

INTRODUCTION TO THE CURRICULUM



A Women's Guide to Security Sector Reform Training Curriculum



DCAF

a centre for security,
development and
the rule of law



**INCLUSIVE
SECURITY**

Acknowledgements

Over the last decade, Inclusive Security and DCAF have conducted dozens of training workshops with women and men in countries undergoing security sector reform processes. We wish to thank all those who have participated in these trainings, sharing their stories, their wisdom and their experience, and helped us in turn to develop the training approaches reflected in this curriculum.

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DCAF

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

DCAF's Gender and Security Division works through research, technical advice and regional projects to support the development of security sectors that meet the needs of men, women, boys and girls; and promote the full participation of men and women in security sector institutions and security sector reform processes.

Visit us at: www.dcaf.ch. Contact us at: gender@dcaf.ch.

Inclusive Security

Inclusive Security is transforming decision making about war and peace. We're convinced that a more secure world is possible if policymakers and conflict-affected populations work together. Women's meaningful participation, in particular, can make the difference between failure and success. Since 1999, Inclusive Security has equipped decision makers with knowledge, tools, and connections that strengthen their ability to develop inclusive policies and approaches. We have also bolstered the skills and influence of women leaders around the world. Together with these allies, we're making inclusion the rule, not the exception.

Visit us at: inclusivesecurity.org. Contact us at: info@inclusivesecurity.org.

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Please get in touch with us if you would like to translate this guide.

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Introduction to the Curriculum

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What is this Curriculum?

This Training Curriculum builds the knowledge and skills of women from civil society to participate in security sector reform, and conduct advocacy related to the security sector. It is a companion to A Women’s Guide to Security Sector Reform, published in 2013 by DCAF and Inclusive Security.

This curriculum is for experienced facilitators and trainers who design workshops and trainings for women (including those in the security sector) and civil society organizations.

The Training Curriculum addresses the concepts of security, the security sector, security sector reform, gender and gender equality, and the links between them. It builds skills for planning, research, coalition building, developing recommendations, and advocacy around the security sector, as well as monitoring and evaluating those efforts. The goal of this curriculum is to support and empower women to participate in dialogue and decision-making to create a security sector that is more effective and accountable.

Using the Curriculum

The Training Curriculum includes 17 modules that each takes one to four hours. The table below provides an overview of the entire curriculum and includes learning outcomes and the estimated time to conduct each module.

Overview of the Curriculum

Module	Learning Outcomes
MODULE 1 Welcome and Introductions 2h25m	<ul style="list-style-type: none">• Trainers and participants share expectations for the training.• A constructive, productive, and safe learning environment is established.
MODULE 2 What are Security and the Security Sector? 2h5m	<ul style="list-style-type: none">• Participants are able to describe what “security” means to them.• Participants are able to use examples to illustrate how the security and justice needs of individuals and groups differ based on characteristics such as gender, ethnicity, age, religion, economic status, and sexual orientation.• Participants are able to name the key institutions and entities that make up the security sector and are familiar with their different roles.
MODULE 3 What are Gender and Gender Equality? 1h20m	<ul style="list-style-type: none">• Participants are able to differentiate between “sex” and “gender” using practical examples.• Participants are able to define gender equality and understand its aims.

MODULE 4
Mapping Gendered Security and Justice Needs
2h10m

- Participants are able to identify how the security and justice needs of men, women, boys, and girls are associated with gender roles and expectations.
- Participants are able to identify causes of gender-based violence.

MODULE 5
What is Security Sector Reform?
1h50m

- Participants are able to describe what security sector reform (SSR) means and state its two main goals.
- Participants are able to give at least three examples of SSR activities.
- Participants are able to list at least three challenges to SSR in their own context.

MODULE 6
What Roles Does Civil Society Play in Security Sector Reform?
2h35m

- Participants are able to describe what a “civil society organization” is.
- Participants are able to identify ways in which civil society organizations contribute to security sector reform.
- Participants are able to explain civil society oversight of the security sector.

MODULE 7
Why is it Important that Security Sector Reform Address Gender Equality and Involve Women?
2h20m

- Participants are able to formulate three arguments as to why gender equality is an important consideration in security sector reform (SSR).
- Participants are able to recognize practical initiatives to address gender equality in SSR.
- Participants are able to give at least two reasons why it is important to involve women in SSR.

MODULE 8
Supporting Women Working within Security Sector Institutions
2h

- Participants are able to identify three challenges faced by women working within security sector institutions.
- Participants are able to design an assessment of servicewomen’s needs and priorities.
- Participants are able to identify strategies or activities to support women within the security sector.

MODULE 9
Using International and National Laws to Advocate on Gender and Security Sector Reform
1h35m

- Participants are able to recall specific legal standards that require that SSR address gender equality and involve women.
- Participants are able to identify state and/or local laws, policies, and procedures relevant to gender and SSR.

MODULE 10
**Introduction to
Advocacy**

4h5m

- Participants are able to describe different types of advocacy approaches and activities.
- Participants are able to analyze a problem they want to address, identify relevant stakeholders, and develop a common understanding of its causes and effects.
- Participants are able to identify the knowledge, skills, and experience they bring to security sector reform.
- Participants are able to identify common barriers to CSOs and security institutions working together and strategies to overcome them.

MODULE 11
**Researching
Security Issues**

2h30m

- Participants are able to explain why research is important and develop a research plan for a specific security issue.
- Participants are able to give examples of monitoring the security sector.
- Participants are able to identify safety and ethical issues around conducting research and describe ways to mitigate such risks.

MODULE 12
**Building and Main-
taining Coalitions to
Influence Security
Sector Reform**

2h

- Participants are able to explain what coalitions are and why they are important to influencing security sector reform and security institutions.
- Participants are able to identify the benefits and challenges of building an effective coalition to influence security sector reform and security institutions.
- Participants are able to identify strategies to address coalition strengths and weaknesses.

MODULE 13
Planning for Action

2h

- Participants are able to consider criteria for choosing advocacy tactics and how those tactics relate to their environment.
- Participants are able to identify concrete and specific elements of their SSR advocacy action plan.

MODULE 14
**Developing
Recommendations
for Security Sector
Reform**

1h40m

- Participants are able to describe and identify the three components (what/who/how) of an advocacy recommendation.
 - Participants are able to draft advocacy recommendations that identify who should do what and how.
-

MODULE 15
**Delivering Your
Advocacy Message
and Following Up**

4h 5m

- Participants are able to identify key components for crafting a strong message.
- Participants are able to describe and employ strategies for effectively delivering an advocacy message.
- Participants are able to identify follow up activities related to messaging to different advocacy targets.

MODULE 16
**Monitoring and
Measuring Success**

1h40m

- Participants are able to explain the purposes of monitoring and evaluating advocacy.
- Participants are able to develop a monitoring and evaluation plan that enables them to measure their success.

MODULE 17
**Wrap Up, Evaluation
and Next Steps**

2h15m

- Participants are able to identify whether the training objectives and expectations have been met.
- Participants are able to debrief the training experience and reflect on what was learned, why it is useful, and what can be done with the knowledge, information, and skills acquired, and the connections they have made during the training.

Delivering the entire curriculum will take seven full days. However, depending on the time available and the participants' needs, the training can be run using fewer modules, and some are easily shortened. Four different agenda options are outlined below. Facilitators are still encouraged to review all modules and conduct a pre-training needs assessment in order to identify the best training program for their group.

The following suggested programs would take seven days, six days, four days, three days, and two days, respectively.

Comprehensive seven-day program

This comprehensive program covers all topics and skills related to gender, security sector reform, and advocacy. All modules are used.

Day 1	Modules 1, 2 and 3	Total time 5h50m
Day 2	Modules 4, 5, and 6	Total time 6h35m
Day 3	Modules 7, 8, and 9	Total time 5h55m
Day 4	Modules 10 and 11	Total time 6h35m
Day 5	Modules 12 and 13	Total time 4h
Day 6	Modules 14 and 15	Total time 5h45m
Day 7	Modules 16 and 17	Total time 3h55m

Comprehensive six-day program

This program covers specific topics and skills related to gender, security sector reform, and advocacy. Not all modules are used, and the facilitators may therefore wish to substitute alternative modules in order to meet the needs and wishes of the participants.

Day 1	Modules 1, 2, and 3	Total time 5h50m
Day 2	Modules 4, 5, and 6	Total time 6h35m
Day 3	Modules 7 and 8	Total time 4h20m
Day 4	Modules 10 and 11	Total time 6h35m
Day 5	Modules 13 and 14	Total time 3h40m
Day 6	Modules 15 and 17	Total time 6h20m

Advanced four-day program

This program is for individuals who are familiar with the security sector but wish to learn more, particularly about strategic engagement and advocacy. The program focuses on skill building but will also address some security sector content.

Day 1	Modules 1, 4, and 10 (first half)	Total time 6h35m
Day 2	Modules 10 (second half), 11, and 12	Total time 6h30m
Day 3	Modules 13 and 14	Total time 3h40m
Day 4	Modules 15, 16, and 17	Total time 8h

Introductory three-day program

This program is for individuals who are familiar with the concepts of gender and gender equality but are relatively unfamiliar with the security sector or have no previous experience working with security actors. This program will focus on topics specific to the security sector and some skill building around engagement.

Day 1	Modules 1, 2, and 4	Total time 6h40m
Day 2	Modules 5, 6, and 8	Total time 6h25m
Day 3	Modules 12, 14, and 17	Total time 5h55m

Introductory two-day program

This program is for individuals who are more or less new to working with the security sector. This program will cover the basics of how gender equality relates to the security sector, and some skill building around engagement.

Day 1	Modules 1, 5, and 7	Total time 6h35m
Day 2	Modules 8, 14, and 17	Total time 5h55m

Pre-Training Needs Assessment

A good way to identify the best agenda for your workshop is to conduct a pre-training needs assessment. Ideally, this kind of assessment is conducted far enough in advance that the facilitators can use the information to tailor the training and their approach. For example, a pre-training needs assessment can help a facilitator determine whether one of the above agendas is suitable for their audience. They can then make necessary adjustments by adding, omitting, or exchanging modules; modifying activities; or adapting the approach of the program altogether.

A pre-training needs assessment can come in the form of a short questionnaire about participants' work, professional background, education, and country context. This might also include asking participants to self-identify their training needs and interests, as well as questions assessing their familiarity with specific topics.

The assessment can be delivered several different ways, depending on the resources available. For example, you might send it by email or post. If computers, internet access, or mail services are not widely available, the questionnaire can also be administered by phone or in person. A sample assessment form is provided; it is recommended, however, that facilitators adapt the questionnaire to be context-specific and focused only on information relevant to their particular training and approach (see [Sample Needs Assessment Questionnaire](#) handout in the annex).

Training Best Practices

Over the years, Inclusive Security and DCAF have identified a series of techniques to successfully train people of diverse backgrounds. A critical component to constructive, respectful relationship building is creating a dynamic, interactive training environment in which individuals feel safe to share ideas.

Risk Assessment

No training should be planned or implemented without ongoing consideration for any associated risks for participants and facilitators. For example, participating in a training on security issues might put women and/or their organizations at risk of harassment by individuals or security sector actors. When training organizers come from outside, it is critical that they are sensitive to the local context and collaborate with local organizations to identify the safest, most effective way to plan and deliver the training.

Adapt the training to participants' needs

The pre-training needs assessment should shape how you plan your program and the content you include.

Adapt the training to participants' literacy level and language abilities

Think about how fluent and literate your participants are in the language in which you deliver the training. Is it necessary to translate materials into local languages and/or provide translation? If translation is used, all activities will need more time than specified (simultaneous translation is preferable but is more expensive).

Adapt the training content to the context

The following are options for how to adapt the curriculum to the local context and culture:

- Research the cultural context, gender roles, security issues, and the mandates and activities of local security sector institutions and governance structures.
- Identify practical examples and case studies that are relevant and meaningful to the context and specific participant group.
- Co-lead the training with a local facilitator and work with them in advance to develop the training material.
- Involve civil society organizations and other local actors in developing the pre-training needs assessment and the selection of training modules.

Integrate knowledge and skills

Training should always include both content and skills components. While each trainer has different goals for different audiences, we have found this integrated approach to be a successful method for promoting women's inclusion in peace and security processes.

Establish ground rules

"Ground rules" are explicit guidelines that should be established early in a workshop to ensure constructive behavior and foster collaboration. These rules can also outline procedures for making decisions and sharing information. Participants can propose changes or additions to the ground rules during the training. The ground rules should be written and posted visibly at each training session. It is the responsibility of the facilitator and the participants to hold one another accountable to these rules and ensure that everyone is treated equally.

Encourage respect and offer support

Talking about violence and security may be difficult and painful for participants. Group discussions may elicit strong emotional reactions, which can be confrontational. It is important to:

- Create and adhere to the ground rules around confidentiality, respect, and mutual support.
- