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Good and Bad Practices in Gender Training for Security Sector Personnel:

Summary of a Virtual Discussion

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I. Introduction

Men, women, boys and girls have distinct security needs. This must be taken into account by security sector personnel in their work to assure an inclusive security for all members of society. Gender training is meant to sensitize and raise awareness among security sector personnel and improve their ability to respond to gender specific security needs. The security sector is broad however, and embraces various actors, including institutions such as the police, the military and rule of law agencies, to policy-making bodies and non-statutory security actors. Country-specific contexts also reflect different needs and practices with regard to gender training.

In order to generate an overview of experiences in gender training for security sector personnel, UN-INSTRAW organized a dialogue on this subject in April 2007. The issues, views, and recommendations raised during this lively discussion will serve as one of several inputs to the preparation of a comprehensive tool on gender training for security sector personnel. The tool will be published as part of the *Gender & Security Sector Reform Toolkit*, a joint project of UN-INSTRAW, the Geneva Centre for the Democratic Control of Armed Forces (DCAF) and the OSCE Office for Democratic Institutions and Human Rights of the (ODIHR).

During the three-week virtual discussion, more than 140 experts from various areas of the security sector and from around the world exchanged experiences and discussed good and bad practices for implementing and evaluating gender training for security sector personnel. This summary highlights some of the main issues that were addressed by the participants in this intense discussion.

The discussion itself was divided into three modules:

1. State of the Art, review and discussion of existing experiences;
2. Good and Bad Practices in gender training for security sector personnel; and
3. Measurement and impact evaluation.

A large number of participants in the discussion had experience with gender training for peacekeeping personnel and the police, which was reflected in the flow of the discussion itself and, consequently, in the examples provided. Thus discussion of gender training for personnel in other areas of the security sector was not as rich, and fewer examples are provided. A list of the documents that were referred to/exchanged during the discussion is provided at the end of the summary, as well as a list of the training institutions and organisations that were represented or referred to during the discussion.

II. Gender Training for Security Sector Personnel: Good and bad practice

A. *Training structure and curriculum*

- **United Nations Security Council Resolution 1325** (SCR 1325) is often a point of entry for gender training and is often referred to when the need for gender training has to be justified in the face of scepticism.
- Many gender training courses addressed **various levels of knowledge of gender issues**, from basic to advanced, and most were tailored for the course participants' rank or position, ranging from field-level security staff to senior management officials.

- One of the most important features of successful gender training is an **engaging discussion** that makes the participants think critically about gender issues and specific security needs:
 - As noted by Gunhild Hoogensen of the University of Tromsø, Norway, it is paramount to encourage the security sector personnel that participate in gender training to analyze their own situations and institutions from a gender perspective;
 - Discussions can address anything from cultural differences and sexual violence to women in detention and the roles of women as heads of households, as stated by Stefanie Lux of the International Committee of the Red Cross (ICRC).
- The more gender-aware participants in trainings often explain to the others **why gender training is important** and they themselves often come up with the most convincing arguments:
 - Discussions between the gender training participants are therefore fundamental, as it helps them internalize the debate and the results of the training, as well as lending legitimacy to the topic;
 - **Practical work experience** often changes the gendered perceptions of security sector personnel and increases their desire for knowledge on the subject, as shown in a survey conducted by Ximena Jimenez on Chilean peacekeepers in Haiti.
- Highlighting the fact that, in some circumstances, sexual and gender-based violence (SGBV) are a grave breach of international humanitarian law gives further weight to the argument for an inclusive security that embraces both men and women. The International Committee of the Red Cross (ICRC) uses the definitions of SGBV provided by the statutes of the two ad-hoc International Criminal Tribunals for the former Yugoslavia and Rwanda.
- Discussing the conceptual basis of gender issues in an accessible way is one of the preconditions for successful gender training. The **language** used in gender training must be tailored and pragmatic, avoiding any form of jargon. Some gender training participants found it useful when gender jargon was clarified, in particular to distinguish between “women” and “gender.”
- **Concrete follow-up** was mentioned as important for the long-term impact of gender training, but few examples of such initiatives were discussed.
- Separate training for female national police officers was a practice in Haiti, where female police are very few and face significant discrimination.
- Issues that are highly related to gender-specific security needs, such as the lack of legal mechanisms that establish women's rights to property and inheritance, should also be addressed during gender training.
- Concrete case studies based on **real life experiences** and **operations-based training** can demonstrate in what ways gender training is relevant to the work of the participants and how it will help them improve their job performance:
 - Focus on the key points of the work of security sector personnel that participate in gender training and make it as **context-related** as possible. Show how the policy will improve the work of the participants and make it easier by providing concrete examples;

“If police officers understand that gender will help them do their job, they will listen”

- Tilly Stroosnijder cited by Angela Mackay

“Give examples of the “costs of ignoring gender”

