understanding of gender equality. Many times though, for people at this level it is too time-consuming to take part of in-depth training programmes, which is why coaching is an effective way to achieve the desired result.

- Insufficient time and resources allowed for basic gender training and follow-up initiatives.
- Focusing only on statistics (e.g. number of trained staff or hours of training) instead of prioritising and investing in the quality and substance of gender training.

4.1 Planning and preparing gender training

The first step of the training cycle – planning and preparation – is fundamental for successful gender training. It includes building senior management support for training, conducting a pre-training audit, adapting the training to the context-specific needs of the participants and taking into consideration common obstacles to effective gender training. It is also in this first phase of planning that the gender trainers are recruited and, if necessary, provided with gender training-of-trainers.

How to get senior management's support for gender training

'Lack of attention to gender issues at the top of organisations trickles down and impedes capacity-building, resource allocation and general awareness. Repeated calls for gender sensitisation discussions at all staff levels often go unheeded, but there are stand-alone good examples of useful discussions. However, they are just window-dressing if agreements reached are not followed up on or funded.'

Gry Tina Tinde, UNHCR Special Advisor to the High Commissioner on Gender Issues [10]

Senior management's approval and support for gender training is crucial to its success and sustainability. Gender training is often not a priority among the senior management of security sector institutions, who may be hostile to, or obstruct, gender training initiatives if they do not see the value of the training. A 'top-down' approach to gender training can ensure that gender-responsiveness trickles down through an entire institution.

! **Tips for increasing senior management support for gender training:**

- Provide convincing examples of how gender training increases operational effectiveness.
- Provide gender training for senior management.
- Establish gender coaching programmes. This can be a good solution to the issue of senior management's lack of time to participate in in-depth gender training. (See Box 2 for the example of the Swedish Armed Forces' Gender Coach Programme).
- Create gender policies or action plans together with senior management as part of the gender capacity-building/training process.
- Involve senior management in gender training to demonstrate their commitment to the process, for instance through having them introduce or conclude the gender training. This shows the participants that gender training is important to leadership.

'When addressing the managing officers in any security agency, an effective starting point is the joint creation of a written policy. The act of discussing the issue and drafting the policy provides senior management with a sense of ownership over the issue. The policy can then be useful as a training tool … Our experience showed that discussions about gender and gender-based violence could be then easily contextualised within the operational policy, using points of reference familiar to the officers. Thus, instead of framing the discussion initially as male-female, it becomes rather a matter of operations.'

Anette Sikka [12]

How should a pre-training gender assessment be conducted?

A pre-training gender assessment helps to determine the objectives of the gender training by mapping out training needs. It guides the development of the training content and methodology, as well as being a baseline for training evaluation. Another benefit of conducting a gender training assessment is that participants may feel more ownership of the process, which can increase their engagement and in turn result in more effective training outcomes. Assessments can be conducted by the gender trainer, human resources personnel or other qualified staff.

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?

In-depth gender assessments, which focus more broadly on gender-responsiveness within security sector institutions at the levels of policy, structure, programming and personnel, can also be a good starting point for identifying awareness and capacity gaps that can be addressed by gender training.

See Tool on SSR Assessment, Monitoring and Evaluation and Gender

How can gender training be adapted to different contexts and participants?

In order to be effective, gender training needs to be adapted to:

- Roles and responsibilities of the participants. Judges, prosecutors, peacekeepers and ministry of defence personnel, for example, will have different training needs.
- National and community contexts within which the participants work.
- Educational level and cultural background of participants.
- Relevant national legal framework regarding, for instance, gender equality and gay and lesbian rights.

Tips for adapting gender training to different contexts and participants:

- Take into account research conducted on gender and security issues within the specific geographic area, including the results of pre-training assessments and desk reviews of existing literature.
- Become familiar with the cultural contexts that the training participants come from and work in and use culturally relevant examples and case studies. For instance, get feedback on the cultural relevancy of planned gender training with participants and/or conduct the training in partnership with local women's organisations or gender trainers. For

example, pre-deployment gender training for peacekeeping personnel may benefit from engaging women from relevant diaspora communities to provide information on the local culture and customs of the country of mission. Members of the same institution who have already been out on missions are also a great resource to include in the training, as they can tell their colleagues about their experiences.

- Take into account the age and sex of the participants; their educational level, professional positions and ranks; and their prior gender experience and knowledge, both in life and in work contexts. Both male and female personnel should receive gender training. It must not be taken for granted that women know more than men about how to address gender-based insecurities or how to recruit more women in the security sector.

'During a gender training session conducted by the UNHCR Focal Point for Sexual Abuse and Exploitation in Liberia, some participants walked out of the class or became extremely shy when issues regarding female genital mutilation were discussed openly.'

Alexina Mugwebi-Rusere, SEA Focal Point of UNHCR in Liberia [13]

- Language barriers can be minimised by using pragmatic, culturally-appropriate and institutionally acceptable language, and avoiding gender jargon.
- Many gender training resources and guidebooks only exist in English, which restricts access for both trainers and participants. Most languages have specific gender terminology and expressions that are charged with cultural prejudices and values. Many of the terms and language that deal with the concept of gender are difficult to translate – or do not even exist in the local language. Translators should be carefully chosen, and gender language discussed with them before the training. When working with a translator, it should also be considered that she/he might not have the required understanding of value-loaded gender terms.
- A good practice is to include a section within the training on 'gender concepts' in order to aid understanding and clarity. Certain words, such as 'feminism' may be negatively charged and it might be better to use terms with more neutral connotations, such as 'promoting gender equity'. Experience from gender training in **Nepal** demonstrates that the participants found that the most useful parts of the training were when the trainers clarified the jargon and addressed the conflation of the terms 'gender' and 'woman'. [14]

