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GENDER TRAINING FOR THE SECURITY SECTOR

Lessons identified and practical resources

Outcomes from the Expert Trainer Workshop
held in Geneva on 4-6 June 2012





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We would like to thank all the workshop participants for sharing their expertise and providing input for this workshop report. In particular, we would like to thank the DCAF Gender and Security Programme for their excellent contributions.



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Cover image: Officers of the Timorese National Police take part in a joint training exercise with their UN counterparts on coordinating response and planning in the event of civil disorder, 12 January 2012. ©Martine Perret/UN Photo

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PREFACE

The Geneva Centre for the Democratic Control of Armed Forces (DCAF) first began working on gender and security issues in 2003. At that time, the need to address gender in relation to questions of security was slowly being recognised in the international community but there was a dearth of expertise in the area. DCAF sought to help remedy this by developing and translating practical resources on the topic, notably the DCAF, OSCE/ODIHR and UN-INSTRAW *Gender and Security Sector Reform Toolkit* and accompanying *Training Resource Package*. Since then, through in-country capacity building initiatives, DCAF has supported the integration of gender issues in security sector institutions in Africa, Europe and the Middle East. As part of a Norway-supported project on Gender and Security Sector Reform Capacity Building, which seeks to build the gender training expertise of security sector institutions in the Global South, in June 2012 DCAF hosted a workshop bringing together top gender training experts from around the world to exchange ideas and experiences.

This workshop proved very successful in achieving its main objective: to share and document global best practices in delivering gender training to defence, police and security-related audiences. Throughout the sessions, participants were able to explain their training approaches and receive feedback and tips from the group. Participants also found that they faced similar challenges when developing and delivering gender training, such as effective training needs assessment and evaluation, and so could learn much from each other's experiences. Discussions during the workshop pin-pointed new areas which need further development, such as gender training for men and addressing intersectionality. Finally, the convivial atmosphere of the workshop was highly conducive to creating a sense of community among gender and security training experts from many different sectors and countries. We sincerely hope that this spirit of friendship will continue in the form of a continued exchange of training materials and expertise.

This workshop report provides an invaluable resource to anyone involved in training in the field of gender and security. The numerous lessons identified in the report contain useful tips and pointers on how to overcome some of the greatest challenges that gender trainers currently face. Furthermore, the report contains a sizeable collection of tried-and-tested training exercises – an excellent resource for anyone tasked with gender training. Lastly, Annex 4 contains an extensive list of additional resources such as publications, short videos and other electronic training materials. I hope that in capturing most of the discussions and resources shared, this report will serve as a useful reference for all those present at the workshop. Even more importantly, we hope that the report will act as a tool to inform and inspire other gender trainers around the world.



Anja H. Ebnöther
Assistant Director and Head of Operations III Division
DCAF

BACKGROUND

As part of its ongoing project on Gender and Security Sector Reform Capacity Building, DCAF hosted a three-day workshop on gender training for the security sector in Geneva, Switzerland, on 4–6 June 2012. The workshop brought together 36 gender training experts from around the world to share and discuss good practices and lessons learned in delivering gender training to defence, police and other security audiences.

Objectives

The main objective of this workshop was to share and document global best practices in delivering gender training to defence, police and security-related audiences. Sub-objectives included:

- To provide an opportunity for gender training experts to learn from each other.
- To exchange and provide feedback on our training materials.
- To document and distribute best practices and lessons learned through a practical workshop report and share training materials online.
- To potentially create an online community of gender and security training experts.

Participants

The workshop participants were all expert gender trainers with extensive practical experience delivering training to security audiences. They were selected from DCAF's gender trainer mapping as well as our informal network of trainers and partners in the field. A total of 36 trainers, including DCAF staff, participated in the workshop; they came from a variety of countries, including Bosnia-Herzegovina, Canada, Côte d'Ivoire, Ghana, Liberia, the Netherlands, the occupied Palestinian Territory, Serbia, Sierra Leone, South Africa, Spain, Sweden, Switzerland, the United Kingdom and the United States. Participants included trainers from the armed forces, police, government ministries, training institutions, universities, international organizations and civil society organizations (see Annex 2 for the participant list).

Workshop content and methodology

The three-day workshop was held in Geneva, Switzerland, in the premises of the Geneva Centre for Security Policy. The sessions were highly participatory and hands-on, designed to encourage exchange and feedback among the expert trainers. In addition, each participant was expected to facilitate, present or lead an exercise during the workshop. The content of the workshop focused on particular aspects of and challenges for gender training with security audiences, such as:

- effective training needs assessment
- importance of gender – debating different approaches
- simulation exercises and role plays
- exchange and analysis of gender training agendas
- gender training for men
- gender and diversity training – making the links
- exchange and analysis of case studies
- gender exercises to promote attitude change
- evaluating the impact of gender training

The full agenda can be found in Annex 1.

DAY ONE: Welcome remarks and introduction

During her succinct welcome remarks, Assistant Director of DCAF and Head of the Operations III Division Anja Ebnöther welcomed all participants to Geneva and extended her thanks to the workshop organizers, participants and Norwegian Deputy Permanent Representative Kåre Stormark. She noted that without the continued and generous support of the Norwegian Ministry of Foreign Affairs, the DCAF Gender and Security Programme would not be where it is today.

Ms Ebnöther remarked on the high level of gender expertise present among the workshop participants and the unique opportunity the event presented to exchange expert knowledge on gender training for the security sector. “What brings you all here,” she emphasized, “is your expertise ... My whole team and I are very eager to hear and contribute to the discussions in the coming three days. We hope to learn as much from you as you might learn from us ... In this atmosphere of open exchange, of dialogue, of constructive critique, and hopefully some good laughs, we build our own capacities and develop new friendships, while building on already existing ones. In this spirit I wish you all a productive workshop.”

Mr Stormark then took the floor. He highlighted the importance of sharing experiences and learning from one another at workshops such as this in view of the internationally recognized need for a gender perspective in the area of peace and security. He went on to underline the importance of mainstreaming gender as “a prerequisite for sustainable social and economic growth”. He thanked DCAF for its longstanding cooperation with Norway and urged it to “keep up the good work”, particularly in the area of capacity building, which, he noted, is key to achieving the goals of United Nations Security Council Resolution (UNSCR) 1325. He concluded his welcome remarks by wishing all participants and organizers a successful workshop.

Following the welcome remarks, DCAF Project Coordinator Kristin Valasek reiterated the objectives of the workshop and presented the agenda. She then asked participants to brainstorm ground rules and expectations for the workshop.

Ground Rules	Expectations
Turn cell phones off or put on vibrate	Gain new inspiration/improve/adapt materials
Arrive on time	Improved network of gender trainers – “Know who to ask”
Chatham House Rule (confidentiality) ¹	Training versus capacity building (discuss)
Respect speakers (no side talking)	Create (not only an online) community
Say something if you cannot hear	Advocating for the need for (successful) training
Speak slowly and clearly	
Use first names	
Be open	
Explain/spell out acronyms	

Ms Valasek invited the participants to introduce themselves by giving their name, institution and gender training experience (audience, objectives, topics), and share details of their more recent gender training.

¹ Facilitators and speakers for each session are identified by name; otherwise, interventions are referred to as by “a participant” or “participants”.

SESSION ONE

Conducting gender training needs assessments

In order to design and implement gender training for security sector personnel, an essential first step is to conduct a training needs assessment (TNA). A TNA is a systematic data-collection process that aims to provide an understanding of current training needs; identify the training objectives, content and methodology; and create a baseline for future monitoring and evaluation. DCAF Project Coordinator Kristin Valasek led this session, giving an introductory overview of TNAs. She facilitated a plenary discussion on why TNAs are important, who should be assessed, what should be assessed and what methods can be used to conduct an assessment. Participants identified many reasons for why TNAs are important, including:

- getting to know the trainees² (including their institutional context, level of knowledge of subject matter, prevalent stereotypes/attitudes) in order to design target group-specific training
- increasing trainee engagement, buy-in and the credibility of training
- beginning the process of awareness raising
- determining goals and mandate of “client” institution
- risk management
- understanding the cultural context of participants
- gauging who would be the most appropriate trainer (gender, age, rank, ethnicity, etc.)

Ms Valasek followed this overview by presenting a few of the common challenges of conducting a TNA, such as time constraints (especially receiving the list of participants and/or TNAs immediately before the training), lack of comprehensiveness and reluctance by trainees to respond or respond honestly. Additional challenges can include not having control over the selection of trainees and trainees potentially receiving multiple TNAs at the same time. After this introduction, three speakers shared their experiences of designing and conducting TNAs.

SPEAKER: Maida Ćehajić, Atlantic Initiative, Bosnia-Herzegovina

Ms Ćehajić presented her experiences with TNAs as project officer at the Atlantic Initiative in Bosnia-Herzegovina (BiH). The Atlantic Initiative is a non-profit and non-governmental organization, established in Sarajevo in 2009 by a group of university professors, lecturers and journalists sharing common concerns for the future of BiH and its accession to NATO and the European Union. Within her work Ms Ćehajić delivers training sessions on UNSCR 1325, predominantly to civil servants in the security sector. She shared copies of a learning needs assessment questionnaire she developed for civil servant gender focal points in BiH. She also mentioned a few of the lessons she learned while developing the TNA: for example, having a generic questionnaire for a variety of actors did not prove to be useful.

² In this report, “trainee” refers to hypothetical training participants, while “participant” refers to the participants in the Gender Training for the Security Sector – Expert Trainer Workshop. This distinction is made to maintain clarity throughout the report.

SPEAKER: Dr Nana Pratt, National Organization of Women, Sierra Leone (NOW SL) and the Mano River Women's Peace Network (MARWOPNET), Sierra Leone

Dr Pratt described her experience, as a founding member of MARWOPNET, in developing “rapid assessment of community security apparatus and traditional early warning from a gender perspective”. MARWOPNET is a civil society network of women from throughout the Mano River region (Côte d'Ivoire, Guinea, Liberia and Sierra Leone) who work to promote lasting peace and raise awareness about gender and sustainable development. The network has been a key player in the peace and reconciliation processes in the sub-region. The assessment Dr Pratt described was conducted on 23–30 July 2007 in the Koindu, Kenema and Kailahun districts of Sierra Leone, with the objectives of:

- Finding out how security sector institutions relate to community members (including women).
- Finding out how community women view security sector institutions/officers and traditional authorities.
- Identifying what peace, safety and security mean to women, men and youth.
- Identifying ways in which the community, especially women, can collaborate with security sector agencies/institutions.

As some of the women's organizations were not able to respond in writing to the questionnaire, MARWOPNET held focus group meetings to gather the information. In addition, it used community mapping as an assessment tool to gather information about community safety and security. For example, women spoke of how they were being harassed by border security officials, who claimed that women were often responsible for smuggling. In the assessment, MARWOPNET found that women's groups were potential early warning actors for the outbreak of violence, but they lacked the connections to communicate to early response actors such as the police or other security bodies. Consequently, MARWOPNET supported the inclusion of women's organizations in the district security committees.

SPEAKER: Deputy Chief Sylvester Hina, Liberian National Police (LNP), Liberia

Mr Hina presented his experience with TNAs in the Liberian National Police as deputy chief of the LNP Gender Affairs Section. He described a situation he faced when the Gender Affairs Section had just begun working. Lacking any assessment of the gender-related training needs within the section, it was unable to determine a specific set of objectives and activities. To address this problem, the United Nations Police (UNPOL) gender adviser designed and distributed a questionnaire to assess the level of understanding of gender issues. Mr Hina handed out copies of this questionnaire, which asks respondents to define the meaning of gender, gender equality and gender equity, as well as describe the difference between gender and sex and between gender and sex roles.

FACILITATOR: Kristin Valasek, DCAF, Switzerland

After the presentations, Ms Valasek led an interactive exercise to facilitate knowledge exchange on TNAs, dubbed “speed consultations”. She asked all participants to stand up and position themselves along a line of tape in the middle of the floor according to their self-identified level of expertise on TNA. She then divided the group in half, categorizing one half as “Experts” and the other as “Learners”. All participants were given one notecard each. The Experts were asked to sit next to each other along one side of the room and write down a few of their best tips for conducting TNAs. On the other side of the room, the Learners were asked to write down two questions they had on TNA. The Learners were then asked to take a seat opposite the Experts, with each Learner facing one Expert. They were given three or four minutes for each Learner to ask the Expert their questions. After the allotted time, the Learners were asked to stand up and move one chair to their right in order to ask the same questions to another Expert. Following this exercise, Ms Valasek asked the Learners to write down the most useful response

they had received to their questions: some of the questions and responses are listed in the chart below. She closed the session by distributing a copy of a DCAF TNA on national security policy and gender that was used in the occupied Palestinian Territory.

Experts' Tips

- Be clear on your own objectives of the TNA.
- Combine different assessment methodologies, such as questionnaires, desk research, interviews and focus groups.
- Ensure that assessments are context-relevant.
- Address the needs of specific groups that you are working with.
- Do not rely only on questionnaires.
- Use both open and closed questions.
- Ask respondents multiple-choice questions to discourage them from responding insincerely with more socially acceptable answers.
- Questionnaires should abide by the SMART principles: Specific, Measurable, Attainable, Relevant, Time bound.
- Do not shy away from asking potentially difficult questions.
- Conduct desk research of context-relevant stories related to gender stereotyping to enhance your knowledge transfer during training sessions.
- Conduct a media review to assess cultural stereotypes and gender "images" distributed to, or rejected by the public.
- Create a safe empirical environment where the trainees and trainers can be open and honest.
- Give feedback and encourage dialogue between trainers and trainees.
- Provide trainees with more response options or request examples to illustrate their responses.
- Start on time so that you have the time to do a TNA.
- Mix the group of trainees.
- If the organization you are working with is strongly hierarchical, work within it and use its hierarchical elements to your advantage.
- Present and discuss the TNA results with your audience.

Learners' Questions	Experts' Responses
What do you do when your group of trainees is too diverse regarding their knowledge of gender?	Recognize that all trainees have a certain expertise –help those with gender expertise to share it with those trainees with less knowledge of gender issues.
How do you collect quantitative data in TNAs that can be used as a baseline for monitoring and evaluation?	Use the TNA to develop indicators for monitoring and evaluation. Qualitative data can also be used to establish baselines.
How do you best assess gender attitudes and stereotypes?	Give hypothetical situations and ask for trainees' perceptions. For example, "Would you prefer working with a man or a woman, and why?"
How do you determine the most appropriate needs assessment method (i.e. questionnaire, interview, etc.)?	Determine the method based on the TNA objective and targeted trainees. If possible, use a combination of two or more methods.
What is the best TNA method when working with survivors of sexual violence?	Conduct face-to-face interviews. This helps build trust and allows the trainer to understand the needs and expectations of trainees.
Regarding safety and security of TNA participants, how would you ask about potentially sensitive concerns?	Conduct interviews, consult with on-call trauma experts and utilize local knowledge.

Learners' Questions	Experts' Responses
How do you avoid trainees simply "ticking the box" in TNAs and not being honest with their responses?	Provide trainees with more response possibilities, or request examples to illustrate their responses.
How do you convince a client/employer to permit and pay for the time and resources for conducting TNAs?	Do not separate out the TNA from the training package – sell it as part of a single process.
Based on the TNA, do you usually alter the original agenda or leave it?	You should adapt the training, including the agenda, based on the results of the TNA.
How do you increase the chances of training follow-up through the TNA?	Ask questions concerning how trainees plan to apply the knowledge and skills gained from a training session. Ask for expectations, objectives and gaps, and design the training session based on these responses.
At what point in the planning is the TNA conducted?	Conduct the TNA as early as possible in the planning process.
How can you gain access to the main decision-makers when conducting a TNA?	Always engage senior-level officers in a formal interview instead of giving them a questionnaire as part of a TNA.

Additional Learners' Questions

- What is the hardest question or situation you've faced while conducting a TNA, and how did you deal with it?
- How can you incorporate culturally specific elements in your questionnaire?
- What do you do if you realize the needs and wants of your target audience are different than the objectives of the training?
- How do you differentiate the real needs of the trainees from the wishes/needs of their organizations?

Lesson Identified 1.1 – *Who*: Assess more people than just the trainees

Ms Valasek pointed out the importance of assessing the needs not only of the potential trainees but also their managers, the beneficiaries and those mandating the training. A participant concurred, referring to her experience in conducting a needs assessment of her entire institution when designing a diversity and equality police capacity-building process. She noted the importance of speaking with the police chiefs in order to understand fully their programme and the changes they envisioned, as well as talking to managers so they understand the level of commitment needed from trainees. She emphasized the need for all levels of the hierarchy to understand the importance and purpose of the gender training/capacity building. She found that conducting pilot training beforehand was a particularly useful strategy for building an understanding of the course content among potential trainees. See Session 6 for more details regarding this assessment.

Dr Pratt mentioned the necessity of involving the traditional/customary authorities in their needs assessment in Sierra Leone. On this topic, other participants noted the issue of accessibility. When developing a TNA, it is important to consider at what time of day and at what locations it will be conducted, and ensure that these factors do not render it inaccessible to key stakeholders.

Lesson Identified 1.2 – *What*: Determine clear guidelines on what will be assessed

Ms Valasek pointed out the importance of assessing the background/context, interests/priorities, knowledge and skills of trainees. As part of the TNA that she undertook in BiH, Ms Čehajić included three areas of assessment:

- Trainees' gender training background (to determine whether they have had gender training in the past and their understanding of gender issues).
- How knowledge will be applied in the trainees' daily work.
- The level of awareness of local and regional gender mechanisms among trainees (i.e. gender equality laws, anti-discrimination laws and gender-focused civil society networks).

When brainstorming on this topic, participants identified additional questions to be included in the TNA.

- Give me an example of good training you attended; why was it good?
- Give me an example of bad training you attended; why was it bad?
- What do you want to achieve as a trainer or a trainee?
- What do people need to feel comfortable and be fully focused?
- What existing gender attitudes/stereotypes do trainees have?
- Is the training accessible (e.g. childcare services, public transportation, safety issues, time of day)?
- Gender of trainees.

In addition, the example on assessing gender competencies as an entry point for capacity building was relevant (see Session 6). Finally, another participant mentioned the need to distinguish clearly in the TNA between trainees' "wants" and "needs", and emphasized that the two are often not the same.

Lesson Identified 1.3 – How: Assessment methods depend on the objectives, context and available resources

Participants discussed their experiences using different methods of conducting TNAs.

Questionnaires, which several participants noted as their main tool for conducting TNAs, were said to be most effective when they are short and ideally preceded by an explanation. This ensures that trainees understand the rationale behind the assessment and how to fill out the form. One participant suggested that they should also be anonymous. Ms Čehajić told participants how the first questionnaire she designed was far too long and detailed, which meant that barely any of the trainees fully responded to it. Questionnaires, she found, should be simple and quick to fill out, and should include a combination of open and closed questions to force trainees to respond in their own words. A participant mentioned that questionnaires are not always understood by the recipients and sometimes it is necessary to use the questions as a basis for an interview or focus group.

Interviews and focus groups were discussed as useful tools for obtaining information. However, participants emphasized that when conducting focus group discussions, facilitators must be aware of the dynamics of the group in advance, including the rank of each trainee. Ms Čehajić recalled two challenges she had faced when conducting focus groups: trainees expected to be paid for their participation, and some trainees were uncomfortable discussing institutional problems with others. One good practice she shared for facilitating groups was the use of hypothetical situations to explore trainees' reactions to specific scenarios. Additionally, she noted that asking for concrete examples of how people have experienced certain gender issues in their daily work can help to understand and assess the context.

Another method mentioned by a participant was holding **consultation meetings**. He gave an example of holding a two-day consultation in Georgia in April 2012 to discuss gender and security sector issues with civil society organizations and security sector institutions. Based upon these consultations, DCAF collaborated with UN Women on the production of the "Training Manual on Gender and Security: Resources for Security Actors and Civil Society in Georgia", available in English and Georgian (see Annex 4).

Desk research was brought up as a useful way of preparing for a training session to ensure that a trainer is sufficiently familiar with the context, institution and trainees. Time should therefore be reserved for sufficient desk research during the TNA process.

Finally, the possibility of distributing a **test or quiz** on gender and security issues before starting a training session was suggested. A fun quiz at the start of the training can be a useful tool to create a comfortable atmosphere while simultaneously gauging the level of knowledge of the audience concerning the subject matter. A participant mentioned that for her institution's level two SSR (security sector reform) training, trainees are first asked to complete a short online course on SSR.

Examples of TNAs were distributed during this session by the three speakers, Dr Pratt, Mr Hina and Ms Čehajić, as well as by two other participants. In addition, two online resources were distributed: Kristin Valasek and Agneta M. Johannsen, *Guide to Integrating Gender in SSR Training* (DCAF, 2009) and *Operational Guidance Note: Security and Justice Sector Reform Training Needs Assessment* (ISSAT, 2011) (see Annex 4).



SESSION TWO

Why is gender important? Debating different approaches

One of the most challenging parts of designing and delivering gender training to security sector personnel is communicating to trainees that gender issues are relevant to their work. Thus the process of deciding which argument to use to accomplish this is central to the training success. Commonly used arguments are often based in one of three areas: a legal/normative framework; human rights/security; or operational effectiveness. One good practice for selecting a particular approach is to base the decision on findings from a TNA. Understanding the audience, their daily work and their attitudes towards gender will help to uncover clues regarding how best to approach the issue of gender.

DCAF Deputy Head of Operations III Daniel de Torres facilitated a group exercise to brainstorm some of the strengths and weaknesses of each approach. Four sheets of flipchart paper were taped on the walls in the four corners of the room, each with one of four argumentative approaches written on it: operational effectiveness; legal/normative framework; human rights/security-based; and other. Mr de Torres asked participants to choose one of the four flipcharts depending on which approach they preferred, and move to that corner of the room. The four groups were then asked to discuss the strengths and weaknesses of their selected approach and present them in plenary. Details from these discussions are described in the Lessons Identified below.

Following this exercise, four speakers presented their experiences in this area, including exercises or approaches they have found particularly useful and challenges they had experienced.

SPEAKER: Dr Rajaa Swidan, Al-Istiqlal University, occupied Palestinian Territory

Dr Swidan presented an exercise she uses in her work as the acting dean of the Development and Training Faculty at Al-Istiqlal University in the occupied Palestinian Territory (see Exercise 2.1). In this capacity, she collaborates with DCAF to integrate gender issues into security training curricula at the university. Her exercise is designed to introduce the importance of gender integration into SSR by using role play and debate. One of the best practices she emphasized from her experience was asking trainees to role play ranks other than their own, because it forces them to think about issues from the perspectives of individuals in different ranks.

SPEAKER: Irène Gaga, United Nations Police, Côte d'Ivoire

In her role as coordinator of gender activities, Ms Gaga is responsible for reviewing the gender capacities of the gendarmerie and police in Côte d'Ivoire and working with national women's associations on sexual abuse and gender-based violence. Ms Gaga facilitated an exercise she uses to highlight the importance of appropriate staff conduct when working with survivors of gender-based violence (see Exercise 2.2). The exercise is a role play in which two participants enact a scenario of a woman reporting domestic abuse by her husband to an unsympathetic male police officer. Adopting the operational effectiveness argument, she emphasized how this scenario reflects problems that occur when female officers are not available. While in this case Ms Gaga emphasized the need for female staff, her exercise can also be used to highlight the need for competent and sympathetic police staff of both sexes.

SPEAKER: Dr AnnJanette Rosga, Transpositions Consulting, United States

Dr Rosga presented two alternative arguments she uses in her work as a private consultant delivering gender and diversity training, and on her ethnographic research on human rights and cultural sensitivity training for security sector personnel. The first approach focuses on blurring gender boundaries, for example by discussing lesbian, gay, bisexual, trans/transgender and intersex (LGBTI) issues or dimensions of masculinity. Dr Rosga gave an example of an exercise she uses to break down gender stereotypes in which she asks participants to describe how they do and do not conform to gender norms (see Exercise 2.3). The second argument relies on the use of statistics and facts. One method Dr Rosga noted having success with was informing police officers that, based on reputable statistics, whether or not a battered woman stays with a violent partner is heavily influenced by the way in which police respond to domestic violence calls. One weakness in the latter approach, which Dr Rosga acknowledged, is that statistics can be manipulated and are therefore vulnerable to critiques of bias and misrepresentation.

SPEAKER: Petra van Oijen, International Security Sector Advisory Team (ISSAT), DCAF, Switzerland

Ms van Oijen began by introducing the human security approach that she uses in her training activities as a project officer at ISSAT (see Exercise 2.4). Though ISSAT does not offer a training module solely on gender, it does have a training module on “SSR, Human Security and the Gender Lens” as well as incorporating gender-related issues in its other training modules. ISSAT uses the “lens” approach to assess different security needs, such as gender, age, nationality, caste, religion and socioeconomic status “lenses”. Ms van Oijen emphasized that this approach reflects the human-security-based argument because it implies that all stakeholders should be included and represented in security sector institutions. It also draws on the operational effectiveness argument because it relies on the concept that gender equality improves service efficiency.

The participants brought up two issues in response to this presentation. First, while the approach is valuable when addressing the delivery of security services, it may be less useful when discussing women’s participation in the security sector as it does not address the need for gender mainstreaming in security sector institutions. Second, participants felt that it is also important to identify and prioritize specific security needs in a participatory way. It is important to keep in mind that the presented lens approach only shows a small part of the entire session. Gender mainstreaming is discussed and interactive discussions and exercises are included throughout the entire session.

Lesson Identified 2.1: Using the “effectiveness” approach

During the brainstorming exercise facilitated by Mr de Torres, participants noted several benefits of employing the operational effectiveness approach when conducting gender training.

- Creation of a link between gender awareness and stability of the country.
- Enhanced gender awareness leads to mission effectiveness – equal inclusion of men and women and paying attention to their specific needs.
- Enhanced level of situational awareness – as integrating gender issues improves people’s capacity to identify, process and comprehend critical elements of information about their operational surroundings.
- Link between the creators of peace agreements and stability – not including women in peace negotiations can lead to less sustainable agreements.
- Complementarities of having both men and women in the workplace.

Participants highlighted this as a strong argument against the criticism that there is not enough time or resources

available to integrate gender into security sector training. One weakness brought up by participants is that the approach risks over-generalizing about groups. For example, a trainer using this argument might advocate integrating women into the police service to respond better to the security needs of a diverse population. This rationale is problematic because it implies that a small group of women can represent the security needs of all women, regardless of ethnicity, class or other social characteristics. Additional limitations identified are time, bureaucracy, means and leadership.

Lesson Identified 2.2: Using the “normative framework” approach

Participants pointed out that the normative or legal framework argument for integrating gender into security sector training is useful in that it helps to set the scene for discussing gender issues. The link can also be made between state enforcement of rule of law and the obligation to apply legislation. It is an especially useful approach when training law enforcement/police, and requires a solid understanding of the specific legislature and policies. A participant described how she worked with the UK Gender Equality Act from 2010, which banned many specific forms of discrimination, and the Public Sector Equality Duty from 2011, which increased the importance of addressing gender issues. She described how these new frameworks put gender issues firmly on the agenda of UK police forces.

One precaution mentioned when using this approach was to ensure that the frameworks are locally owned. For example, while international laws and policies can be very useful, it is important to draw from national and local laws in order for the argument to be convincing on the ground. The issue of interpretation can also be a challenge, especially when laws or policies run counter to certain cultural understandings/practices. The group raised the potential problem that, in some cases, the military may be more concerned with establishing security rather than legitimacy of process.

Lesson Identified 2.3: Using the “human rights/security-based” approach

Participants suggested this approach could be applied by using the message that “women’s rights are human rights”. They felt the benefits of the approach are that it is a powerful message which can be more accessible to the security sector as it focuses on the bigger picture of human rights, rather than “just women”. It also does not sound like an extra or add-on, but places women’s rights at the heart of the role of security sector actors. However, they noted that it takes time to build up an understanding of human rights/security, it is unclear whether this approach is effective in changing attitudes, and it necessitates clear support at the senior level. If the hierarchy does not support an idea, the troops will not implement it.

During the plenary discussion, the point was made that even though the effectiveness approach has become a strong and favoured strategy, we should dare to use a rights-based approach. However, both approaches can be combined for a win/win approach of doing it “because it is right . . . and it makes sense” (effectiveness). It was also noted that this approach may overlook the question of power. For example, would a rights-based approach be useful in Syria today? The approach only works if the audience cares about human rights. Another comment was that it can be convincing to link back to the institution’s mandates and values as well as discussing both rights and responsibilities.

Lesson Identified 2.4: Using “other” approaches

The fourth group offered several alternative approaches for justifying the importance of gender integration into the security sector, which were then supplemented by ideas brought up during the plenary.

- Reality- or evidence-based approaches using facts (including shocking or unexpected facts) and statistics for an accurate understanding of sex and gender issues.
- Framing gender as a fascinating, challenging and interesting area of study.
- Emphasizing the necessity of gender equality for social and economic development.
- Highlighting how gender expertise can have a positive impact on career development, especially when included in the job description and/or evaluation. “Gaining gender expertise is good for your career!”
- Highlighting the mutually beneficial “spillover effect” of gender training in terms of improved family, personal, social and community relations outside the working context. Improving self-awareness.

Exercise 2.1: Why is it important to integrate gender into security sector institutions?

Participants: Security sector institution officials, parliamentarians, women’s organizations

Time: 30–40 minutes

Supplies: Writing materials, PowerPoint slides

Learning objectives: Introduce trainees to the importance of integrating gender into security sector institutions.

Exercise instructions:

1. Divide trainees into two teams. The first team represents high-ranking personnel who are unconvinced that it is necessary to have women in the security arena and/or gender mainstreaming. The second team represents those in lower ranks who are convinced that women should be in the security arena and/or there is a need for gender mainstreaming.
2. Give each team five minutes to prepare as many arguments as possible.
3. Place two chairs facing each other in the middle of the room and ask each team to choose a representative to initiate a debate by role playing a meeting between a senior- and a junior-rank person. Alternatively, the representatives from each team can rotate by a team member tapping the shoulder of a seated person debating and replacing them, continuing the discussion with new arguments.
4. Once the debate is concluded, ask the rest of the trainees to present additional arguments.
5. Present PowerPoint slides that demonstrate the importance of gender integration into security sector development.³

Trainer: Dr Rajaa Swidan, Al-Istiqlal University

Exercise 2.2: Role play – female domestic violence victim reporting to male police officer

Participants: Any

Time: 10 minutes

Supplies: None

Learning objectives: Trainees should be able to understand how gender stereotypes and discrimination can hinder access to security and justice, and realize the importance of having appropriate and well-trained staff.

³ Security sector development (SSD), security sector transformation (SST) and security sector reform (SSR) are different terms referring to a similar concept. While some practitioners have a preference for one over the others, for the sake of this report the terms are used interchangeably.

Exercise instructions: Ask two audience members to participate (if possible, two men). The two volunteers are asked to enact a scenario in which one is a female domestic violence victim and the other is a male police officer taking down her report. The trainee enacting the police officer role is instructed to play a victim-blaming character. The two trainees enact a role play in front of the group. At the end of the play, the facilitator asks the two characters questions about performing different gender roles in the given context. For example, “How did you feel when the office blamed you for the abuse?” Encourage exchange between the two volunteers and the audience, and link back to the learning objectives of the exercise.

Trainer: Irène Gaga, UNPOL

Exercise 2.3: Gender stereotypes

Participants: Any

Time: Approximately 20 minutes

Supplies: A sheet of regular-sized paper or a handout with instructions for each participant

Learning objectives: Participants should be able to appreciate how pervasive gender stereotypes are, including at a personal level, as well as realise that none of us fully conform to stereotypes.

Exercise instructions: Ask participants to write down on their sheet of paper:

- 1–3 ways they conform to gender stereotypes through their behaviour, attitudes or characteristics
- 1–3 ways they do not conform to gender stereotypes through their behaviour, attitudes or characteristics.

Variation: Brainstorm in plenary and write down on two different flipcharts stereotypical behaviour, attitudes or characteristics of men and of women.

Ask the group to form pairs (by turning to their neighbours) and discuss these behaviours, attitudes and characteristics. In what ways are they typical? How aware has the respective person been of exhibiting these gender-typical behaviours, attitudes and characteristics? How have gender norms in your country changed over time? How do they differ from region to region, urban to rural areas?

After ten minutes, invite the group to share their insights in plenary. Limit this sharing to a maximum of ten minutes. Conclude with a remark about how stereotypical gender characteristics exist not only in the abstract, but very much in the “here and now” and at a personal level. More importantly, note that no country or culture’s gender norms are homogeneous. There is always a range of gender expression, whether or not that expression is recognized, welcomed, tolerated or punished. Also make the point that we all enact behaviours, attitudes and characteristics that are stereotypically associated with both men and women, demonstrating that gender norms are constructed rather than inherent.

Trainer: AnnJanette Rosga, Transpositions Consulting. Exercise instructions drawn from Agneta M. Johannsen, “Training Resources on SSR and Gender”, in Megan Bastick and Kristin Valasek (eds) *Gender and SSR Training Resource Package* (Geneva: DCAF, 2009), p. 7.

Exercise 2.4: Using a “gender lens”

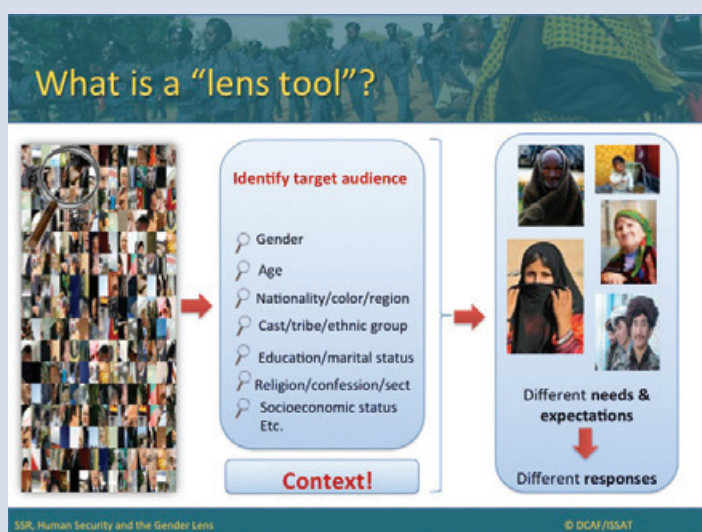
Participants: Any

Time: 20 minutes

Supplies: PowerPoint slides of “Human Security and Gender Lens”

Learning objectives: Trainees should understand how to use a “gender lens” to gain a wider understanding of stakeholder security concerns.

Exercise instructions:



What is it?

The tool is basically the visual representation of a real lens which can be used to access information regarding the human security needs of different groups of people, for instance looking at age, gender, ethnicity, etc.

How does it work?

In order to understand a target audience we need to use a combination of several lenses. For example, how many of the population are men and women? Which age groups do they belong to? What are their various levels of education? Do they belong to a certain tribe? Religious group? What are their economic activities? Etc.

In certain contexts, one lens would have primacy over the others as it is related to the main sources of insecurity. In addition, this analysis of factors needs to be put in its context, including political, economic, environmental, etc. For example using the PESTLE tool⁴.

Why do we use it?

Using the lens tool to analyse a community will help clearly identify our target audience, since it gives us access to key information about their needs and expectations. This is a sound basis for the design of meaningful, sustainable interventions that empower individuals and do not do harm.

Before showing the chart details, give the trainees a few examples of how the security issues experienced by an individual can vary according to their gender.

⁴ Political, Economic, Social, Technological and Environmental analysis

In order to illustrate these various security needs, an exercise is used. Divide trainees into 4 groups and ask them to brainstorm what they think the main security issues are for each group listed in the four boxes (men, women, girls, and boys). Note that this analysis combines the gender with the age lens but don't show the slide yet. Give them a maximum of 5 minutes. (For the original version of this chart, see Page 4, Box 2 in the DCAF *GSSR Toolkit Tool 1: SSR and Gender*).

During the discussion after the exercise, show the rest of the chart and ask the trainees:

Men	Women	Boys	Girls
<ul style="list-style-type: none"> • Robbery • Assault • Homicide 	<ul style="list-style-type: none"> • Domestic violence • Sexual assault • Dowry death 	<ul style="list-style-type: none"> • Gang violence • Child abuse rape • Bullying 	<ul style="list-style-type: none"> • Infanticide • Child abuse, rape • Human trafficking

Group Work:

What are the main security issues for each group?

Time:
5 minutes

• Domestic violence	sterilisation		
	• Human trafficking		

- “What are some of the specific threats to women’s security?”: With the full group, brainstorm a few of the threats specific to women and remind trainees that 1/3 of women face some form of violence against women.
- “What specific threats are there to men’s security?”: Brainstorm a few of the threats specific to men and then remind trainees that men face gang violence and make up 91% of the casualties of firearms.

Facilitator debrief: although there are general security risks that men, women, girls and boys might face, in real life the situation is not so clear and various lenses should be utilized to understand the real and complex risks that individuals face in order to be able to respond meaningfully. For example, an elderly man living in Paris does not face the same risks as a young boy living in Chad, or a middle-class single woman living in Afghanistan. Only a combination of all the lenses (gender, age, nationality, religious affiliation, etc.) shows us the full picture regarding each individual’s particular security concerns.

The chart illustrates some of the different security threats faced by men, women, girls and boys. Often they do face similar threats; for instance, all four face the threat of rape. However, the likelihood of women and girls being raped is much higher and therefore specific measures need to be put in place to prevent and respond to sexual violence against women and girls. Emphasize that the chart only shows examples and more aspects can be added.

Make the link between using the gender lens and SSR. Different security needs mean that SSR assessments should be designed to take into consideration different needs; both men and women need to be consulted/involved; and specific institutional changes should be made to prevent and respond effectively to these different security needs.

Trainer: Petra van Oijen, ISSAT

SESSION THREE

Effective simulation exercises and role play

Simulation exercises, and particularly role play, are useful gender training tools because they help trainees understand security challenges from perspectives other than their own and they can practise responding to these challenges in different contexts. Furthermore, role-play exercises can communicate complex content in a short period of time and are especially useful when working with illiterate audiences. Integrating gender issues into existing security-related simulation exercises or role plays is also an excellent way to ensure that gender does not remain an “add-on” in the training.

FACILITATOR: Sami Faltas, University of Groningen, the Netherlands

Mr Faltas is currently a senior lecturer at the University of Groningen and formerly the director of the Centre for European Security Studies. He has extensive experience using simulation and role-play exercises in his security training work, including teaching courses at Leiden University, the Dutch Defence Council and with ISSAT.

He began the session by asking the audience how training is different from other forms of teaching. Training, he pointed out, is more hands-on and practical; and training audiences tend to be smaller than university classes, allowing more space to participate and share opinions. Training is also more interactive and emphasizes learning by doing, rather than through lectures with PowerPoint presentations.

Mr Faltas introduced simulation and role-play exercises as typical training tools. He explained that simulation is a broader concept, and role play is one form of simulation exercise. He asked for examples of sectors which use simulation exercises; participants responded with nursing, aviation (e.g. flight simulators), policing (e.g. simulations of police officer shootings, kidnapping situations, etc.), the emergency services, football coaching and the military (e.g. war games). Role-play exercises, he explained, are distinct from other simulation exercises because the trainees, rather than the processes, are the focus. He mentioned that role play is particularly useful for gender training in the security sector because it allows us to “be in someone else’s shoes” and see the situation through their eyes. Role plays can address social and communication skills, negotiation, power and social dynamics (see Lesson Identified 3.1).

He defined a good role-play exercise as being simple in design but not in content. The focus should be on the educational effect one is aiming for, i.e. what do you want the trainees to learn? For this reason, it is important to have a clear and concrete framework for a role play. Mr Faltas outlined the five basic elements of a role play which need to be determined before the exercise can be designed: learning objective, story, roles, setting and the controller (see Lesson Identified 3.2). When the role-play is being implemented, the four stages/sequences are the instructions (including reading time), game, post-mortem and evaluation (see Lesson Identified 3.2).

To give participants an idea of a good role-play exercise, Mr Faltas shared an example of one of his favourites: the “army uniform game”.

Story: New army uniforms ordered by a country's minister of defence are late. Further, the uniforms have been ordered without public tender, from a friend of the minister. This minister has had previous scandals. The opposition has now rehashed these scandals in an effort to bring the minister down. The result is a mess of problems, just as in real life. A parliamentary inquiry group is required to resolve the issue and the minister has just gone missing.

The strengths of this exercise are that it is revealing, but not too obvious; it presents a difficult problem for which the solution is not immediately obvious; and it includes several elements. It is very important that a story is not so obvious that it dominates the exercise from the beginning. This is because the objective is to push participants to find out for themselves that gender awareness is necessary to ensure efficient security services. These are all key ingredients for a successful role-play exercise.

After this introduction, Mr Faltas asked participants to break into three groups and imagine that they were police trainers in an ethnically diverse community with a high crime rate. The objective is to design a role-play exercise for the police which demonstrates the importance of gender to good policing in the neighbourhood. Ideally the role play should not obviously focus on gender issues but allow the trainees to discover that to do their job well they need to be gender-sensitive. The main focus should be community policing. Each group was then given 20 minutes to develop a role-play story, and these were then presented in plenary.

The first group proposed a very complex storyline, which one audience member pointed out was perhaps more reminiscent of a case study. It involved a nameless country where two tribal groups had been in conflict in the past and tension remained high. A man from one tribe allegedly raped a woman from the other group. The international police force, which has a monitoring role, and the local police service, which includes members from both tribes, are tasked with resolving the issue. There are the customary laws of both tribes, national law and international norms, and they are all conflicting. Mr Faltas suggested that it could become a very strong exercise, but would probably be more useful as an ongoing scenario that is built into a whole week of training rather than a role play as it is rather complex.

The second group centred their story on an interview at a police station where a wealthy and powerful man is arrested by a female police officer for beating a young Roma boy. The man beat the boy for allegedly stealing his daughter's shoes. The powerful man is the director of the primary school that both children attend. Officers have already interviewed the Roma boy, who was acting out of attraction to the daughter, and now the female officer must either interview the man she arrested or, alternatively, discuss the case with her male supervisor. Mr Faltas pointed out that, contrary to the first group, this is a very specific and small incident, which might make it difficult to use for a role play. Also, as the story included many intersecting issues (e.g. gender, the rule of law, ethnic discrimination against Roma and class inequality between the perpetrator, victim and law enforcement) it may be a difficult example to use in highlighting the need for gender responsiveness. However, participants responded that this story made room to discuss issues of masculinities and intersectionality.

The third group proposed a case in which the police consult with community stakeholders concerning a new street safety initiative including improved street lighting, road signs, etc. Representatives from different ethnic groups, civil society organizations, women's groups, disabled rights groups and others could be present at the meeting. Issues that may come up include women not feeling safe at night, concerns around sex workers and unemployed youth. Mr Faltas acknowledged that this story could produce a strong role-play exercise and incorporate skills on how to conduct an effective stakeholder analysis as well as facilitation skills.

Finally, one participant asked what can potentially "go wrong" with a role play. Mr Faltas mentioned that in extreme cases, someone could potentially get hurt or chaos might ensue. One of the worst things that may

happen is that “nothing goes wrong”, so there is no conflict, no mistakes and the exercise ends up being boring with not much to discuss during the post-mortem. However, Mr Faltas stated that in his experience a role play can never go wrong because there are always key lessons learned to be pulled out and discussed.

Lesson Identified 3.1: Advantages and challenges of role-play exercises

Before designing a role play it is important to reflect on when they are most appropriate in a training context and how to mitigate potential problems that may arise.

Advantages
Introduction of new perspectives. A main advantage of role-play exercises is that they put trainees in someone else's shoes and allow them to see issues from another perspective. This can be very useful for generating self-reflection and understanding others.
Refinement of social and analytical skills. A role play provokes close inspection of social and communication skills, social dynamics, power, influence and negotiations.
Flexibility. Role plays allow trainees to test and compare different approaches, and to experiment, develop skills and make mistakes (as many as possible) which they can learn from in a safe environment where there are no real-life consequences.
Experimentation. Role-play exercises can be done in any particular context and thereby give trainees the opportunity to develop solutions to challenges in unfamiliar contexts.
Duration. Role-play exercises can transmit complex content in a short time.
Challenges/problems
Sensitivity. This type of activity can provoke intense emotions among trainees, which may negatively influence the exercise.
Weak for developing solutions. Role-play exercises are a good way to draw out issues, but they are not necessarily strong tools for developing solutions. In a role play on sexual violence, for example, if the group cannot find solutions during the exercise, this can be problematic and may discourage some trainees. One way of addressing this problem is to ensure that there is an in-depth discussion of alternative solutions during the post-mortem/debrief.

Lesson Identified 3.2: How to design a role-play exercise

To design an effective role play, Mr Faltas emphasized focusing on five key elements.

1. **Learning objectives.** The first step in designing a role play is to determine what the learning objectives are for the trainees and how they will be achieved through the exercise.
2. **Story.** The storyline should be clear and challenging, and the outcome should not be obvious.
3. **Setting.** A detailed description of the setting allows for more realistic stories and characters.
4. **Roles.** Ideally trainees should enact roles with which they are less familiar. The controller can review the trainees' background and study their behaviour during the training before casting the roles. Casting will also vary depending on the trainees' familiarity and relationships with one another as well a general comfort level. If trainees are very nervous, allowing them to choose their own roles may put them at ease. Not everyone needs to participate actively in the role play: there can also be trainees assigned the role of “observer”.
5. **Controller.** A controller or facilitator must be selected and this role should be clearly defined. Generally, the training facilitator takes on the role of controller. The controller is responsible for facilitating and monitoring the role-play exercise to ensure that it achieves its educational objectives. A good controller should not be very visible and only intervene when necessary.

Mr Faltas also provided more detail regarding the four stages or sequencing of the role play.

- **Instructions (and reading time).** Rules or instructions are necessary to diminish the risk of unexpected events during a role play. Mr Faltas emphasized that such events can always happen during a role play and having firm instructions or rules can prevent such incidents from ruining the exercise. Another advantage of detailed instructions, in particular a detailed description of the setting, is that they allow for more realistic stories and characters. However, it is also important to think about which details are the most essential, and adapt the instructions according to the local political culture and setting. One should also give details on how each character should act (e.g. the chair of the Parliamentary Inquiry Committee has strict instructions not to allow others to speak).
- **Game.** This is the role play itself.
- **Post-mortem.** This is the assessment of what was learned during the exercise. It is important to take a break and get out of character before the post-mortem/debrief. Here trainees can discuss how it felt to play a certain role and what lessons they learned from the exercise.
- **Evaluation.** The evaluation focuses on trainee reactions to the exercise and is therefore separate from the post-mortem, which focuses on the lessons learned. For instance, how could the role play have been improved?

Mr Faltas highlighted two additional points that should be considered when designing a role play, namely language and timing.

- **Language.** Language is important in conducting a role play because of the very strong emotional responses that may be generated. For this reason, trainers should use language in a way that puts the trainees at ease by retaining a degree of formality and being attentive to cultural sensitivities. Also, role plays should always be conducted in the language of the trainees, even if this means that translation is necessary for the controller.
- **Timing.** The duration of a given role-play exercise will depend on its context and content. Some exercises can take an entire day with the post-mortem happening the following day. Others can be very short yet equally effective. As a guide, Mr Faltas suggested that an exercise involving all trainees (approximately 25, for example) and an actual scenario would take at least an hour, excluding time for instructions and a post-mortem.



DAY TWO: Welcome remarks

DCAF Director Ambassador Theodor H. Winkler welcomed participants for the second day of the workshop and expressed his regret that he was unable to attend the first day. Echoing the remarks made by Ms Ebnöther and Mr Stormark on the first day, he stressed that “One cannot do security sector reform or security sector governance while ignoring gender – otherwise failure is inevitable.” Ambassador Winkler went on to describe DCAF’s holistic approach to working with the security sector as a prerequisite to effective SSR. He concluded by expressing his gratitude that such a diversity of participants had travelled to Geneva to share their expertise, and emphasized that DCAF strives to make workshops both professionally successful and personally rewarding.

Your favourite training exercise

Kristin Valasek facilitated an exchange of gender training exercises. All participants were asked to write their names and a short description of their favourite gender training exercise on a note card. After the completed cards were collected and shuffled, participants were asked to draw a card. They then had to find the person who had written it and ask them to explain their favourite exercise. A full list of these exercises is given in Annex 3.

To offer a practical demonstration of a gender training exercise, Daniel de Torres shared the story of the Six Blind People and the Elephant (see below). He explained that in his training activities he tries to present key concepts through stories, as he finds that trainees are more likely to retain information this way than from a presentation of dry concepts. The exercise he presented is usually conducted at the beginning of training, even before the definition of gender is discussed, to set the stage for why participatory processes are crucial for SSR. Evaluations completed immediately after training workshops as well as those conducted six months later reveal the impact of this exercise, as most participants are still able to recall the key points linked to the “elephant”.

Exercise: The six blind people and the elephant

Participants: Any

Time: About 20 minutes

Supplies: Slide of “Six Blind People and the Elephant” (optional)

Learning objectives: After completing this exercise, trainees will be able to understand the need to include a variety of perspectives in the full SSR cycle and suggest different ways to ensure their inclusion.

Exercise instructions: Show the slide of the six blind people and the elephant and tell the story. *Beware:* several cultures claim ownership of the legend, especially India and Persia, so to be on the safe side you can call it an “Asiatic” legend.

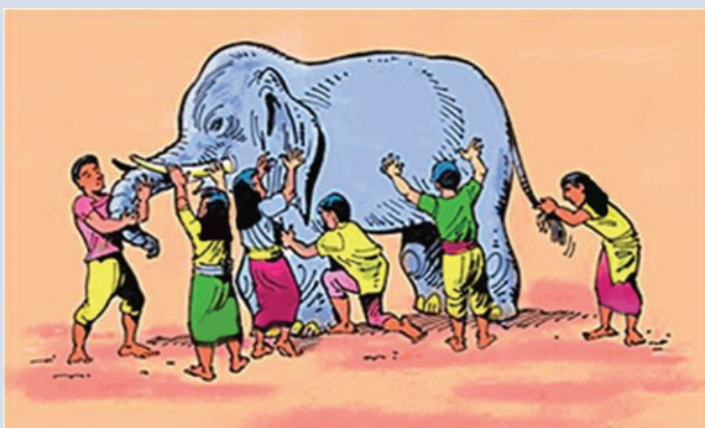
The story: Six blind people were talking together and began wondering what an elephant was like, as they had never come into contact with one before. They decided to investigate it for themselves, so they went to a local elephant park to feel an elephant with their hands. The first person touched the tusk of the animal and said: “The elephant has the shape of a spear.” The second touched the side of the elephant, and said to the others, “No, the elephant is just like a wall.” The third person, touching the tail of the animal, corrected them, “You’re both wrong, an elephant is definitely like a rope.” Befuddled, the fourth felt the trunk and said, “Well, it seems to me that this elephant is a kind of snake!” Still the fifth, grasping at the animal’s leg, swore that the elephant was shaped like a tree-trunk. Finally, the sixth laughed at all the others and, softly touching the elephant’s ear, exclaimed, “You fools, what I feel here is most definitely like a blanket.”

After telling the story, compare the elephant to security or SSR and explain that the different actors in SSR are like the blind people, perceiving just a limited part of the whole. Thus it is only by combining all different perspectives that we can understand something as complex as security or SSR. Women's perspectives are often neglected in SSR, so understanding the whole "elephant" demands proactive outreach to women and women's organizations.

Stimulate discussion by asking direct questions of how is it possible to include different perspectives in SSR assessments, project or policy design, implementation and evaluation. Remind participants of the different security needs and perceptions of men and women. Refer back to the elephant and the blind people frequently, as the image will reinforce the concept of inclusion.

Trainer: Daniel de Torres, DCAF

Note: Exercise taken from DCAF *Gender and SSR Training Resource Package – Training Resources on SSR and Gender*.



SESSION FOUR

Exchange and analysis of gender training agendas

There is more to a training agenda than the timing of coffee/tea breaks. It is the recipe for a successful training event. Mr de Torres, who facilitated this session, used this analogy to explain that developing an agenda is not simply a matter of putting all the ingredients together in a pot and stirring. Rather, it is necessary to use the right ingredients in the right order and ensure that everything is properly prepared in advance.

The agenda for a training workshop should reflect its objectives and key elements, much like a marketing tool. For this reason, the theme of the training should be clear, recognizable and comprehensive in the agenda. A good training agenda should contain enough information to be meaningful, especially in regard to the session titles. Mr de Torres led the participants in a brainstorming exercise to determine some of the most important characteristics of an agenda.

1. **Comprehensive/relevant.** The agenda must be relevant to the objectives of the training.
2. **Strategic.** Content and methodology should meet the learning objectives and participant needs.
3. **Flexible.** The agenda should be responsive to the audience it targets. For example, results from a TNA may lead trainers to adjust their agenda, and this should be easy to do. Additionally, the timeframe should be developed in such a way that session times are flexible. One strategy for achieving this is to schedule longer breaks so that sessions can run later if needed.
4. **Sequence/structure.** There needs to be a logical flow between sessions.
5. **Varied.** The sessions should be varied in content and methodology to respond to trainee energy levels, mixing theory with practice.
6. **Breaks.** See Lesson Identified 4.2 for more detail.
7. **Realistic timeframe.** See Lesson Identified 4.3 for more detail.
8. **Introduction and wrap-up.** It is important that enough time is reserved in the agenda for opening and closing sessions.

SPEAKER: Ibrahim Kamara, Ministry of Social Welfare, Gender and Children's Affairs (MSWGCA), Sierra Leone

Mr Kamara is a regional gender officer in MSWGCA in Sierra Leone. As part of his work coordinating and providing oversight for the ministry's gender programme in the northern region of Sierra Leone, he facilitates gender and security-related training workshops. He presented and discussed the agenda of the gender and SSR training for provincial security committees (PROSECs), district security committees (DISECs) and civil society groups that was held in Sierra Leone on 27–28 January 2012. The workshop audience consisted of security sector personnel in PROSECs, DISECs and community women's associations. PROSECs and DISECs coordinate security activities at the provincial and district levels, and are made up predominantly of senior security officials, including police and armed forces. The training workshop is part of a project to link community women with members of security committees in an effort to integrate gender awareness into security practices and operations.

Mr Kamara outlined the objectives of the workshop, which shaped the development of the agenda.

- Enable participants to gain a better understanding of gender and security, and the linkages between security needs and national security priorities.
- Identify entry-points for community women.
- Build skills to integrate gender.

The workshop agenda consisted of seven sessions conducted over the course of two days, including sessions on gender and SSR, legal and normative framework, Sierra Leone security architecture, how to integrate gender into SSR, civil society oversight, identifying and addressing different security needs and integrating gender into PROSECs and DISECS.

FACILITATOR: Daniel de Torres, DCAF, Switzerland

Following the presentation, Mr de Torres facilitated an exercise with the aim of exchanging knowledge on designing gender training agendas. He asked participants to provide agendas they had previously used or were familiar with; in total 16 agendas were shared, ranging from one-day workshops to nine-day courses. Participants were divided into four groups and instructed to choose one agenda per group to discuss and review against the set of criteria developed during the brainstorming exercise. After the small group discussion, three people from each group were asked to move to the other groups to brief them on their own group's discussion, and learn about the discussions in the other groups. The findings are included in the Lessons Identified below.

Lesson Identified 4.1: Cater to the audience

When developing a training agenda, the type of audience must be considered. The agenda presented by Mr Kamara for the “Gender and SSR Training for PROSEC, DISEC and Civil Society Groups” workshop had to make provisions for two very different audiences: community women’s organizations and relatively senior security sector personnel. Members from such groups are likely to have different levels of knowledge regarding the security sector and gender issues, as well as different levels of education (i.e. literacy level, language and use of conceptual versus practical examples). These factors should guide trainers when designing workshop agendas, for instance selecting a less intimidating panel discussion rather than individual speakers, depending upon levels of presentation experience, or relying solely on visual images in order to respond to literacy limitations.

Lesson Identified 4.2: Recognize the utility of breaks

A participant pointed out that some of the most interesting discussions and exchanges at a training workshop actually happen during the breaks. For instance, Mr Kamara explained that the workshop breaks gave community women the opportunity to raise the issue that many of the PROSECs and DISECs only had male representatives. This resulted in an increased level of awareness about the need for greater female participation in PROSECs and DISECs. It can thus be useful to schedule and stick to longer coffee/tea breaks rather than prioritizing sessions and cutting down on break time.

Lesson Identified 4.3: Pay attention to sequencing and time allocation

During the group exercise facilitated by Mr de Torres, three of the four groups emphasized the importance of appropriate sequencing and attention to time allocation in an agenda. Sequencing, according to participant recommendations, should be both strategic and thematic, and should reflect a logical flow between sessions. Time allocation was also frequently mentioned by participants, including the need for sufficient time for each

session, especially for interactive exercises. Finally, time allocation should be flexible to allow sessions to run longer or end early, as required.

Lesson Identified 4.4: Use interactive methodologies

Several participants commented on the importance of adopting interactive methodologies to reinforce information sharing during training and apply adult learning methods. This involves clearly allocating time slots in the agenda that are sufficient in length to introduce, conduct and debrief the exercise adequately. In terms of sequencing, interactive exercises can be scheduled at different intervals throughout a training session to create variation in activity types as well as serving as practical reinforcement of the content/information. They can also be used strategically as ice-breaker or energizer activities.



SESSION FIVE

Gender training for men

Because security sector trainees are predominantly male, it is relevant to pay particular attention to how best to deliver gender training to men. DCAF Project Coordinator Karin Grimm began facilitating this session by asking what are the advantages and disadvantages of being a male versus female gender trainer when providing training to the security sector. She divided participants into four groups: three all-female groups and one all-male group. She then asked each group to discuss what the advantages and challenges are of being either a male or female gender and security trainer, and what strategies could be used to address these challenges. In a plenary session after the exercise, first the session speakers and then the groups discussed their experiences with gender and security training for men. See Lessons Identified 5.1 and 5.2 for the discussion findings.

SPEAKER: Gabriela Elroy, Folke Bernadotte Academy (FBA), Sweden

Ms Elroy is the acting head of the Department for Education, Training and Exercise at the FBA in Sweden. She facilitated an exercise that she often uses to break down gender stereotypes and facilitate discussion on the impact of stereotypes on reality (see Exercise 5.1). She asked the audience to step back from the understanding of men and women as solid/homogeneous groups and instead to focus on gendered structures that organize society. Challenging people, she pointed out, is not enough; one must challenge the structures as well.

SPEAKER: Fiifi Edu-Afful, Kofi Annan International Peacekeeping Training Centre (KAIPTC), Ghana

Mr Edu-Afful is a researcher at KAIPTC, where he also provides gender training to officers and civil society groups from the Economic Community of West African States (ECOWAS) sub-regions. Mr Edu-Afful described his experience as a male trainer delivering gender and security training sessions to predominantly male mid/senior-level military and police audiences, including presenting a training exercise that he often uses (see Exercise 5.2). At KAIPTC, he explained, there are no stand-alone gender courses for the police or military, but gender is mainstreamed throughout most training courses. Specifically, there is a two- to three-hour gender session for security sector actors for which Mr Edu-Afful is the only male facilitator.

Mr Edu-Afful noted that he has a unique situation where his audiences are inclined to listen to him and actively participate in his training because if they do not pass his course they cannot go on peacekeeping missions. He also noted that, in his experience, it is easier to train young officers on gender issues and they demonstrate less resistance than senior-level officers.

SPEAKER: Elly Pradervand, White Ribbon Campaign, Switzerland

Ms Pradervand presented her work with the White Ribbon Campaign, Switzerland, a national branch of a global campaign encouraging men to take on the challenge of ending violence against women. White Ribbon branches exist in over 55 countries and focus on awareness raising and mobilizing men and women to advocate for new

laws and strategies to eradicate violence against women. The military and other security sector institutions have not engaged much with the campaign to date, though there are ongoing discussions with the Swiss police.

Ms Pradervand provided copies of the “White Ribbon Campaign in a Box” guidebook for teachers and community leaders on promoting healthy relationships to youth as a form of violence prevention. This resource, while not specifically targeted at security sector institutions, includes various activities and training strategies that are applicable for a range of audiences (see Annex 4).

Lesson Identified 5.1: Pros, cons and strategies of being a male gender trainer

During the exercise facilitated by Ms Grimm, the all-male group discussed and presented what they identified as the main advantages and challenges of being a male gender trainer, and shared strategies that can be used to respond to these challenges.

Advantages	Challenges	Strategies
<ul style="list-style-type: none"> ▪ Having no women can generate an atmosphere of trust among an all-male security audience—men can make mistakes and the discussion is more open. ▪ Being a male trainer reinforces the idea that gender is not only about women/women’s rights. ▪ A male trainer can be more authoritative, loud and/or bossy without being negatively labelled. 	<ul style="list-style-type: none"> ▪ Establishing your credibility as a male gender trainer—a male gender trainer cannot represent women’s perspectives or speak on their behalf. ▪ Some people will assume a male gender trainer is only doing this work because it is his job and he is being paid for it. Male gender trainers must be sure not to reinforce this idea. ▪ People may assume a male gender trainer is homosexual, and if trainees are homophobic he may lose the respect of or authority over his audience. 	<ul style="list-style-type: none"> ▪ Be personal and give examples. Involving your family or sharing stories can show that you believe in the cause and are relatable. ▪ Bring a female guest speaker/video/role play asking men to play women (but make sure certain acting styles do not reinforce stereotypes).

Lesson Identified 5.2: Pros, cons and strategies of being a female gender trainer

The three groups of female participants discussed the advantages and challenges of being a female gender trainer, as opposed to a male. They shared strategies to respond to the described challenges.

Advantages	Challenges	Strategies
<ul style="list-style-type: none"> ▪ Accessibility to women’s perspectives that is not possible as a male trainer. ▪ As gender issues are seen as ‘female’ then automatically gain expert status. 	<ul style="list-style-type: none"> ▪ Mistrust/defensiveness – it is difficult to talk about subjects like gender and remain credible when addressing people from security institutions. It can be seen as only focusing on women’s issues and rights and trainees can be defensive from the start. 	<ul style="list-style-type: none"> ▪ Co-facilitate with male trainer in certain contexts. ▪ Choose the most appropriate trainer, irrespective of gender. You may have to be more selective when it is a woman and make sure you are not setting her up to fail. ▪ Give practical examples to the male audience on why gender is relevant to their daily work and their lives.

Advantages	Challenges	Strategies
<ul style="list-style-type: none"> ▪ Men can sometimes feel more comfortable discussing gender with a woman. ▪ “Flirting” with or “charming” male audiences – the participants debated whether this strategy could be used without promoting incorrect gender stereotypes. Finally, the plenary agreed that either men or women can “charm” trainees and that this can help increase trainee buy-in and establish a connection between the trainer and trainees. 	<ul style="list-style-type: none"> ▪ Appearing too critical of male trainees regarding certain subjects and potentially creating an us vs. them dynamic. ▪ Perceived as lacking knowledge of the security sector. 	<ul style="list-style-type: none"> ▪ Bring up and confront stereotypes immediately, particularly trainee stereotypes. ▪ Establish trainer credibility and expertise early on. ▪ Build an informal connection between trainees and trainer. ▪ Do your homework, know the trainees and the institutional context. ▪ Give examples from your life and family to show how this relates personally to you and thus reflects your commitment.

Exercise 5.1: Social division of roles and gender structures

Participants: Any audience that is fairly new to the concept of gender; 15–20 participants (if more, it may be good to divide them into smaller groups to ensure that everyone is involved)

Time: Approximately 30 minutes, but can be shortened or extended depending on the level of interaction and the time allotted for brainstorming

Supplies: Flipchart (or other large writing surface) and pens

Learning objectives: Participants should be able to break down gender stereotypes and develop group understanding of how stereotypes impact on reality.

Exercise instructions:

1. Ask participants to discuss in pairs (or do it directly with the whole group):
 - a) typical female characteristics (what is considered typically feminine)
 - b) typical male characteristics (what is considered typically masculine).

Emphasize that you are looking for stereotypical ideas, not necessarily the trainees’ own ideas. After a few minutes, “collect” their ideas and list them on the flipchart.

2. Ask the participants to discuss in pairs (or do it directly with the whole group):
 - a) typical social roles for men.
 - b) typical social roles for women.

After a few minutes, collect and list their ideas on a flipchart. On the flipchart draw a square divided into four boxes. Write in each box, beginning in the top left-hand box and moving clockwise, “Typical female traits”, “Typical male traits”, “Traditional male roles” and “Traditional female roles”.

3. Look at the results and discuss using the following questions.
 - What are your immediate reflections?
 - Do you think that these characteristics and social roles reflect reality?
 - Are they relevant everywhere?
 - Do you see any relationship between the traditional characteristics and the social roles?

Some concluding points:

- We know that stereotypes do not necessarily reflect reality. Nevertheless, they are strongly embedded in our minds where they shape how we see ourselves and others as girls/women and boys/men. It is therefore important to be aware of stereotypes and how they more or less consciously define (and confine) our expectations.
- Stereotypes tend to be defined as each other's opposites, with the emphasis on difference. Yet they are clearly interrelated, as each set of stereotypes is defined in relation to the other – one does not make sense without the other.
- There is a strong correlation between the traditional characteristics and the traditional social roles. The characteristics can be seen as a sort of “terms of reference” for the social roles.
- Even though reality is much more diverse than suggested by traditional expectations and roles, traditional characteristics and roles still define many societies (to a greater or lesser extent). This means that all societies are more or less marked by a division of social roles between women and men. These structures can be referred to as gender structures. A consequence of these structures is that women and men often have different experiences, perspectives, needs, opportunities and access to/control of resources, both in and out of the security domain.
- While we can easily identify general structures, we can also see many differences and changes, both within and between societies. We see that traditional expectations and roles change over time and are affected by different social structures. These realizations imply that the reality faced by girls/women and boys/men needs to be understood in social terms, rather than biological terms. It is this understanding that has prompted the definition of gender as socially constructed and flexible.