- Nadine Puechguirbal, MINUSTAH

- Relate the reality of peacekeeping personnel to that of the lives of locals – for example by discussing and comparing pictures from various national contexts (training for Swedish peacekeepers in the Swedish Armed Forces);
- Ask the participants to relate to occasions in their own lives when their dignity was violated, in combination with analyzing dignity-violating practices and human rights in general - this is a good practice for raising gender-sensitivity;
- **Role plays** can be an effective way to engage and sensitize course participants. This is especially effective if a male trainer takes part in the role play and encourages the male participants to take on the role of a civilian or other person with whom the participants may interact, for example a female victim of SGBV who comes to the police to report an assault;
- **Theatre plays** can also be efficient tools for disseminating the messages of gender training, as was done by the ICRC in Kivu, Democratic Republic of Congo regarding the prohibition of SGBV and the need to provide survivors with medical and psychological care;
- “In situ” discussions where training facilitators go to the participants’ workplace are a good way of creating interaction and showing respect and interest in their work and opinions. It also conveys that the trainer is a partner and not an outsider (examples from police training in Kosovo provided by Anette Sikka);
- Community meetings that bring together **security sector personnel and community activists** for discussion may also serve the purpose of awareness raising and dialogue. This way of developing partnerships and building bridges between key actors of the various areas of the security sector may also create more long-lasting impact on the responses to gender-specific security needs.
- **Humour** may be a very effective tool for gender training; however it should be used with great care:
 - Humour is a good way to deal with feelings of guilt or accusation that men may feel when gender issues such as violence against women are discussed, especially when gender training participants are predominantly male (mentioned by Linda Johansson in the Swedish Armed Forces);
 - Care must be taken so that humour is used without perpetuating gender stereotypes and attitudes, especially since culture and tradition are used to justify violence against women (VAW);
 - Irony/sarcasm can be misinterpreted and should be used with extra care.
- Should **sexual exploitation and abuse** (SEA) and gender training be combined or separate?
 - In the Swedish Armed Forces, the gender training facilitators tried to show the course participants that SEA and gender are connected, and that sexual harassment is based on the same gender biases as sexual violence;
 - Many discussion members argued, however, that gender training should be kept separate from SEA training. They considered gender issues as a good entry point to SEA, since it is easier to understand SEA when you have a good picture of gender roles and gender inequalities;
 - During the UNFPA training in Nepal (Sanam Anderlini), gender/culture training was separate from SEA training;
 - According to the SEA Focal Point of UNHCR in Liberia (Alexina Mugwebi-Rusere), training was divided into three chronological parts: SGBV (definitions of gender, types

of SGBV etc), SEA, and Gender Training (addressing gender equality in general, such as programming, implementation etc.).

B. Training Material

- Interactive videos that relate to the profession of the training participants (police training in Mexico for example), cartoons and films on women's various roles in armed conflicts (ICRC) are good tools for sensitizing course participants and for creating group discussion. This material also helps the participants to realize that the simplified view of "woman=victim" in armed conflict does not reflect the complex reality of war.
- Materials or gadgets that participants can take with them are good as reminders of the gender training. In Kosovo, the police officers got notebooks to record investigation details in which they could find references to gender policies and relevant phone numbers.
- In the DRC and Haiti, gender checklists were handed out to military observers/police officers to improve their patrolling and their interaction with the local population, as well as for the purpose of gathering security-related information.
- In Bosnia Herzegovina, the NGO Medica Zenica showed "evidence-finding packages" to the police during gender training sessions to better help the process of evidence collection in cases of SGBV.
- It is important to revise gender training material and course literature to make sure that a gender perspective is integrated with examples, cases and comments, and that an adequate gender-aware language is used.
- Training materials furthermore need to be adapted to the cultural context of the participants and, in the cases of peacekeeping personnel, address the customs, norms and cultural values of both the country of origin and the duty station:
 - Pre-deployment gender training for peacekeeping personnel may benefit from engaging women from relevant diaspora communities to provide information on the local culture and customs of the country of mission.

III. Challenges and opportunities of gender training

A. Time

- Gender training sessions reviewed during the discussion ranged from 45 minutes (some classes at the Chilean Joint Peacekeeping Training Centre) to 12 days (the Malian-Canadian project "Gender in Peacekeeping" in West Africa). However, the **time** allotted of gender training overall is generally insufficient. In the majority of cases no more than 1-2 hours was dedicated to the subject during one to a few weeks of general training for security sector personnel.

How should the restricted time be managed for the gender training to be as effective as possible?

- Some discussion members noted that the enthusiasm of training participants is more important than the actual time-frame of the gender training – when participants were interested in the subject they often went on after the training to learn more about gender issues by themselves;

- Some participants stated that in ideal cases, gender training should go on for at least 2-5 days. The training must however be adapted to the level of instruction of the course participants;
- It was suggested by one participant that gender training facilitators' inability to demand adequate hours for gender training may in fact be the result of their own internalization of gender norms, such as women's willingness to accommodate. SCR 1325 clearly calls for greater gender awareness and a few hours are not enough to teach such a broad issue.

B. Mainstreaming

- Some of the discussion participants considered mainstreaming gender training into ordinary training for security sector personnel to be a good way of resolving the problem of lack of time. This integrates gender in a more natural manner into the general training and avoids the risk of an "add women and mix" approach to gender training.
- Gender and culture are good subjects to combine. Teaching gender through culture is moreover a good way to "hide" the gender content of training in cases where participants appear to be sceptical to the concept of gender training as such (examples from training for police and peacekeeping personnel in Nepal and Haiti).
- If gender training facilitators are criticised for conducting "social engineering" or going against the local culture, it is particularly important to integrate a gender perspective into the general training without provoking the participants or their superiors, or questioning their cultural background.
- The institutionalisation of gender training was also considered an important measure to ensure that all the personnel of security sector institutions attend gender training, especially considering the high staff turnover in such contexts as peacekeeping missions:
 - One example of institutionalization of gender training is the United Nations Police (UNPOL) cooperation with the Haitian National Police;
 - Producing recommendations and action plans to facilitate gender mainstreaming may be a good practice for promoting institutionalized gender training;
 - Gender units should be established in all security sector institutions to mainstream gender effectively and to adopt a systematic, institutionalized approach to gender training.

C. Ownership

- It is fundamental to maintain both a top-down and a bottom-up approach to gender training:
 - The **top-down approach** ensures the sustainability and institutionalization of gender training initiatives by **involving senior management** and **creating accountability** (experience from among others UNHCR Liberia, the Swedish Armed Forces, the UN Mission in Kosovo, the Malian-Canadian project "Gender in Peacekeeping" in Mali, Senegal, Ivory Coast, Cameroon, Burkina Faso);
 - Gender training for senior officials must be prioritized. An example was given during the discussion of a (female) head of the local police who had suggested creating a curfew for women to prevent SGBV. Such examples of senior security sector officials who do not have the knowledge or the tools to implement a good

- gender policy emphasize the need for gender training even among the highest ranks;
- It is good practice to allow senior managers to participate in trainings, for example by opening or concluding training sessions, thereby showing that gender training is supported by leadership (training of peacekeepers in the Swedish Armed Forces);
 - The Swedish Armed Forces have adopted a Gender Coaching Programme which aims at enhancing the knowledge of senior officials in gender equality by one-to-one trainings with gender experts, as mentioned by Charlotte Isaksson. The top management has the power and ability to influence structures and behaviours within the organisation. Yet, due to lack of time the senior management often doesn't participate in in-depth training programmes. The gender coaching programme is hence an efficient way to raise greater gender awareness among senior officials;
 - The commitment of the senior management will also in great part determine if gender training will be implemented in a manner that is perceived as relevant to the training participants and has the wanted impact on the security sector.
- The **bottom-up approach** ensures that local/community leaders and civil society are part of continuous planning to integrate gender in security sector training, and helps to create dialogue between the security sector and the general population, adding to the transparency of the security sector itself. This approach also enhances local ownership of gender policies, creates partnerships between various institutions and organisations, and takes advantage of the local knowledge of customs, traditions and beliefs.
 - Bringing the security sector, including senior management and civil society together to formulate a written policy document or an **action plan** may facilitate the gender mainstreaming process and give a greater sense of ownership (e.g. police training in Kosovo):
 - The gender trainer should ideally work to open the eyes of senior management to the need for a gender policy document or action plan (UNHCR Liberia);

D. *Relevance of gender training*

- It is important to be clear on the **goals of gender training** and how it best fits into any broader institutional change. It is crucial, yet difficult, to establish clear learning objectives for gender training that are not too general and that provide the participants with new practical skills.

"[Security sector institutions are so] thoroughly grounded in institutionalised militarised masculinity that gender training merely dances on the edges, offering little challenge to the overall ideology, structure and practice of these organisations. Thus gender training can give an illusion of progress, but nothing really changes"

- Beth Woroniuk

- Gender training facilitators must often overcome resistance to the subject from both course participants and colleagues. In this context, the challenge is to show that gender awareness is a fundamental part of the training of security sector personnel, that it provides important tools for all security work, and that it has a fundamental impact on the security of both women and men.

- The efficiency and relevance of gender training must be situated within a larger context. Training is often used by policy-makers as a proxy for policy implementation. However, if not **combined with other gender mainstreaming initiatives**, the risk is that gender training becomes a superficial stamp, as pointed out by Kristin Valasek from the Geneva Centre for the Democratic Control of Armed Forces (DCAF). Examples of such gender mainstreaming initiatives include:
 - Policy changes – enacting/enforcing a Code of Conduct, apply more family friendly human resource policies;
 - Structural changes such as establishing gender focal points;
 - Programmatic changes – community policing, establishing civilian review boards, hotlines and other initiatives that include or address the public;
 - Recruitment, retention and advancement practices that target female staff.
- Gender mainstreaming initiatives should take into account women's distinct needs and situations. Olivier Robertson from the Quaker United Nations Office provided the example of prison regimes, which must be designed specifically for women and not simply adapted to men's prison regimes. Facilities need to be built closer to the home community and the contact with family members should not be restricted to be able to keep in contact with their children for whom women usually are the primary or sole caregiver.
- As shown by Ximena Jimenez's survey of the Chilean peacekeeping mission in Haiti, a great deal of security sector personnel considers gender issues and gender training to be important. Peacekeeping personnel regarded women's presence as useful for avoiding violence and gender-based discrimination, yet few respondents gave strong regard to women's participation at the decision-making level. These results indicate that greater attention to gender-sensitivity is needed, but that this is not a golden bullet to improve the gender-responsiveness of the security sector if implemented alone without other forms of gender mainstreaming.

E. Engaging masculinities

- These issues also point to the militarised masculinities that characterize most security sector institutions – how can gender training address these exaggerated and often violent perceptions of masculinity without making either the training participants or the institutions themselves feel criticised or excluded?
- In addition to dealing with gender specific insecurities and vulnerabilities, gender training should focus on **masculinities** and often contradictory traditional male roles while discussing the concept of gender roles in a broader context.
- Addressing issues related to masculinities and male gender roles may help the participants understand how and why gender is important and how it concerns them directly as security sector personnel and as individuals. Moreover, taking men's understandings of themselves into account may help to counteract the hyper-masculine stereotypes that military and police personnel in particular confront in their standard training.
- However, the gender training facilitator is there to help the participants do a better job and work in a better environment - not to criticize, blame or attempt to "emasculate" them, as pointed out by Angela Mackay (ICMPD – Kosovo Border Police Training KCPSED) among others.

- Discussions about gender roles and stereotypes demonstrate how gender roles differ between cultures. It is important to underline that women also are perpetrators and often warring parts in armed conflicts, and that men are also victims of gender-based violence.
- More effective approaches to **engaging men** to become gender trainers are needed. Men usually speak out more easily about gender issues when they are officially expected to do so and when encouraged by other men.
- Organisations such as the White Ribbon Campaign and Men's Resources International may help in the process of engaging men in preventing violence against women. Men's Resources International has been working in Zambia, Nigeria, Liberia and Rwanda with groups of men that organise themselves to address gender issues, while the White Ribbon Campaign is active in over 55 countries.
- In Haiti, a group of men that are working to end violence against women are being trained to become peer educators that can disseminate messages against violence to other men (inspired by a similar project in Brazil)

"There are complex reasons for men's dismissal of these issues but they amount to a strange combination of men's traditional power and men's fear of not living up to the expectations of manhood"

- Michael Kaufman, White Ribbon Campaign

F. Gender training facilitators

- While planning gender training for a specific group of security sector personnel, it is important to clearly establish **who should perform the gender training and for whom** - especially if the ownership and relevance of the gender training is to be taken seriously:
 - There are different opinions on who is best suited to conduct gender training – trainers that have a background in the same or a similar security institution as the course participants, or rather trainers from local or international training institutions and women's organisations:
 - Trainers from civil society organisations can facilitate dialogue and partnership between women's organizations and, for example, the military or police, and can also convey context-specific knowledge that women's grassroots organisations usually possess. However, gender trainers from NGOs or other institutions may be seen as outsiders that do not understand the work or responsibilities of the specific security institution;
 - It may be easier for trainers to be selected from the security institution in question, as they can more easily exercise their authority and gain respect from training participants. Moreover, these individuals are already acquainted with the terminology used by the specific security institution of the course participants, and may therefore be perceived as more credible.
 - One solution could be to develop the gender training course and materials in cooperation with local or international training institutions and women's organisations, but choose a trainer from inside the security institution to facilitate the training (the collaboration between the police and the RNDDH in Haiti is an example of this).
- These considerations underline the need for thorough training-of-trainers in gender issues, especially when training facilitators are selected from specific security sector institutions.

- Examples of training for gender trainers were given from police in Mexico, Haiti, Kosovo, armed forces in Mali, and other West African countries.
- It is good practice to have a male and a female gender trainer work together. This makes it easier to respond to critical arguments proves to the course participants that gender issues are as important to men as they are to women.
 - During the second week of the discussion, Gry Tina Tinde, the UNHCR Special Advisor to the High Commissioner on Gender Issues, applied this good practice of collaboration between male and female gender training facilitators by inviting one of the male participants to join her in the gender training that she was conducting for. This step seemed to engage the male participants more in the discussion and allowed her to take a step back and joke about stereotypes of female gender trainers.
 - However, participants' experiences with gender training of peacekeeping personnel in Latin America also indicate that it may be easier to train male dominated groups as a female trainer because the participants have a more relaxed attitude towards civilian women.

IV. Sector specific examples of good practice

A. Peacekeeping personnel

- For peacekeeping troops, gender training initiatives should start as early as possible – pre-deployment training on gender issues is fundamental and should be compulsory:
 - Pre-deployment gender training should cover general gender issues but ideally also include specific information about gender in the country of mission;
 - Nadine Puechguirbal at MINUSTAH confirmed that pre-deployment gender training makes a difference, e.g. the Canadian police officers that are deployed in Haiti are better informed and prepared than many other nationalities due to good preparation before they are sent to mission;
 - The fact that many peacekeepers look up to the UN as an important authority can help to justify gender training during pre-deployment training sessions.
- One main problem is in fact that many contingents of peacekeepers receive neither pre-deployment nor in-mission gender training:
 - In-mission gender training should try to create a dialogue between the peacekeeping personnel and local men and women, as in the example of Eritrea mentioned by Angela Mackay.
- As mentioned by Anette Sikka, peacekeepers must be held to the highest standard of accountability, since both the national police and military usually look up to them. It is therefore paramount to have gender-sensitive peacekeeping personnel. Yet, this does not assure the gender-sensitivity of national security agencies, which will have the greatest long-term impact on the security of the civilian population.
- Gender units and the mission's gender focal points often lack sufficient resources to provide both in-mission gender training for peacekeeping personnel and training for national security forces.