'During the piloting of "Gender and Peacekeeping" for UN DPKO, working with the Jordanian contingent in Eritrea, we had bilingual lessons with small groups working in English and Arabic. This included wonderful discussions with local women and men, who entered into the spirit of the event. I think this was a critical element and helped us to do our jobs as external trainers working in a different culture. It

Box 3	Advantages and disadvantages of external/internal trainers	
	Trainer from civil society organisations, an independent consultant, etc.	**Trainer from the specific security sector institution**
Pros	■ Can facilitate the partnership between CSOs and security sector institutions ■ Often have extensive training experience and gender expertise. ■ Can convey context-specific knowledge. ■ May have a broader perspective and give different examples from outside the specific area of the security sector institution. ■ May appear unbiased.	■ Has more legitimacy with and respect from participants, and is thus taken more seriously. ■ Knows the institutional culture and specific issues and personnel of the security sector institution. ■ Familiar with the work-specific tasks and terminology used by the security agency.
Cons	■ May be seen as an outsider that does not understand the work or responsibilities of the participants and the security sector institution. ■ May cost more for the institutional budget. ■ May contribute to gender issues being seen as an extra or external issue. ■ May hinder the building of internal institutional capacity on gender training.	■ May not have the requisite understanding of gender issues or expertise in effective gender training methodologies. ■ May not have knowledge of local culture and traditions.

demonstrated to the peacekeepers that "gender" is not only to be integrated in all we do, but it is important to the local population. This could be a bridge-building tool for the military if they had the wit to employ it.'

Angela Mackay, independent consultant [15]

Who should be the gender trainer?

The success of gender training is highly dependent upon the experience and capabilities of the trainer. When engaging a gender trainer it is important to look for someone with expertise in the area of gender *and* experience with the security sector. Facilitation skills are important, since gender trainers play the role of catalysts in discussions, during which participants explore and exchange experiences and skills that they already possess.

Joint male and female gender training teams

The over-representation of men in many security sector institutions can make the challenge of teaching even tougher for female gender trainers. Women who conduct gender training, even when they are from the same security sector institution, often do not have the same possibilities as their male colleagues to counter the scepticism of male-dominated classes because of gender bias and the misperception that gender only refers to women.

A good practice is to have a man and a woman work together as gender trainers. This provides the trainers with mutual support and makes it easier to handle scepticism among training participants. Linda Johansson, project manager of the gender training programme of the Swedish Armed Forces, confirmed that she and her male colleague 'are always holding the lectures together to better tackle the arguments against us and to show the participants that this issue is as important for men as for women'.[16] Gry Tina Tinde, UNHCR's Special Advisor to the High Commissioner on Gender Issues, invited a male staff member to join her in gender training that she was conducting for the UNHCR office in Geneva. She found that this engaged male participants more in the discussion and gave her possibilities to take a step back and joke about stereotypes of female gender trainers.[17] For this reason, more effective approaches to engage men to become gender trainers are needed. Men usually speak out more easily about gender issues when they are officially expected to do so and when encouraged by other men.

External trainers

Gender training for security sector institutions can be conducted by external trainers, for example from civil society organisations (CSOs), international and regional organisations, training institutions, or training experts from security sector institutions in other countries or cities.

Involving local CSOs and training experts can also ensure that the voices of the local population are heard and included in gender training. The Leitana Nehan Women's Development Agency has, for example, conducted gender training for judicial staff in **Papua New Guinea**.[18] The CSO Gun Free South Africa delivered gender training for **South Africa**'s Truth and Reconciliation Commission.[19]

Internal trainers

It is fundamental that the trainer has appropriate status to be able to convey the importance of the subject to security sector personnel. In hierarchical and inward-looking institutions, such as the military, it

is an asset to recruit the trainer from the mid-high ranks of the institution. Another positive aspect of recruiting gender trainers from within the institution is that they are more familiar with its culture and will therefore often be better accepted by the participants. Box 3 sets out some of the pros and cons of using external and internal trainers.

One strategy is to create gender training teams comprised of an internal trainer and an external gender expert, who develop the gender training together. The external consultant may play an advisory rather than operational role. There are many examples of this form of joint gender training, for example between the **Haitian** police and the local non-governmental organisation (NGO) Réseau National de Défense des Droits Humains.[20]

How to conduct gender training-of-trainers?

In order to ensure that gender trainers have the requisite skills to provide effective training, gender training-of-trainers (ToT) often needs to be held. Gender ToT can be used to create a pool of skilled gender trainers who both know the internal jargon of the relevant institution, and have the ability to train their colleagues on how to incorporate gender issues in their daily work. In this sense, gender ToT helps to maximise the limited resources allocated to gender training, since it strengthens internal institutional capacity and reduces dependency on external gender trainers.

'Participants have more respect for people they are familiar with. While it was good that we at UNHCR organised and facilitated the gender training, I feel that the right approach would have been to identify key facilitators in each of the organisations and have training for this special group as a Training-of-Trainers workshop. Thereafter, one could let each trainer facilitate the gender training for his or her organisation. This gives the responsibility to each person and the people feel rewarded with new knowledge which they will be eager to share with in [their] own organisation. Apart from serving as a motivational technique, it helps to spread the information much faster at the same time as it helps to build the capacity of individuals and organisations.'

Alexina Mugwebi-Rusere, SEA Focal Point of UNHCR in Liberia [21]

The person responsible for teaching gender trainers should be a gender expert with extensive knowledge of training pedagogy as well as experience with training security sector personnel on gender issues.

'In Haiti, training-of-trainers programmes have been conducted by the UN Stabilization Mission in Haiti for the police to build up a pool of well-trained officers on different subjects. The training on gender was the most difficult, especially regarding gender-based violence which is 'the real issue in Haiti where violence against women is somehow tolerated on cultural ground[s] and police agents have been notorious for abusing women.'

Nadine Puechguirbal, UN Stabilization Mission in Haiti [22]

4.2 Implementing gender training

The second step in the training cycle – implementation – is based on the decisions and preparations made during the planning phase. It focuses on what to teach and how to teach it, meaning the curriculum and methodology.

What curriculum and structure should gender training have?

This section provides an overview of the most common topics addressed in security sector gender training and various suggestions for how they can be approached.

Gender trainers often have to overcome resistance to the subject from both course participants and colleagues. A key objective must be to show participants how gender awareness makes them better at their jobs. Having clear goals for gender training is an important factor in effectively countering scepticism and delivering the expected results. The learning objectives must not be too general and they need to outline new practical skills that the gender training will provide.

Gender roles: male and female in different cultures

Discussions about gender roles and male/female stereotypes need to underline how gender roles differ between cultures. Discussing the meaning of sex, gender, gender roles, power relations and GBV provides security sector personnel with a conceptual understanding of these terms. It is good to link this discussion to the participants' own experiences of gender roles so that their importance and influence is understood. Discussions can include anything from cultural differences and sexual violence, to women in detention and the roles of women as heads of households.[24] It is vital to emphasise the impact of gender roles on men's and women's different experiences and perceptions of security and justice.

Gender training should address issues of masculinity, traditional male roles and the security needs of men and boys.

This is especially important in gender training for security sector personnel since a vast majority of personnel are men. Addressing male roles, masculinities and men's understanding of themselves in security sector gender training can:

- Help male participants understand how and why gender-responsiveness can improve their work performance and efficiency, and how it concerns them directly as security sector personnel and as men.

Box 4	Good practices for gender training curricula

'The gender entry points for us are primar[ily] UN SCR 1325 and the fact that our military personnel look up to the UN as an important authority. Around 95% of our students are men, and because of this the gender questions quite easily provoke the students because of the guilt men feel just because they are men. Therefore we try quite early in the lesson to make them realise that both men and women are responsible for the unequal society.

We also use a cultural approach to gender in a role play exercise where we show them a picture of Ms Norway in [a] bikini next to a woman in a burqa. Then we divide the group into one part who represents the fictitious group "Muslim Feminists in Sweden" and the other part to the fictitious corporation "Ms Sweden Co". Then they have to come up with arguments why each of the pictures is representing a good view of the women. The discussions are usually quite lively and quite funny with some laughter. The exercise is meant to point out that gender differs between cultures and isn't fixed.'

Linda Johansson, Swedish Armed Forces [23]

- Lessen male participants' potential feelings of alienation and targets of criticism.
- Raise awareness of and introspection regarding 'cultures of violent masculinity' which are often prevalent within the armed forces and the police.
- Take the focus away from gender as a 'women only' subject and put men's roles, vulnerabilities and responsibilities into the picture.

See Tool on SSR and Gender

Gender-responsiveness for successful security work

Present gender-responsiveness as a strategy for increasing professional effectiveness and efficiency. Experiences from **Nepal** highlight how 'everything had to be brought down to practical levels and real life examples and exercises that made them realise why gendered analysis and information mattered – always using the "efficiency" approach'.[25] Giving examples of the costs of ignoring gender may be useful here.[26] It is also important to include information on institutional gender policies and mandates that affect the security sector personnel in question, including codes of conduct.

International, regional and national mandates on gender and security

It is important to introduce international, regional and national legislation and policies on gender and security issues, to demonstrate that the state and its security sector institutions are committed to upholding certain human rights norms and standards of behaviour. Sessions focused on normative frameworks should be as practical and interactive as possible.

See Annex on International and Regional Laws and Instruments

Sexual exploitation and abuse

'An understanding of gender issues is a good entry point to SEA. Recipients can't understand SEA without being walked through a good picture of gender roles and gender inequalities in countries of mission.'

Nadine Puechguirbal, UN Stabilization Mission in Haiti [27]

Sexual exploitation and abuse (SEA) must be included in gender training for groups that will be deployed in developing or post-conflict areas, such as peacekeeping personnel. SEA is especially relevant to peacekeeping personnel due to the unequal power relations that exist between peacekeeping personnel and local populations.

The issues of gender/gender relations and SEA can be addressed separately or together during gender training sessions. A good reason for combining training to prevent SEA and gender training is to make sure that the participants see that SEA and gender issues are connected. It is important that the gender trainer emphasises that SEA is based on the same structure of gender inequality as other forms of sexual violence.

A reason for keeping gender training separate from SEA training is to ensure that the effectiveness of the gender trainer, who may also be the gender adviser, is not undermined by him or her being seen as also having a disciplinary function regarding SEA. The gender trainer or adviser may need to be someone to whom personnel can turn for advice on gender matters on a day to day basis. This advisory and support role should be entirely separate from disciplinary functions as regards SEA.

Training for gender-responsive budgets

Training on gender budget analysis can be appropriate for security sector oversight bodies, such as parliamentarians on budget and defence committees and senior management within security sector institutions. Budget decision-makers should be provided with a gender analytical framework for security sector spending. An analysis should be made

of how the allocated resources have addressed the security and justice needs of men, women, girls and boys, both regarding expenditures for the security sector and for other areas of society that influence peoples' security. Two kinds of gender-responsive budget expenditures can be considered in the context of the security sector: [28]

1. Expenditure that explicitly targets gender issues, such as initiatives for increased recruitment of female security personnel, gender training, or programmes for perpetrators of GBV.

2. Expenditure that promotes gender equality indirectly by addressing insecurities that particularly affect men, women, girls or boys.

This is a specialised training topic that needs to be taught by a gender trainer with appropriate expertise.

Cross-cutting areas of security sector gender training

Issues such as HIV/AIDS, the rights of LGBT people and reproductive and sexual health are directly linked to gender and security issues, yet these topics are often left out of gender training initiatives. It is good practice to incorporate these issues into gender training or consider holding separate, but related, training on these topics. Other cross-cutting issues that, depending upon the context, may be important to address in gender training sessions include: human trafficking and sexual slavery; the use of boy and girl child soldiers; the effects of mines and small arms and light weapons on the security of men, women, girls and boys; electoral processes; and women's and men's different access to property rights.

■ *HIV/AIDS:* Many training initiatives and materials exist on the gender aspects of the HIV/AIDS pandemic. Family Health International's 'HIV/AIDS/STIs Programme for Uniformed Services' targets military, police and other security forces to inform them about the risks of HIV and other sexually transmitted infections, taking into account the fact that the military is one of the groups with the highest transmission rates to civilians. Family Health International has developed specific training manuals for this purpose. [29]

■ *Rights of LGBT people:* LGBT people face specific security threats ranging from harassment to severe forms of violence and even death. The police, justice and penal systems are responsible for protecting LGBT people from anti-gay discrimination and violence. However, within security sector institutions themselves there are often high rates of harassment and other human rights violations based on sexual orientation or gender identity. Integrating LGBT issues into gender training is an effective way to strengthen security and justice provision and reduce discrimination and harassment in the workplace. Certain CSOs offer training and capacity building for state institutions and NGOs to promote equality for LGBT people. The 'Beyond Barriers' project in the **UK**, for example, offers training on gender identity and LGBT issues, including homophobia.[30]

■ *Reproductive and sexual health:* Providing male and female security sector personnel with training on reproductive and sexual health can increase their health and productivity; enhance respect for human rights, including prevention of GBV; and increase the likelihood that they make informed, safe and consensual decisions regarding sexuality and reproduction. The UN Population Fund has

Box 5	Basic content and structure of gender training for security sector personnel
Gender	■ Discuss the meaning of gender vs. sex, masculinities/femininities, gender equality, gender mainstreaming and equal participation. ■ Discuss how men, women, girls and boys' security needs and perceptions differ and are alike. ■ Discuss the impact of gender-based discrimination, for the individual and for society as a whole, and the impact on any security work. ■ Analysis of GBV against men, women, girls and boys. ■ Examples of sexual harassment and discrimination. ■ Practical case study and analysis of gender issues/stereotypes/roles.
Legal and policy framework	■ Relevant international, regional and national mandates on gender. ■ Institutional policies on gender including code of conduct.
Sharing practical experiences	■ Practical case studies and exercises: considering the importance of gender for the specific work context of the participants. ■ Non gender-sensitive examples from the field and their consequences.
Test	■ Test or other knowledge-evaluating activity.
Evaluation	■ Evaluation of gender training session: reaction, learning, behaviour (see Section 4.3).

Box 6	Examples of sector-specific gender training for security sector personnel	
Sector - Type of training	**Training**	**Curriculum**
Military: Sexual Assault	US Army, 'The Army's Sexual Assault Prevention and Response Training', 2005. http://www.sexualassault.army.mil/	■ Define the Army's Sexual Assault Policy as it relates to the Army Values, Warrior Ethos, and Soldier's Creed. ■ Determine types of sexual assault, the effects of sexual assault and victim responses. ■ Recognise sexual assault in real-life situations. ■ Apply soldier's responsibilities within the Army's Sexual Assault Prevention and Response Program. ■ Identify reporting options, procedures and the implications of reporting or not reporting sexual assault for victims and perpetrators. ■ Identify techniques used to prevent sexual assault. ■ Identify victim's rights and resources available to assist them.
Peacekeeping: Gender	DFID/DFAIT, 'Gender and Peacekeeping Training Course', 2002, http://www.genderandpeacekeeping.org/menu-e.asp	■ Introduction: structure and methodology. ■ Gender and Culture: understanding of gender in various cultural contexts. ■ Why Gender Matters: gender and armed conflict. ■ Gender in the Context of Peace Support Operations: integration of a gender perspective in humanitarian assistance; gender equality and peace-building; responsibility of peacekeeping personnel. ■ Gender, Human Rights, and International Humanitarian Law: including codes of conduct for combatants. ■ Gender and the Conflict Phase: case studies. ■ Gender and the Post-Conflict Phase: case studies. ■ The Way Ahead: challenges and opportunities of applying your understanding of gender.
UN Focal Points: Sexual Exploitation and Abuse	UNICEF/OCHA, 'Inter-Agency Training for Focal Points on Protection from Sexual Exploitation and Abuse by UN Personnel and Partners - Facilitator's manual', 2007 (Available from Headquarter Focal Points on Sexual Exploitation and Abuse in UNICEF, OCHA and UNHCR).	■ Opening and introductions: structure and aims. ■ The problem and consequences of sexual exploitation and abuse by UN staff, related personnel and partners. ■ The responsibilities of a focal point and the network. ■ The Secretary-General's Bulletin – definitions and standards of conduct. ■ Reporting systems, investigations and disciplinary proceedings. ■ Receiving and documenting complaints: challenges and good practices. ■ Communications and outreach: awareness-raising campaigns. ■ Implementing a victim-assistance strategy. ■ Being the messenger: the role of the focal point. ■ Developing a plan of action. ■ Closing and assessment.
NGO: Human Rights	Amnesty International Stop Violence Against Women Campaign, Making Rights a Reality – Human rights Education Workshop for Non-Governmental Organizations', 2005. http://www.amnesty.org/resources/pdf/SVAW/ngo.pdf	■ Introduction and expectations: stepping stones – how, why and what? ■ Conceptualising rights and reflecting on our practice: brainstorming on what we understand by human rights and women's rights; participants' experience. ■ Context: interpretation, analysis and discussion of context. ■ Conceptualising women's rights and analysis of root causes and consequences of violence against women. ■ Women's rights as human rights. ■ States' responsibility to protect women's rights: the concept of due diligence. ■ Applying due diligence to cases of violence against women. ■ The social, psychological, economic cost of violence against women. ■ Return to practice: changing the practice. ■ Final plenary: outline Amnesty International's Stop Violence Against Women Campaign; Evaluation.
Police, Border Guards and Social Workers: Human Trafficking	ECPAT, 'Training for Police and Social Workers on Child Rights and Child Protection in Relation to Trafficking in Children for Sexual Purposes', 2006. http://polis.osce.org/library/f/2926/1159/NGO-NLD-TRN-2926-EN-A%20Training%20Guide.pdf	■ Baseline knowledge rest. ■ Background information on trafficking in children for sexual purposes. ■ Who is a child? Attitudes to children. ■ Children at risk of trafficking and its consequences. ■ The legal context related to child trafficking: What laws we have and how they work. ■ Child protection provisions: care of and assistance to trafficked children – role play on repatriation. ■ Investigating child trafficking offences. ■ Interviewing children and obtaining evidence from a child trafficking victim: case studies. ■ Stakeholders and their roles: national referral mechanisms and case studies. ■ Evaluation: baseline knowledge rest and course evaluation questionnaire.
Media: HIV/AIDS	IPS Inter Press Service International Association, 'Gender, HIV/AIDS, and Rights – Training Manual for the Media', 2003. http://ipsnews.net/aids_2002/ipsgender2003.pdf	■ A gender analysis framework for the media: role of the media; editorial independence; journalists as communicators. ■ Communicating gender in the media: gender stereotypes; 'hard news' and 'soft news'. ■ Gender, HIV/AIDS and rights: the missing story; the complexities of HIV/AIDS; 'risks' vs. 'harms' reporting on HIV/AIDS; vulnerability of women and men to HIV/AIDS; integrating gender and HIV/AIDS into news. ■ Improved knowledge and skills: good reporting; language and terminology; avoiding stigma and discrimination; interviewing skills; cross-checking facts; avoiding breach of security and/or confidentiality; ■ Wrap up and evaluation.

supported the integration of reproductive and sexual health and gender issues into the military of various countries around the world, and educated military personnel about reproductive health issues.[31] The Reproductive Health Response in Conflict Consortium has produced training materials for this purpose, addressing gender, GBV, and the recommended standards for prevention and response to GBV in populations in areas of armed conflict.[32]

Examples of gender training curricula

Though gender training needs to be adapted to specific institutions, contexts and participants, what follows is a model outline for gender training of security sector personnel (see Box 5).

Various security sectors do, however, focus on different issues, as seen in Box 6.

Integrating gender into training for security sector personnel

Experience from gender training within various areas of the security sector emphasises the advantages of mainstreaming gender into standard, mandatory security sector training in addition or instead of separate gender trainings. The advantages include:

- It presents gender issues as an integral part of the duties of security sector personnel which can increase its legitimacy, rather than being seen as a separate issue.
- It demonstrates how gender issues can be practically integrated into various areas of work.
- Having regular trainers present gender issues, rather than an external gender expert, can increase the participants' receptiveness to the topic.
- It is one way of tackling the problem of lack of time to conduct separate gender training.

The potential disadvantages of this approach include:

- There might not be enough time to build a thorough understanding of gender issues.
- The trainer might not have the expertise or conviction to adequately present gender issues, and they may be brushed over, minimised or misrepresented, thereby setting a bad example and

providing the participants with little or no real gender training.

❗ Tips to integrate gender include:

- Analyse the regular training curriculum and materials – are gender issues integrated into all modules and subjects? Do security personnel receive both theoretical and practical training on how to respond to GBV issues, including sexual harassment?
- Consider the language used by the trainers and in the training material – does it help to challenge gender stereotypes or does it reinforce them? This is especially important for languages that privilege the masculine such as French or Spanish. Consider the images used – do they represent both sexes and in what roles?
- Make sure gender is an institutionalised part of the regular training of the security sector institution – do policy documents or action plans mandate the inclusion of gender issues?
- Make sure that trainers are able to effectively train on gender issues, if necessary by providing them with gender training-of-trainers so that they have the required knowledge and pedagogical skills.
- Ensure the necessary close cooperation between the gender advisor/trainer and the trainers responsible for other sessions.

What time frame should gender training have?

The time required for gender training depends on various factors, such as:

- The purpose of the training.
- The prior knowledge and experience of the participants on gender issues.
- The resources allocated to gender training: If the budget is small, how can it be maximised? Analyse what can be done with the available funds, what should be prioritised in the training and the time needed for this training.

The often scarce time available for gender training of security sector personnel is one of the greatest challenges for both trainers and participants. Institutions must avoid allocating too little, too late to

Box 7	Mainstreaming gender issues into training

'I remember one group of peacekeepers from one particular nationality that refused to take the gender induction course, although compulsory: They could not understand why they were wasting their time with that training ... We managed to still bring gender through culture. It is also a way to demonstrate in practice that gender is a matter that is of equal importance to the other subjects that the security staff are trained in.'

Nadine Puechguirbal, UN Stabilization Mission in Haiti [33]

'Sometimes it seems like an almost impossible task to find more time than one hour for the gender training – but then it is even more important to include a gender perspective in other parts of the training. I have been talking on gender in different training and noticed that when having training on refugees, children or infrastructure the gender dimension ha[s]… been totally missing and the gender session is supposedly about women. I think that we do need to find good strategies to incorporate a gender perspective in the overall training if we are to succeed!'

Eva Zillén, Kvinna till Kvinna [34]

gender training, and for too few personnel. This creates an almost impossible task for the gender trainer and may even end up being counterproductive.

Time allocated to gender training varies greatly. Training-of-trainers and in-depth gender training are often organised as workshops over the course of one or more days. Courses in military and police academies usually dedicate a defined number of hours to gender as part of the regular curriculum. For example, 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.[35] Gender training for peacekeepers can ranges from 45 minutes (classes at the Chilean Joint Peacekeeping Training Centre) to 10 days.[36]

Basic gender training is often no more than a few hours long and is included in the framework of general training over a one to three week period. Thus, in relation to the overall training for security sector personnel, gender is often touched upon very briefly. It is difficult for the gender trainer to teach a subject as broad as gender and to get such complex issues as men's and women's security across in such a short time.

Ensuring that the restricted time allocated for gender training is managed as effectively as possible necessitates:
- A thoroughly planned training programme.
- Well-prepared gender trainers, both regarding gender issues and the work of the participants.
- Engaging the interest of the participants. This is often more important than the actual time frame of the gender training. When security staff are engaged in the subject they often go on after the training to learn more about gender issues by themselves.[37]
- Developing programmes of different lengths for different purposes and audiences.
- Integrate gender issues into other training modules for a wider impact.
- Engaging senior management to ensure that sufficient time and resources are allocated to gender training in policy documents and in the institutional budget.

What pedagogy for gender training?

Unlike most technical training for security sector personnel, gender training challenges deeply rooted perceptions of cultural norms and individual identity. It is therefore very important to choose an appropriate teaching method, or pedagogical approach, to make sure that the message gets across to participants.

Various pedagogies may be considered, such as 'problem-based learning',[38] that make use of participants' former knowledge and experiences to improve the learning process. One of the most important pedagogical issues is to create an engaging discussion which is as interactive and participatory as possible.

'Gender is not just related to the work of security sector personnel, but how people act and think within all spheres of their lives. A simple exercise is to get participants to stat[e]… their opinion with the help of a continuous line ranging from AGREE at one end, to SLIGHTLY AGREE, NEITHER, SLIGHTLY DISAGREE and DISAGREE at the other end. The gender trainer reads out stereotypical values and the participants indicate a point on the line that represents their view. The facilitator then asks some of the participants who have either stated they agree or disagree and why they have done so. The exercise allows people to discuss in a non-threatening way, but raises issues of socially constructed and practiced gender roles.'

Ingrid Jones, Director of Partnerë për Fëmijët, Albania [39]

It is important to make sure that gender training is as participatory and effective as possible and that it encourages participants to pose relevant questions. Let the participants share their work and life experiences, as was the case during gender training conducted by the Africa Democracy Forum.[40] The more gender-aware participants often explain to their colleagues why gender training is important and present the most convincing arguments.

Secondly, a pedagogical approach should be adopted that includes all social categories of gender, class, race, and sexual orientation in the discussions, and that involves and recognises the class participants' experiences and perspectives in an equitable manner.[41]

To have a rights-based approach to gender training means focusing on how security sector personnel have an obligation to protect and promote the human rights of men, women, girls and boys within their daily work. An example of how this method can be applied is given by the gender training-of-trainers in the British-Canadian online *Gender & Peacekeeping Training Course*.[42] From a rights-based approach, gender training should emphasise women's and men's equal rights and pinpoint the risks and consequences of gender-based discrimination. For example, gender training should emphasise that sexual and GBV are serious human rights violations. Gender training may, for example, provide police officers with the confidence to act when they suspect cases of domestic violence, and not ignore it as a 'private' matter.

The following are good practices to promote interactive gender training:

- **Concrete case studies** based on real-life experiences and context-related, operation-based training, including the analysis of good and bad practices in actual situations. Experience from police training in **Kosovo** shows that 'being able to provide concrete examples of how the policy will actually make security work better provided a good basis for an initial discussion. The training does turn to the

Box 8	Exercise on human dignity violations

'An exercise in which police officers were asked to recall a time in their lives prior to the age of 12 in which their own dignity was violated, and to describe this experience (only if they wished) to other officers. This laid the groundwork for two subsequent exercises: one asked them to identify a time in which they had violated someone else's dignity while working as a police officer; another asked them to consider ways to challenge dignity-violating policies and practices within their home institutions. Overall, identity-specific training tend[s] to be less effective overall than training that incorporate[s] identity issues within a larger framework like human rights or human dignity.'*

Ann Janette Rosga, University of Colorado [44]

topic of masculinity and perceptions of women and girls, but starting with familiar points of reference provides an easier transition to those difficult topics.'[43]

- **Role-plays** to engage and sensitise participants. This is especially efficient if a male trainer takes part in the role play and encourages the male participants to take on the role of a civilian or other person that the participants may work with, for instance a female victim of GBV who comes to the police to report the assault.

- **Theatre plays** are a good way to raise awareness of gender issues. The ICRC, among others, has used this approach in Kivu in the **Democratic Republic of the Congo** to raise awareness of GBV and the need to provide GBV survivors with medical and psychological care.[45]

- **'In situ' discussions**, whereby the gender trainer goes to the participants' workplace to conduct the gender training. This is a good way of creating interaction and showing respect and interest in their work and opinions. It gives the trainer a chance to find out more about the issues the participants are particularly concerned with. These issues can be used as entry points to talk about gender.

'[In situ discussions help] the different sectors to feel respected by you going to them and not always gathering them in a classroom environment. By having discussion in their areas of operation, you are conveying that they are partners and not outsiders, they are responsible and not always perpetrators, they know something and they are not empty tins waiting to be filled.'

Alexina Mugwebi-Rusere, Community services officer, UNHCR Thailand [46]

- **Community meetings** that gather security sector personnel and community activists for discussion may serve the purpose of raising gender awareness. This way of developing partnerships and opening up communication between security sector personnel and civilians can create a more long-lasting improvement for men's and women's security.

- **Humour** is vital for gender training. One reason to use humour is 'to get rid of the "accusing mist of guilt" that often surrounds men when talking about

gender issues. Then, after we have shown some of the 'funny' consequences an unequal society has on, for example, the education of children, we show them the devastating consequences the same unequal society has on women.'[47] However, humour can be risky. Care must be taken so that it is used without perpetuating gender stereotypes and attitudes, especially since culture and tradition are often used to justify violence against women.

Which materials for gender training?

The material used for security sector gender training varies widely, from power point presentations to guidelines and practical 'gender checklists', depending on the kind of training and on the pedagogy used. It is paramount to revise all the material and course literature used for training to make sure that gender perspectives include practical case studies and examples. The materials should be in a simple language and, if possible, in the local languages of the participants.

- **Interactive videos** that relate to the profession of the training participants and films on women's various roles in armed conflicts are good tools for sensitising course participants and creating group discussion. This material also helps participants to realise that the simplified view of 'woman = victim' in armed conflict does not reflect the complexity of the realities of war. During their pre-deployment training for peacekeeping personnel in Sweden, NGOs such as Kvinna till Kvinna used to show the film *Lilja 4-ever* at the initiative of the Swedish Armed Forces. The film, which is about human trafficking and sexual slavery, triggered intense discussions that would otherwise not have been taken as seriously by the participants: 'To be able to reach the participants you need to shake them up a bit.'[48] Cartoons and related drawing also create conversation and may be a good tool to break the ice at the beginning of a gender training session.

- **Materials and equipment** that participants take with them are good as reminders of the gender training. In **Kosovo**, the police officers got notebooks to record investigation details in which they could find references to gender policies and relevant phone numbers.[49] In the Democratic Republic of the Congo, gender checklists were handed out to peacekeeping military observers and police to improve their patrolling capacities and their interaction with the local population, and also for the purpose of gathering security-related information.[50]

4.3 Evaluating gender training

Once a gender training programme has been planned and implemented, the next step of the cycle is to evaluate the training. This is one of the most important and yet most difficult tasks of the training cycle, which serves to identify good practices and design appropriate follow-up training. Evaluation also provides feedback that is necessary to further adapt training to real needs. Evaluation is futile if it is not followed by a revision of the training according to the feedback. The evaluation can, for example, identify gaps in the gender training that are noticed once participants return to work. Evaluations also provide an opportunity to discover institutional shortcomings that may create obstacles for staff members in various work situations. The evaluation of security sector gender training and its outcomes should ideally be part of an overall gender-responsive monitoring and evaluation process of the security sector institution.

> See Tool on SSR Assessment,
> Monitoring and Evaluation
> and Gender

External or internal evaluator?

Gender training programme evaluation consists of determining whether the accomplished training was considered successful by the participants and measuring its impact on the attitudes and behaviour of the course participants.

Evaluations can be conducted either by an external evaluator or by a staff member of the institution itself. Internal evaluations benefit from the context-specific background knowledge of the staff conducting the evaluation. It is also more cost-effective, but requires that staff be trained in how to perform evaluations and assessments. For these reasons, it is a good long-term investment to offer evaluation capacity-building to institutional staff.[51]

External evaluations can usually guarantee a more independent evaluation process than internal evaluations. However, the costs may be higher compared to an internal evaluation. In addition, the external consultant does often not know as much about the training or the working context of the security personnel. Local CSOs may be good partners for conducting evaluations.

Evaluating gender training with Kirkpatrick's evaluation methodology

The most common methodology for training evaluation is Donald Kirkpatrick's four levels approach.[52] These levels are built one upon the other so that the results of one level are used in the next stage of the evaluation. This section looks at how the Kirkpatrick methodology may be adapted for evaluating gender training for security sector personnel, using the three first steps.

Evaluation Step 1 – Reaction

This first step of gender training evaluation entails the collection of information on the participants' opinions of the training. The evaluation of these reactions is usually performed right after the training session. It can be done in the form of a questionnaire or evaluation form that is filled out by the participants (see Box 9). It can also be conducted through an open discussion with the training participants, covering what they found to be the most and the least useful parts of the training. It is also important to ask participants, as part of either a questionnaire or open discussion, whether they would be interested in attending follow-up gender training, in the form of a refresher course or additional in-depth training on specific gender issues.

Box 9	Evaluation of the reaction to gender training [53]

Please rate on 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 tick)
    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?

Thank you!

For the purpose of improving all aspects of future gender training initiatives, it is useful to gather feedback from participants on three issues:

- Preparation (objective and purpose of training, documentation).
- Implementation (methodology, participatory activities, materials, atmosphere).
- Administration (training space, accommodation, food, transport, audio-visuals).

Organise the feedback session in small groups, asking:

- What was the most significant learning element/feature? List up to three.
- What changes would you recommend for the training? List up to three.
- In what ways do you think this training will affect/influence your future work?
- Give the opportunity for detailed and additional comments.

Evaluation Step 2 – Learning

The next step on the evaluation ladder is the measurement of how much information the participants have been able to process and internalise. This is done by measuring changes in their attitudes.

One way to measure changes in attitudes it to conduct learning tests, for example:

- Team assessments (usually oral)
- Self-assessment forms
- Classical exams (oral or written)
- Oral and written evaluation schemes

The African Centre for the Constructive Resolution of Disputes in South Africa has used a written evaluation scheme to measure the short term impact of gender training on the participants' attitudes and awareness on gender issues.[54] Participants can complete their own personal learning diaries at the end of each workshop day or after each training module.[55] This is both a way for the participants to recapitulate what they have learned during the training and a way for the trainer to know which parts of the training were most effective. In ideal cases, the participants are assessed both before and after the gender training, to determine how much they have learned and understood.

Evaluation Step 3 – Behaviour

The third step of evaluation measures to what degree the participants have been able to apply the knowledge and skills learned from the gender training. This gauges the capacity of the participants to transfer the change in attitude, achieved by the gender training, into practice by changing their behaviours.

This evaluation of the participants' behaviours should be made over time, preferably over a number of months. This can be done by integrating gender issues into institutional and personnel evaluation processes. The Committee of Women in NATO Forces has promoted this through drafting NATO guidelines to integrate gender issues into the NATO evaluation process, in addition to the gender mainstreaming process of the Education, Instruction and Training activities.[56] There are various methods for measuring the transfer of gender-aware attitudes into gender-responsive actions and behaviours, for example:

- Conduct surveys or interviews with service beneficiaries, such as survivors of GBV that turn to the police to file a report. One example is a user survey conducted in Surrey (UK) regarding the outreach services to victims of domestic abuse which included input from the local police, county council, borough and districts and victims of domestic violence.[57]
- Anonymous surveys of male and female security sector staff regarding harassment due to sex or sexual orientation.
- Exit surveys also serve this purpose by collecting information regarding the reasons why people leave their positions within security sector institutions, which include questions about job training, mobility, work environment (including sexual harassment), etc.
- Ask the gender training participants to complete evaluation forms several months after the training, posing questions on relevant attitudes, perceptions and behaviours.
- Interview supervisors/managers to get their assessment of the changes they have witnessed in the participants.

The Kofi Annan International Peacekeeping Training Centre in Ghana is trying to implement a similar evaluation of long-term impact by contacting the participants a few months after the training.[58]

Indicators

The indicators used for the longer-term evaluation of security sector gender training need to be carefully selected. All data collection regarding the security work and institutions needs to be sex-disaggregated to facilitate this work. Examples of indicators that can measure the impact of gender training:

Qualitative data such as the examples given above.

Quantitative data and statistics including:

- Percentages of staff that have been sexually harassed or subjected to other forms of GBV.
- Number of requests for assistance to gender focal points.
- Numbers of cases of GBV reported to the police and numbers of arrests and convictions following these reports.
- Number of female versus male police officers that use the free public hotline to relieve gun-related stress (example from police training in Mexico).[59]

Challenges of gender training evaluation

Many gender training courses have no systems of evaluation in place and there are very few examples of long term impact measurements of gender training. Some ways to ensure that gender training evaluations are performed:

- Include gender training evaluations in gender action plans for security sector institutions.
- Allocate sufficient funds in the project budget to implement comprehensive evaluations.
- Provide training in evaluation methods to gender trainers and gender focal points/advisors of security sector institutions.

4.4 Following up gender training

This final step in the training cycle is the integration of what has been learned from the evaluation into planning follow-up activities for participants as well as for modifying future gender training. This is, unfortunately, often neglected. If the evaluation is performed well and over time, training gaps and strengths can be identified. In this way, what has been gained from the evaluation in terms of what works, what is making a difference and how participants are using the training can be used in the future and the weaknesses can be corrected. The result of the evaluation is hence a fundamental tool for understanding what the needs of future gender training initiatives will be.

No gender training can attempt to turn participants into 'gender experts' in the course of a one-off training session lasting only a few hours. To develop effective skills, gender responsiveness needs time to be consolidated by long-term training, which should be complemented by the support of a gender expert or a network of gender training participants. Gender training follow-up means providing participants who have already attended a gender training session with additional training on gender issues, either to refresh the basic knowledge and/or as a course that provides more in-depth understanding of specific gender issues. Limited resources and time are common challenges to implementing follow-up gender training.

In addition to further training, the availability of tools and resources on gender issues as well as the support of gender focal points can help participants apply the skills that they have gained in the gender training. In **Haiti**, 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 courses are often replicated for new participants within the same institution. A good example of replication of training within other institutions is the model that the International Criminal Tribunal for Rwanda has provided for the International Criminal Tribunal for the Former Yugoslavia, as a result of which the latter increased its indictments of rape charges.

It is good practice to give participants the possibility to keep in contact with the gender trainer in case they have comments or questions as they go back to work and find everyday challenges connected to gender issues. This depends on the trainer's availability and whether or not this activity has been included in the training planning and budget.

5 Key recommendations

For planning and preparing gender training:

1. **Strengthen senior management support** for the integration of gender issues, including gender training, through gender coaching programmes, gender training for senior management, the development of a gender action plan or policy and other initiatives.

2. **Implement gender training as part of a broader gender mainstreaming strategy** in order to strengthen the impact of gender training and create a gender-responsive security sector institution through changes at the levels of policy, structure, programming and personnel.

3. **Perform a pre-training assessment and analysis**, considering:
   a. Sex, age, culture and country context of the participants.
   b. Type of security institution, professional position or rank of participants.
   c. Current level of gender awareness and capacity, and gender training needs.

4. **Select/establish joint male-female gender training teams** in order to increase the effectiveness of gender training in security sector institutions with an over-representation of male personnel.

5. **Prioritise gender training-of-trainers** for existing trainers within security sector institutions in order to build in-house capacity to provide effective and sustained gender training.

For implementing gender training:

6. **Conduct participatory gender training** through the use of role plays, open discussions and group work.

7. **Focus on the practical aspects** of how to integrate gender into the daily work of security sector personnel by including practical examples of good and bad practices and using case studies.

8. **Discuss gender concepts and definitions** in clear, simple and culturally-appropriate language with practical examples.

9. **Address men's roles and masculinities** as part of gender training to highlight how gender issues are also about men's security needs and vulnerabilities.

10. **Integrate gender into regular training** for security sector personnel to demonstrate how gender issues can be integrated into various spheres of security sector work, rather than having it regarded as a separate issue.

For evaluating gender training:

11. **Implement three phases of evaluation,** focusing on reaction, learning and behaviour.

12. **Allocate adequate resources** in the initial budget for the gender training in order to carry out a comprehensive evaluation.

For following up gender training:

13. **Make sure the results of the evaluation are used** to improve gender training follow-up activities for participants and future gender training initiatives.

6 Additional resources

Gender training-of-trainers

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Security policy-makers

UNIFEM, the Commonwealth Secretariat, Canada's International Development Research Centre, ***Gender Responsive Budgeting Initiative***, website containing training manuals and guidelines http://www.gender-budgets.org/

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