Good points to make in response to a resistant and/or oppositional security audience:

- Paraphrase Martin Luther King, who said that we are fighting not people but structures. This might be useful when emphasizing that we are not talking about people when we discuss gender, but structures.
- Even though these gender structures have tended to subordinate women, it does not mean that men do not have any gender-based disadvantages. It could be good to ask participants to give examples of men's gender-based disadvantages. For example, in the context of conflict, men may be much more likely to be killed in open fighting, arrested, abducted and/or subjected to torture.
- The problem is not necessarily that women are suffering more, but that less attention is paid to women's security needs/interests as they often go unheard.

Trainer: Gabriela Elroy, Folke Bernadotte Academy

Note: A variation to this exercise was recommended by Zorana Antonijević from the OSCE Mission to Serbia. Ask the audience to write down two enjoyable things they are able to do because of their gender, and then ask for two things that they do not enjoy but are expected to do because of their gender. Ask the participants to write two things that they like to do that are not typically done by someone of their gender. Discuss as a group some of the responses and pull out evidence of the gap between gender stereotypes and reality.

Exercise 5.2: “Life is easier” – discussion of the gender dichotomy

Participants: Military and police personnel (mid/senior level)

Time: 20–60 minutes

Supplies: Handout

Learning objectives: Break down and analyse the gender dichotomy and gender stereotypes to understand gender as a social construct.

Exercise instructions: Present participants with a list of activities that have gendered attributes and ask them to write down responses to each statement using value labels such as “strongly agree”, “agree”, “disagree” and “strongly disagree”. After they have completed the handout, ask participants to provide more questions. Discuss every statement and make sure to respond firmly to any stereotypes or negative responses by addressing them immediately.

Examples of statements:

- Women give birth to babies and feed them with breast milk.
- Men wear trousers and women wear skirts.
- Men grow beards on their faces.
- Women work in the fields and young men take care of cattle.
- Men fight and women build peace.
- Men have short hair while women have long hair.
- Men do not need tenderness and are less sensitive than women.
- Women have weaker sexual needs than men.
- Men have easier lives than women.
- Men find it easier to put certain things to the back of their minds than women.

Variation: Rather than distribute a handout, statements can be displayed using PowerPoint. Participants can then respond to each statement as a group.

Trainer: Fiifi Edu-Afful, KAIPTC

SESSION SIX

Gender and diversity training

Jane Barry acts as principal of the consulting firm Linksbridge, based in the United States. She introduced this session by highlighting the importance of diversity in gender and SSR training. As a case in point, Ms Barry noted that issues of intersectionality and diversity had come up throughout the first day of the workshop building up to this session.

The session was made up of three parts: the conceptual grounding of intersectionality; guidelines for how to incorporate intersectionality into gender training, for example by looking at sexuality and gender; and strategic implementation and use of diversity frameworks. Each speaker elaborated on one of these parts.

SPEAKER: Dr Rahel Kunz, University of Lausanne, Switzerland

Dr Kunz is a lecturer at the University of Lausanne, where she specializes in development policy, gender and international relations, and post-structural theories. She began her presentation with an introduction to the conceptual grounding of intersectionality, which, she explained, refers to interrelated social divisions such as race, gender, ethnicity and class. The origin of the term is in American black feminist theory from the late 1980s. Theorists such as Kimberlé Crenshaw and Patricia Hill Collins highlighted how black women in the United States suffered a specific form of oppression, created from a fusion of sexism and racism. Awareness of intersectionality, she emphasized, is important because it forces individuals to engage critically with their own assumptions about different social divisions and to reflect on intersecting power relations. The resulting critical analysis leads to training and policies that are relevant to a wider range of people. To supplement her presentation, Dr Kunz distributed a resource entitled “Intersectionality in Gender Training” (see Annex 4). More details on addressing intersectionality in gender training are included in Lesson Identified 6.1.

SPEAKER: Dr AnnJanette Rosga, Transpositions Consulting, United States

Dr Rosga is based in the US and works as a private consultant at Transpositions Consulting, where among other activities she delivers gender and diversity training to security sector personnel. Dr Rosga presented a role-play exercise on understandings and constructions of gender, and how gender is affected by both biological and social influences. She gave examples of how socialization affects biological sex and vice versa, such as different ways of playing with babies that have been linked to the production of sex-related hormones. She stated that it is a false dichotomy to see sex only as biological and gender only as social. As this is a complex topic, she suggested that for gender and SSR training it could be presented as “it’s more complicated than this, but let’s say sex is more about biology and gender is more about socialization”. (See Exercise 6.1 for details.) Dr Rosga also mentioned that another reason it is important not to oversimplify gender versus sex is that up to 4 per cent of live-born babies are intersex, i.e. with an anomaly regarding their biological sex that does not fit typical definitions of male and female.

Dr Rosga and Dr Kunz then facilitated an interactive group exercise drawn from the *AVERT Family Violence* guidebook as an example of how gender and SSR training could address issues of intersectionality (see Exercise 6.2). The exercise examined how power and privilege relate to different social identities. The overall aim was to bring to light the reality that an individual's level of security is determined by multiple identities and social divisions.

SPEAKER: Niema Burns, Devon & Cornwall Police, United Kingdom

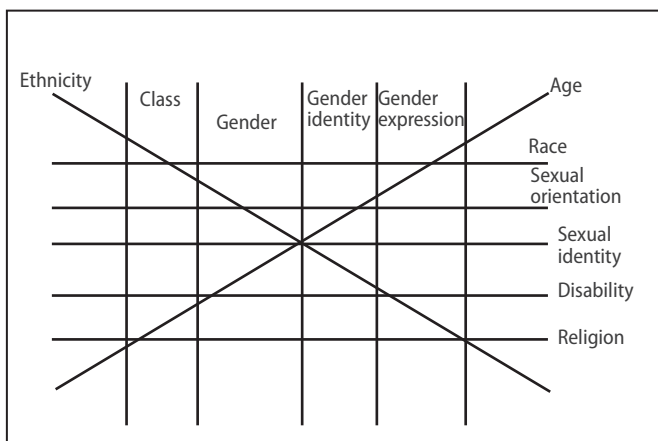
Ms Burns is the equality and diversity training manager for the Devon & Cornwall Police. She received a national award for the gender capacity-building process she initiated with the police. She is also organizing specific training events on devising strategies for empowering women in civil society organizations. In this session, Ms Burns outlined how her comprehensive approach to equality and diversity training relies on the strategic use of equality and diversity legislation passed in the UK over the last ten years. See Lessons Identified 6.3 and 6.4 for more information on these activities.

Lesson Identified 6.1: How to address intersectionality in gender training

A central theme in this session was the concept of intersectionality and understanding how complex social identities are constructed from multiple elements that intersect in non-mutually exclusive ways. Examples of such elements, as laid out by Dr Kunz, include sexuality, ethnicity, nationality, culture, ability, age, gender, race, origin, health, religion and economic status. This is relevant for gender training because it helps trainees to develop a much more refined understanding of how individual security needs vary among people of the same gender. For example, a woman from an ethnic minority will have specific security needs that differ from those of other women in the same society. If intersectionality is not taken into account, it may be assumed that all women have the same security needs, which leads to failure to prevent and respond to certain forms of violence. Dr Kunz also emphasized that intersectionality is not simply a process of summing up differences or multiple social divisions. Rather, it reflects a matrix of intersecting oppressions, as explained during the workshop using the image below.

One of the challenges that the participants identified when applying an intersectional approach in gender training was deciding on the most important elements, as it was not usually possible to address them all. When making such decisions, it is important that trainers are aware of the social and cultural context in which they are working and draw on local knowledge wherever possible.

Gender and Intersectionality: Matrix of Oppressions



Lesson Identified 6.2: How to address LGBTI issues in gender training

Workshop participants discussed the benefits and challenges of including LGBTI (lesbian, gay, bisexual, trans/transgender and intersex) issues in gender training for the security sector. Dr Rosga facilitated a brainstorming exercise on whether or not these issues should be integrated into gender training. Two small groups were tasked with brainstorming arguments in favour, and two other groups looked at arguments against.

Arguments for including LGBTI issues in gender training:

- LGBTI individuals are entitled to have their human rights respected and protected. One of their human rights is the right to security. This reflects the way in which women's specific concerns need to be addressed to protect their human rights on a par with men.
- It is especially important to discuss the security of groups facing comparatively high security risks, such as LGBTI people.
- LGBTI people face discrimination and violence because they are perceived as not abiding by traditional gender roles regarding women's and men's sexual identity, behaviour, dress, etc. This is inherently a gender issue and should therefore be covered in gender training.
- LGBTI personnel may be represented among the training audience or be working within the ranks of the security sector (i.e. the police, military, etc.).

Arguments for not including LGBTI issues in gender training:

- Including LGBTI issues adds another layer to an issue that is already very complex, and could potentially derail the training and alienate the trainees.
- A trainer working on gender issues may not necessarily have the expertise or confidence to provide substantial and/or appropriate training on LGBTI issues.
- LGBTI issues may not be culturally accepted in the context in which a training session is being delivered. This is even harder when the trainer comes from abroad and brings up the issue of local ownership in relation to training in the security sector.
- The local legal mechanisms may be weak, and there is no international human rights legislation that formally bans discrimination on the grounds of sexuality. In some countries homosexuality is even illegal.

During the plenary discussion, participants brought up several critiques of the proposed counter-arguments. For example, in response to the argument regarding lack of cultural acceptance, the same argument could be made about gender equality. In certain countries domestic violence or marital rape is still legal: does that mean that you do not mention it in training on gender-based violence? One participant pointed out that there are many instances where a detailed historical analysis can discredit the claim that LGBTI identities are the consequence of external influences and are at odds with the ancient traditions of a given culture. This reasoning can be integrated into a training session to challenge the cultural argument against including LGBTI issues in a training curriculum. Another participant emphasized that LGBTI issues should not be avoided in gender training unless the act of addressing this topic can create insecurity for LGBTI people. Dr Rosga noted the importance of emphasizing that incorporating LGBTI issues is not only about advocating for individuals who are discriminated against because of their sexual orientation or gender identity; it is also very useful as a tool to make more visible how gender and gender stereotypes operate on everyone. Most societies' gender and sexuality norms are maintained (often unconsciously by those with no intention of doing harm) by an implicit threat of shaming or violence toward those who act in "gender-inappropriate ways." That implicit violence is made very explicit when it is directed against LGBTI people who may be perceived as most overtly differing from – or challenging – social norms.

Strategies that participants offered for addressing LGBTI issues in gender training included the following:

- One participant suggested using local ownership to secure participant buy-in and prevent LGBTI issues from dominating a gender training session. He described a situation in which the topic of LGBTI came up within a group of African officers at a training event. To prevent this topic from dominating the entire discussion, but simultaneously not cutting it off entirely, he asked a South African participant to describe how this issue was addressed in their police service.
- Another participant showed photographs she sometimes uses in her training activities to raise and discuss gender, sex and LGBTI issues. The scenes depicted include children in Afghanistan who have been raised as (and look like) boys, but in fact are all female; an older woman in Montenegro holding a gun, who dresses and lives her life as a man; and the male model Andrej Pejić, modelling as a woman.
- Individual opt-out: participants emphasized that ignoring the topic is not ideal, but may sometimes be the only option. In these cases, one strategy is simply to respond that LGBTI issues are a part of gender training or are a human rights issue, but then move on directly without discussing them further. One participant added that issues can also be “parked” – in other words, put to the side until the end of a training event.
- Discuss the issues one-to-one or in small groups outside the classroom.
- Cite people who hold a high level of credibility in the eyes of the audience to support your arguments (e.g. Navi Pillay in Zimbabwe; Ban Ki-moon in the UN Human Rights Council).
- Invite activists from local LGBTI movements to sit on panels or present during a training event (if this is both possible and safe for them).
- Encourage trainees who are especially interested in these issues to ask specific questions.
- Establishing and enforcing respect as a ground rule for a training event can allow you to discuss LGBTI-related issues in a moderately hostile environment.

Lesson Identified 6.3: Using national legislation as a basis for equality and diversity training

To articulate how diversity legislation can be the basis to gain political will for the implementation of gender training and capacity building, Ms Burns shared her experience designing gender and diversity training and capacity building for the Devon & Cornwall Police. Based on existing national legislation, in 2007 the police began to introduce separate training packages for all six nationally recognized diversity standards (disability, race, age, sexual orientation, religion and belief, and gender). Due to the national legislation, these different equality concerns were treated as equivalent to each other, leaving little space to discuss issues related to diversity and intersectionality in the UK police service. In 2010 the UK adopted the Equality Act, which united and strengthened all previously existing legislation on race, gender and other diversity issues. Since the adoption of the Act, if anyone is treated less favourably because of any of these characteristics it is considered formal discrimination. In the context of the UK police service, this meant not only that the police had an obligation to ensure that such discrimination did not occur, but they were also expected actively to promote diversity and equality. The legislation strengthened political will and buy-in by creating pressure to implement. Ms Burns was then able to advocate effectively for a new approach to equality and diversity training as a way to implement the new legislation in practice within the Devon & Cornwall Police.

Lesson Identified 6.4: Using competency-based training

Due to poor training results and low turnout, Ms Burns and her colleagues moved from focusing on only delivering training on diversity issues to a competency-based capacity-building process. This new approach starts with an individual competency assessment that is evidence based and measures a range of equality-related competencies against national occupational standards. The assessment focuses on evaluating performance and behavioural aspects of learning, as opposed to cognitive ones, and is therefore more suited to police work.

After the assessment, individual capacity building is designed, including participation in training courses, mentoring and shadowing. Ms Burns emphasized that trainees' learning process varies according to the person, their position and/or the nature of the subject matter. She also mentioned that the senior personnel were the first to go through the capacity-building process, which gave an incentive for junior personnel to take the process seriously.

The general structure of the competency-based training programme designed by her team was as follows:

- **Competency assessment.** An initial TNA session usually lasted between one and two hours.
- **Capacity building.** Different forms of capacity building vary in length depending on individual needs.
- **Three-month performance period.** Individuals are given a three-month period actively to demonstrate their knowledge and understanding of the content discussed during their capacity building.
- **Feedback.** Feedback is then given by the trainer.
- **Level of competence.** The learning process is complete when the individual achieves a certain level of competence when measured against the relevant national occupational standards.

Ms Burns highlighted the importance of community engagement in competency-based training programmes. With this in mind, she involved local communities from Devon and Cornwall in her programme's design stages so that all aspects of training, delivery, quality assurance and evaluation were tailored to meet community needs.

Exercise 6.1: Baby exercise

Participants: Any

Time: 10–15 minutes

Supplies: None

Learning objectives: Participants should be able to articulate why and how gender is culturally and biologically defined.

Exercise instructions: Ask two participants to act out a role play. Person A is the parent of a new-born child; Person B is a passer-by who is asked by Person A to hold the baby momentarily.

The scene. Person A is holding a baby and Person B stands nearby. Person A asks Person B to hold the baby briefly while Person A leaves momentarily. Person B asks if it is a boy or girl, but Person A leaves rapidly without responding. Once Person A is gone, Person B "checks" to see whether the baby is male or female. Person B then behaves a certain way depending on the sex of the baby. If it is a girl, Person B holds it still, quietly nurturing it; if it is a boy, he or she plays with it, bouncing it up and down or lifting it very high.

This role play is meant to reflect how people do not know how to relate to other individuals, even new-born babies, unless they know the individual's sex. Following the role play, the facilitator explains the biological effects of these gendered behaviours of Person B. Tossing the child up and down if it is a boy produces more hormones associated with masculinity, while holding it in a calmer, quieter manner produces fewer. The point is that there are cultural and biological aspects of gender, and these are interconnected. Sex and culture cannot be separated, and sex and gender are not opposites. The facilitator can also mention that this role play is based on a well-known and replicated academic study in the field of social psychology.

Trainer: AnnJanette Rosga, Transpositions Consulting

Exercise 6.2: Step forward/step back

Participants: Any

Time: Approximately 30 minutes

Supplies: Note cards with statements/categories on each

Learning objectives: Trainees should be able to understand how a variety of characteristics combine to influence individual contexts, opportunities, needs and security concerns, i.e. relevance of intersectionality on security needs.

Exercise instructions: Trainees are each given a card with a statement or set of categories describing a person, and asked to stand in a shoulder-to-shoulder line, facing the trainer. An example might be: "Female, journalist, married, no children." Depending on the number of participants, they can all stand in one row or multiple rows facing the same direction. Be sure to clarify that the trainees are acting, and not answering as themselves but as the person described on the card. Provide them with a context or background before beginning the exercise.

Statements are read, and if a statement applies to the character on a trainee's card ("Yes") then that trainee moves one step forward, or if not ("No"), the trainee takes one step back. The trainees are welcome to elaborate their identity if the answer is not immediately obvious. After multiple questions have been asked, the trainees should end up spread out over the room. Examples of statements include "I can find time to read the newspaper each day", "I can get a loan if I need one", "I can read and write" and "I can refuse a proposition of sex for money or housing."

After all the statements have been read, all trainees read their characteristics out loud, one at a time. Debrief in plenary regarding the exercise, focusing on how multiple characteristics shape security and justice needs.

Methodological variations. Conduct the exercise with scores on a piece of paper, if there is not enough room to do it standing up. Alternatively, let a smaller group of people do the exercise and ask those observing to guess what categories the trainees have on their cards based on where they end up in the room.

Trainers: AnnJanette Rosga, Transpositions Consulting, and Rahel Kunz, University of Lausanne

Note: This exercise is drawn from the "Intersectionality Exercise" in *AVERT Family Violence: Collaborative Responses in the Family Law System* (see Annex 4).

SESSION SEVEN

Exchange and analysis of case study exercises

Case study exercises can be powerful tools for helping trainees to respond to realistic challenges associated with gender and security. The purpose of this session was to facilitate the exchange and analysis of case study exercises used by the different trainers. Session facilitator Annemieke de los Santos is the strategic coordinating officer at the Spanish Ministry of Defence, seconded from the Dutch Ministry of Foreign Affairs. She began the session by giving some examples of her experiences using case study exercises. One example was a case study on integrating gender into the mandate of the United Nation Supervision Mission in Syria. The goal of this exercise, she emphasized, was not to teach trainees the process of planning international operations, but rather to teach them how to bring gender issues to the table using strong, convincing arguments.

Following this introduction, three speakers presented their experiences using case study exercises in gender and security training, and detailed those they found most useful. The audience then broke out into small groups to analyse and discuss in more detail four of the presented case study exercises.

SPEAKER: Kristine St-Pierre, Pearson Centre, Canada

In her capacity as gender adviser at the Pearson Centre, Ms St-Pierre oversees training and education on gender, provides gender training and ensures that gender issues are integrated into all Pearson Centre training and projects. Her primary focus is on peace operations within the police and military in Latin American and African countries. Ms St-Pierre began by asking participants to describe what a case study is and how it differs from a scenario or other exercises. Participants responded by stating that a case study is an activity in which trainees are divided into groups to discuss and analyse a situation or problem and provide relevant recommendations. It was also suggested that case studies are distinct in that they are based on situations that have actually taken place. A participant added that a case study does not necessarily have to be about a real event, but must be realistic enough that it could have happened. In her interpretation, case study activities rely more on operational thinking and responses than do scenario exercises.

Following this introductory discussion, Ms St-Pierre distributed a case study exercise on gender-sensitive emergency responses for foreign affairs staff working on programming in the peace and security sector. This exercise was extracted from "Sex and Age Matter: Improving Humanitarian Response in Emergencies" (see Annex 4). Participants had to analyse how gender was integrated in the context of the following three case studies.

- "WASH and protection in Haiti." In this case study, regional gender advisers pointed out that gender and cultural dimensions had been overlooked in an assessment of post-earthquake water and sanitation needs.
- "Sanitation in the early phase of relief in Pakistan flood response." This case study was given as an example in which the different needs of women, men, boys and girls were all considered in an emergency response effort following a natural disaster.
- "Human trafficking and sex crimes tied to organized crime." This exercise is targeted at a SGBV (sexual and gender-based violence) prevention task team. It is based on a news story extracted from *The Kumasi Times* in Ghana concerning the arrest of a man convicted of trafficking in human beings.

SPEAKER: Zorana Antonijević, Organization for Security and Co-operation in Europe (OSCE) Mission to Serbia, Serbia

Ms Antonijević is a national programme officer in the Democratization Department at the OSCE Mission to Serbia. She also works with the Roma Women Network in Serbia, supported by the OSCE and UN Women. She began her presentation by distributing three case studies.

- “Improving standards and living conditions in prisons in country Y.” This case focuses on the gender dimensions of prison reform, and includes contextual elements such as the presence of refugees, income inequality and a sizeable Roma population. It was used during five days of training for Ministry of Foreign Affairs staff on the project management cycle.
- “Establishment of free legal aid services in city X of country Y.” This case study examines the gender dimensions of justice and legal aid reforms.
- “Implementation of the national plan on community policing of the Ministry of Interior in country Y at the local level.” This case study analyses the gender dimensions of community policing, including issues of peer- and gender-related violence.

SPEAKER: Sandra Oder, Institute for Security Studies (ISS), South Africa

Ms Oder is a senior researcher at the ISS in South Africa. She began her presentation by describing some of the context-specific challenges she and her colleagues face when incorporating case study exercises into their training activities. (See Lessons Identified for more details.)

Ms Oder presented a case study exercise on police responses to gender-based violence (GBV) in Southern Africa. She noted that having regional training on this issue could be very helpful in fostering a common understanding of GBV among trainees, which can lead to a centralized response. She emphasized that this case study required an experienced instructor due to the sensitive nature of the topic of GBV.

FACILITATOR: Annemieke de los Santos, Ministry of Foreign Affairs, the Netherlands

Following these presentations, session facilitator, Ms de los Santos, led the group in an exercise to facilitate the exchange and analysis of case study exercises. The participants were divided into four groups and asked to discuss one of four case studies presented during the session.

- **Monitoring mission in Syria** – Annemieke de los Santos, Spanish Ministry of Defence.
- **Human trafficking and sex crimes tied to organized crime** – Kristine St-Pierre, Pearson Centre.
- **Improving standards and living conditions in prisons in country Y** – Zorana Antonijević, OSCE Serbia.
- **Policing gender-based violence** – Sandra Oder, Southern Africa Regional Police Chiefs Cooperation Organisation.

Each group was asked to discuss what they liked about their selected case study, identify challenges it posed and determine what skills were needed to facilitate it effectively. Some of the key points brought up by participants are detailed in the following lessons identified.

Lesson Identified 7.1: Develop realistic and comprehensive case studies

During the presentation by Ms St-Pierre, several case study definitions were put forward by participants. Specifically, it was widely agreed that while a case study did not necessarily have to be based on real events, it must be realistic to the point that it could have occurred. During the exercise facilitated by Ms de los Santos, the case study she provided from a mission in Syria was recognized as being particularly strong because it focused on

a real-life and ongoing situation. In contrast, the case study on prison reform provided by Ms Antonijević focused on a hypothetical yet highly realistic situation. The case study on human trafficking provided by Ms St-Pierre reflects an alternative approach in which the case is set in a fictitious environment but is based on a real incident.

When developing a useful case study, however, there is more involved than describing the scenario and environment. During the session exercise, the group reviewing the case study on prison reform from Ms Antonijević were concerned that it did not leave enough space for analysis. They determined that creative analysis is a key component if a case study is to form part of an effective training exercise.

As Ms St-Pierre noted, developing appropriate case studies requires time and resources. While case studies should be context-specific, it can sometimes be useful to draw from existing resources. Ms St-Pierre specifically referenced the DCAF *Gender and SSR Toolkit and Training Resource Package* as an example of a useful resource that offers numerous different case studies and provides the relevant information needed to discuss them (see Annex 4). Ms St-Pierre shared her experience incorporating some of these case studies into a workshop for women in Burkina Faso by using them to demonstrate how other countries integrate gender issues into security policies, and then asked participants to discuss these examples in small groups.

An additional challenge Ms Oder brought up was encouraging trainees to look beyond the specifics of the case study itself and draw wider lessons from the exercise. One solution her colleagues implemented was ensuring long enough debriefing sessions following each case study exercise, where the facilitator is prepared to draw out these connections.

Lesson Identified 7.2: Develop context-specific case studies

Ms de los Santos underlined that one of the most important aspects of a case study was its relevance to the training audience. She had first-hand experience of this when struggling to design relevant and appropriate case studies for training events with a very mixed group of trainees. In this case, multiple case studies can be used or easily accessible and basic case studies.

Ms Oder added that from her experience of working with linguistically diverse audiences, the challenge of using case studies could be amplified if details or major points were lost in translation. She explained that her team therefore allotted additional time to explaining the case study and its context to trainees.

Ms Antonijević emphasized the importance of incorporating local aspects into case studies by studying the reports, gender-relevant data, programme outlines and activities of those who would be attending the training event. A thorough knowledge of the local cultural and institutional context is an essential prerequisite for development and use of complex yet relevant case studies.

Lesson Identified 7.3: Keep case studies clear and simple

During the exercise facilitated by Ms de los Santos, all groups emphasized the need for short and simple case studies that reflect clear scenarios with space for analysis. The group reviewing the prison reform case exercise complimented it for its simplicity and well-structured instructions, which incorporated a solid introduction followed by a country analysis, central problem and questions. However, the group noted two major challenges.

- **Timing.** Because many different issues were included in the case study and numerous tasks required of trainees, this exercise could become highly time-consuming. The group therefore recommended dividing the case study by theme into different exercises. In this case the group identified two potential themes, namely gender dimensions and a budget analysis.
- **Language.** Participants questioned whether certain assumptions had been made regarding existing knowledge of definitions. They consequently recommended simplifying the language and explaining definitions.

Similarly, the case study on Syria was critiqued for including too much background information, thus making the exercise too time-consuming and potentially overwhelming for trainees. The group reviewing this case also found the tasks required of the trainees to be overly broad. They recommended first summarizing the documentation provided into one background article, and second tailoring the case study to trainees' specific area of work. In contrast, participants recommended that the case studies on human trafficking and on policing GBV in Southern Africa should use a more complex example to enable more in-depth analysis and discussion.

Contributed case studies

- **Monitoring Mission in Syria** – Annemieke de los Santos, Spanish Ministry of Defence
- **Gender-Sensitive Emergency Responses in Pakistan and Haiti** – Kristine St-Pierre, Pearson Centre
- **Human Trafficking and Sex Crimes Tied to Organized Crime** – Kristine St-Pierre, Pearson Centre
- **Integrating a Gender Perspective** – Kristine St-Pierre, Pearson Centre
- **Disarmament, Demobilization, Rehabilitation and Reintegration of Ex-combatants in Liberia** – Kristin St-Pierre, Pearson Centre
- **Implementation of the Grassroots Democracy Decree in Country Y** – Zorana Antonijević, OSCE
- **Implementation of the National Plan on Community Policing of Ministry of Interior in Country Y at the Local Level** – Zorana Antonijević, OSCE
- **Improving Standards and Living Conditions in Prisons in Country Y** – Zorana Antonijević, OSCE
- **Establishment of Free Legal Aid Services in City X of Country Y** – Zorana Antonijević, OSCE
- **Policing Gender-Based Violence Course** – Sandra Oder, Southern Africa Regional Police Chiefs Cooperation Organisation
- **Defence White Paper of Turkey for 2007** – Kathrin Quesada, DCAF
- **Gender Analysis to Ensure Women's Participation** – Gabriela Elroy, Folke Bernadotte Academy
- **Water and Domestic Violence in Nigeria** – Gabriela Elroy, Folke Bernadotte Academy
- **Water Buffalo in Nepal** – Nikolina Marčeta, EUFOR

SESSION EIGHT

Gender exercises to promote attitude change

This session was facilitated by Megan Bastick, a Fellow in the DCAF Gender and Security Programme, who opened the session by highlighting the importance of promoting attitude change as an often overlooked yet important element of gender training. She introduced the concept by asking the audience, “What are attitudes?” and “How do attitudes change?” An attitude, she explained, is a learned tendency to evaluate things in a certain way, often positively or negatively, though an attitude can also be ambivalent. An attitude is developed through experiences and observations, and has three core components:

- Emotional – how the object, person, issue or event makes one feel.
- Cognitive – an individual’s thoughts and beliefs about a subject.
- Behavioural – how the attitude influences an individual’s behaviour.

She pointed out that there are explicit and implicit attitudes. Explicit attitudes are those we are aware of and that clearly influence our behaviours and beliefs. Implicit attitudes are outside our awareness, but still have an effect on our beliefs and behaviours. Ms Bastick described three types of attitude change: compliance, identification and internalization (see Lesson Identified 8.1). She then facilitated a brief exercise in which participants were put into pairs and given two minutes to think about and share changes in attitude they had experienced and/or observed in their work. The exercise was followed by a plenary debrief during which participants shared their experiences and described challenges or strategies they had encountered (see Lessons Identified).

SPEAKER: Nikolina Marčeta, European Union Force (EUFOR), Bosnia-Herzegovina

Ms Marčeta is the EUFOR gender adviser in BiH, where she delivers mandatory gender training to security personnel on mission. Her audience typically consists of police and peacekeepers. During her presentation, Ms Marčeta invited the audience to participate in an exercise she uses to bring out trainee attitudes and values (see Exercise 8.1). Its purpose is to stimulate group and personal reflection on attitudes and moral values regarding responsibility and accountability.

SPEAKER: Estella Anku-Kidd, Women, Peace and Security Network Africa (WIPSEN-Africa), Ghana

Ms Anku-Kidd is the senior programmes officer at WIPSEN-Africa. She began her presentation with a metaphor of peeling an egg, equating it to the process of provoking attitude change. She explained that it does not take long to peel the shell from an egg, but it requires patience to be successful; the same is true when changing attitudes about gender. She explained that exercises like challenging role plays can make audiences uncomfortable, and warned that when trainers are overly confident about perspectives they assume to be correct, it does not necessarily make an audience more accepting of new ideas.

Ms Anku-Kidd focused on the theory of cognitive dissonance and how this can be used to provoke attitude change in gender training. This theory explains the discomfort people feel when they hold two conflicting ideas in their head at the same time, and the subsequent insights that can occur from such discomfort. Ms Anku-

Kidd uses this theory in her training activities to push trainees to challenge their learnt ideas about gender by introducing new and possibly contradictory lessons. She concluded by facilitating an exercise that she used during a training event for the Ghanaian police and armed forces (see Exercise 8.3).

Lesson Identified 8.1: Applying the compliance, identification and internalization approaches to attitude change

Ms Bastick described three approaches to attitude change:

- **Compliance** – a change in behaviour based on consequences. The individual may not necessarily experience changes in attitude, but rather he or she is influenced by the outcomes of adopting a change in behaviour. Here Ms Bastick referred to Mr Edu-Afful's experience of delivering gender training with KAIPTC in Ghana. As he explained in Session 5, his audiences are required to attend and pass his course in order to go on peacekeeping missions, thus facilitating compliance-based attitude change.
- **Identification** – an individual adopts an attitude change because it is associated someone they admire or look up to.
- **Internalization** – a change in attitude that occurs when one finds the content of the attitude to be intrinsically rewarding. This kind of change is more permanent, as it is not dependent on external factors. Internalization is easier when an idea fits well with a trainee's pre-existing ideas.

During Ms Bastick's exercise, a participant shared an example of attitude change through compliance in the Liberian National Police. At one point, police officers in all LNP departments were not coming to work regularly and morale was very low. The new head of human resources installed a penalty system in which officers who had been absent without leave for too many days in a certain period received two weeks' to two months' suspension without salary. This resulted in all officers coming to work regularly and a significant increase in morale.

One participant criticized the compliance approach for being highly normative and based on obligations. However, another participant pointed out that many of the national gender agencies created over the last 20 years arose via compliance-driven attitude change. Though it may not be the most ideal alternative, it can be an effective first step in provoking attitude change. Unfortunately, internalization of attitude change is rare in institutions and among individuals. Internalization is particularly difficult when working with gender issues, as challenging previous attitudes can be a painful process. One participant noted that the three types of attitude change can be interrelated, and gave an example of seeing identification transform into internalization.

During the discussion, participants offered recommendations for how to facilitate attitude change in a gender training context. These focused primarily on stimulating identification, with the assumption that this eventually leads to internalization. Recommendations included the following.

- Documented case studies – use case studies that are extracted from real events and respected institutions (e.g. NATO).
- Case studies from presenters' personal experiences – invite victims of abuse, civil society members, personnel who have participated in missions, etc. to present their experiences as case studies.
- Role-play exercises – one participant noted that role-play exercises can foster identification. To build on this idea, Ms Marčeta gave an example of a doctor who begins educating her students by putting them in the position of a patient for 24 hours.
- Familiar terminology – a participant described her experience teaching a course on human dignity to police. She chose to use the term "human dignity" as she found it to be more acceptable in this context than "human rights issues". This type of linguistic strategy can help a trainer build on trainees' pre-existing beliefs through identification in order to induce internalized attitude change.

Lesson Identified 8.2: Strategies for dealing with resistance

Ms Anku-Kidd asked participants whether they had experience of allowing space for resistance and negative attitudes to be voiced during a training session. A participant responded, explaining that in her capacity working with Global Grantmakers she always faces resistance and challenges. Her strategy is to break these down into internal, institutional and external challenges, and then determine what concrete strategies should be used. Another participant shared her experience using professional actors in her training. She provides actors with a script of a screenplay and asks the audience to give the actors cards stating what they should do. After the act, the actors step out of their characters and explain how they felt playing a particular role. She emphasized that this allows for a second level of thinking within a short time. Another participant recommended a speed consultation exercise as a way of letting off steam without allowing certain emotions to dominate a session (see Exercise 8.3 for an example).

Lesson Identified 8.3: Assess attitude change

During her presentation, Ms Anku-Kidd noted that many training approaches focus on changing attitudes. However, it is important to consider how attitude change is addressed in needs assessments and in monitoring and evaluation. Needs assessments, she explained, usually focus on knowledge and previous experience. This makes it difficult to understand which attitudes trainees hold prior to receiving training. One example of questions that can be included in a TNA is from a survey done at Al-Istiqlal University in Palestine, which included the question “Do you think men make better police officers than women?” Seventy per cent of participants responded “Yes”. However, people are good at guessing what the “right” answer is, and even when someone purports to be gender-sensitive, this may not reflect their actual personal attitudes or opinions. One recommendation participants gave for strengthening this question was to add “Why?” This allows space to collect insights into the reasoning behind a respondent’s attitude, and can reflect whether they honestly agree with their response or whether they are simply trying to provide a response that is expected.

Exercise 8.1: King and queen exercise

Participants: Any
Time: 30 minutes
Supplies: None

Learning objectives: To introduce and explore socialization, beliefs and prejudices regarding gender.

Exercise instructions: *Tell the trainees this story:* A queen and king live in a castle somewhere. One day the king goes on a business trip. Before he leaves he orders the queen not to go out of the castle until he returns. Nevertheless, the moment he leaves, the queen flees to a nearby village to see her lover. After spending several hours with him, the queen returns to the castle. However, the castle guard does not want to let her in because the king ordered him not to allow her to return if she left. At this point the queen returns to her lover to ask for his assistance. He tells her that he does not think they have a serious relationship and he does not want to help her. Then the queen goes to see a friend in the village and asks for assistance. The response is that, unfortunately, the friend cannot help her because he/she is also friends with the king and does not want to destroy this relationship. The queen becomes desperate and again returns to the guard to ask him one more time to let her in, but the answer is still solidly “no”. As a last resort the queen remembers there is a man with a boat in the village: she asks him to sneak her behind the castle (which is surrounded by water) so she can at least take her belongings and then leave again. The boatman agrees to this, but charges the queen 500 euros and insists that the money is paid up

front. This is not possible for the queen, as her money is in the castle. At the end of her tether, the queen decides she should just run into the castle, take her belongings and then run out. She does this, and the guard kills her. The end.

At this point the trainer asks the trainees to think about/discuss this story among themselves for few minutes. After discussion, each trainee is expected, individually or in small groups, to rank the characters in terms of responsibility for what happened to the queen, starting with, in their opinion, the most responsible. The trainer should list the characters on the flipchart, ask the ranking from the trainees and add the number ranks next to each character. For example:

King 2, 1, 5, 6, 1
Queen 1, 4, 3, 2, 1
Lover ...
Friend ...
Guard ...
Man with boat ...

Trainees are requested to explain why they ranked the characters the way they did. This part of the exercise usually develops into a very interesting discussion. Subsequently, the trainer asks the students if they would answer in the same way if the queen left the castle because she was hungry and there was no food in the castle. Or if the king wasn't really leaving on a business trip but going to see his mistress. Additionally, they should be asked to put the story into a human rights context and look at it from this perspective.

Some interesting questions to ask:

- What triggered the sequence of events?
- How influential is our understanding of morals?
- What do we know about the queen and her marriage?
- Does the king have a lover in the destination where he went on business?
- Was the king maltreating the queen?
- Can she get a divorce?

Eventually remind the students of the resemblance between the lover, friend and man with a boat on the one hand, and the institutions that are supposed to take care of victims on the other, i.e. they can often be more concerned with money, power and relationships than supporting victims in need.

Trainer: Nikolina Marčeta, EUFOR

Exercise 8.2: Dealing with resistance to gender issues

Participants: Any, but see guidance note to trainers

Time: About 25 minutes

Supplies: Handout from exercise on “Dealing with resistance to gender issues” in the DCAF publication “Training Resources on Justice Reform and Gender” (see Annex 4)

Learning objectives: Trainees should be able to acknowledge that resistance to focusing on gender might exist, understand some of the reasons for this resistance, empathize with the specific circumstances that make a someone resistant and propose a way to overcome it.

Guidance to trainers: This exercise focuses on resistance to dealing with gender issues, but rather than arguing with a “resister”, trainees learn the skill of active listening, drawing the person out and beginning to understand what might be at stake for that person. This is a very useful skill, not only with regard to resistance. You need to know your audience before attempting this exercise. It is based on the premise that some resistance to dealing with gender issues might best be overcome by giving space to express it. However, if the majority of the audience is sceptical, the sceptics might encourage each other in this way rather than becoming convinced otherwise.

Exercise instructions: Explain that an imaginary colleague is sceptical about the focus on gender issues during this training event. S/he believes that focusing on gender diverts attention from other more important issues in the SSR process, such as good governance and the operational capacity of security institutions. S/he has extensive practical experience, and argues that the magnitude of the task of reforming the security sector is so enormous that gender mainstreaming is a lesser priority. S/he says that people doing SSR increasingly receive requests to apply holistic approaches and mainstream a whole range of cross-cutting issues, and have a hard time doing justice to all of them (other sceptical arguments can be used as well).

Trainees have conversations in pairs. Each conversation lasts ten minutes. One person plays the role of “the sceptic” and the other is “the listener”.

For the first five minutes the sceptic lays out the arguments presented above in some detail, as reasons why s/he does not think gender should be prioritized in SSR. The listener actively listens, following the active listening guidelines (if the trainer wishes, s/he can do a short demonstration of active listening).

In the next five minutes the pairs focus on problem solving. During the first round of conversation, pairs might already have come up with ideas on how to resolve the sceptic’s reluctance to take a gender-responsive approach to SSR. If not, each pair must now brainstorm. They must write down all their ideas for possible solutions (e.g. obtain further funding to address gender issues, identify partners who can support gender work, increase their own skills on gender, etc.) without evaluating them. Then those ideas that are clearly not implementable are crossed out. Finally, the pairs decide together whether there is a mutually agreeable way forward.

In a plenary debriefing of ten minutes, focus on experiences gained. Is the sceptic more able to engage? Is the listener able truly to understand the scepticism? Conclude by thanking everyone for having opened their minds and hearts to a difficult issue.

Possible variations: If you have longer to spend on this exercise, each pair could reverse roles after ten minutes, i.e. the listener now plays the sceptic and vice versa. This would allow all trainees to practise active listening skills.

Trainer: Referenced by Megan Bastick, DCAF (this exercise was initially intended to be presented in this session by Ms Bastick, but was only briefly mentioned).

Note: Extracted from “Training Resources on Reform and Gender”, in Megan Bastick and Kristin Valasek (eds) *Gender and Security Sector Reform Training Resource Package* (Geneva: DCAF, 2009).

Exercise 8.3: Cognitive dissonance exercise

Participants: Any

Time: 15–30 minutes

Supplies: Large space

Learning objectives: Challenge participant attitudes concerning gender issues.

Exercise instructions: All participants are asked to stand up together in a large space. Statements are read aloud. Participants are instructed to move to the left or right side of the room depending on whether they think the statement is a “fact” or a “myth” (be sure to define clearly which side means what).

Statement examples:

- Wife-beating was so common in the Western world that there were even laws regulating it (fact).
- If you love someone you should be willing to have sex with them (myth).
- A man or boy only gets an erection if he is sexually aroused (myth).

Trainer: Estella Anku-Kidd, WIPSEN-Africa

Note: Exercise drawn from VAW training manual of the gender studies and human rights documentation centre in Accra (see Annex 4).

Exercise 8.4: Speed consultation

Participants: Any, but better with a mixed audience (male/female, civil/military)

Time: 20 minutes

Supplies: Stopwatch

Learning objectives: After completing this exercise, trainees will be able to clarify their own beliefs regarding gender, understand ways in which gender influences decisions and policies, and realize different ways of understanding gender and its implications.

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

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

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

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

- Recruiting more female police officers is sufficient to ensure gender-sensitive policing.
- When working in a foreign country, international actors should respect local culture and traditions and not impose Western notions of rights and social progress.
- Boys do not cry.
- Reserved quotas are the best way to ensure a “critical mass” of female personnel in security sector institutions, governments and parliaments.

Trainer: Daniel de Torres, DCAF.

Note: Exercise from “Training Resources on Security Sector Reform and Gender”, in Megan Bastick and Kristin Valasek (eds) *Gender and Security Sector Training Resource Package* (Geneva: DCAF, 2009) (see Annex 4).



SESSION NINE

Follow-up and evaluating the impact of gender training

Evaluations and follow-up are essential elements of gender training because they provide insight as to whether or not training has met its objectives. They can also inform the design of future training activities. DCAF Project Coordinator Kathrin Quesada began facilitating this session by describing two different training evaluation models: Kirkpatrick's four levels of training evaluation and Bloom's taxonomy (see Lesson Identified 9.1). She also emphasized the importance of both immediate evaluation activities and follow-up activities conducted one to 12 months after a training event.

Ms Quesada shared her experiences delivering gender training to judges and prosecutors in Bosnia-Herzegovina. She explained that a main project activity was to bring together major stakeholders to begin a discussion on the evaluation process and methodology. During these discussions, it was determined that the standard evaluation methodology, i.e. the distribution of questionnaires immediately following the training, only reflected the trainees' personal responses and not the actual impact of the training. In other words, this strategy evaluated whether lessons were learnt, but not whether they were implemented (see Lesson Identified 9.3).

SPEAKER: Nicola Popovic, UN Women, Zimbabwe

Nicola Popovic works as the SSR project coordinator for UN Women in Zimbabwe and is the author of "Tool 11 – Security Sector Reform Assessment, Monitoring & Evaluation and Gender" in the DCAF *Gender and SSR Toolkit*. Ms Popovic began her presentation by describing some of the challenges she faced when developing Tool 11 for DCAF. She explained that while gender training attracted substantial interest, assessment, monitoring and evaluation (AME) activities did not. This made it difficult to put AME concepts into practice. Based on this challenge, Ms Popovic noted the importance of being realistic when discussing monitoring and evaluation activities and approaches. While it may be ideal to introduce a complex and thorough evaluation methodology, it may not be feasible in reality due to various constraints, and compromises may have to be made.