B. *Non-statutory armed forces*

- Examples of **training workshops for the disarmament of armed rebel groups** (the case of the Lord Resistance Army in Uganda) encourages to think that it should be possible to integrate gender training for these non-statutory armed forces, as noted by Grace Akello from Women Peace and Development Consultancy based in Uganda.
- In the Great Lakes region, security personnel are often ex-combatants that have been recruited on a national scale from formerly warring factions. If the lingering hostility among newly recruited personnel is not resolved, aggression may be directed towards women and children that are identified with factions. Once these contradictions are resolved, security personnel must be engaged in gender training.
- In Northern Uganda, “civil-military liaison offices” have been set up to smooth relations between the army and the civilian population, among whom very many women.
- In some cultures, especially in Africa, women perform blessing ceremonies before battles and raids. Hence, women play a key role for the armed forces and could be enrolled to conduct gender training for armed forces in these countries.
- Two key actors of the security sector are **journalists and policy-makers**. They have the influence and ability to address gender-specific security in an effective way at the level of the general public and therefore create visibility and priority for gender issues in the security sector, as noted by Ana Urrutia-Enciso, former Campaign Coordinator of Amnesty International's *Stop Violence against Women* Campaign. It is therefore fundamental to develop gender training on security issues for these groups as well, both to raise awareness of the issue and to train them in the use of gender-sensitive language.

V. **Impact measurement, evaluation and indicators**

- Most gender training courses do not include an evaluation component, and there were very few examples of long-term impact evaluation of gender training. One way to ensure that evaluations of gender trainings are conducted is to include them in gender policy action plans for security sector institutions.
- Monitoring and evaluation can be both external and internal:
 - Internal evaluations are usually conducted through questionnaires and evaluation forms, or round-table discussion during the actual training session:
 - ACCORD used oral and written evaluation schemes to measure the short-term impact of gender training on participants' attitudes and awareness of gender issues – however, this is only a measure of what the participants thought of the training itself, rather than a measure of the impact that the training had on the attitudes and behaviours of the course participants;
 - External evaluations can give a good all-over impression of gender training, including evaluation of the course material and the implementation of the training itself. Local civil society organisations may be good partners for conducting external evaluations.
- Two dimensions of measuring the impact of gender training can be identified:
 1. Evaluation of the gender training itself; and
 2. Measuring the impact of gender training within the security sector in the long run.

- The greatest challenge in this context is how to evaluate the long-term impact of gender training, and the challenge for training participants is to apply what they have learnt in practice.
 - Gun Free South Africa has evaluated the impact of their training on small arms and domestic violence, as described in the document attached by Lewina Rowland;
 - A suggestion for good practice may be to ask the gender training participants to regularly fill out evaluation forms for several months after the training. The Kofi Annan International Peacekeeping Training Centre in Ghana is trying to implement long-term impact evaluation of training by contacting participants a few months after the training – however the outcome of this evaluation process remains to be seen.
- The ultimate goal is to evaluate if the security of civilians really improves as a result of gender and SEA training for security sector personnel. However, it is very difficult to establish what indicators can be used for this purpose. Most indicators and benchmarks contain inherent risks, such as mixing quantitative and qualitative data, not using indicators as a proxy but as an absolute measurement of what one wants to measure etc.:
 - Examples of indicators for measuring the impact of gender training used for the Kosovar police are:
 - number of reported cases of GBV;
 - number of arrests;
 - data from surveys of shelters for victims of GBV.
 - Other indicators for long-term impact of gender training could include:
 - number of gender focal points and other SEA reporting mechanisms;
 - a comparison of the results of the questionnaires filled out immediately after the training and a few months later;
 - partnerships and communication with local civil society organisations;
 - utilization of sex-disaggregated data in investigations etc.;
 - interviews with female security sector personnel regarding SEA, discrimination and harassment;
 - public free hotlines for police officers to relieve gun-related stress (police training in Mexico);
 - psychological and sexual counselling (police training in Mexico).

VI. Questions that were raised and answered during the discussion

- ***Is there any gender training for security sector personnel that makes a connection between small arms control and prevention of domestic violence?***
 - Small Arms Survey has some useful information (see Reference list);
 - SaferAfrica training on SALW;
 - SALW legislation in Uganda, Kenya and Botswana call for the harmonization with domestic violence policy, so that: 1) any person with a history of committing domestic violence, or a propensity to violence, may not be permitted to obtain a firearm licence; 2) if a person is in a situation of committing/suspected of committing

- domestic violence, law enforcement personnel may seize the firearm from the suspect;
- Gun Free South Africa trains service providers to deal with gender-based violence (neighbourhood watch volunteers, Community Policing Forums, police reservists) and use the provisions of the new Firearms Law to reduce the use of guns in domestic violence.
 - ***Any experience on prevention of SGBV by local communities/security institutions where national security forces are themselves implicated in SGBV?***
 - The US National Institute of Justice has funded “An Evidence-Based Review of Sexual Assault Preventive Intervention Programs” by Shannon Morrison (October 2004);
 - The US National Sexual Violence Resource Centre (NSVRC) has further information on prevention of sexual violence.
 - ***How different is gender training in the security sector from gender training in other sectors? Are certain methodologies more appropriate in the security sector?***
 - Participants of the discussion have found that it is not that different, since gender training for all sectors of society needs to address more or less the same issues – gender roles, masculinities, equality etc. However, in gender training for the security sector, more time and thought need to be dedicated to how to deal with the issues of masculinities and violence.
 - ***How is the issue of trafficking tackled in gender training courses?***
 - The gender training of border police in the Kosovo Police Service includes modules on irregular migration (human trafficking and human smuggling) and domestic violence.
 - ***How do we increase the recruitment of women into the security sector?***
 - A firm policy of gender parity within the security sector is the best way to recruit female security staff. Increasing quotas for female staff within security sector institutions and offering special courses for women may also help;
 - UN-INSTRAW has moreover conducted a study for DPKO on identifying barriers for female recruitment within the Logistics Service Division (DPKO/LSD).

