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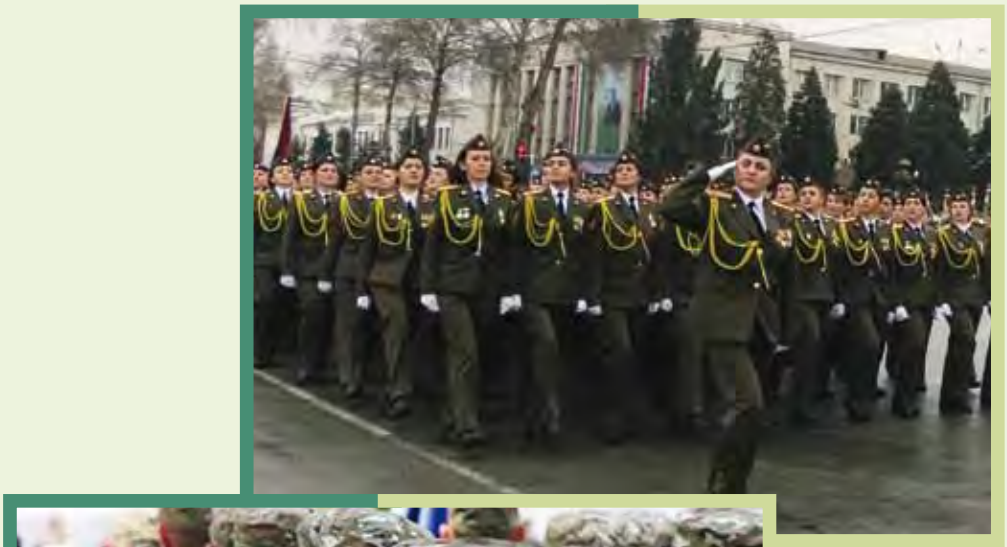
WOMEN CONNECT ACROSS CONFLICTS

Gender and Security

Training Manual



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The Geneva Centre for the Democratic Control of Armed Forces (DCAF) is an international foundation whose mission is to assist the international community in pursuing good governance and reform of the security sector. The Centre develops and promotes norms and standards, conducts tailored policy research, identifies good practices and recommendations to promote democratic security sector governance, and provides in-country advisory support and practical assistance programmes.

The training manual on Gender and Security, designed and compiled by DCAF, was produced in the framework of the UN Women Cross-regional Programme, entitled "Women Connect Across Conflicts: Building Accountability for Implementation of UNSCR 1325, 1820, 1888, 1889," which was funded by the European Union.

The manual draws on the DCAF Gender and Security Sector Reform Training Resource Package (DCAF, 2009), a companion to the Gender and Security Sector Reform Toolkit (DCAF, OSCE/ODIHR and UN-INSTRAW, 2008). The material is explicitly designed for SSR trainers and educators to provide them with a wide range of exercises, discussion topics and concrete examples that can be adapted and integrated into the SSR training.

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WOMEN CONNECT ACROSS CONFLICTS

Gender and Security

Training Manual

2012

FOREWORD

Increasing women's leadership in peace, security and humanitarian response is one of the top priorities for UN Women. During the last decade the UN Women Sub-regional Office for Eastern Europe and Central Asia has provided support to partners' various initiatives for the implementation of UN Security Council resolutions on women, peace and security and for the promotion of gender equality in conflict-resolution, peace-keeping and post-conflict reconstruction.

I am very pleased to present the training manual on Gender and Security, which is a valuable resource for security sector actors and civil society in Georgia. The manual was developed within the cross-regional programme "Women Connect across Conflicts: Building Accountability for Implementation of UNSC Resolutions 1325, 1820, 1888, 1889". The programme has been executed in 8 countries[1] during 2010-2013 in response to the needs for building capacity and close cooperation among women activists and duty bearers in order to set up national mechanisms to successfully fulfill the commitments made in UN Security Council resolutions on women, peace and security.

The manual will help increase awareness and build the capacity of security sector personnel in order to promote gender-sensitive security sector reform and move the women, peace and security agenda forward. This is particularly important following the Government of Georgia's adoption of the National Plan of Action on the Implementation of UN Security Council Resolutions on Women, Peace and Security in December 2011.

I would like to thank all my colleagues and partners who participated in developing this comprehensive manual and wish its users every success in applying it.

DAMIRA SARTBAEVA

UN Women Representative to Kazakhstan,
UN Women Regional Programme Director
for Eastern Europe and Central Asia

[1] The Programme covers the following 8 countries:
Afghanistan, Armenia, Azerbaijan, Georgia, Kyrgyzstan, Pakistan, Tajikistan and Uzbekistan

About the programme

The UN Women Cross-regional programme "Women Connect Across Conflicts: Building Accountability for Implementation of UN SCR 1325, 1820, 1888, 1889", launched in 2010 with the support of the European Union, aims to enhance the capacity of women's human rights activists and gender equality advocates and their networks to effectively and meaningfully engage, influence, and mobilize for dialogue on security and peace issues at various levels nationally and regionally. The programme covers South Asia (Afghanistan and Pakistan), Southern Caucasus (Armenia, Azerbaijan and Georgia) and Central Asia (Kyrgyzstan, Tajikistan and Uzbekistan).

The Programme has four specific objectives:

- To facilitate the development and adoption of the National Action Plan (NAP) on 1325, 1820, 1888 and 1889 in Georgia for further replication in other target countries.
- To strengthen referral mechanisms that provide redress for sexual and other forms of violence against women in situations of conflict.
- To incorporate gender equality principles into the internal operations of the security sector to promote zero tolerance for the use of sexual gender-based violence as a weapon of war.
- To mobilize national partners at the local level to engage in evidence-based dialogue and advocacy for reconciliation, tolerance building and compliance with women's human rights obligations in the Fergana Valley.

The Cross-regional programme has contributed to the development of the National Action Plan (NAP) on 1325 in Georgia and is currently supporting its implementation in all above mentioned areas. It further aims to draw best practices in the field of gender and security that can be replicated in other countries.

About the manual

This manual is tailored to the needs of Georgia, but it will represent a knowledge product to be shared with the other countries of the programme for future work within the security sector.

This publication was designed and compiled by DCAF and made possible with the financial support of UN Women and the European Union. The manual draws on the DCAF Gender and Security Sector Reform Training Resource Package (DCAF, 2009), a companion to the Gender and Security Sector Reform Toolkit (DCAF, OSCE/ODIHR and UN-INSTRAW, 2008). Copies of both, available in English and French, can be downloaded from www.gssrtraining.ch. Selected resources are also available in Albanian, Arabic, Dari, Georgian, Indonesian, Macedonian, Montenegrin, Russian and Spanish.

The "Guide to integrating gender in SSR training" is part of the DCAF Gender and Security Sector Reform Training Resource Package and was written by Kristin Valasek and Agneta M. Johannsen and edited by Megan Bastick.

The training exercises in this manual, with the exception of the exercise on "SGBV Victims' access to security and justice services" (Module 6, developed by Daniel de Torres and Aiko Holvikivi), are all either directly taken or adapted from the DCAF Gender and Security Sector Reform Training Resource Package. These exercises were developed by Agneta M. Johanssen, and edited by Megan Bastick and Kristin Valasek.

The manual is also available in Georgian.

Aknowledgments

This manual was compiled and edited by Daniel de Torres and Aiko Holvikivi (DCAF).
The editors gratefully acknowledge the input of Graziella Piga (UN Women) in the development of this publication.

ACRONYMS

CSO	Civil Society Organizations
DCAF	Geneva Centre for the Democratic Control of Armed Forces
NGO	Non Governmental Organization
M&E	Monitoring and Evaluation
NAP	National Action Plan
SGBV	Sexual Gender Based Violence
SSR	Security Sector Reform
UN	United Nations
UNSCR	United Nations Security Council Resolution

TABLE OF CONTENTS

Guide to integrating gender in SSR trainings

Step 1: Assess and analyse training needs....3
Step 2: Develop learning objectives 6
Step 3: Design and develop the training....8
Step 4: Implement the training....18
Step 5: Monitor and evaluate the training 21

Training Module

Module 1 - Gender and the security sector: Introduction to concepts....25
Module 2 -The role of civil society in SSR and security sector oversight 30
Module 3 - United Nations Security Council Resolutions on women, peace and security....37
Module 4 - Gender-sensitive security needs assessments....56
Module 5 - Gender-sensitive policies 65
Module 6 - Access to justice and security services....72
Module 7 - Gender-sensitive oversight of the security sector 81
Module 8 - Monitoring and evaluation....89

GUIDE TO INTEGRATING GENDER IN SSR TRAINING

Introduction 2
Step 1: Assess and analyse training needs 3
Step 2: Develop learning objectives 6
Step 3: Design and develop the training 8
Step 4: Implement the training 18
Step 5: Monitor and evaluate the training 21

Introduction

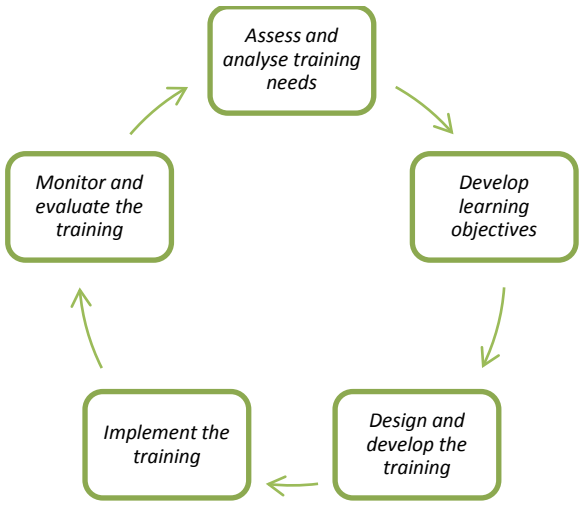
The *Gender and SSR Training Resource Package* is designed to provide you with a wide range of exercises, discussion topics and examples from the ground that you can adapt and integrate into your SSR training. In addition to having a specific exercise or session on gender and SSR, taking a few moments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

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

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

Training Cycle

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



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

Step 1: Assess and analyse training needs

Ask yourself, how can I identify the training needs?

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

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

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

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

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

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

1. Conduct background research on the ministries' respective mandates and SSR work, including mandates and work on gender and SSR.
2. Interview key men and women, including: senior officials in both ministries, potential trainees, training organisers, representatives from partner organisations, non-governmental organisations (NGOs) working on SSR and women's organisations.

3. Hold short focus group discussions with potential trainees and/or partner organisations and/or civil society organisations.
4. Design and distribute a questionnaire to trainees.

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

How to integrate gender into an SSR training needs assessment?

Integrate questions on gender into training needs assessments

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

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

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

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

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

- *The training will address the following gender issues. Rank these in order of perceived importance from 1 (least important) to 6 (most important):*

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

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

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

I am familiar with the term "gender"	*1*	*2*	*3*	*4*	*5*
If yes, what does gender mean?					
I think gender is relevant to SSR	*1*	*2*	*3*	*4*	*5*
Why or why not?					

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

1.
2.
3.

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

- *Does your organisation have gender-related programming and policies in place?*
- *Is gender integrated into your work on SSR? If so, how?*
- *What gender issues do you think it would be important to cover during training?*
- *Are there any topics that are culturally sensitive, especially with regards to gender, which should be taken into consideration?* (See section on "Do background research" on page 6.)

Consult with women and men regarding training needs

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

- Ask the organisers to include and provide contact information for female potential trainees, senior-level female staff and female stakeholders/beneficiaries for interviews and focus groups.

- Consult with organisations that represent men and women who may be impacted by the training, i.e., beneficiaries. For instance: to identify police reform training needs, consult with human rights organisations and women's organisations and/or directly with men and women who have used police services; to identify defence reform training needs, veterans' associations and organisations focusing on domestic violence could be consulted. This might bring up additional training needs, for instance, on human rights or non-discrimination.

- Ensure that focus groups and interviews are scheduled at times and locations where both women and men can attend (see sections on "Timing and scheduling" and "Logistics" on pages 15 and 17).

- Consider holding women-only and men-only focus groups.

- Discuss with women and men any barriers they perceive to participation in your training event and develop strategies to overcome them.

Ensure that your data is disaggregated by sex

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

Sex: □ female □ male

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

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

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

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

Also see section on "Adaptation to different contexts, cultures and participants" on page 17).

Step 2: Develop learning objectives

Ask yourself, what do I want the trainees to be able to do/know at the end of the training?

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

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

There are two stages in developing learning objectives:

1. Developing overall training objectives
   e.g., after this training, the trainees will be able to design an evaluation of a penal reform project.

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

A good objective should be SMART:[1]

Specific—it should be clear and understandable, not broad and vague.
Measurable—you should be able to determine whether or not it was accomplished.
Attainable, yet a stretch—you should be able to accomplish it, but it should not be so easy that most trainees would already have that skill.
Relevant—it should be relevant to the training needs identified.
Time-bound—it should be accomplishable within a certain time frame, for instance the end of the training, or next month.

How to integrate gender into developing learning objectives?

Include an objective for the overall training that is gender sensitive

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

Examples of gender-sensitive training objectives:

After the training, trainees will be able to apply a gender-sensitive approach to assessing, implementing and evaluating SSR programmes.

After the training, trainees will be able to take into account the different security needs of women, men, boys and girls in their security sector oversight activities.

Develop learning objectives for a gender and SSR session

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

Examples of gender and SSR session learning objectives:

After this session, trainees will be able to describe four strategies to prevent sexual discrimination and harassment by border guards.

When back at work, trainees will be able to assess whether draft national security policies are in line with national gender equality laws.

[1] Elaine Biech, *Training for Dummies (*USA: Wiley Publishing, Inc., 2005), 61.

Step 3: Design and develop the training

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

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

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

Trainees

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

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

- Ask the organisers to recruit a balanced number of women and men.
- Request that a local gender expert attend the training as a resource person.
- Request that representatives of civil society organisations, including women's organisations, are amongst the trainees. This can facilitate dialogue, networking and partnership between security institutions and civil society.
- Propose separate training for men and women if the cultural context makes this more appropriate, or if the training needs of men and women are sharply different.
- Predetermine working/break out groups that include a mix of women and men, and ensure that both women and men participate (see section on "Unbalanced participation" on page 20).
- Involve a few male and female trainees in the planning process to advise on logistics and other issues. Care needs to be taken that female trainees are able to attend the training (see "Logistics" on page 17).

Trainers

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

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

- **Teams of women and men trainers**: For predominantly male audiences, it can be helpful to have a male trainer or a team of female and male trainers. This demonstrates that gender is not just about "women's issues."

- **Security background**: Trainers responsible for gender and SSR sessions that have a background working within a security sector institution, especially if they are/were ranked as mid- or senior-level, are often more respected and have insight into the opportunities and challenges of integrating gender into SSR.

- **Local trainers**: As gender is always culturally specific, it can be useful to have a local trainer co-facilitate the session and/or involve a local gender resource person (such as a representative from a women's organisation). This provides access to culturally-specific gender issues and helps counter any accusation that gender is an "imported" concept.

- **Gender and SSR expertise**: Trainers should ideally have subject matter expertise on both gender and SSR. Gender trainers who have worked with security sector institutions or peace support operations can be good candidates.

- **Training expertise**: Gender is sometimes a sensitive topic and appropriate participatory training techniques are essential (see "Pedagogy" on page 12). As such, it is important that gender and SSR trainers have expertise in adult pedagogy and solid training experience.

Content

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

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

Gender Mainstreaming

Gender issues should be appropriately highlighted throughout the entire SSR training in order to demonstrate to the trainees that gender is of practical relevance to SSR. If gender is

only mentioned in one session (for instance, in a specific session on gender or human rights), then trainees will not learn how to practically integrate gender into their daily SSR work.

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

- Interjecting briefly to highlight gender issues. For instance, “as you can see, this aspect of SSR affects women and men differently. How might you design your SSR assessment and programme accordingly?” Or through solicitation: “trainee X, how do you think your proposal will impact men and women differently?”

- Scheduling five to ten minutes in relevant training sessions to discuss gender-related issues. For instance, in a session on international and national laws and norms, you can include information on UN Security Council Resolutions 1325 and 1820 on women, peace and security; in a session on justice reform, you might focus on the different barriers to access to justice faced by men and women; in a session on penal reform, look at the particular issues affecting women and girls in prison.

- Including gender-related questions and roles in exercises. For instance, in an exercise on reviewing national defence policies, ask trainees to identify where gender issues should have been included (see section on "Pedagogy" on page 12).

- Review training materials, including pictures, to ensure they are free of harmful stereotypes about women and men or sexist language (e.g., sexist jokes; referring to “he” instead of “he or she” or “they”, “policeman” and “chairman” instead of “police officer” and “chairperson”).

- If you are working with co-trainers or other presenters:

    - Before training commences, make time to discuss with co-trainers their understanding of gender and how it will be addressed throughout the training. Make clear that you expect them to integrate gender into their sessions and provide them with information or assistance to do so.
    - Talk about how, as trainers, you can role model gender sensitivity and equal treatment. For instance, avoiding calling all trainees “guys” and referring to security personnel as if they are all male (“policemen”).
    - You might suggest that you jointly review the training materials to avoid overlap and ensure comprehensiveness, particularly regarding the integration of gender issues. If you are working with a gender and SSR trainer, they can be asked to review the training materials.
    - Once training has commenced, keep motivating your co-trainers, the training organisers and others to maintain a gender perspective.

Gender and SSR Session(s)

In addition to mainstreaming gender issues throughout your SSR training, one or more sessions that specifically focus on gender issues are necessary to introduce the concepts, discuss concrete examples and build trainees' practical skills. Experienced trainers will testify that when gender issues are first introduced, trainees often demand clarification and

discussion. If you have not programmed a dedicated session on gender and SSR, you run the risk of being forced to have an unplanned session—which throws off your planned timeframe and content.

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

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

This *Training Resource Package* contains scores of different training exercises, discussion topics and examples from the ground that you can use when designing a session on gender and SSR. When selecting an exercise, keep in mind:

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

In addition to the exercise(s), your session would include a short introduction to gender and SSR. This can be done through a presentation, perhaps using PowerPoint slides or other learning aids, or discussion. The key messages included in the various parts of the *Training Resource Package*, used with the *Gender and SSR Toolkit*, can serve as a basis for this introduction.

Box 1 is an example of a plan of a 90 minute gender and SSR training session. Also see the advice under "Timing and scheduling" on page 15.

Box 1: Sample Gender and SSR Training Session

Session Title	Gender-Responsive SSR
Trainees	25 junior and mid-level SSR practitioners from donor countries and countries undergoing SSR
Training Objectives	1) Understand the meaning of gender and why it is important to SSR. 2) Understand and apply the practical entry points for integrating gender into SSR programming.
Timing	90 minutes
Materials	• Tape • PowerPoint • Handouts • Flip charts • Markers

TIMING (min)	ACTIVITY	MATERIALS
5	Recap linking last sessions to gender. Introduction to session including learning objectives and schedule.	PowerPoint
10	Gender expert exercise—everyone positions themselves on a line made with tape on the floor according to their self-defined level of gender expertise. The trainer facilitates a discussion on what gender is and why it is important to SSR.	Tape
10	Recap the definition of gender, why it is important to SSR and how to integrate gender into the SSR programme cycle, including examples from the field.	PowerPoint
15	Whole group brainstorming exercise on practical entry points for the integration of gender, including in staffing, policies, training, operations, structure and logistics.	Flip chart PowerPoint
45	Case study exercise—integrating gender into police reform in Kosovo (Exercise 9 in the *Training Resources on Police Reform and Gender*). Four break-out groups, report back, compare with what actually happened.	Handouts Flip chart
5	Wrap up—reiterate key points.	PowerPoint

Pedagogy

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

Ways to integrate gender into common SSR training methods include:

Security Sector Mapping

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

Include actors such as women's organisations, human rights organisations, ministries responsible for women or gender issues, associations of female security sector personnel,

lawyers, judges, etc. See, for example, Exercise 12 in the *Training Resources on SSR and Gender*[2].

Case Studies

Hypothetical or real case studies can allow trainees to analyse and learn from past and ongoing SSR experiences and apply SSR skills. See "Examples from the ground", Exercise 13 in the *Training Resources on SSR and Gender,* Exercise 10 in the *Training Resources on Defence Reform and Gender.*[3]

- Include background information related to gender issues, such as:
  - Prevalence of security threats such as gender-based violence, including domestic violence, sexual assault, human trafficking, gun violence and gang violence.
  - Security sector initiatives to address these security threats.
  - Human rights violations by security sector personnel, including sexual harassment and assault.
  - Rates of women and men's participation in security sector institutions.
  - Regional and national laws and policies related to women in the security sector, domestic and sexual violence, gender training, etc.
  - Involvement of women's organisations in SSR processes.

- Include a discussion question on gender issues, such as:
  - What could be done by security sector institutions to reduce gender-based violence?
  - How could the process of SSR have been undertaken in a more inclusive manner?
  - What could be done to increase recruitment and retention of female security sector personnel?

SWOT Analysis

Brainstorming and analysing the strengths, weaknesses, opportunities and threats in a particular SSR process gives a better understanding of SSR and provides trainees with a useful analytical tool. See, for example, Exercise 6 in the *Training Resources on Civil Society Oversight of the Security Sector and Gender*[4].

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

[2] These exercises are available in English and French on www.gssrtraining.ch
[3] These exercises are available in English and French on www.gssrtraining.ch
[4] These exercises are available in English and French on www.gssrtraining.ch

Gaps Identification

Gaps or needs identification is another way of structuring SSR analysis. See, for example, Exercise 13 in the *Training Resources on SSR and Gender*[5].

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

Policy or Text Analysis

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

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

Simulations and Role Plays

SSR simulations and role plays help trainees apply information and skills and learn in an interactive manner. See, for example, Exercise 16 in the *Training Resources on SSR and Gender*, Exercises 4 and 12 in the *Training Resources on Parliamentary Oversight of the Security Sector and Gender*, Exercise 9 in the *Training Resources on Defence Reform and Gender,* Exercises 4 and 8 in the *Training Resources on Civil Society Oversight of the Security Sector and Gender*[6].

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

Action Planning

Creating a mock or real action plan for an SSR process. See, for example, Exercise 15 in the *Training Resources on SSR and Gender,* Exercise 3 in the *Training Resources on Parliamentary Oversight of the Security Sector and Gender,* Exercise 3 in the *Training Resources on Defence Reform and Gender,* Exercise 7 in the *Training Resources on Civil Society Oversight of the Security Sector and Gender*[7].

[5] These exercises are available in English and French on www.gssrtraining.ch
[6] These exercises are available in English and French on www.gssrtraining.ch
[7] These exercises are available in English and French on www.gssrtraining.ch

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

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

- Adults learn if they want to or need to. Focus on how learning about gender and SSR will be of use to them.
- Use small group discussions and exercises. In many cases women, as well as men, will be more willing to speak up in small groups.
- Include icebreakers, teambuilders and energisers to create a smooth group dynamic or raise energy levels. See, for example, Exercises 1–7 in the *Training Resources on SSR and Gender*[8]

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

Timing and scheduling

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

It is often useful to schedule Gender and SSR for the afternoon of the first day. Gender can be introduced early on as a key concept, which facilitates gender mainstreaming. If the gender and SSR session is participatory, it can energise trainees during the afternoon, when energy levels might otherwise be low.

Additional considerations to keep in mind regarding scheduling:

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

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

[8] These exercises are available in English and French on www.gssrtraining.ch

Box 2: Sample Gender and SSR Training Schedule

Training for the Justice Sector Coordination Unit in the Ministry of Justice
Freetown, Sierra Leone, August 28–29, 2008
DCAF-WIPSEN Africa Project—SSR in West Africa: Strengthening the Integration of Gender and Enhancing the Capacities of Female Security Sector Personnel

DAY 1

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

DAY 2

8.30–9.00	*Arrivals*
9.00–9.30	Recap Exercise
9.30–11.00	Exercise on Laws and Instruments on Gender
11.00–11.20	*Coffee Break*
11.20–12.30	Gaps and Challenges on Gender and Justice Reform
12.30–13.30	*Lunch*
13.30–14.30	Developing an Action Plan on Integrating Gender into the Justice Sector Coordination Unit I—Working document: Sierra Leone Justice Sector Reform Strategy (2008–2010)

14.30–14.50	*Coffee Break*
14.50–15.30	Developing an Action Plan on Integrating Gender into the Justice Sector Coordination Unit II—Working document: Sierra Leone Justice Sector Reform Strategy (2008–2010)
15.30–16.00	Wrap up and Final Evaluation

Logistics

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

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

Adaptation to different contexts and cultures

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

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

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

- Translate materials into the local language and/or adapt them for low levels of literacy, for instance by using visuals.[9]

Step 4: Implement the training

Ask yourself, what challenges do I need to prepare for when implementing a gender-responsive SSR training?

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

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

Skepticism towards gender

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

- Beginning training with gender awareness-raising exercises See, for example, Exercises 1, 3, 4, 7 and 18 in the *Training Resources on SSR and Gender.*[10]
- Exploring the different security needs, experiences and participation of women, men, boys and girls.
- Providing a safe space to air and address concerns See, for example, Exercises 2 and 8 in the *Training Resources on SSR and Gender,* Exercises 3 and 10 in the *Training Resources on Civil Society Oversight of the Security Sector and Gender*.[11]
- Encouraging a group response to the resistance.
- Making sure not to "over-crusade"; be clear, concise and firm.

At the same time, as you challenge new thinking, you might be challenged back. Gender issues are at times sensitive and controversial. Try to be respectful and non-confrontational in your training style. Also, try to make your arguments and exercises as relevant to your

[9] See Toiko Tõnisson Kleppe, "Gender Training for Security Sector Personnel—Good Practices and Lessons Learned" in *Gender and Security Sector Reform Toolkit*, ed. Megan Bastick and Kristin Valasek (Geneva: DCAF, OSCE/ODIHR, UN-INSTRAW, 2008), 5.
[10] These exercises are available in English and French on www.gssrtraining.ch
[11] These exercises are available in English and French on www.gssrtraining.ch

audience as possible, so that they can accept the content more easily and act accordingly, making it their own.

Belief that gender isn't important to security issues

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

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

Bias towards women

You might be accused of focusing only upon women, despite the recognition that gender is about women, men, boys and girls. "Gender" refers to the particular roles and relationships, personality traits, attitudes, behaviours and values that society ascribes to men and women (see page 3 of the *SSR and Gender Tool*). You can highlight ways in which women still face discrimination and disadvantage compared to men. This justifies particular attention to the situation of women and girls within SSR. However, recognise that responding to the particular needs of men and boys is also part of addressing gender in SSR. Be able to provide practical examples of gender initiatives within SSR that focused specifically on men or women.

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

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

Culture prohibits gender-responsiveness

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

- Engaging with a full range of stakeholders—including women within the security sector and women's organisations.
- Working in collaboration with local partners.
- Public awareness-raising and working with the media.
- Identifying gender champions (i.e., men and women at senior levels who are willing to support gender initiatives).

- Gathering local data and examples that demonstrate the benefits of incorporating gender issues into SSR, and how taking account of gender improves the provision of security and justice services.
- Referring to national and regional norms and standards that commit to gender equality and ending violence against women.

Interruptions and disruption

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

- You can let the group react rather than confront the behaviour yourself. You can "problematise" the remark or joke, lay it on the table, and let others in the group speak to it. Conclude such a process by developing a set of ground rules for the duration of your training event, which include respectful listening to everybody's viewpoints.
- You can also take the person concerned aside during a break and listen to their viewpoints.
- Respond only lightly to the interruption, but engage in an exercise that focuses specifically on gender stereotyping next (see, for example, Exercises 1,6 and 7 in the *Training Resources on SSR and Gender*, and Exercise 1 in the *Training Resources on Defence Reform and Gender)*[12]. This requires flexibility and control over your schedule but the effectiveness of this strategy often warrants the detour. You certainly do not want to ignore the issue and risk being interrupted continuously throughout your training.

Getting off topic

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

Unbalanced participation

Often one or a handful of trainees tend to dominate discussion. Generally speaking, men tend to speak more than women during training sessions. As a trainer, it is important to be aware of who is and who is not participating. Various steps can be taken to create an open learning environment that engages all of the trainees:[13]

- Clearly establish participation and listening to others as part of the ground rules of the training. Refer back to the ground rules if necessary.

[12] These exercises are available in English and French on www.gssrtraining.ch
[13] Suzanne Williams, Janet Seed and Adelina Mwau, *The Oxfam Gender Training Manual* (Oxford: Oxfam, 1994), 31.

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

Step 5: Monitor and evaluate the training

Ask yourself, what are the issues to consider when monitoring and evaluating SSR training?

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

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

Establish gender-responsive monitoring mechanisms

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

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

Monitoring exercises include:

- **Daily review sessions:** e.g., 10 to 30 minute sessions at the end of a training day or the beginning of the next day. Task trainees in small groups to present the recap in a

creative manner, or simply facilitate feedback from trainees on "what I have learned today" or "what I still want to get out of the training" or "what I feel unsure about" or "how I am going to put this into practice."

- **Small group feedback:** Trainees meet in small groups, perhaps with specific questions to address, and prepare feedback for the trainer(s).
- **Bullseye:** Draw a target and have trainees mark how close the training is to "being on target" with the objectives. Facilitate a discussion about how the training could be improved for the next day so that it "hits the target."
- **Keep and throw out:** Place flipcharts around the room marked "KEEP" and "THROW OUT." Trainees list aspects of the training that they would like to keep and throw out.

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

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

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

Carry out gender-responsive training evaluation

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

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

- **Evaluation exercise:** Design a participatory exercise to evaluate whether or not the trainees have reached the learning objectives of the entire course.
- **Ball exercise:** Have trainees sit in a circle and throw around a ball. Each person that catches the ball says one thing they have learned and how they will implement it when the go back to their daily work.
- **Tests:** Distribute a test to trainees at the beginning and the end of the training to measure changes in knowledge levels and understanding.
- **Trainer debrief sessions:** At the end of each day, the training team can have a debrief session to discuss what went well, what didn't go well and changes for the next day of training. Document these debrief sessions as lessons learned.
- **Back at work questionnaires:** Sent to trainees after three to six months, questionnaires or tests can evaluate retention of training content, whether the

training was perceived as useful and how the trainees have implemented what they have learned.

- **Follow-up interviews/meetings:** Follow-up interviews or meetings can be held with trainees after three to six months. This can be helpful to detect changes in attitudes and behaviours that can be hard to evaluate through a questionnaire as well as having a better "return rate" than questionnaires.

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

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

How have you integrated gender into your daily SSR work?
What obstacles have you encountered when trying to integrate gender issues, and how have you responded to these obstacles?

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

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

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

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

Follow-up the training

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

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

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

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

MODULE 1 - GENDER AND THE SECURITY SECTOR: INTRODUCTION TO CONCEPTS

A. SESSION GUIDE

TIMING: 80 minutes

SESSION CONTENT:

This module seeks to consolidate the participants' conceptual understanding of gender and security issues. It should cover the following areas.

1. The concept of gender and gender roles as socially contingent and distinct from biological sex;
2. The notion that gender roles and stereotypes
    a. affect the roles men and women are expected to play in relation to security and
    b. the types of threats men are women are vulnerable to; and
3. Discuss the linkages between gender and national security.

SESSION METHODOLOGY:

Timing	Method	Materials
30 minutes	Interactive PowerPoint presentation gender and security	Laptop, beamer, etc.
5 minutes	Explain and set up group exercise "Dealing with resistance to gender issues"	Flipcharts/whiteboard PREPARE MATERIALS IN ADVANCE
15 minutes	Small group discussions	
25 minutes	Plenary discussion	

KEY QUESTIONS ASKED BY PARTICIPANTS

(5-10 of the most interesting/challenging questions asked during the session, listed as bullet points)

LESSONS LEARNED

5-10 positive (+) or negative (-) lessons learned from the session regarding content, methodology or timing)

B. Presentation Outline

Suggested outline for a presentation on "Introduction to Gender and Security"

Recommended time: 30 minutes, including discussion

1. What is the security sector? →Interactive discussion
    a. The main actors in the security sector's
    b. The concept of civilian control and civil society oversight

2. Why are gender considerations important to SSR?
    a. UN Resolutions on Women, Peace and Security
    b. National Action Plans

3. The concept of gender

4. Gender perspectives

5. Different security needs and priorities for men, women, boys and girls→Interactive discussion

6. Differences between "women's inclusion" and "integration of gender perspectives"

7. Why does attention to gender improve security? →Interactive discussion

8. Entry points for the integration of gender perspectives in
    a. Legislation
    b. Institutional policies
    c. Institutional structures
    d. Security sector oversight

9. Discussion and wrap-up

C. EXERCISE: DEALING WITH RESISTANCE TO GENDER ISSUES

Exercise type
Conceptual

Audience
Any

Intended group size
Any group size

Time required
About 60 minutes

Supplies
Large flipchart or whiteboard

Guidance to trainers

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

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

Learning objectives

After completing this exercise, trainees will be able to:

- Identify (hidden) resistance to addressing gender issues
- Respond constructively to such resistance

Exercise

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

- “A concern with gender is unnecessary in my organisation/society/culture. We know about this issue but in our context women have the same rights as men.”

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

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

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

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

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

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

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

- Other resistance.

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

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

Allot fifteen minutes for this task.

Then, bring the group together again and go through each statement, inviting the relevant group to present their ideas and allowing additional comments from the others. Use 25-30 minutes for this. If you have time, ask trainees to comment on how prevalent each attitude is. Conclude by thanking all trainees for their work.

Possible variations

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

MODULE 2 -THE ROLE OF CIVIL SOCIETY IN SSR AND SECURITY SECTOR OVERSIGHT

A. SESSION GUIDE

TIMING: 45-55 minutes

SESSION CONTENT:

The objective of this module is to help equip security sector institutions for mutually beneficial engagement with civil society actors. It engages participants to think strategically about the following areas.

1. The role of civil society organisations (CSOs) and the benefits of collaborating with them
2. Identifying entry points for working with CSOs

This manual contains two options for group exercises for this module. The session methodology below outlines two parallel options accordingly.

SESSION METHODOLOGY:

Timing	**Method**	**Materials**
15 minutes	Interactive PowerPoint presentation on the role of CSOs	Laptop, beamer, etc.
5 minutes	Explain and set up group exercise	Flipcharts and markers
Option 1 - Exercise: Civil society involvement in security sector oversight		
10 minutes	Work in small groups	PREPARE FLIPCHARTS IN ADVANCE
15 minutes	Trainees work individually	
10 minutes	Plenary discussion	
Option 2 - Exercise: Brainstorm: Fearing the involvement of women's organisations		
10-20 minutes	Work in small groups to brainstorm	
15 minutes	Plenary discussion	
Both		
5 minutes	Wrap up	

KEY QUESTIONS ASKED BY PARTICIPANTS

(5-10 of the most interesting/challenging questions asked during the session, listed as bullet points)

LESSONS LEARNED

(5-10 positive (+) or negative (-) lessons learned from the session regarding content, methodology or timing)

B. Presentation Outline

Suggested outline for a presentation on "Civil Society SSSR Oversight"

Recommended time: 15 minutes, including discussion

1. What (who) is civil society?

2. What is civil society's role in SSR oversight?

3. Why is gender important to civil society oversight?
    a. Strengthening local ownership
    b. Comprehensive oversight through the integration of gender issues

4. Effective oversight through the involvement of women's organisations

5. How can gender be integrated into civil society oversight?

C. EXERCISE: CIVIL SOCIETY INVOLVEMENT IN SECURITY SECTOR OVERSIGHT

Exercise type
Conceptual

Audience
Any

Intended group size
Any

Time required
About thirty to forty minutes

Supplies
Flipcharts and markers
Companion *Civil Society Oversight of the Security Sector and Gender Tool*

Guidance to trainers
This is an "early-in-the-day" exercise that focuses right away on the thorny subject of constraints to effective civil society participation in security sector oversight. Therefore, this exercise presumes that a more basic discussion of what constitutes civil society and how it is involved in security sector oversight has already taken place.

During the discussion you must make sure that the various challenges are affirmed and "owned" by the trainees. There is a risk that, if they are not properly discussed, trainees become demoralised by the magnitude of the challenge or reply by providing simplistic solutions (e.g., challenge = tradition of secrecy, solution = become more outspoken). Stress that strategies to overcome challenges must be realistic and feasible.

Learning objectives
After completing this exercise, trainees will be able to:

- Identify challenges to involving civil society organisations in security sector oversight and (if appropriate) locate their own experience within these challenges
- Identify possible strategies to overcome these challenges

Exercise instructions
Prepare eight flipcharts and hang them around the room. On each of seven flipcharts note one of the challenges to civil society involvement in security sector oversight, as per the list on pages 2–3 of the *Civil Society Oversight of the Security Sector and Gender Tool*:

- Tradition of secrecy
- Prioritisation of national security concerns

- Lack of expertise and capacity amongst civil society organisations
- Lack of trust and/or transparency between civil society organisations and the security sector
- Lack of independence of civil society organisations
- Too little donor support for transparency and democratic accountability of the security sector
- Fragmented civil society

On the eighth flipchart write the word “other” so that additional challenges can be identified.

Form seven groups and assign one flipchart to each group. Ask each group to note down strategies to overcome the challenge. Allow ten minutes for this work. Then allow an additional fifteen minutes for all trainees to walk around the room and complement the notes on other flipcharts, including ideas for the eighth flipchart. Facilitate a full group discussion for the remainder of the time.

D. EXERCISE—BRAINSTORM: FEARING THE INVOLVEMENT OF WOMEN'S ORGANISATIONS

Exercise type
Conceptual

Audience
Any (ideally including representatives of both women's organisations and security institutions)

Intended group size
Any group size (ideally split up into smaller groups of four to six trainees)

Time required
About twenty-five to thirty minutes

Supplies
Flipcharts and markers
Companion *Civil Society Oversight of the Security Sector and Gender Tool*

Guidance to trainers
This exercise tackles prejudice against a role for women's organisations in civil society oversight of the security sector. Be careful not to cause tension by openly addressing fears that might feel very real to some of your trainees. If tension arises, follow this exercise up with a teambuilding activity (see Exercise 5 in the *Training Resources on Security Sector Reform and Gender*, for example) or consider some of tips on how to deal with conflict in the *Guide to Integrating Gender in Security Sector Reform*. Do not use this exercise as the first or only exercise in your training.

Learning objectives
After completing this exercise trainees will be able to:

- Identify and address some of the fears regarding collaboration between women's organisations and security sector institutions

Exercise instructions
Divide trainees into small groups (four to six trainees each) and give each group two sheets of flipchart paper and markers. Ask each group to take ten minutes to brainstorm fears that might hinder security institutions and women's organisations from collaborating with each other. Groups write the hesitations of the security institutions on one sheet, those of the women's organisations on the other. Then, put all flipcharts up around the room (security institution flipcharts on one side and women's organisation flipcharts on the other). In plenary, go through the lists. Ask in a ten minute plenary discussion what the consequences of these fears are and what needs to happen so they can be overcome.

Possible variations

If you think your trainees need more "protected space" before addressing the fears in plenary, continue work in small groups for an additional ten minutes to share initial reactions.

MODULE 3 - UNITED NATIONS SECURITY COUNCIL RESOLUTIONS ON WOMEN, PEACE AND SECURITY

A. SESSION GUIDE

TIMING: 100 minutes

SESSION CONTENT:

This module seeks to provide an introduction to the United Nations Security Council Resolutions (UNSCRs) 1325, 1820, 1888, 1889 and 1960 on women, peace and security. More specifically, it familiarizes participants with the following.

1. The main content of the UNSCRs on women, peace and security, as well as Georgia's obligations under these resolutions
2. How to incorporate the mandates from these resolutions into security sector institutions, policies and practices

SESSION METHODOLOGY:

Timing	**Method**	**Materials**
25 minutes	Interactive PowerPoint presentation on the UNSCRs	Laptop, beamer, etc.
5 minutes	Explain and set up group exercise	Handouts
40 minutes	Work in small groups	
15 minutes	Peer group review (two small groups debrief)	
10 minutes	Plenary discussion	
5 minutes	Wrap up	

KEY QUESTIONS ASKED BY PARTICIPANTS

(5-10 of the most interesting/challenging questions asked during the session, listed as bullet points)

LESSONS LEARNED

(5-10 positive (+) or negative (-) lessons learned from the session regarding content, methodology or timing

B. PRESENTATION OUTLINE

Suggested outline for a presentation on "The United Nations Security Council Resolutions (UNSCRs) 1325, 1820, 1888, 1889 and 1960 on women, peace and security"

Recommended time: 25 minutes, including discussion

1. Description of the resolutions
2. Brief historical overview of UNSCR 1325
3. Influence of UNSCR 1325 on national and international policies
4. Why are the women, peace and security resolutions important to SSR?
5. How can the women, peace and security resolutions be implemented in SSR?
6. National action plans – The Georgian National Action Plan

C. EXERCISE: APPLYING KEY RECOMMENDATIONS ON IMPLEMENTING THE WOMEN, PEACE AND SECURITY RESOLUTIONS

Exercise type
Application-in-context

Audience
Programme staff

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

Time required
About seventy minutes

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

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

Learning objectives
After completing this exercise, trainees will be able to:

- Demonstrate understanding of the *Implementing the Women, Peace and Security Resolutions in Security Sector Reform Tool's* key recommendations
- Recognise benefits and challenges of the key recommendations as applied to their own organisations

- Recognise advantages and disadvantages that reflect an understanding of the core rationales underlying the integration of gender into SSR: local ownership, effective service delivery, and oversight and accountability of the security sector.

Exercise instructions

Provide all trainees with the attached handout, which includes the "Key recommendations" from pages 28-29 of the *Implementing the Women, Peace and Security Resolutions in Security Sector Reform Tool*. Divide the audience into small groups according to organisational affiliation, trainees discuss each recommendation as applied in their own context (e.g., their ministry, police service, military academy). Each group must therefore consist of members of the same organisation if possible. As reviewing 20 recommendations will take a long time, assign six to eight recommendations per group, depending on whether a specific recommendation applies to the institutions represented in the group. For example if a group represents the Ministry of Defence, assign them the recommendations dealing with defence. Some recommendations will apply to several or all groups (such as those under "Policies", "Accountability", or "Participation of women"), so it is normal if some recommendations are discussed by several groups. Each group will determine whether the objective would be achievable (i.e., "what are the odds of getting it implemented in our organisation?").

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

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

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

Possible variations

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

The "Key Recommendations" exercise format can be easily applied to any existing set of tips, recommendations, or sample plans of action in order to prompt discussion or reinforce

learning material through application-in-context. Potential "Key Recommendations" exercises include:

- *Gender-responsiveSSR assessments* (Box 1, p.5 of Tool 13)
- *Involving women in implementing peace agreements and supporting women's peace initiatives* (from paragraph 4.2, p.9, Tool 13)
- *Special measures to protect civilians from sexual violence* (from paragraph 4.7, p.23 of Tool 13)

D. HANDOUT

Applying the key recommendations on implementing the women, peace and security resolutions

Key recommendations from pages 28-29 of the *Implementing the Women, Peace and Security Resolutions in Security Sector Reform* Tool

Policies

1. In developing and implementing SSR-related policies, assess how different policy options will impact upon women, men, girls and boys, and ensure that gender experts and women participate fully in the policy-making process.
2. In all SSR-related policies, explicitly address women and girls' security and justice needs, sexual violence issues, and the promotion of women as equal participants in security sector institutions.
3. Develop National Action Plans for implementation of the women, peace and security resolutions through an inclusive, consultative process, which includes legislators, security institutions, women's CSOs, and other relevant stakeholders. Such National Action Plans should encompass SSR activities.

Accountability

4. Monitor and evaluate i) how women, peace and security issues are addressed in SSR programmes, and ii) execution of National Action Plans for implementation of the women, peace and security resolutions. Use concrete indicators and involve women's CSOs.
5. Establish systems to ensure accountability of individuals within government agencies, security services and peacekeeping missions for implementation of obligations under the women, peace and security resolutions, as included in national security, defence or SSR policies.

Participation of women

6. Include women at all levels in security sector governance and oversight institutions, and provide space for input from women's CSOs.
7. Empower women and women's organisations to participate in SSR processes through the provision of security and logistical support, capacity building, mentoring and support to coalition-building, as necessary.
8. Develop and implement strategies to promote leadership of women within armed forces, police services, defence institutions and the judiciary.

Defence reform

9. Involve women's groups in the planning and implementation of DDR programmes, especially when engaging with female beneficiaries and in the reintegration of ex-combatants.

10. Take action to mitigate the likelihood that the return of ex-combatants to civilian communities leads to increased sexual violence.
11. Ensure that members of new or re-forming armed and police services are vetted for crimes of sexual violence and other violations of international humanitarian and human rights law, giving particular attention to confidentiality and protection of victims of sexual violence.

Police reform

12. Reform police mandates, operating practices, training, incentive systems, performance measures, staffing and accountability systems to prioritise GBV issues. Consider creating specialised police units—staffed by men and women, linked to social and legal support services.
13. Dedicate resources to sexual violence prevention, investigation and prosecution, as well as to victim assistance and protection.

Justice reform

14. Reform laws and judicial procedures, practices and training to address GBV, in line with international standards, making special provision for prosecution of perpetrators and support to victims of sexual violence.
15. Increase women's and girls' access to justice by supporting legal aid, paralegals, CSOs and legal outreach.
16. Work with conflict-affected countries to support capacity to investigate and prosecute crimes of violence against women committed during armed conflict, and maintain local and international pressure to prosecute perpetrators.

In preparation for peacekeeping

17. Integrate practical training on women, peace and security issues, including the prevention of sexual violence, into police and military training, supplemented by mission-specific training for peacekeepers.
18. Develop codes of conduct and accountability mechanisms to address sexual exploitation and abuse, and ensure that any perpetrators are held accountable—and seen in the host country to be held accountable.
19. Establish specialised units to lead and monitor implementation of policies, strategies and training to increase the recruitment and deployment of women in peacekeeping operations.

During armed conflict

20. Document and share strategies for the protection of civilians from sexual violence during armed conflict, including through engagement with non-state actors and enforcement of military disciplinary measures.

Group members:

Institution name:

Date:

Instructions: Consider the key recommendations on SSR and Gender in the context of your institution.

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

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

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

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

Policies

1. Assessment of gender indications of policies:

☐ Achievable

Current level of implementation: 1 2 3 4 5

Benefits

Challenges

2. Women and girls' security and justice needs, women's participation in security sector institutions, explicitly addressed:

☐ Achievable

Current level of implementation: 1 2 3 4 5

Benefits

Challenges

3. NAP development:

☐ Achievable

Current level of implementation: 1 2 3 4 5

Benefits

Challenges

Accountability

4. Monitoring and evaluation:

☐ Achievable

Current level of implementation: 1 2 3 4 5

Benefits

Challenges

5. Accountability systems:

☐ Achievable

Current level of implementation: 1 2 3 4 5

Benefits

Challenges

Participation of women

6. Inclusion of women and women's CSOs in governance and oversight:

☐ Achievable

Current level of implementation: 1 2 3 4 5

Benefits

Challenges

7. Women and women's organisations empowered:

☐ Achievable

Current level of implementation: 1 2 3 4 5

Benefits

Challenges

8. Promotion of women's leadership in security sector institutions:

☐ Achievable

Current level of implementation: 1 2 3 4 5

Benefits

Challenges

Defence reform
9. Involvement of women and women's groups in DDR: ☐ Achievable Current level of implementation: 1 2 3 4 5 Benefits Challenges
10. Prevention of sexual violence after reintegration: ☐ Achievable Current level of implementation: 1 2 3 4 5 Benefits Challenges

11. Vetting:

☐ Achievable

Current level of implementation: 1 2 3 4 5

Benefits

Challenges

Police reform

12. Prioritise GBV issues:

☐ Achievable

Current level of implementation: 1 2 3 4 5

Benefits

Challenges

13. Sexual violence response:

☐ Achievable

Current level of implementation: 1 2 3 4 5

Benefits

Challenges

Justice reform

14. Reform of laws and procedures:

☐ Achievable

Current level of implementation: 1 2 3 4 5

Benefits

Challenges

15. Enhance access to justice:

☐ Achievable

Current level of implementation: 1 2 3 4 5

Benefits

Challenges

16. Work with conflict-affected countries on investigation and prosecution:

☐ Achievable

Current level of implementation: 1 2 3 4 5

Benefits

Challenges

In preparation for peacekeeping
17. Gender training: ☐ Achievable Current level of implementation: 1 2 3 4 5 Benefits Challenges
18. Code of conduct and accountability mechanisms: ☐ Achievable Current level of implementation: 1 2 3 4 5 Benefits Challenges

19. Specialised units:

☐ Achievable

Current level of implementation: 1 2 3 4 5

Benefits

Challenges

During armed conflict

20. Protection of civilians from sexual violence:

☐ Achievable

Current level of implementation: 1 2 3 4 5

Benefits

Challenges

MODULE 4 - GENDER-SENSITIVE SECURITY NEEDS ASSESSMENTS

A. SESSION GUIDE

TIMING: 90 minutes

SESSION CONTENT:

This module addresses the need to integrate gender into security needs assessments.

1. How gender considerations can be integrated into the assessment of security needs and priorities

SESSION METHODOLOGY:

Timing	Method	Materials
15 minutes	Interactive PowerPoint presentation on incorporating gender-sensitive security and justice needs into needs assessments	Laptop, beamer, etc.
5 minutes	Explain and set up group exercise	Handouts
25 minutes	Work in small groups	Flipcharts & markers
40 minutes	Plenary debrief and discussion	
5 minutes	Wrap up	

KEY QUESTIONS ASKED BY PARTICIPANTS

(5-10 of the most interesting/challenging questions asked during the session, listed as bullet points)

LESSONS LEARNED

(5-10 positive (+) or negative (-) lessons learned from the session regarding content, methodology or timing)

B. Presentation Outline

Suggested outline for a presentation on "Gender-sensitive security needs assessments"

Recommended time: 15 minutes, including discussion

1. Concept of assessment
    a. Discussion on security needs assessments from the national perspective

2. Why is gender important to security assessments?

3. How can gender be integrated in security assessments?

4. Gender audits of security sector institutions
    a. Presentation of DCAF's *Gender Self-Assessment Guide for the Police, Armed Forces and Justice Sector*

C. Exercise: Preparing Gender Impact Assessments

Exercise type
Conceptual

Audience
Programme staff (with some knowledge of/experience with impact assessments)

Intended group size
Any group size if broken down into four smaller groups

Time required
About eighty minutes

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

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

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

Learning objectives
After completing this exercise, trainees will be able to:

- Analyse security policies from a gender perspective
- Appreciate the impact that security policies have on gender questions

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

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

A. **Defence expenditure:** The state will provide for legislative approval of defence expenditures. The state will also, with due regard to national security requirements,

exercise restraint in its military expenditures and provide for transparency and public access to information related to the armed forces.

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

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

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

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

In a first step, each group generates as many impact assessment questions regarding the respective policy as they can (minimum ten). For example, questions could be What is the policy trying to achieve and who will it benefit? Is the policy geared towards overcoming gender discrimination? If so, how is this expressed? Would men and women be affected differently?

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

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

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

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

Possible variations

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

C. HANDOUT

Your group considers the following national security policy objective:

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

You work in two steps.

In a **first step** please generate as many impact assessment questions regarding the policy as you can (minimum ten).

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

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

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

D. HANDOUT

Your group considers the following national security policy objective:

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

You work in two steps.

In a **first step** please generate as many impact assessment questions regarding the policy as you can (minimum ten).

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

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

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

E. HANDOUT

Your group considers the following national security policy objective:

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

You work in two steps.

In a **first step** please generate as many impact assessment questions regarding the policy as you can (minimum ten).

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

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

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

F. HANDOUT

Your group considers the following national security policy objective:

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

You work in two steps.

In a **first step** please generate as many impact assessment questions regarding the policy as you can (minimum ten).

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

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

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

MODULE 5 - GENDER-SENSITIVE POLICIES

A. SESSION GUIDE

TIMING: 110 minutes

SESSION CONTENT:

This module addresses the role the policy framework plays in addressing gendered security and justice needs. The session covers the following topics.

1. Addressing the security and justice needs of women and girls in policymaking
2. Identifying key actors/stakeholders that are crucial to this process

SESSION METHODOLOGY:

Timing	Method	Materials
15 minutes	Interactive PowerPoint presentation on incorporating gender-sensitive justice needs into policies	Laptop, beamer, etc.
5 minutes	Explain and set up group exercise	Handouts
45 minutes	Work in small groups	
40 minutes	Group presentations and plenary discussion 10 minutes per group (5 minute presentation + 5 minute Q&A)	
5 minutes	Wrap up	

KEY QUESTIONS ASKED BY PARTICIPANTS

(5-10 of the most interesting/challenging questions asked during the session, listed as bullet points)

LESSONS LEARNED

(5-10 positive (+) or negative (-) lessons learned from the session regarding content, methodology or timing)

B. Presentation Outline

Suggested outline for a presentation on "Gender-sensitive policies"

Recommended time: 15 minutes, including discussion

1. Through discussion, clarify the broad term "policies"
    a. Legislation
    b. Administrative rules
    c. Codes of conduct
    d. Official guidelines
    e. Etc.

2. Why do gender considerations need to be embedded into policies?

3. How can gender be integrated in policies?
    a. Developing expertise among policymakers
    b. Creating systems to allow for systematic, routine gender review of new and revised policies
    c. Consultations with women's civil society organizations

4. What are consultations and how do they work?

C. EXERCISE: CONTINUING POLICY CONSULTATION

Exercise type
Application-in-context

Audience
Policy-makers, parliamentarians, others who can slip into the role of policy-makers

Intended group size
Any group size if broken down into smaller groups of 4–6 trainees

Time required
About 110 minutes

Supplies
Trainees' handouts
Companion National Security Policy-Making and Gender Tool

Guidance to trainers
This exercise explores the relationship between policies and their implementation. Participatory processes seem to be accepted in policy development but less emphasis has been put on continuing consultation beyond the initial policy formulation. This exercise challenges trainees to explore this gap, asking them to consider how promoting national security policies is dependent upon continued consultation. This exercise is somewhat similar to a monitoring exercise but the focus must be on consultation rather than on data collection and other more standard monitoring activities.

Learning objectives
After completing this exercise, trainees will be able to:

- Advocate for the importance of a consultative process with core stakeholders even after a policy is proposed
- Propose consultative mechanisms in this regard

Exercise instructions
The main purpose of this exercise is to explore how the effective implementation of policy is dependent on support for it. Therefore, mechanisms need to be in place to uphold a consultative and analytical process even after a policy goal has been proposed.

Divide trainees into four groups. Explain that the groups are meant to imagine they are policy-makers who have just begun deliberations on policy implementation and how such policies would affect particular groups within the community.

Each group works with one of the following policy goals (which have been adapted from the Jamaican National Security Policy[14]):

1. It is our policy goal to strengthen the system of **border control** including mechanisms to improve the cooperation and coordination of immigrations, customs and police authorities, and to curb **human trafficking** across our borders.
2. It is our policy goal to establish a protocol to govern the **cooperation between agencies with similar or overlapping responsibilities** particularly the Defence Forces High Command and the Police Force, thereby ensuring a clear division of their primary roles and avoiding redundancy in the allocation of resources and the employment of personnel. We want both agencies to become increasingly gender-responsive.
3. It is our policy goal to conclude formal agreements and develop understandings with regional and international partners regarding a **framework for security cooperation** in the event of hostilities. We want women political leaders to contribute to the development of such a framework.
4. It is our responsibility as government to provide a stable and secure environment to all our citizens. It is thus our policy goal to **protect our democratic institutions**, including the offices of the Political Ombudsman, the Children's Advocate, the Gender Advisory Commission and also the work on the Charter of Rights.

Each group is asked to address the following questions (written up on flipcharts for easy reference):

1. Which population groups will be most affected by this policy? Positively/negatively? How will we consult with them?
2. How will we ensure that our policies will receive broad-based support? Who will be our implementation partners?
3. How can we work with the media to communicate our intentions? Who else can support the implementation of our policies? How do we go about discussing the policies with them?
4. How will we ensure that our national goals link with those at the local level?

Ask each group to designate a facilitator to lead group discussions and a rapporteur to record the group's findings on the handout.

In plenary, each rapporteur presents the group findings and members of the group answer questions from the audience. Conclude by re-emphasising the importance of an interactive policy-making process for the success of the resulting policies.

As a suggestion, time could be allotted as follows:

- Instructions and organisational deliberations (5 minutes)
- Small group discussions (45 minutes—keep trainees updated on the remaining time)

[14] Government of Jamaica, *National Security Policy for Jamaica: Towards a Secure and Prosperous Nation*, (Kingston: Government of Jamaica, 2007), http://www.jis.gov.jm/NSPANNET.pdf (accessed June 21, 2009).

- Group presentations (5 minutes presentation and 5 minutes Q&A each)
- Plenary conclusion (5 minutes)

Possible variations

Use different policy goals depending on the needs of your audience. If you are short of time you could only work on two or three policy goals.

D. HANDOUT

1. Which population groups will be most affected by this policy? Positively/negatively? How will we consult with them?

2. How will we ensure that our policies will receive broad-based support? Who will be our implementation partners?

3. How can we work with the media to communicate our intentions? Who else can support the implementation of our policies? How do we go about discussing the policies with them?

4. How will we ensure that our national goals link with the local level?

MODULE 6 - ACCESS TO JUSTICE AND SECURITY SERVICES

A. SESSION GUIDE

TIMING: 60-75 minutes

SESSION CONTENT:

The aim of this module is to familiarize participants with the ways in which gender roles affect justice and security needs. The session covers the following aspects.

1. Recognising gender-specific barriers to access to justice and security services
2. Identifying ways of meeting women's particular justice and security needs

This manual contains two options for group exercises for this module. The session methodology below outlines two parallel options accordingly.

SESSION METHODOLOGY:

Timing	**Method**	**Materials**
20 minutes	Interactive PowerPoint presentation on gender-specific security and justice needs	Laptop, beamer, etc.
5 minutes	Explain and set up group exercise	
Option 1 - Exercise: SGBV victims' access to security and justice services		
20 minutes	Set-up and work in small groups	Handout (flashcards), PowerPoint slides (laptop, beamer, etc.)
20 minutes	Plenary discussion	
Option 2 - Exercise: Bricks in the wall: barriers to access to justice		
30 minutes	Set-up and work in small groups	Flipcharts and markers
15 minutes	Plenary discussion	
Both		
5 minutes	Wrap up	

KEY QUESTIONS ASKED BY PARTICIPANTS

(5-10 of the most interesting/challenging questions asked during the session, listed as bullet points)

LESSONS LEARNED

(5-10 positive (+) or negative (-) lessons learned from the session regarding content, methodology or timing)

B. Presentation Outline

Suggested outline for a presentation on "Access to justice and Security Services"

Recommended time: 20 minutes, including discussion

1. Brief discussion: Why do men and women have different ability to access security and justice services?

2. How does lack of access to justice and security affect the security of a person?

3. Reminder of the different security needs of men, women, girls and boys (from Module 1)

C. EXERCISE: SGBV VICTIM'S ACCESS TO SECURITY AND JUSTICE SERVICES

Type of exercise
Topic specific

Audience
Any

Time required
About 40 minutes

Intended group size
20

Supplies
Handout, PowerPoint slide (laptop, beamer, etc.) or flipcharts

Guidance to trainers
This is a dynamic exercise that can function as an energizer. It introduces challenges to access to security and justice services by victims of sexual and gender-based violence (SGBV), and prompts discussion among trainees on which responses are best suited to overcoming such challenges. If your audience's understanding of SGBV issues is limited, this exercise should be preceded by an introduction to the concept of SGBV.

Learning objectives
After completing this exercise, trainees will be able to

- Identify common challenges to SGBV victims' access to security and justice services
- Think critically about different responses to these challenges

Exercise instructions
Cut out the flashcards provided in the handout. There are fifteen flashcards labelled 'challenge' and five labelled 'response'. Distribute one flashcard to each member of the audience. Instruct them not to show their flashcard to others. Tell the audience that there are some cards that describe potential challenges to SGBV victims' access to security and justice services, and other cards that describe potential responses to these challenges.
Ask the trainees with flashcards labelled 'response' to stand in different parts of the room. Trainees with 'challenge' cards remain in their seats or stand at the centre of the room. Ask each of the 'response' card holders to take turns reading aloud their card to the group. Display the text of the responses on a slide or flipchart sheets to help trainees remember the options. Then ask trainees with 'challenge' cards to go stand around or behind the person who holds the 'response' card that they feel is most suited to their 'challenge'. This should take about ten minutes.

The audience should now be divided in small groups. Give the groups ten minutes to share what the challenges they paired up with this response was, and whether the group thinks this is the best way to address this challenge. Challenge card holders may switch to another 'response' group if the discussion convinces them that a different response is more adequate. If you find that some responses are not favoured by any participants, go directly to a plenary discussion. Then spend twenty minutes engaging the entire audience in a discussion, going around the room, asking each group to identify which challenges sought which response. Invite participants to discuss whether the response is appropriate to the challenge, whether other responses could also be helpful, and what the opportunities and challenges to implementing this response in their work context might be.

D. HANDOUT

Response Train judicial/law enforcement/penal system/border personnel on international human rights standards and applicable national laws.	**Challenge** Police officers rarely intervene in cases of domestic violence because they believe it is a matter to be resolved within the family.
Response Raise awareness, in collaboration with government institutions and civil society, on SGBV and the community's role in prevention and assisting prosecutions.	**Challenge** Judges feel that domestic violence is a family matter, and are unlikely to place a restraining order on the violent partner.
Response Ensure that there are clear standard operating procedures for law enforcement and judicial personnel to respond to cases of SGBV.	**Challenge** Lawyers believe that only women can be victims of sexual violence, and will not take the case of a man who claims he has been victimised.
Response Ensure that there is a clear referral mechanism whereby victims are referred to the police, legal aid, shelter and medical professionals as needed. Involve civil society in the provision of such services.	**Challenge** The neighbours of a victim of domestic abuse will not speak to the police, because they feel that they should not intervene in another family's matters.
Response Ensure that there is an independent body which is capable of receiving citizens' complaints on the conduct of security officials.	**Challenge** The family of a woman who has been raped tells her not to go to the police, because she brought in on herself by going out alone late at night.

Challenge In a case where a civilian is sexually assaulted by a soldier, the police are unable to intervene because the matter involves the military.	**Challenge** Young women are being recruited to work abroad. They are told they will work as waitresses, whereas in reality they are forced into prostitution.
Challenge A prisoner who is being sexually abused by a prison guard does not think the prison warden will listen to the complaint, and does not know who else to turn to.	**Challenge** Border guards do not have guidance on how to respond when they suspect that someone is being taken in or out of the country to be forced into prostitution.
Challenge The spouses of police officers who commit domestic violence feel that they cannot report this to anyone, because they are afraid that the officers' colleagues will not take action against their squad mate.	**Challenge** Victims of sexual violence are hesitant to file reports because they are often interviewed in an open space in the police station, rather than in a private interview room.
Challenge Victims of domestic violence decline to press charges against the aggressor because he is the family's only breadwinner.	**Challenge** Cases of sexual abuse are often not prosecuted, because forensic evidence has not been collected by a doctor.
Challenge Victims of rape are afraid to go to the police because they do not have money for a lawyer.	**Challenge** Victims of domestic abuse are unable to escape their abusers because they have no place to go.

E. EXERCISE: BRICKS IN THE WALL: BARRIERS TO ACCESS TO JUSTICE

Exercise type
Conceptual

Audience
Any, but principally those somewhat familiar with "access to justice" issues

Time required
50–60 minutes

Intended group size
16–24 people

Supplies
Four large flipcharts and markers
Companion Justice Reform and Gender Tool

Guidance to trainers
This exercise is an adaptation of a problem/objective tree analysis. It is necessary that the audience is familiar with their local justice reform context and "who does what." Depending on the level of your audience, you might also wish to precede this exercise by a reminder of the barriers to access to justice listed on page 5 of the *Justice Reform and Gender Tool*. However, the point of this exercise is to focus on gender specific, rather than general, obstacles, so encourage trainees to think about those in particular.

It might be useful to pair this exercise with one looking at gender differences, stereotypes and discrimination (such as Exercise 1 or 3 in the Training Resources on SSR and Gender). This would help trainees to appreciate that gender roles are not uniform, at the same time as considering generalisations about gender and access to justice.

Learning objectives
After completing this exercise, trainees will be able to:

- Identify barriers to access to justice for specific (gendered) population groups
- Recognise and critique interventions to overcome these barriers and their effects
- Develop improved or new responses to the problem

Exercise instructions
Split the audience into four small groups of four to six people. Give each group a flipchart and markers. Ask group one to draw a woman, group two a man, group three a girl and group four a boy in the middle of the picture.

Then, ask each group to draw one brick of a wall on their respective flipchart, in the centre of which they write one major problem that could affect access to justice for this woman, man, girl or boy. Request that each group focus on the access to justice issues that are

specific to the (age and) gender of their group, to the exclusion of more common obstacle to access. Ask each group to add other bricks and to denote linked problems by stacking the bricks to begin building a wall. Ask the groups to continue this activity, drawing and linking bricks, as far as they can go. Allow 20 minutes for this task.

When a whole wall of bricks has been created, ask each group to identify with an arrow the point in the wall at which a particular intervention (perhaps their own organisation's intervention) begins and to highlight the consequences (how many other parts in the wall are impacted) (10 minutes). Have each group hang their drawings on the wall and invite everybody to walk around and view them. In plenary, discuss (15 minutes):

- What are key barriers to access to justice for women, men, girls and boys? How are they different for each category?
- Which barriers to access to justice are being addressed by which interventions? What are the results?
- What interventions might be needed but are not happening?

In a final discussion, raise awareness of the linkages between ending impunity for gender-based violence and building (women's) trust in the justice system and, likewise, between promoting gender balance within SSR processes and security sector institutions and trust in the justice system (3 minutes).

Possible variations

This exercise could be done with different or more sophisticated categories than "woman", "man", "girl" or "boy". For example "elderly men", "disabled girls", "gay men", "victims of gender based violence" or men, women, girls or boys from a particular ethnic, political or religious group, rural versus urban populations, educated versus uneducated people.

If you want to do this exercise in an even more visual way, you could use life-size figures and pre-made carton bricks, on which to write and from which to build a wall.

If you have less time, you can restrict this exercise to analysing and linking problems only and not include an analysis of interventions.

MODULE 7 - GENDER-SENSITIVE OVERSIGHT OF THE SECURITY SECTOR

A. SESSION GUIDE

TIMING: 60 minutes

SESSION CONTENT:

This module seeks to strengthen understanding of the modalities of external oversight of the security sector. It also addresses the benefits of gender-sensitive oversight of NAP implementation. It will cover the following issues.

1. Identifying hesitations or fears concerning the involvement of civil society in oversight
2. Noting benefits of involving civil society to ensure effective and gender-sensitive oversight
3. Deepening the understanding of how parliamentary oversight mechanisms function

There are two sets of topics for discussion for this module - one set relating to civil society oversight and the other relating to parliamentary oversight. The trainer can either focus on only one of these issues, or choose a combination of both. The amount of time required for this session will vary accordingly.

SESSION METHODOLOGY:

Timing	**Method**	**Materials**
15 minutes	Interactive PowerPoint presentation on gender-sensitive oversight of the security sector by civil society and/or parliament	Laptop, beamer, etc.
45 minutes	Group discussion	None/sticky notes/flipcharts/whiteboard

KEY QUESTIONS ASKED BY PARTICIPANTS

(5-10 of the most interesting/challenging questions asked during the session, listed as bullet points)

LESSONS LEARNED

(5-10 positive (+) or negative (-) lessons learned from the session regarding content, methodology or timing)

B. PRESENTATION OUTLINE

Suggested outline for a presentation on "Gender-sensitive oversight of the security sector"

Recommended time: 15 minutes, including discussion

1. Overview of different forms of oversight
    a. Formal (ministries, parliaments, ombudspersons, judiciary)
    b. Informal (civil society)

2. Why is a gender perspective important in oversight of the security sector?

3. Difficulties in the interactions between parliaments, civil society, security ministries and security institutions.

C. Discussions

Suggested discussion procedures

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

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

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

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

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

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

CIVIL SOCIETY OVERSIGHT: TOPICS FOR DISCUSSION

The following twelve points suggest topics for discussion loosely organised around key themes elaborated in the companion tool.

1. Discuss the statement: "the integration of gender issues into oversight of the security sector is key to the effectiveness and accountability of the security sector and to local ownership and legitimacy of SSR processes." Can you enumerate some strategies that help implement this goal in your society?

2. Identify three examples of civil society oversight of the security sector which demonstrate gender responsiveness.

3. If you worked in a security sector watchdog organisation, what would you watch out for in relation to the goal of making security institutions more gender-responsive? What might be indicators of success?

4. Discuss ways in which civil society organisations can assist security and justice institutions to monitor how they address gender-based violence.

5. Discuss ways in which civil society organisations can hold security sector institutions accountable for increasing the recruitment of women and other under-represented groups.

6. Identify examples of the participation of women's organisations in civil society oversight. In what way has their participation been beneficial; what was a challenge?

7. What can the involvement of women's organisations add to an SSR process?

8. What are three advantages and three challenges to making your CSO (a) more gender-responsive in its work, and (b) more sex balanced (i.e., equal numbers of men and women at all levels) in its staffing?

9. What can civil society organisations do to help effectively prevent, respond to, and sanction gender-based violence? Enumerate at least three goals and strategies to implement them.

10. What is the role of a gender audit? How can one ensure that their recommendations are applied?

11. If you were commissioning a research project on civil society oversight of the security sector and gender, what would you focus on and why?

12. Discuss the statement: “civil society’s oversight role enables it to influence the gender-responsive reform of security institutions, such as the military, the police, private security companies, border agencies, prisons and courts.” What special considerations are applicable to a post-conflict context in this regard?

PARLIAMENTARY OVERSIGHT: TOPICS FOR DISCUSSION

The following seventeen suggested topics for discussion are loosely organised around key themes elaborated in the *Parliamentary Oversight of the Security Sector and Gender Tool*.

13. What are the benefits of making security policies gender-responsive?

14. What actions can parliamentarians take to ensure that security policies are gender-responsive?

15. What are the specific security threats and risks experiences by women and girls in your country? How do they differ by social, ethnic group, region, etc.?

16. How can you access data on women and girl's security?

17. What gender and security issues are there upon which cross-party cooperation might be possible in your parliament? What mechanisms exist for such cooperation?

18. Identify and discuss three examples of oversight of the security sector by your parliament which demonstrate gender-responsiveness.

19. Identify five ways in which parliamentarians support accountability for human rights violations committed by the security forces.

20. What can parliament do to help effectively prevent, respond to, and sanction gender-based violence?

21. How can you link up with civil society organisations on gender issues? Are there any mechanisms for government-civil society consultations? Do other oversight committees include hearings from civil society or have informal liaison?

22. In what ways can parliaments promote the participation of women in security sector institutions?

23. In what ways can sitting parliamentarians and their parties promote balance between men and women in the parliament?

24. What measures can be taken to increase the number of female parliamentarians on defence and security related committees?

25. What gender-related expenses need to be specifically addressed in security and defence budgets? How could the parliament go about ensuring that this happens?

26. In what ways can a post-conflict parliament support gender-responsive SSR?

27. How could a gender-responsive parliament positively influence a DDR process?

28. If you worked in a parliamentary watchdog organisation, what would you watch out for in relation to the goal of making parliament more gender-responsive?

29. If you had to commission a research project on parliamentary oversight of the security sector and gender, what would you focus on and why?

MODULE 8 - MONITORING AND EVALUATION

A. SESSION GUIDE

TIMING: 80 minutes

SESSION CONTENT:

This module highlights the importance of monitoring and evaluation for successful policy implementation. The exercise associated with it is designed to strengthen the participants' skills in monitoring NAP implementation in the security sector. More specifically, the session covers the following topics.

1. The importance of monitoring for successful NAP implementation
2. Developing good indicators to monitor implementation
3. Identifying effective and realistic data sources for these indicators

SESSION METHODOLOGY:

Timing	Method	Materials
20 minutes	Interactive PowerPoint presentation on monitoring and evaluation	Laptop, beamer, etc.
5 minutes	Set up and explain exercise	Handouts
20 minutes	Work in small groups	
30 minutes	Discussion in plenary	
5 minutes	Wrap up	

KEY QUESTIONS ASKED BY PARTICIPANTS

(5-10 of the most interesting/challenging questions asked during the session, listed as bullet points)

LESSONS LEARNED

(5-10 positive (+) or negative (-) lessons learned from the session regarding content, methodology or timing)

B. Presentation Outline

Suggested outline for a presentation on "Integrating Gender in Monitoring and Evaluation"

Recommended time: 20 minutes, including discussion

1. Overview of monitoring and evaluation (M&E)
    a. Clarify baseline, input, process (or activity), output, outcome, impact
    b. Define and clarify indicators
    c. Discuss sources of data for M&E

2. Differentiate between monitoring and evaluation, connecting both concepts to assessments (Module 4)

3. How can gender be integrated into M&E?

4. Challenges and limitations of evaluation

C. EXERCISE: MONITORING IMPLEMENTATION OF A NATIONAL ACTION PLAN ON UNSCRS ON WOMEN, PEACE AND SECURITY

Type of exercise
Topical

Audience
Particularly government agencies or CSOs charged with monitoring National Action Plans

Time required
About 65 minutes

Intended group size
Up to 16 trainees

Supplies
Handouts

Guidance to trainers
This exercise should be set in the larger framework of M & E approaches; it is thus expected that trainees have basic knowledge of M & E. Ensure that all are on the same wavelength by preceding this exercise with a presentation of basic concepts. This exercise is focused only upon indicators, and not on the whole monitoring task, so that it is manageable while addressing the potentially most difficult aspect of monitoring.

Learning objectives
After completing this exercise, trainees will be able to:

- Demonstrate the importance of monitoring the successful implementation of United Nations Security Council Resolutions (UNSCRs) on women, peace and security
- Develop some monitoring indicators

Exercise instructions
Split your audience into sub-groups of no more than four people. Each group will be doing the same task. If you have a small group of trainees, have them work in pairs.

Explain that their task is to plan monitoring of implementation of selected commitments in the Georgian National Action Plan (NAP) on UNSCRs on women, peace and security. They have been asked to be on a committee that will use the matrix on the handout to identify monitoring indicators against NAP commitments. 20 minutes are allocated for this task.

Then, in plenary, invite groups to share their indicators one at a time (i.e., all groups share No. 1 first, then all share No. 2, and so on) until all ten commitments have been discussed (40 minutes). Conclude by broadening the discussion to other preparation points, such as, who would do the monitoring, at what frequency, how, by what means, etc. There will not be time to answer these points in detail; they should just be listed as important elements of preparation (5 minutes).

Possible variations

With more time available (15 minutes) you could further emphasise the concluding discussion of what principal elements are necessary for successful monitoring. You could do this either in plenary, or as a second round of small group work followed by plenary.

D. HANDOUT

Background

In December 2011, Georgia published National Action Plan for implementation of the UN Security Council Resolutions # 1325, 1820, 1888, 1889 and 1960 on "Women, Peace and Security." In this plan, the Government of Georgia has made commitments to actively implement the UNSCRs from 2012 to 2015. Under the Georgian NAP, every institution that has responsibilities for implementation is also charged with accountability and monitoring of NAP implementation, in collaboration with other actors, including civil society. In addition to each agency having the responsibility to monitor and report on arrangements for implementation of the NAP, the Gender Equality Council is to create a representative steering group for the purpose of monitoring and implementation.

Suppose you have been charged with monitoring NAP implementation for the following objectives and activities, selected from the NAP itself. Your first step is to outline monitoring indicators against commitments spelled out in the action plan. You have designed a matrix for this task.

Matrix of commitments and possible monitoring indicators

Nation Action Plan on 1325 commitments	***Possible monitoring indicators***
1. Training of peacekeeping forces in the UN Security Council Resolutions No 1325, 1820, 1888, 1889 and 1960 on "Women, Peace and Security" (NAP Activity 1.3.1)	*Example:* ▪ *Women, peace and security issues are included in pre-deployment training for peacekeeping troops or specific gender training is provided* ▪ *Number of personnel (men and women) who have benefited from gender training* ▪ *Trained personnel demonstrate increased understanding of gender issues in exit tests or training evaluation forms*
2. Revise the existing standards of physical fitness in order to encourage women's participation in military units and peacekeeping forces. (NAP Activity 1.3.3)	
3. Awareness of the population residing on territories adjacent to occupied regions and, if necessary, throughout Georgia, on increased risks and threats, especially taking into account specific needs of women and children; (NAP Activity 2.2.1)	
4. Ensure trainings on civil defense and safety measures for the population residing on	

the territories adjacent to occupied territories (NAP Activity 2.2.2)	
5. Review of the existing legislation on the crime of sexual violence committed in conflict and post conflict periods from the viewpoint of zero tolerance and develop recommendations as necessary on the amendment to relevant legislation (NAP Activity 3.1.2)	
6. Ensure close cooperation with Inter-Agency Coordination Council "On Combating Human Trafficking", the State Fund for the Protection of and Assistance to the (Statutory) Victims of Human Trafficking (and domestic violence) and relevant international organisations for the purpose of combating sexual and gender-based violence and trafficking in persons (NAP Activity 4.1.2)	
7. Support development of legal assistance service and other mechanisms on the territories adjacent to occupied regions to ensure access to justice for conflict affected women and girls (NAP Activity 4.2.2)	
8. Provide information on cleaning up works of explosive waste of war to women residing on territories adjacent to occupied regions. (NAP Activity 4.3.4)	
9. Raise public awareness on women-related and gender equality, peace building, issues, as well as UN Security Council Resolutions 1325, 1820, 1888, 1889 and 1960. (NAP Activity 5.4.1)	
10. Support setting up of a representative steering group with participation of governmental agencies, international and civil society organisations for the purpose of implementation of National action plan and ensuring accountability/monitoring. (NAP Activity 5.5.1)	

UN WOMEN
United Nations Entity for Gender Equality and the Empowerment of Women

DCAF
a centre for security, development and the rule of law

Project funded by the European Union