Ms Popovic shared an example of a workshop in which the objective was to create networks between women's organizations and explore programmatic areas. Immediately after the workshop evaluations were conducted in the form of interviews, and later through follow-up on-the-job monitoring to assess the workshop's impact. She emphasized the importance of this type of participatory approach to follow-up in order to determine how knowledge is implemented. Ms Popovic then asked the audience to share some of the challenges and strategies they encounter when conducting training evaluation (see Lesson Identified 9.3).

SPEAKER: Gabriela Elroy, Folke Bernadotte Academy, Sweden

Ms Elroy built on the discussion facilitated by Ms Popovic, introducing the evaluation challenges and strategies experienced by FBA. She began with a PowerPoint presentation of questions and challenges associated with gender training evaluations, moving on to different evaluation models and finally a list of methodological approaches employed at FBA (see Lessons Identified 9.1–9.4). Ms Elroy concluded by emphasizing that the training at her institution is not necessarily intended to have an impact on missions, but rather to teach the individual trainees something useful and concrete.

FACILITATOR: Kathrin Quesada, DCAF, Switzerland

Following the two presentations, Ms Quesada facilitated an exercise to provoke discussion on strategies for evaluating attitude change. Participants were asked to cluster around flipcharts depending on what type of audience they typically work with (e.g. parliament/government, police, civil society and military/peacekeeping). Participants then discussed in their groups how to evaluate attitude change for their selected audience (see Lesson Identified 9.4).

Lesson Identified 9.1: How and when to use different evaluation models

The first evaluation model introduced by Ms Quesada and elaborated by Ms Elroy was Kirkpatrick's four levels of training evaluation. The table below is extracted from Ms Elroy's presentation and describes each of the four levels of this model.⁵

Level	Evaluation type	Evaluation description and characteristics	Examples of evaluation tools and methods	Relevance and practicability
1	Reaction	How the participants felt about the training or learning experience.	Feedback forms. Verbal reaction, post-training survey or questionnaires. Feedback forms based on subjective personal reaction to the training experience. Post-training surveys or questionnaires.	Quick and very easy to obtain. Not expensive to gather or analyse.
2	Learning	The measurement of the increase in knowledge – before and after.	Typically assessments or tests <i>before and after</i> the training. Interview or observation can also be used. Methods of assessment need to be closely related to the aims of the learning. Measurement and analysis are possible and easy on a group scale.	Relatively simple to set up; clear-cut for quantifiable skills. Less easy for complex learning. Less easy for more complex learning such as attitudinal development, which is notoriously difficult to assess.
3	Behaviour	The applied learning back on the job – implementation.	Observations and interviews over time are required to assess change, its relevance and its sustainability. The opinion of participants, which is a relevant indicator, is subjective and unreliable, and so needs to be measured in a consistent, defined way. Self-assessment can be useful, using carefully designed criteria and measurements.	Measurement of behaviour typically requires cooperation and skill of line managers.

5 Donald L. Kilpatrick, *Evaluating Training Programs: The Four Levels*, 3rd Edition, (San Francisco, CA: Berrett-Koehler Publishers, 2006).

Level	Evaluation type	Evaluation description and characteristics	Examples of evaluation tools and methods	Relevance and practicability
4	Results	The effect on the environment by the course participant(s).	Measures are already in place via normal management systems and reporting; the challenge is to relate to the participants on the courses.	Not difficult individually, but challenging to conduct for an entire organization. Process must attribute clear accountabilities. External factors greatly affect organizational and business performance, and cloud the true cause of good or poor results.

Bloom’s taxonomy was the second tool introduced by Ms Quesada and expanded on in Ms Elroy’s presentation. According to Ms Quesada, this tool is designed for academic use but is nonetheless applicable to all learning processes. Ms Quesada used the diagram below to describe Bloom’s taxonomy, explaining that each element in the circle builds on the others and functions as a prerequisite to subsequent elements.

Bloom’s taxonomy as revised in 2001 by Anderson and Krathwohl⁶

In her presentation, Ms Elroy supplemented this with a detailed description of the various elements of the tool.

Level	Definition	Sample Verbs
Remember (lowest)	Learner recalls or recognizes information, ideas, and principals.	List, label, name, state, define, draw, find, match, record, describe
Understand	Learner constructs meaning through interpreting, classifying, summarizing, interring, comparing, or explaining.	Interpret, illustrate, classify, summarize, extrapolate, compare, contrast, explain
Apply	Learner selects, transfers, and uses data and principals to complete a problem or task.	Execute, implement, use, demonstrate, construct
Analyze	Learner breaks material down into parts to explore understanding and relationships.	Differentiate, discriminate, focus, organize, deconstruct, integrate
Evaluate	Learner justifies a decision or course of action.	Check, critique, experiment, judge, justify, test, recommend, defends
Create (highest)	Learner generates new ideas, products, or ways of thinking.	Design, construct, plan, produce, invent, hypothesize

Following discussions on Kirkpatrick’s four levels of evaluation and Bloom’s taxonomy, Ms Elroy presented outcome mapping and the theory of change (programme theory) evaluation tools. A participant also brought up the question of using key competencies as an evaluation mark to determine the success of training activities. However, she pointed out that this is difficult when audiences are diverse, as they often are. Going further, another participant emphasized that in some cases, particularly in advocacy work, the stated goal is rarely achieved. She introduced the following alternative evaluation approaches.

⁶ Lauren Tayler and Elisabeth Ryan, “Northwestern University Feinberg School of Medicine Quick Guide: Writing Aims, Goals and Objectives,” 2010, p. 2. <<http://educationinmedicine.northwestern.edu/images/Documents/Guidelines%20for%20Writing%20Aims%20Goals%20and%20Objectives.pdf>>

- **Theory of change.** “The Theory of Change approach makes explicit assumptions – or theories – about why and how a program should create social change. It maps the relationships and steps between program activities, interim goals, and short-term and long-term outcomes, while also accounting for context, key allies, as well as unintended consequences” (see “Capturing Change in Women’s Realities” in Annex 4).
- **Contribution-focused frameworks.** This type of evaluation framework is based on conceptualizing the pathway to change by recognizing that social change occurs in complex social contexts rather than through linear causal chains. Within these complex contexts, many forces and actors contribute to, and detract from, the achievement of a programme’s long-term goals. Thus this framework focuses on tracking and assessing an agent’s contributions to these goals, rather than attributing a change to the agent’s intervention alone (see “Capturing Change in Women’s Realities” in Annex 4).
- **Appreciative inquiry (AI).** “AI is a process that builds on past successes (and peak experiences) in an effort to design and implement future actions.”⁷ In contrast to approaches focusing on gaps and weaknesses, AI focuses on work done well, strengths and successes to determine what works well, what most inspired trainees and/or what topics were most popular (see “Appreciative Inquiry as a Method for Evaluation” in Annex 4).

Lesson Identified 9.2: How and when to use multiple methods of training evaluation

Following her description of different tools that can be used when conducting training impact evaluations, Ms Elroy shared several different methods that she uses at FBA.

- Informal talks with participants, which can be conducted during the course.
- Diagnostic (knowledge) test(s) before and after a course.
- Learning diaries consisting of handouts distributed at the end of each day with a few reflective questions relating to topics discussed. Give participants approximately 20 minutes to complete the diary at the end of each day. The trainer should make photocopies of the entries and return the originals to participants. This can be anonymous if preferred.
- Individual action plans made by participants following a training event. These could also be used to monitor the effect of the training in the workplace.
- Mentoring: a trainer can sit in participant groups and give individual feedback to participants.
- Follow-up talks or emails.
- Long-term comparative analysis, which is not necessarily used for evaluation of one course, but rather is used by FBA to evaluate all its training in general.

Additional suggestions for training evaluation methods from participants included:

- One- to six-month follow-up questionnaires depending on the partner institution.
- Job performance monitoring tools, especially when six-month follow-up is not possible due to staff rotations.

Ms Elroy emphasized the need to balance short-term timelines against long-term results when conducting training evaluations. She recommended as a good practice using multiple methods of training evaluation, such as a questionnaire after each day or session, a final training evaluation and follow-up talks or questionnaires after a few months. In the Nordic Centre for Gender in Military Operations course for gender field advisers, for example, they use session evaluations and ask direct questions based on the stated session learning objectives, as well as providing space for optional comments (see example below).

7 Christina A. Christie, “Appreciative Inquiry as a Method for Evaluation: An interview with Hallie Preskill”, *American Journal of Evaluation*, 27, 2006, p. 466.

Q3	Radio communication and map reading			
Content				
1– Irrelevant	2	3	4	5 – Very relevant
Presentation				
1– Poor	2	3	4	5 – Excellent
Learning	2	3	4	
1– Poor	2	3	4	5 – High
Comments				

Lesson Identified 9.3: How to address evaluation challenges

A prevalent theme throughout this session was the challenges of monitoring and evaluation, and how these can best be addressed. Some of the main challenges described by participants focused on available resources, donor relations, establishing baselines and clear objectives, and participants and questionnaires.

- **Available resources** – Ms Popovic emphasized during her presentation that time and resources are often insufficient when conducting evaluations for a variety of reasons, including funding shortages and donors not willing to spend adequate time and money on monitoring and evaluation.
- **Donor relations** – Ms Popovic also noted that evaluations can be complicated by the influence of the donor’s evaluation lens (i.e. donor criteria, indicators, etc.). For example, a donor may require quantitative data on how many people were trained and for how long, while a trainer may recognize the value of qualitative measures evaluating, for example, the quality of relationships formed and progress made towards culturally specific triggers for social change. She noted that qualitative analysis is further limited because it is more time-consuming and resource-intensive, and requires a deeper understanding of the context. A participant brought up the question of donor demands and the idea that “we have a product to sell”. This dynamic creates a tension between the need to engage donors and obtain funding on the one hand, and the desire to design an evaluation that serves the project’s objectives on the other.
- **Establishing a baseline** – a participant noted the challenge of establishing the baselines necessary for AME activities given that, ideally, they should be context-specific. Another participant added that ISSAT is in the process of addressing this challenge, but the issue is highly political. In general, donors are often less interested in funding baseline studies as they would rather support evaluation activities. Sometimes for political reasons, a training activity will be conducted/continued even if actual impact is low. This makes it difficult to adequately assess the effects of training.
- **Setting clear objectives** – Ms Elroy pointed out that an evaluation is rendered much less useful when the project objectives are unclear or unrealistic. Another participant reiterated this point, stating that training alone is often not the key to achieving the change outlined in a project’s justification and rationale. It is thus important to be realistic about what a training event can accomplish, especially in the context of a single workshop.
- **Questionnaires** – One of the weaknesses of the questionnaires used to assess gender training for judges and prosecutors in BiH, as mentioned by Ms Quesada, was that they reflect lessons gained but not lessons used. Her strategy for addressing this issue was to introduce more participatory and effect-oriented evaluation tools. Another issue a participant noted is the weakness of questionnaires that ask trainees to assess their own knowledge of gender on a scale from 1 to 5. Instead, she recommended including a question like “How much did you know before and after?” Others alternatives she suggested included learning diaries and action plans, which had been well received at training workshops held at the Pearson Centre. A second

participant also pointed out the unreliability of questions such as “In which session did you learn the most?”, as participants tend to answer with the session they enjoyed the most.

- **Participants** – One participant brought up the question of how evaluation results are affected by a participant’s capacity to influence change. If the training audience does not have the seniority or capacity to influence change in their institution or in the course of their work, it may not be helpful to adopt an on-the-job follow-up evaluation approach because findings will not necessarily be reflective of the effect of the training but the result of institutional constraints.

Lesson Identified 9.4: How to evaluate attitude change

As it is quite difficult to evaluate attitude change and methods may vary depending upon the trainees, participants discussed these questions in small groups focused on different trainee audiences.

- **Civil society**
 - a) Quantitative evaluation
 - i. Hold a number of meetings with security sector institutions (SSIs).
 - b) Qualitative evaluation
 - i. Foster collaboration (e.g. referral systems involving SSIs and civil society organizations).
 - ii. Facilitate information sharing.
 - iii. Determine whether sensitive issues are discussed between civil society organizations and SSIs.
 - iv. Examine how SSIs are portrayed in reports (e.g. CEDAW shadow reports).
 - c) Training strategy: use a role-play exercise to encourage trainees to reflect on their positions and perspectives.
- **Military/peacekeeping**
 - a) Following a training event, ask trainees whether they believe their attitudes have changed, and if so, how?
 - b) Link individual and institutional attitude change over time: one participant shared an example of an evaluation process in which an attitude survey was conducted before a project. The number of institutionally implemented training programmes intended to provoke attitude change was then counted (especially those targeting senior leadership), and finally a new follow-up attitude survey was conducted at a later date.
- **Police**
 - a) Personal action plans: ask trainees to develop their own action plans on how to implement the knowledge they have gained, and to incorporate anticipated resistance into these plans.
 - b) Work with the police service to identify indicators to assess and evaluate training.
 - c) Conduct gender-incident debriefs with trained personnel. Maintain a focus on lessons identified and avoid punitive responses and/or actions.
- **Government/parliaments**
 - a) Behavioural indices – these are scales reflecting attitudes and behaviours. For scale examples, Ms Bastick recommended the gender equitable men scale and gender norm attitudes scale from the publication “Compendium of Gender Scales” (see Annex 4).
 - b) Monitor policy and legislative outputs.
 - c) Conduct case law analysis, although this requires a large sample of cases.

CLOSING SESSION

To wrap up the workshop, Ms Valasek reviewed the “parking lot” topics and facilitated brainstorming on useful gender resources (see Annex 4) and follow-up activities. Participants voiced the need for continued exchange of information on gender training, including through emails and annual workshops on gender and SSR training. In the evaluation forms, participants also suggested setting up an online platform to share resources and engage in discussion, Skype seminars and holding a follow-up workshop in one year.

Ms Ebnöther closed the workshop, expressing her satisfaction that it had been such a great success. She noted that it was the first DCAF event of this kind and only five years ago such an event would not have been possible, as the necessary expertise and capacity did not then exist. A participant expressed her gratitude to the Norwegian Ministry of Foreign Affairs, DCAF staff and all the participants, noting that it was a luxury to have three days with the group to share, exchange and compare information. The participants agreed that the objectives of the workshop were achieved and thanked the organizers and entire DCAF staff for staging the event. Ms Ebnöther closed by wishing all participants a safe and comfortable journey home and encouraged them to stay in touch, saying, “this is not adieu, but au revoir”.



ANNEX ONE

Workshop agenda

Salle de Jura, 3rd Floor, WMO/OMM Building, Avenue de la Paix 7bis, Geneva

DAY 1: Monday, 4 June 2012

- | | |
|---------------|--|
| 09.00 – 09.30 | Registration |
| 09.30 – 10.45 | Welcome, workshop overview and participant introductions
<i>Anja Ebnöther, Assistant Director and Head of Operations III, DCAF</i>
<i>Kåre Stormark, Deputy Permanent Representative of the Permanent Mission of Norway to the United Nations and other International Organizations in Geneva</i>
<i>Kristin Valasek, Gender and SSR Project Coordinator, DCAF</i> |
| 10.45 – 11.00 | Coffee/tea break (group photo) |
| 11.00 – 12.30 | Session 1: Conducting gender training needs assessment
This session will include a brief presentation on good practices and lessons learned regarding assessing gender training needs, as well as an exercise where participants share and discuss their needs assessment methodology.
<i>Facilitator: Kristin Valasek (DCAF)</i>
<i>Presenters: Maida Ćehajić (Atlantic Initiative), Sylvester Hina (Liberia National Police), Nana Pratt (NOW/MARWOPNET)</i> |
| 12.30 – 14.00 | Lunch |
| 14.00 – 15.30 | Session 2: Why is gender important? Debating different approaches: legal/normative framework, human rights or operational effectiveness
This interactive session will include a discussion between participants on the best ways to introduce security personnel to the relevance of gender to their work. In addition, participants will share the training tools they use to demonstrate the importance of gender to security audiences.
<i>Facilitator: Daniel de Torres (DCAF)</i>
<i>Presenters: Rajaa Swidan (Al-Istiqlal University), AnnJanette Rosga (Transpositions Consulting), Irène Gaga (UNPOL CI), Petra van Oijen (DCAF/ISSAT)</i> |
| 15.30 – 15.50 | Coffee/tea break |
| 15.50 – 17.30 | Session 3: Effective simulation exercises and role plays
After an exercise, this session will include a presentation and discussion on the dos and don'ts of effective role plays and simulation exercises.
<i>Facilitator: Sami Faltas (Groningen University)</i> |

17.30 – 17.45	Wrap up and admin reminders <i>Kristin Valasek (DCAF)</i>
18.00 – 19.30	Welcome reception – 8th floor OMM

DAY 2: Tuesday, 5 June 2012

09.00 – 09.10	Welcome remarks <i>Ambassador Theodor H. Winkler, Director of DCAF</i>
09.10 – 09.30	Your favourite training exercise <i>Facilitator: Kristin Valasek (DCAF)</i>
09.30 – 11.00	Session 4: Exchange and analysis of gender training agendas During this session, participants will exchange feedback on the agenda/outline for recent gender training sessions they have developed for security personnel. <i>Facilitator: Daniel de Torres (DCAF)</i> <i>Presenter: Ibrahim Kamara (MSWGCA SL)</i>
11.00 – 11.20	Coffee/tea break
11.20 – 13.00	Session 5: Gender training for men As security audiences are largely composed of men, this session will explore how to tailor gender training to male security audiences. <i>Facilitator: Karin Grimm (DCAF)</i> <i>Presenters: Gabriela Elroy (FBA), Fifi Edu-Afful (KAIPTC), Elly Pradervand (White Ribbon Campaign)</i>
13.00 – 14.30	Lunch
14.30 – 16.00	Session 6: Gender and diversity training – making the links This session will include brief presentations and examples of exercises on how to address gender in the context of diversity/intersectionality, including practical training tips for working with the security sector. <i>Facilitator: Jane Barry</i> <i>Presenters: Rahel Kunz (University of Lausanne), Niema Burns (Devon & Cornwall Police)</i>
16.00 – 16.20	Coffee/tea break
16.20 – 17.00	Session 6 continued
18.00	<i>Meet in each hotel lobby for walking tour</i>
18.30 – 19.30	<i>Walking tour around the old city of Geneva, Place Neuve</i>
19.30	<i>Official dinner at Café Papon, 1 Rue Henri-Fazy+</i>

DAY 3: Wednesday, 6 June 2012**09.00 – 10.30****Session 7: Exchange and analysis of case study exercises**

After a brief presentation on good practices/lessons learned on using case studies during gender training with security personnel, participants will work in small groups to provide feedback on three different case studies.

Facilitator: Annemieke de los Santos (Spanish Ministry of Defence)

Presenters: Kristine St-Pierre (Pearson Centre), Sandra Oder (ISS), Zorana Antonijević (OSCE)

10.30 – 10.50**Coffee/tea break****10.50 – 12.30****Session 8: Gender exercises to promote attitude change**

It is a challenge to attempt to change strongly held stereotypes and discriminatory attitudes towards women and other marginalized groups. This session will explore training exercises that can be used to promote attitude change among security personnel.

Facilitator: Megan Bastick (DCAF)

Presenters: Estella Anku-Kidd (WIPSEN), Nikolina Marčeta (EUFOR)

12.30 – 14.00**Lunch****14.00 – 15.30****Session 9: Follow-up and evaluating the impact of gender training**

Moving beyond evaluation questionnaires, how can we effectively measure the impact of gender training? This session will include presentation, discussion and an exercise to gather lessons learned for gender training evaluation and follow-up. In addition, it will address how to link up gender training to institutional mechanisms/activities for sustainability.

Facilitator: Kathrin Quesada (DCAF)

Presenters: Nicola Popovic (UN Women Zimbabwe), Gabriela Elroy (FBA)

15.30 – 15.50**Coffee/tea break****15.50 – 16.30****Closing session: Resource sharing and moving forward**

This session will provide participants with an opportunity to share additional resources that they find useful for developing gender training, such as films, websites, books, pictures, etc. In addition a discussion will be held on what further resources exist or are needed to build the capacity of gender trainers, such as learning opportunities, mentoring, online forum, etc.

Facilitators: Kristin Valasek (DCAF), Anja Ebnöther (DCAF)

ANNEX TWO

Participant list

Last name/First name	Country	Title/Position/ Organization
Anku-Kidd, Estella	Ghana	Senior Programmes Officer, Women, Peace and Security Network Africa (WIPSEN), Africa
Antonijević, Zorana	Serbia	National Programme Officer, Democratization Department, OSCE Mission to Serbia
Barry, Jane	USA	Principal, Linksbridge
Bastick, Megan	UK	Gender and Security Fellow, DCAF
Burns, Niema	UK	Equality and Diversity Training Manager, Devon & Cornwall Police
Ćehajić, Maida	Bosnia and Herzegovina	Project Officer, Atlantic Initiative
Doherty, Anike	Switzerland	Gender and Security Project Officer, DCAF
Ebnöther, Anja H.	Switzerland	Assistant Director and Head of Operations III, DCAF
Edu-Afful, Fiifi	Ghana	Gender Trainer, Peace and Security Programme, Kofi Annan International Peacekeeping Training Centre (KAIPTC)
Elroy, Gabriela	Sweden	Head of Department for Education, Training and Exercise, Folke Bernadotte Academy
Faltas, Sami	Netherlands	Senior Lecturer, Groningen University
Gaga, Irène	Côte d'Ivoire	Coordinator of Gender Activities, UNPOL Côte d'Ivoire
Grimm, Karin	Switzerland	Gender and Security Project Coordinator, DCAF
Helfenstein, Noemi	Switzerland	Gender and Security Research Assistant, DCAF
Hina, Sylvester	Liberia	Deputy Chief of Gender Affairs Section, Liberia National Police
Holvikivi, Aiko	Switzerland	Gender and Security Research Assistant, DCAF

Last name/First name	Country	Title/Position/ Organization
Kamara, Ibrahim	Sierra Leone	Ministry of Social Welfare, Gender and Children's Affairs (MSWGCA)
Kufuor, Adwoa	Switzerland	Human Rights Officer, OHCHR – Women, Human Rights and Gender Section
Kunz, Rahel	Switzerland	Lecturer, University of Lausanne
Marčeta, Nikolina	Bosnia and Herzegovina	Gender Adviser, EUFOR
Messerli, Margaux	Liberia	Gender Adviser, UNPOL Liberia (UNMIL)
Oder, Sandra	South Africa	Senior Researcher, Institute for Security Studies (ISS)
van Oijen, Petra	Switzerland	Project Officer, International Security Sector Advisory Team (ISSAT)
Pepper, Analee	Switzerland	Gender and Security Research Assistant, DCAF
Popovic, Nicola	Zimbabwe	Security Sector Reform Project Coordinator, UN Women Zimbabwe
Pradervand, Elly	Switzerland	White Ribbon Campaign
Pradier, Caroline	Switzerland	Gender and Security Research Assistant, DCAF
Pratt, Nana	Sierra Leone	National Organization of Women, Sierra Leone (NOW SL) and Mano River Women's Peace Network (MARWOPNET)
Quesada, Kathrin	Switzerland	Gender and Security Project Coordinator, DCAF
Rosga, AnnJanette	USA	Founder and Executive Director, Transpositions Consulting
de los Santos, Annemieke	Spain	Strategic Coordinating Officer, Spanish Ministry of Defence
Stormark, Kåre	Norway	Deputy Permanent Representative, Permanent Mission of Norway to the United Nations
St-Pierre, Kristine	Canada	Gender Advisor, Pearson Pearson Centre
Swidan, Rajaa	Palestine	Acting Dean of Development and Training Faculty, Al-Istiqlal University
de Torres, Daniel	Switzerland	Deputy Head of Operations III, DCAF
Valasek, Kristin	Switzerland	Gender and Security Project Coordinator, DCAF

ANNEX THREE

Favourite exercises

Exercise: “Gender boxes” of “male” and “female” characteristics and discussion

Participants: Any audience learning about gender, ideally 20–25 participants.

Time: Approximately 45 minutes (can leave more time for conversation/discussion, this is a minimum time).

Supplies: Handout or flipchart paper and pens.

Learning objectives: This is very good to get participants to recognize gender expression, fluidity and the “creation” of gender.

Exercise instructions: Divide participants into small groups. Have them draw two boxes, one “male/be a man” and one “female/act like a lady”. Ask them to brainstorm about characteristics of each (can ask for positive and negative) that we receive from society: what we must do to fit into the society’s views of what it means to “be a man” and “act like a lady”. Have group discussions. What do boxes represent? What is the difference between the boxes? Are some of the messages contradictory? Then have them describe characteristics that put people “outside the boxes” – and what happens when someone is outside the box? Groups present findings in plenary and discuss. This is a great exercise, but it can raise some challenging and heated discussions, so should be moderated very sensitively.

Trainer: Jane Barry, Linksbridge, USA

Source: Zhenska Soba <http://zenskasoba.hr/index.php?option=com_content&task=view&id=110&Itemid=29>

Exercise: “The gender line-up” representing participant gender knowledge

Participants: Anyone who needs to know what the gender perspective is.

Time: 15 minutes.

Supplies: A line on the floor (preferably marked with sticky tape) long enough to line up all the participants; list of questions for the game controller/facilitator.

Learning objectives: Learn basic facts about gender perspectives (e.g. it is not only about women, it is not all about biology, etc.) and reduce participant anxiety about gender by encouraging them to enjoy themselves.

Exercise instructions: Participants are asked to position themselves along a line according to their level of knowledge about gender issues. The controller/facilitator then asks them questions about gender – some funny, some serious. The idea is to reward them for answering correctly by moving them up along the line. It is also an energizer and ice-breaker.

Trainers: Sami Faltas, University of Groningen, the Netherlands; Ibrahim Kamara, MSWGCA, Sierra Leone

Exercise: Sorting game – An exercise on how we know what we think we know about the world

Participants: 12–75 (instructions below are for a group of 20 but can be adapted).

Time: About 1 hour (5–10 minutes beforehand for participants to gather objects to be sorted, 20 minutes for preparation and sorting, 10–15 minutes for report back, 15–20 minutes for discussion).

Supplies: Flipchart and marker (or whiteboard, chalkboard, etc.). For participants: ask each participant to bring “20 objects” with them from home to the event. In an onsite workshop/conference it should be possible for participants to gather the objects from wherever they are staying. Participants should be asked to bring a bag (or other container) to the exercise, filled with items described below. (No additional explanation should be offered because the exercise works better if participants go into the activity without specific expectations.) For facilitator: coloured tags (can be marbles, pieces of coloured paper, notes with colours written on them, etc.). There should be enough tags for all participants to have one, even though not everyone will receive a tag. When the participants are divided into small groups, each member will need to have a different colour tag. The number of colours provided should therefore reflect the size of each the small groups. For a group of 20 there should thus be four colours (e.g. red, blue, green, yellow). All but one member of each group gets a tag.

Learning objectives: To break down the dichotomy between what is “real” and what is “socially constructed”, and help participants understand the ways that reality and culture/society interact to shape our understandings of how the world works. (This exercise is not specific to gender or security sector reform, but can be useful in training on gender and/or sexuality because the question of “what is real versus culturally or socially constructed?” often comes up in these contexts.)

Exercise instructions:

1. Have everyone put objects together into one big pile in the middle of the room/table. Combine all objects together, mix well.
 - Remind participants to make a note of their objects so they can collect them at the end of the exercise.
2. Divide participants into groups of four (count number of people in the room, divide by four, ask them to count off one to “dividend” – if total is 20, then count off one to five, etc.).
3. Put participant groups together by number (all ones together, all twos, etc.) and give them a place in the room to work.
4. Have members of each group grab a portion of the objects for their group. Tell the groups first to label their pile so that everyone in the room can see (e.g. group one should label their pile “1”, group two, “2” and so on.). They can examine the objects but should not do anything else at this point.
5. Ask one member of each group to step outside with the facilitator. These are “observers”. Instruct them as follows and then have them return to their groups.
 - Tell them that the group will be asked to “sort the objects” in one session, then recombine them, and finally move to another pile and repeat the process. Observers should stay with their original group’s pile of objects.
 - If anyone asks, the observers should simply say, “I’ve just been asked to observe our group and take notes.” They shouldn’t say anything more about their instructions.
 - During each sorting session, observers should do the following:
 - Write down the number and types of categories the group members propose, discard and settle upon during their session.
 - Pay special attention to disputes over categories, or rearrangements – e.g. moving objects from one category to another, either because another existing category seems more appropriate (why?), or because a new category has been introduced that makes different characteristics of the object important.

Example. Group members decide they will sort objects by colour. Soon this breaks down because some objects are multicoloured. The group may create a “multicolour” category, but then decide it makes more sense to organize the objects according to function (e.g. self-care, office supplies, etc.). Perhaps this too breaks down because there are too many things with unknown or multiple functions. Someone says, “Let’s sort them by material”, and they come up with “metal”, “plastic”, etc. Observers should just note the major shifts (if any) in the categories used.

- Make note of group dynamics. Does a leader emerge and take charge? Does the group settle on one sorting criteria and then sort silently? Does everyone sort together or do some people let others do the sorting? Are there a couple of people who frequently disagree? About what? How do they attempt to persuade each other in favour of one sorting process or another?
 - Identify any key similarities and differences between how the two sorting sessions proceed.
 - Remind the observers not to take a colour tag when the facilitator passes them out.
 - Have observers reconvene with their groups and object piles.
6. Instruct all groups to “sort the objects” for five minutes: “Take five minutes now to sort your pile of objects quickly into orderly categories – use any criteria that make sense to you for sub-grouping these objects.” (Participants may object and ask for more clarity. Don’t give further instructions. Tell them it’s up to them how to sort their piles and there are no right or wrong ways to do it.) While they’re doing this, distribute colour tags to non-observer members of each group (red, blue, green, yellow). These will help guide the rotation of group members for the second sorting session.
 7. When the groups are finished sorting, have observers make final notes and then re-mix their pile of objects.
 8. Rotate (for four groups of five people each).
 - Observers stay with original piles
 - yellow → one group counterclockwise
 - red → one group clockwise
 - blue → two groups clockwise
 - green → three groups clockwise (must have minimum of four groups for this to work)
 9. Hold a second sorting session: “Take five minutes now to sort your pile of objects quickly into orderly categories – use any criteria that make sense to you for sub-grouping these objects.”
 10. Ask observers to make any final notes. For the discussion to follow, people can stay with their second piles or return to their seats. Observers should stay with their piles, however, and report back from there.
 11. Have each observer report back on their two sessions. The facilitator should be making overall notes on a flipchart on such things as:
 - numbers of categories (often groups will have two to five sub-piles but not more; so far no group has ever refused to sort or said anything like “we have one category called ‘miscellaneous objects’”)
 - names/types of categories (colour, function, size, material, etc.).
 12. Prompt observers if necessary.
 - Were there any disagreements?
 - How were the groups’ dynamics?
 - How were the two sorting sessions similar? Different?
 - If there is time, welcome participants to comment as well.
 13. Facilitate a general discussion with whole group. Point out the key learning points below if the group does not generate them independently.

Trainer: AnnJanette Rosga, Transpositions Consulting, USA

Exercise: Facilitated community/police discussions in the context of gender

Participants: Members of IAGs (independent advisory groups) and community representatives. (While this exercise is not specific only to gender, it can be utilized to focus solely on one theme or topic. There is a tendency to use it to facilitate discussions and assist in core police business where community “buy-in” is critical to the business area.)

Time: IAG meetings usually last one whole working day.

Supplies: Meeting venue, flipcharts, pens.

Learning objectives: To bring about a positive impact for both communities and police officers.

Exercise instructions: Facilitate community/police discussions in the context of gender. This can include discussions on topical issues.

The IAG is a group of local people who have an interest in policing and its effect upon different community groups. Its members provide independent advice to the police with the aim of improving the quality of policing services delivered across the county. The group has a key role to play in helping to increase the public’s trust and confidence in the police, particularly among minority communities.

The IAG consists of several “strands”, themed to reflect those characteristics that are protected under the UK’s Equality Act 2010, namely age, disability, sex, religion and belief, race and LGBT (lesbian, gay, bisexual and transgender). These characteristics are also enforced by the Public Sector Equality Duty (2011) in the UK. Each strand has an elected chair and vice-chair. When an IAG meeting is held, individuals first attend a meeting of their strand, which is facilitated by the chairs and vice-chairs. This is followed by a strategic meeting in the afternoon for the chairs and relevant police officers/police staff, which is usually chaired by the chief constable.

Becoming a member of the Independent Advisory Group.

As a member of the group, you will be expected to:

- Attend meetings of the group as and when necessary, as well as work in sub-groups.
- Share your personal knowledge, awareness and experience of community issues within the group.
- Provide advice to the police to help in monitoring the quality of service it provides to the diverse communities served, with particular emphasis on hate crime, critical/major incidents, policies and procedures and stop and search.

It is important for you to be able to:

- Contribute the time, energy and commitment to attend regular meetings.
- Express and explain your own views to others.
- Listen, consider, question and challenge the views of others in a constructive way.
- Speak on your own behalf, rather than as a group representative.
- Work as part of a team.
- Consider your own biases and prejudices.
- Make a contribution to influencing policing strategies and policies.

Trainer: Niema Burns, Devon & Cornwall Police, UK

Exercise: 24-hour division of roles/responsibilities in three families

Participants: Any audience who needs a more in-depth understanding of why we do gender analyses and why they are important.

Time: 30–45 minutes.

Supplies: Printouts describing three examples of families, flipcharts and pens.

Learning objectives: To make participants see that men and women do different things during the day, i.e. that there is a division of roles/responsibilities, but also that this division affects women and men differently and the division can vary depending on the circumstances (e.g. displacement, urban/rural setting, etc.).

Exercise instructions:

1. Divide the participants into groups.
2. Distribute the three examples to each group.
3. Ask them to compare the three examples and discuss within the groups what immediate reflections they make from the different examples.
4. Discuss jointly with the whole group. Write down their reflections on a flipchart. The facilitator may want to prepare some points to raise beforehand, which will vary depending on the context in which the exercise is used. For example, with a male audience it is of course very important not only to highlight the women's disadvantage but also to focus on men's disadvantage. Such points may include the following:
 - Women and men have different daily responsibilities.
 - Women do most of the work for the family (reproductive).
 - Women's work is mostly located in the home/domestic area.
 - Women tend to work longer hours than men.
 - Men work mainly outside the house (productive).
 - Men's work is primarily income-generating.
 - Men tend to have more leisure time.
 - Women have more varied tasks than men – they are involved in both productive and reproductive work.
 - Women's and men's roles and doings vary depending on their socioeconomic status, whether they are displaced or not, whether they live in an urban or rural area, etc.
 - Men lose their identity/sense of being to a greater extent than women when displaced. Women's responsibility to care for home and family sometimes helps them to retain their identity/purpose.
 - Men don't get to spend as much time with their children.
 - Men are under primary pressure to bring home an income.
 - Men are more involved in decision-making.
5. Conclude by highlighting that even though the examples are snapshots from only three families and even though details will change with different families, the examples nevertheless reflect the fact that all societies have a more or less strict division of roles/responsibilities between women and men. Many of the reflections are not only valid for these three families, but are in fact reflections of structural consequences of the division of roles/responsibilities between women and men.

Note: The exercise is a modified version of one where the participants themselves identified the roles/responsibilities of a woman and a man in a particular context. This works very well if participants are from the same background and can analyse their own society. However, if participants come from a variety of backgrounds, I have found this version very useful. With slight modifications, the provided examples are based on real discussions with families in Georgia and Palestine. If the training is taking place in a particular context,

e.g. Kosovo, I would strongly suggest making sure the examples are reflections of real families in Kosovo. If one wants to highlight the intersectionality, it is of course important to have families from different backgrounds/conditions. It adds a lot of weight to have cases that are as close to reality as possible. Participants have sometimes questioned men's engagement in their children's homework in several of the families, but I have chosen to have it like that since this indeed came out in the "real" interviews with the families.

Trainer: Gabriela Elroy, Folke Bernadotte Academy, Sweden

Exercise: Quiz of myths and facts

Participants: Law enforcement officers (low and middle management, preferably of the same rank bracket).

Time: 20 minutes.

Supplies: A large room.

Learning objectives: To demonstrate how unequal power relations might contribute to violence against women.

Exercise instructions: Begin by having the trainees stand up and move to one side of the room. (If there is limited space, you may have the participants remain seated and raise their hands to respond instead.) You read out a statement, and those who think the statement is a myth move across the room. Those who think it is a fact stay where they are. Afterwards, one person from each group will explain his/her answer.

Statements and answers can include:

1. If a woman were really unhappy at home, she would just leave.
Answer: Myth. Many women do not have the financial resources or employment skills to start a new life without their partners' support. They may not want to leave their children. They may be pressured to stay by religious or cultural beliefs, family members or community leaders.
2. Many women have successfully left abusive relationships and established warm, loving relationships with partners who care for them.
Answer: Fact. Abusive relationships are the fault of the abuser. Abused women come from both rural and urban areas, and all racial and socioeconomic groups. If given the proper help and support, these women can be empowered to start again.
3. It is almost always best for families to stay together.
Answer: Myth. When abuse is taking place within a family, the home becomes a crime scene. Often, forcing women and children to stay in an abusive home is not a good option. We would never tell a woman who was sexually assaulted by a stranger to live with her assailant; the same standard must be applied when the abuser is someone familiar to the complainant.

Trainer: Sandra Oder, Institute for Security Studies, South Africa

Exercise: GBV preparation for pre-deployment peacekeepers

Participants: Military personnel going on peacekeeping missions (given to commanders and trainers for PSO – peace support operations – training centres in the Latin American and Caribbean region).

Time: 2 hours.

Supplies: Handouts with background, scenario and military map.

Learning objectives: To include a gender perspective to respond effectively to GBV issues within a mission in military structures/units.

Exercise instructions: Make participants familiar with the scenario and background. After introducing the topic and context, discuss the example and, using the military map, determine the best military strategy to respond effectively to SGBV.

- **Setting:** Refugee camp.
- **Context:** Country X has been affected by armed conflict. SGBV has been a major concern and pattern (include more details and context). You are a peacekeeper commanding a unit staffed with X amount of people (and materials). How can you efficiently prevent and respond to the problem of SGBV in the refugee camps?

Trainer: Nicola Popovic, UN Women, Zimbabwe

Note: This exercise was conducted by the Pearson Centre in Montevideo for regional PSO training school representatives from the military.

Exercise: Discussion of gender all over the world

Participants: Internationally diverse audience, any number.

Time: Optional.

Supplies: None.

Learning objectives: Participants should gain exposure to and an understanding of gender in a variety of cultural and societal contexts.

Exercise instructions: Generate discussion among the audience on definitions, stereotypes and realities of gender in the different cultural and social contexts of the participants. Ask questions intended to draw out different conceptions of gender roles and responsibilities. Following this discussion, facilitate participant reflection on the similarities and differences across cultures and societies. Use the comparison discussion to support the idea that gender is constructed, and thus it looks different in each culture or society in which it is constructed.

Trainer: Margaux Messerli, UNPOL, Liberia

Exercise: Using stories to provoke discussion on gender

Participants: Police recruits, 25 participants.

Time: 30 minutes.

Supplies: Flipchart, pens.

Learning objectives: To see women as partners in the home and not as “beating drums”.

Exercise instructions: Use stories during the session to raise awareness among the participants.

The following is an example of a storyline to provoke discussion on gender and security issues, and specifically on gender-based violence between intimate partners.

Actors**Father:** Paul**Mother:** Mary**Two daughters:** Hawa and Cecelia**Neighbour:** Harrison**Police:** Officers Princess Williams and Moses Johnson**Background**

Paul and his wife, Mary, have lived happily in a community called King Peters Town for some years now, but trouble started when Mary got pregnant and gave birth to daughters. All along Paul had wished only for a son on the grounds that boys are strong, smart and will protect the family name and properties. Now he always frowns on Mary for not having a son. He said that daughters are not family property and will leave after marrying.

Detailed sequence of events

Father: When Paul comes home from work, he enters the house and sits down in the living room.

Mother: Mary is in the house. She comes from her room and greets her husband in the living room in a nice tone. Paul's response is not favourable.

Daughters: Hawa and Cecelia are in their room sleeping.

Father: Paul is sitting in the living room with Mary. He starts quarrelling with her, saying that she is a foolish and good-for-nothing woman. Mary asks what she did to be insulted. Paul jumps from his seat and starts to beat her with his belt. Bruises are seen on Mary's body.

Daughters: Hawa and Cecelia are in their room. When they hear a noise in the living room they go there and see Paul beating Mary. Cecelia and Hawa jump on Paul and start to beat him to make him leave Mary alone.

Neighbour: Mr Harrison hears Mary crying and calling for help. As Mary's calls continue, Mr Harrison phones the police on 911.

Police: The officers arrive at Paul's residence and take both parents to the police station. The police go through the case. Paul is held liable and charged with simple assault. Paul later realizes his mistake and apologizes to Mary. He promises not to beat her again, but rather to see her as his wife. Paul's act of beating Mary constitutes domestic violence. A police officer later advises Paul that it is not the mother but rather God who determines whether a child will be male or female. Rather than beating his wife, he should respect her human rights.

Trainer: Sylvester Hina, Liberian National Police, Liberia

Exercise: Stereotypes and responses to stereotypes

Participants: Security and military officers, women from NGOs, men and women from ministries and university staff and people who work in parliament; 29 participants.

Time: 40 minutes.

Supplies: Flipchart, whiteboard markers, one set of cards with stereotypes and another with responses.

Learning objectives: For participants to be able to identify common stereotypes and deal with challenging questions relating to gender.

Exercise instructions: Divide participants into four or five groups. Each group is given a set of cards. Five cards each describe a different gender stereotype. The remaining cards contain counter-arguments to these stereotypes. In their groups, participants have to match the stereotype cards with the possible responses and then discuss them.

The trainer should also encourage them to write responses for these challenging questions. The trainer then asks some of the groups to give feedback in plenary.

Trainer: Rajaa Swidan, Al-Istiqlal University, Palestine

Exercise: Equal rights versus equal opportunities

Participants: Eight volunteers or participants selected from the group by the trainer.

Time: Up to 15 minutes, not including discussion afterwards.

Supplies: Cards with different identities described on them, a list of prepared questions.

Learning objectives: Participants should learn that equal opportunities are not the same as equal rights.

Exercise instructions: Position the eight participants along a line marked on the ground. Each receives a small card with detailed instructions about his/her identity: i.e. girl, 12, Roma, living in Roma settlement; man, 25, working in a bank, etc. (the identities have to be realistic and as detailed as possible). The facilitator reads different opportunities which are basic human rights (e.g. I have the right to marry whom I want; I can go to university, etc.). If the participant believes that someone with their adopted identity would be able to exercise this right, they step forward. If not, they stay on the line. At the end of the exercise the participants will examine how far forward each participant moved and whether any of them did not move at all.

Trainer: Zorana Antonijević, OSCE Mission to Serbia, Serbia

Exercise: Gender-determined roles in society/human rights exercise

Participants: Any (predominantly military personnel of different nationalities and backgrounds).

Time: 15 minutes or longer (depends how deep a discussion is desired).

Supplies: Sheets of paper with different roles written on it, another with a list of statements.

Learning objectives: To remind participants of different human rights levels and different gender roles in different societies so they do not assume everybody has the same range of possibilities, etc. It is important to ask the participants to play out their roles in the context of the country in/for which they are being trained.

Exercise instructions: Ask each participant to choose a paper with a gender role and read 15+ statements (for example, "I have the possibility to get a loan from the bank whenever I need one", "I have access to health institutions", "I can get a divorce and be treated fairly"). Ask the participants to take one step forward if they agree or one step back if they disagree. If they are not sure, they should stay where they are. After the exercise, each member of the group will be positioned differently. At this point the trainer should ask them to read their roles and reflect on their current position (i.e. "do you think it is realistic", "where would you be positioned if you had the same role in your own country/a different country", etc.).

Trainer: Nikolina Marčeta, EUFOR, Bosnia-Herzegovina

Exercise: A day in the life of a woman; a day in the life of a man

Participants: Civil servants, police or military officers; around 20 participants.

Time: 20–30 minutes.

Supplies: Flipchart paper and pen.

Learning objectives: To understand differences in responsibilities of women and men in everyday life.

Exercise instructions: Take a sheet of paper and divide it in half. Put the hours of the day on it. Ask the men and women in the group to say how their day is divided up in terms of working hours, leisure time and household chores. Draw and discuss the conclusions.

Trainer: Maida Ćehajić, Atlantic Initiative, Bosnia-Herzegovina

Exercise: Gender-responsive police reform in practice: The case of Kosovo

Participants: Any.

Time: 50–75 minutes.

Supplies: *Police Reform and Gender Tool*, a ball, trainees' handouts, flipcharts, PowerPoint slides (optional).

Learning objectives: After completing the exercise, trainees will be able to apply theoretical knowledge on gender and police reform to an actual post-conflict context; identify specific actions in pursuit of the goal of integrating gender into police reform; name some obstacles and outline strategies to overcome these obstacles; and use the Kosovo "good practices" examples as arguments for integrating gender into police reform in other contexts.

Exercise instructions: Describe the Kosovo context. Then provide Handout 1 to read. Explain the exercise's objectives. Split the trainees into three groups and ask them to look at gender-responsive police reform from the viewpoints of recruitment and retention of women; prevention of and response to domestic violence; and prevention, response to and penalization of GBV perpetrated by police personnel. Depending on the trainees' level of understanding, a brief brainstorming exercise may be necessary. Following this, each group should be provided with a copy of one of the three handouts and asked to select a facilitator to lead a group discussion and a rapporteur. Allow 20–30 minutes for small group discussions initiated by the questions listed in the handouts. The rapporteur reports the group's findings group in plenary. Provide time for questions and discussion. Affirm key points and bring up suggestions.

Trainer: Megan Bastick, DCAF, UK

Note: See *Training Resources on Police Reform and Gender* (Geneva: DCAF, 2009), Exercise 10.

Exercise: Gender analysis tree

Participants: Best used with an integrated audience, ideal for 24–30 participants.

Time: For best results allow approximately 4 hours.

Supplies: Flipcharts, markers, post-it notes.

Learning objectives: At the end of this module, participants will be able to analyze gender issues in the security sector using a gender analysis tree to help identify root causes, contributing factors, effects, and consequences of gender inequality.

The output of the activity (i.e. identified forms, root causes, consequences, and effects of gender inequality) serves as an input for the selection and development of prevention strategies (e.g. prevention strategies selected should target the priority forms, or attempt to limit, prevent, or reduce the root causes of gender inequality).

Exercise instructions:

Preparation: Draw a tree on a flipchart and post it on a wall so that it is visible to all participants. The tree should have three parts: roots, trunk and branches/leaves.

Plenary discussion (30 mins): Explain to participants that the steps to identifying and analysing gender inequality in the security sector can be applied using the three parts of the gender analysis tree.

Step 1: Determine what constitutes gender inequality. What are the forms and types of gender inequality? List the types, using the trunk of your gender analysis tree.

Step 2: Determine the root causes of gender inequality, and identify those factors contributing to it. List the root causes and contributory factors using the roots of your gender analysis tree.

Step 3: Determine the immediate effects and consequences of gender inequality on the person being discriminated against, her/his family, community, government, peace operations, etc., as well as the effects on policy and programming. List the effects and consequences of the various types of gender inequality using the branches of your gender analysis tree.

Go through one example to ensure that participants have a common understanding of the tool's objectives and application as part of their work (i.e. for context analysis, methodology, evaluation or to help define indicators).

Example

Issue: Women cannot access higher police ranks.

Root causes: Traditions, culture, sexual division of labour between men and women.

Factors contributing to inequality: Lack of awareness by women of possibility of joining police; limited number of female police officers; no policies in place to support women's access to higher-ranking positions.

Effects (short term): Women are discouraged and unmotivated; population does not benefit from a balanced and diverse police force; women feel less safe in their community.

Consequences (medium to long term): Police force remains a male-dominated organization; gender equality cannot be achieved.

This is one example to which you can add. You can also draw on your own experiences.

Activity (120 mins)

Divide participants in groups of four to six (ideally). Ask each group to populate their tree by identifying three or four examples of gender inequality and going through the steps. Participants can write directly on the tree or use post-it notes. Depending on your audience and your objective, each group can take a different sector (military, police, gendarmerie, corrections, etc.) or look at different aspects within one sector (training, deployment to peace support operations, advancement, family planning, etc.).

Presentation (40 mins)

Once participants have populated their tree, each group should present in plenary for five to eight minutes. Allow time for questions.

Plenary reflection (45 mins)

Explain to participants that interventions will differ depending on the level at which the intervention takes place. Always relating it back to the context in which they work, discuss the following questions:

Q: In the examples above, who is being discriminated against?

Q: Who are the ones doing the discriminating?

Q: In order to address gender inequality, on which level should/can you focus as part of your work?

Q: What kind of strategy can be developed and put in place to address, limit and/or prevent such discrimination?

Q: At which level should you focus your policies and/or programmes?

Q: Is one level more important than another? How do we decide at which level to address our efforts, initiatives, policies or programmes?

Q: What kinds of resources will you need? Who are your partners?

Note to facilitators

If you wish, ask participants the following questions or include them as part of an additional handout.

Q: What do you think is the value of identifying gender issues as part of your work?

Q: What is the value of identifying the root causes, contributing factors and consequences of gender inequality in the security sector?

Q: How does gender inequality differ among the sectors (military, police, justice, corrections, etc.)?

Q: How does gender inequality in the security sector differ among countries?

Conclusion (5 mins)

Conclude by saying the following:

- The use of a gender analysis tree enables you to identify and analyse gender issues in your area of work.
- The understanding acquired through such an analysis can then be used to select the best possible approach to address, limit, prevent or alleviate the causes, effects and consequences of gender inequality through policies and various initiatives.
- In addition, this tool can be used to help you better understand a situation before an intervention or when evaluating a programme or policy.

Trainer: Kristine St-Pierre, Pearson Centre, Canada

Note: This exercise is originally from the UNHCR and was adapted from an activity by UNICEF – see http://www.un.org/en/pseataaskforce/docs/unicef_training_of_trainers_on_sea_facilitator_manual.pdf.

The Pearson Centre uses the tree both for analysis of gender issues/inequalities and for sexual and gender-based violence more specifically. For the purposes of SGBV training it has included two additional steps; one step has participants identify the victims of SGBV and another has them identify the perpetrators. This was done to ensure that prevention strategies and tactics are directed towards perpetrators, and that participants have a better understanding of the victims they will need to support. It should be noted that discussion questions will change depending on the nature of the issues being discussed, as well as the audience and objective of the activity.

Exercise: Distinguishing between “sex roles” and “gender roles”

Participants: Any.

Time: 15 minutes.

Supplies: Tape to make a line (optional).

Learning objectives: Following this exercise, participants should be able to distinguish between sex and gender roles. This also functions as a self-assessment exercise for participants to gauge their understanding of the distinction between these terms and compare them with the understanding of other participants.

Exercise instructions: Ask all participants to position themselves along a line in the room, with those who feel they know very well the difference between sex roles and gender roles on one end, and at the other end those who are entirely unclear about the distinction. After participants have placed themselves, facilitate a discussion where “experts” answer the questions of those on the other end of the line who do not fully understand the difference. Ask the “experts” to isolate what the distinctions are and describe these to the “non-experts”.

Trainer: Nana Pratt, NOW/MARWOPNET, Sierra Leone

Exercise: Feet voting

Participants: Any.

Time: 7–30 minutes (depending on number of statements that are chosen).

Supplies: Preferably flipchart, blackboard or projector, but could also be done without any materials.

Learning objectives: To create a discussion around a particular topic, to become aware of gender assumptions and stereotypes, to discuss and defend them, to get to know the participants. (Suitable for opening or warm-up.)

Exercise instructions: Put a controversial statement on the wall (using flipchart or blackboard) or simply read it out loud. Participants have to decide whether or not they agree with the statement and move accordingly to the right-hand (I agree) or left-hand (I don't agree) corner of the room. They discuss in their group “why” they chose their position. Then both groups report to the plenary and discuss their positions. Ideas for statements like “men don't cry” and “women are more vulnerable than men”.

Trainer: Rahel Kunz, University of Lausanne, Switzerland

ANNEX FOUR

Additional resources

Resources distributed or referenced during the workshop

Online resources

Association for Security Sector Education and Training (ASSET) – network of 32 organizations that meet annually and where organizations share resources on SSR training, including gender. <asset-ssr.org>

Europe's New Training Initiative for Civilian Crisis Management (ENTRI) – This is not a resource by itself and the initiative focuses on civilian training broadly. <www.entriforccm.eu>

DCAF Gender and Security Sector Reform Training Resource Website, where DCAF's Training Resource Package can be downloaded for free in English and French. Also includes links to other resources. <gssrtraining.ch>

ISSAT Community of Practice – Includes different resources and an expert database related to SSR and similar issues. <issat.dcaf.ch/Home/Community-of-Practice>

ISSAT E-learning Course on SSR – Includes information on gender. <issat.dcaf.ch/Home/Training-and-Capacity-Building/E-Learning>

Kvinna till Kvinna Foundation – A Swedish foundation that supports women's organizations in various countries and regions that have been affected by war and conflict. The website includes publications and other resources. <kvinnatillkvinna.se/en>

UNITE to End Violence against Women – UN Secretary-General's campaign aimed at preventing and eliminating violence against women/girls in all parts of the world. <endviolence.un.org>

Violence Is Not Our Culture – This campaign is an initiative of Women Living Under Muslim Laws to eliminate all forms of "culturally justified" violence against women. It is useful for dealing with issues of culture relativism. <www.violenceisnotourculture.org>

Articles and reports

Australian Attorney-General's Department, "Exercise – Intersectionality", *AVERT Family Violence: Collaborative Responses in the Family Law System* (Barton, ACT: Australian Institute of Social Relations/Australian Government Initiative. 2010). Available online at: <avertfamilyviolence.com.au/en/~/~ /media/RASA/AVERT/materials/exercises/Intersectionality.ashx>

- Bastick, Megan and Kristin Valasek (eds), *Gender and Security Sector Reform Training Resource Package* (Geneva: DCAF, 2009). Available at: <<http://gssrtraining.ch/>>
- Bastick, Megan and Kristin Valasek (eds), *Gender and Security Sector Reform Toolkit* (Geneva: DCAF, OSCE/ODIHR, UN-INSTRAW, 2008). Available at: <<http://www.dcaf.ch/Publications/Gender-Security-Sector-Reform-Toolkit>>
- CIMIC Centre of Excellence (CCOE), *Gender Makes Sense* (Enschede: CCOE, 2008). Intended for NATO officers, etc. Available at: <www.nato.int/ims/2008/win/opinions/gender_booklet_ccoe_v12.pdf>
- De Torres, Daniel and Aiko Holvikivi (eds), *Training Manual on Gender and Security – Resources for Security Sector Actors and Civil Society in Georgia* (Geneva/New York/Brussels: DCAF/UN Women/European Union, 2012.) Available in English at: <http://gssrtraining.ch/images/stories/PDF/Georgia/training%20manual%20georgia_en.pdf> Available in Georgian at: <http://gssrtraining.ch/images/stories/PDF/Georgia/training%20manual%20georgia_ge.pdf>
- Duban, Elisabeth and Jamila Seftaoui (eds), *Mending Inequalities. Men and Gender Equality in the OSCE Region* (Vienna: OSCE, 2011). Publication on how to include men in gender equality work. Available at: <www.osce.org/gender/80978>
- Gender Studies & Human Rights Documentation Centre (GSHRDC), *Violence against Women: A Training Manual* (Accra: GSHRDC, 2011). Created for Ghanaian audience, includes handouts which can be used and adapted for different audiences. The publication is not available in electronic form, but hard copies should be available upon request. For more information see: <www.gendercentreghana.org/a-training-manual-on-violence-against-women>
- Jacevic, Miki, Allison Shean and Tobie Whitman, *Inclusive Security: A Curriculum for Women Waging Peace* (Washington, DC: Institute for Inclusive Security, Hunt Alternatives Fund, 2009). Available for purchase at: <http://www.inclusivesecurity.org/explore-resources/training-services/curriculum/>
- Mazurana, Dyan, Prisca Benelli, Huma Gupta and Peter Walker, *Sex and Age Matter: Improving Humanitarian Response in Emergencies* (Somerville, MA: Feinstein International Center, Tufts University, August 2011). Available at: <<https://wikis.uit.tufts.edu/confluence/download/attachments/46081625/SADD.pdf?version=2&modificationDate=1314205427000>>
- Nanda, Geeta, *Compendium of Gender Scales* (Washington, DC: FHI 360/C-Change, 2012). Available at: <http://www.c-hubonline.org/sites/default/files/resources/main/C-Change_Gender_Scales_Compendium.pdf>
- Proulx, Carolyn, *White Ribbon Campaign In a Box: Promoting Healthy Equal Relationships* (Toronto: White Ribbon Campaign, 2007). A guidebook for teachers and community leaders for Ontario youth aged 11–14. Available at: <<http://www.whiteribbon.ca/ciab/chapters/ciabeng.pdf>>
- Scherrer, Vicenza, *Measuring the Impact of Peacebuilding Interventions on Rule of Law and Security Institutions* (Geneva: DCAF, 2012). Available at: <<http://www.dcaf.ch/Publications/Measuring-the-Impact-of-Peacebuilding-Interventions-on-Rule-of-Law-and-Security-Institutions>>

Books

Barry, Jane and Jelena Đjordžević, *What's the Point of Revolution if We Can't Dance?* (Boulder, CO: Urgent Action Fund for Women's Rights, 2007). Available to download in Albanian, English, French, Serbian and Spanish at: <<http://urgentactionfund.org/resources/publications/>>

Pryor, Karen, *Don't Shoot the Dog! The New Art of Teaching and Training*, 3rd edn (Lydney: Ringpress Books, 2006). This book outlines positive ways of using/conducting training.

Media, short videos and documentaries

Craig, Daniel and Judi Dench, *"Are We Equals?"* directed by Sam Taylor-Wood and scripted by Jane Goldman, 2–3 mins (Hove: EQUALS Coalition, 2011). Available on YouTube at: <www.youtube.com/user/WeAreEquals>

Doran, Jamie (writer and director), *"The Dancing Boys of Afghanistan"* 60 mins (Windsor: Clover Films, 2010). Film about the ancient practice, recently revived, of young Afghan boys being sold by families to "entertain" wealthy merchants and warlords, and the illicit sex trade involved. For more information see: <www.pbs.org/wgbh/pages/frontline/dancingboys/>

Jackson, Lisa F. (producer, director, cinematographer, editor), *"The Greatest Silence"* 76 mins (New York: Jackson Films, 2008). This film deals with rape in Congo (note that the content is very heavy to digest). For more information see: <thegreatestsilence.org>

Kondracki, Larysa (director), *"The Whistleblower"* 112 mins (Toronto/Berlin/New York: Whistleblower (Gen One), Barry Films, Samuel Goldwyn Films, 2010). See: <<http://www.thewhistleblower-movie.com/>>

Longinotto, Kim (director), *"Pink Saris"* 96 mins (New York: Women Make Movies, 2010). A group of women in India bring men to court to be judged for domestic violence (documentary). See: <<http://www.wmm.com/filmcatalog/pages/c789.shtml>>

Neumann, Daniel, Ann Chang and Otim Patric, *"Gender against Men"* 45 mins (Kampala: Refugee Law Project, Faculty of Law, Makerere University, 2008). Documentary on SGBV against male victims in the conflicts of the Great Lakes region. Available at: <vimeo.com/19835650#vimeo.com/10430187>

Newsom, Jennifer Siebel (writer, director and producer), *"Miss Representation"* 85 mins (San Francisco, CA: Missrepresentation.org, 2011). Film on the sexualization of women in media representations. For more information see: <www.missrepresentation.org/the-film>

Reticker, Gini (director), *"Pray the Devil Back to Hell"* (New York: Fork Films, 2008). For more information see: <praythediabacktohell.com>

Sonke Gender Justice Network includes many short clips, including men talking about gender issues. Available at: <www.genderjustice.org.za>

Van Velzen, Ilse and Femke Van Velzen (directors and producers), *"The Impact of War in Congo"* trilogy (Amsterdam: IF Productions, 2007–2011). See: <http://www.ifproductions.nl/nieuwsbrief/NB_IF_jun2_12_.html>
– "Fighting the Silence" (2007). Documentary about victims of sexual violence who explain the devastating consequences of rape on their lives. For more information see: <<http://www.ifproductions.nl/fightingthesilence/>>

- “Justice for Sale” (2011). Documentary looking at the legal system in Congo, including the widespread impunity and corruption through which everyone is a victim. For more information see: <<http://www.justiceforsale.nl/>>
- “Weapon of War” (2009). Documentary film on sexual violence from the perspectives of victims and perpetrators. For more information see: <www.weaponofwar.nl>

Resources distributed and shared by participants following the workshop

Publications, articles and reports

- UN High Commissioner for Refugees, *Working with Lesbian, Gay, Bisexual, Transgender & Intersex Persons in Forced Displacement* (Geneva: UNHCR, 2011). <<http://www.unhcr.org/refworld/docid/4e6073972.html>>
- OSCE, *Guide on Gender-Sensitive Labour Migration Policies* (Vienna: OSCE, 2009). <<http://www.osce.org/eea/37228>>
- OSCE Office for Democratic Institutions and Human Rights (ODIHR), *Preventing and Responding to Hate Crimes: A Resource Guide for NGOs in the OSCE Region* (Warsaw: OSCE/ODIHR, 2009). <<http://www.osce.org/odihhr/39821>>
- OSCE, *Bringing Security Home: Combating Violence against Women in the OSCE Region. A Compilation of Good Practices*, edited by Jamila Seftaoui (Vienna: OSCE, 2009). <<http://www.osce.org/gender/37438>>
- Titley, Gavan (ed.), *Gender Matters: A Manual on Addressing Gender-based Violence Affecting Young People* (Budapest: Council of Europe, Directorate of Youth and Sport, 2007). <http://eycb.coe.int/gendermatters/pdf/Gender_matters_EN.pdf>
- Christie, Christina A., “Appreciative Inquiry as a Method for Evaluation: An Interview with Hallie Preskill”, *American Journal of Evaluation*, Vol. 27, No. 4, 2006, pp. 466–74.
- Batliwala, Srilatha and Alexandra Pittman, *Capturing Change in Women’s Realities: A Critical Overview of Current Monitoring & Evaluation Frameworks and Approaches* (Toronto, ON: Association for Women’s Rights in Development, 2010). <<http://bigpushforward.files.wordpress.com/2011/01/awid-capturing-change1.pdf>>
- Coffman, Julia (ed.), *Advocacy Evaluation Update 12* (Fall 2011), Center for Evaluation Innovation. <http://www.evaluationinnovation.org/sites/default/files/AEU_Fall_2011.pdf>
- Teles, Steven and Mark Schmitt, “The Elusive Craft of Evaluating Advocacy”, *Stanford Social Innovation Review*, Summer 2011. <http://www.hewlett.org/uploads/documents/Elusive_Craft.pdf>
- Association of Chief Police Officers (ACPO), *Independent Advisory Groups: Advice and Guidance on the Role, Function and Governance of IAGs* (London: ACPO, March 2011). <http://www.acpo.police.uk/documents/edhr/2011/20110915%20EDHRBA%20Independent%20Advisory%20Groups%20IAG%20Guidance_Revised_September%202011_Website.pdf>
- UK Home Office, *Assessment of Women in the Police Service* (London: Home Office, 24 February 2010). <<http://library.npia.police.uk/docs/homeoffice/assessment-women-police-service.pdf>>
- Equality and Human Rights Commission, *The Gender Equality Duty (GED) Practitioner’s Factsheet* (London: Government Equalities Office, 2010). <<http://sta.geo.useconnect.co.uk/pdf/8803-TSO-GenderEqualityDuty-FactSht.pdf>>

Media, videos and other electronic resources

“*Women and Disarmament: Case of Liberia*” 10 mins (London: Amnesty International, c. 2009). <http://www.youtube.com/watch?feature=player_embedded&v=KHXEiMSbWo8>

“Ishmael Beah – Child Soldier” interview on *The Hour*, 10 mins (Toronto: CBC, 1 May 2007). The story of one child soldier from Sierra Leone. <http://www.youtube.com/watch?feature=player_embedded&v=5K4yhPSQEzo>

Trapero, Pablo (director), *Leonera (Lion's Den)* 113 mins (Buenos Aires and Seoul: Mantanza Cine/Cineclick Asia, 2008). A film set in Brazil about a pregnant women who, accused of killing her boyfriend, is sent to a special prison. <<http://www.leonerlapelicula.com>>

Paskaljević, Vladimir (director), *Sestre (Sisters)* 85 mins (Belgrade: Monte Royal Pictures, 2011). A Serbian film about human trafficking. It received a donation from the International Organization for Migration and won the EU's “Support to media in the field of European integration” competition. Full film available in Serbian at: <<http://www.youtube.com/watch?v=Z4mqalfrzks&feature=related>>

UN Secretary-General's *UNiTE to End Violence Against Women Campaign* selection of video clips. <<http://www.youtube.com/saynotoviolence>> See, for example:

“Liberia: Make Women Count for Peace” (2010) 2 mins. <<http://www.youtube.com/watch?v=WmPed9Tb7eY>>

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