Annex 1 - Recommended material, documents and websites

Published by	Document (including website if available)
Centre for Women's Studies, Australian National University	"Engaging Men" (2003) by M. Flood – http://www.vawnet.org/DomesticViolence/PreventionAndEducation/Approaches/EngagingMen.php
DFAIT – DIFD Gender Training Initiative (GTI)	Canada/UK Gender Training Packet for Peacekeepers (2002) – http://www.genderandpeacekeeping.org/participants.aps
Dietrich Fischer, European Peace University, Austria	Gender jokes (attached by Ina Curic attached 30 April)
Geneva Center for the Democratic Control of Armed Forces (DCAF)	Complementary course for UNITAR-POCI on VAW and gender equality (to be released in August/September) for peacekeeping personnel but open to anyone (mentioned by Megan Bastick 16 April)
Governments of the Great Lakes Region and the Horn of Africa (Burundi, Rwanda, Uganda, Kenya, the Democratic Republic of Congo, Sudan, Tanzania, Djibouti, Ethiopia, Eritrea and the Seychelles)	The Nairobi Protocol for the Prevention, Control and Reduction of Small Arms and Light Weapons in the Great Lakes Region and the Horn of Africa http://www.smallarmsnet.org/docs/saaf12.pdf
Gun Free South Africa	Outline of training regarding small arm and domestic violence (attached by Lewina Rowland 19 April) http://www.gca.org.za/
Human Security Network / ECOWAS	Study regarding Gender in Peacekeeping in West Africa with case studies from Liberia, Sierra Leone and Mali (by Kani Diabaté 19 April)
Human Security Network / ECOWAS	Study regarding Gender in Peacekeeping in West Africa with case studies from Liberia, Sierra Leone and Mali (by Kani Diabaté, attached 13 April)
Humanitarian Accountability Project (HAP)	Draft policy on assistance to SEA victims "Building Safer Organisations" http://www.icva.ch/doc00001412.html
Medica Zenica	"Evidence Finding Packages" for the police in Bosnia Herzegovina (mentioned by Nicola Popovic 18 April)
Men Can Stop Rape	Stopping Rape: What Men Can Do http://www.mencanstoprape.org/info-uri2699/info-uri_show.htm?doc_id=49606
Men Can Stop Rape	Rape as a Men's Issue http://www.mencanstoprape.org/info-uri2699/info-uri_show.htm?doc_id=49607
Men's Resources International	Report on gender training in Nigeria http://www.mensresourcesinternational.org/Resources/nigeriareport.pdf
One Million Signatures Campaign	Reports from inside Evin prison's women's ward by N. Keshavarz and M. Hossein Zadeh (2007) http://weforchange.net/english
Organization for Security and Co-operation in Europe (OSCE)	Victim Advocacy Manual / VAAU manual (attached by Tihana Leko 13 April)

PeaceNews	<p>"Masculinities, violence, and peacemaking" by B. Connell</p> <p>http://www.peaceneeds.info/issues/2443/connell.html</p>
Pearson Peacekeeping Centre	<p>Report from seminar on "Human Rights and Gender Issues in Peacekeeping" in Cornawallis, Nova Scotia (2001)</p> <p>http://www.peacewomen.org/resources/Peacekeeping/PPCseminar01.pdf</p>
Pearson Peacekeeping Centre, West Africa	<p>Report on the Police/Gendarmerie Women in Peace Operations International Roundtable discussion in Abuja, Nigeria on the participation of women in the national and international structures (November 2006) – forthcoming (mentioned by Tara Denham and Ryan Marks 26 April)</p>
Swedish National College of Defense	<p>Studies on sexual harassment and gender</p> <p>http://www.fhs.se/templates/Page_2056.aspx</p>
The Quaker United Nations Office in Geneva (QUNO)	<p>UK Gender Equality Duty (GED) of April 2007</p> <p>http://www.eoc.org.uk</p>
The Quaker United Nations Office in Geneva (QUNO)	<p>Inter-American Commission on Human Rights' Rapporteur on the Rights of Persons Deprived of their Liberty</p>
The Quaker United Nations Office in Geneva (QUNO)	<p>Special Rapporteur on Prisoners and Conditions of Detention of the African Commission on Human and Peoples' Rights</p> <p>http://www.achpr.org/english/declarations/declaration_ouagadougou_en.html</p>
The Quaker United Nations Office in Geneva (QUNO)	<p>UN Special Rapporteur on Torture and Other Cruel, Inhumane or Degrading Treatment or Punishment</p> <p>http://www.ohchr.org/english/issues/torture/rapporteur/</p>
The Quaker United Nations Office in Geneva (QUNO)	<p>"The Impact of Parental Imprisonment on Children" by O. Robertson (April 2007)</p> <p>http://www.quno.org</p>
The Quaker United Nations Office in Geneva (QUNO)	<p>"Pre-Trial Detention of Women and its Impact on Their Children" by L. Townhead (February 2007)</p> <p>http://www.quno.org</p>
The Quaker United Nations Office in Geneva (QUNO)	<p>"Women in Prison and Children of Imprisoned Mothers: Recent Developments in the United Nations Human Rights System" by L. Townhead (April 2006)</p> <p>http://www.quno.org</p>
The Quaker United Nations Office in Geneva (QUNO)	<p>"Women in Prison: A Commentary on the Standard Minimum Rules for the Treatment of Prisoners" (Discussion Draft) by M. Bastick (July 2005)</p> <p>http://www.quno.org</p>
The Quaker United Nations Office in Geneva (QUNO)	<p>"Babies and Small Children Residing in Prisons" by M. Alejos (March 2005)</p> <p>http://www.quno.org</p>
The Quaker United Nations Office in Geneva (QUNO)	<p>"Women in Prison and Children of Imprisoned Mothers: Preliminary Research Paper" by R. Taylor (July 2004)</p> <p>http://www.quno.org</p>
UN Mission in Kosovo (UNMIK), Gender Office	<p>"Applying Tools for Gender Mainstreaming"</p> <p>http://officeofgenderaffairs.unmikonline.org/</p>

UNITAR-POCI (United Nations Institute for Training and Research-Programme of Correspondance)	“E-learning for Africa” scheme for African peacekeeping personnel (ELAP) http://elap.unitarpoci.org/
UNITAR-POCI (United Nations Institute for Training and Research-Programme of Correspondance)	“Gender Perspectives in United Nations Peacekeeping Operations” http://www.unitarpoci.org
UNITAR-POCI (United Nations Institute for Training and Research-Programme of Correspondance) / Chilean Joint Peacekeeping Training Centre (CECOPAC)	“Gender perspectives of UN personnel in MINUSTAH” (April 2006) survey conducted among Chilean Armed Forces deployed in Haiti (by Ximena Jimenez 25 April) http://unitarpoci.org/courses.php#52
United Nations Association in Canada (UNAC)	Report from roundtable discussion in Vancouver, Canada as a part of the 50 th Anniversary of UN Peacekeeping on gender and peacekeeping http://www.unac.org/peacekeeping
United Nations Department of Peacekeeping Operations (DPKO)	Training modules from ITS-DPKO Standard Generic Training Module (SGTM) http://www.un.org/depts/dpko/training/sgtm/main.htm
United Nations Department of Peacekeeping Operations (DPKO) South Africa	Report from “Ensuring security through peacekeeping – a Strategy Workshop with Women’s Constituencies from Troops and Police contributing countries” (March 2007) http://www.peacewomen.org/resources/Peacekeeping/PDF/Pretoria_concl.pdf
United Nations Institute for Training and Research (UNITAR)	Peacekeeping training programme “The Special Needs of Women and Children in Conflict” http://www.unitar.org/wcc/
United Nations Mine Action Service (UNMAS)	UN Gender Guidelines for Mine Action programs (2005), including case studies from Eritrea, Yemen, Bosnia and Cambodia http://www.mineaction.org/doc.asp?d=370
United Nations Population Fund (UNFPA) Nepal	Working documents from gender training in Nepal on common sense/good practice, recommendations for gender training and an action plan (mentioned by Sanam Anderlini 20April)
US National Institute of Justice	“An Evidence-Based Review of Sexual Assault Preventive Intervention Programs” by S. Morrison et alt (October 2004) http://new.vawnet.org/category/Documents.php?docid=406
VAWnet	“Men in the Movement to End Violence Against Women: Campaigns and Campaign Materials” http://www.vawnet.org/DomesticViolence/PreventionAndEducation/Campaigns/MenCampaigns.php
VAWnet	“Men in the Movement to End Violence Against Women: Organizations and Programs” http://www.vawnet.org/DomesticViolence/PreventionAndEducation/Approaches/MenOrgs.php
World Health Organization (WHO)	“World Report on Violence and Health” (2004) http://www.who.int/violence_injury_prevention/violence/world_report

Annex 2 – Information on the UN-INSTRAW Virtual Discussion

A. Potential participants in gender training for security sector personnel

- NGO staff, including from women's organizations
- Community members, such as neighbourhood watch volunteers
- Religious leaders
- Police officers and other law enforcement personnel
- Military
- Lawyers, judges and other judicial sector officials
- Border guards, customs and immigration officers
- Government officials
- Legislative representatives
- Private security staff including security guards
- Intelligence services staff
- Non-state armed actors such as rebel groups
- Leaders of refugee groups
- Humanitarian workers
- Staff of the ad-hoc international criminal tribunals: senior legal personnel and ordinary staff
- Prison staff
- UN Peacekeeping troops (countries of origin and countries of mission): Argentina, Bangladesh, Burkina Faso, Cameroon, Canada, Chile, DRC, Ethiopia, Ghana, Haiti, India, Ivory Cost, Kenya, Kosovo, Mali, Nigeria, Norway, Pakistan, Rwanda, Senegal, Sweden, Uruguay, USA

B. Organisations and institutions represented and referred to during the discussion

State institutions

- Belgian Armed Forces
- Canadian Force Defence Women's Advisory Organization (DWAO)
- Kosovo Police Service (KPS) Border and Boundary Police Training Unit (BBP TU)
- Mali's Armed Forces
- Norwegian Ministry of Defence
- Office for Gender Equality Office of the Prime Minister Kosovo
- Sinaloa State Council for Domestic and Gender Violence, Mexico
- Swedish Armed Forces

Local and international NGOs

- Africa Democracy Forum, Kenya
- African Centre for the Constructive Resolution of Disputes (ACCORD), South Africa
- Agency for Co-operation & Research in Development (ACORD), Kenya
- Amnesty International (Stop Violence Against Women Campaign)
- CARE Canada
- Center for Democratic Empowerment (CEDE), Liberia
- Center for Gender and Refugee Studies (CGRS), USA
- Centre for Development and Population Activities (CEDPA), USA
- Christian Aid, Afghanistan
- Christian Relief and Development Association (CRDA), Ethiopia
- Collectif des associations et ONGs féminines du Burundi (CAFOB)
- Development Training & Learning @ Kimmage (Dtalk), Ireland

- Eled Alolia Organization for basic students, Sudan
- European Peacebuilding Liaison Office Gender Peace and Security group (EPLOGPS), Belgium
- Forum Crisis Prevention, Germany
- Foundation World Federalist Movement-Institute for Global Policy
- Geneva Center for the Democratic Control of Armed Forces (DCAF), Switzerland
- Gun Free South Africa
- Human Security Initiative Organization (MAMAN), Sudan
- ICAN
- Impact for Change and Development (IMPACT), Nigeria
- Initiative for Inclusive Security, USA
- Institute for Peace and Conflict, Nigeria
- Institute of communication ethics, Australia
- Institute of Romania - PATRIR
- Instituto de Estudios Comparados en Ciencias Penales y Sociales (INECIP), Argentina
- International Action Network on Small Arms (IANSA)
- International Alert, UK
- International Committee of the Red Cross (ICRC)
- International Security Information Service (ISIS Europe), Belgium
- Istituto Affari Internazionali (IAI), Italy
- Kofi Annan International Peacekeeping Training Centre, Ghana
- Kvinna till Kvinna, Sweden
- Leitana Nehan Women's Development Agency, (Bougainville) Papua New Guinea
- Management for Development, Netherlands
- Medica Mondiale
- Medica Tirana, Albania
- Men's Resources International, USA
- Oxfam GB
- Pearson Peacekeeping Centre, Canada
- Plan Canada
- Quaker Council for European Affairs, Switzerland
- Quaker United Nations Office, USA
- Réseau National de Défense des Droits Humains (RNDDH), Haiti
- Rights & Democracy, Canada
- SaferAfrica, South Africa
- South Eastern and Eastern Europe Clearinghouse for the Control of Small Arms and Light Weapons (SEESAC SALW), Serbia
- Tanzania Gender Networking Programme
- Uganda Human Rights Commission
- Uganda Joint Christian Council
- White Ribbon Campaign
- Women Peace and Development Consultancy, Uganda
- Women's International League For Peace and Freedom
- Women's Institute for Alternative Development (WINAD), Trinidad and Tobago

UN agencies and other intergovernmental organisations

- Committee on women in NATO Forces
- Council of the European Union
- EU SALW Control project (EUSAC) Kosovo
- International Centre for Migration Policy Development (ICMPD) - Border Police Training, Kosovo Center for Public Safety Education and Development (KCPSED), Kosovo
- International Criminal Tribunal for Rwanda (ICTR)
- Organization for Security and Co-operation in Europe (OSCE) in Azerbaijan, Kosovo, Macedonia and Tajikistan
- Organization for Security and Co-operation in Europe (OSCE) Office for Democratic Institutions and Human Rights (ODHIR)
- Special Representative of the Secretary-General of the United Nations Operations (UN SRSG) Office for Children and Armed Conflict
- UN Missions in Haiti (MINUSTAH), Kosovo (UNMIK), Liberia (UNMIL) and the Sudan (UNMIS)
- UN Office for Disarmament Affairs

- UN Office of the Special Adviser on Gender Issues and Advancement of Women (OSAGI) - Department of Economic and Social Affairs (DESA)
- UNIFEM Afghanistan
- United Nations Department of Peacekeeping Operations (DPKO)
- United Nations Development Programme (UNDP) Headquarters, Asia & Pacific Regional Centre, Bureau for Crisis Prevention and Recovery (BCPR), Global Knowledge Network on Gender - Trinidad and Tobago, Guinea, LAC/SURF, Uzbekistan
- United Nations Economic and Social Commissions for Western Asia (UN-ESCWA) and for Asia and the Pacific ([UN-ESCAP](#))
- United Nations High Commissioner for Refugees (UNHCR) Headquarters, Liberia
- United Nations Institute for Training and Research Programme of Correspondence Instruction (UNITAR POCI)
- United Nations International Research and Training Institute for the Advancement of Women (UN-INSTRAW)
- United Nations Population Fund (UNFPA)
- United Nations Regional Centre for Peace, Disarmament and Development in Latin America and the Caribbean (UN-LiREC)
- World Health Organization (WHO)

Academic institutions

- Army War College of Chile (Chilean Joint Center Training for Peacekeeping Operations)
- Belfer Center for Science and International Affairs, Harvard University, USA
- Department of Peace Studies, University of Bradford, UK
- Department of Political Science, University of Connecticut, USA
- Department of Political Science, University of Tromsø, Norway
- European Peace University, Austria
- Institute for Conflict Analysis and Resolution, George Mason University (ICAR GMU), USA
- Loughborough University, UK
- National College of Defense, Sweden
- UN University for Peace, Costa Rica
- Universidad de Puerto Rico en Humacao
- Universidad Nacional Autónoma de Mexico
- University of Auckland, New Zealand
- University of Colorado, USA
- Women In International Security, Center for Peace and Security Studies, Georgetown University, USA

Private sector

- Emond Harnden LLP, Canada
- Eyecatcher/Shevolution, UK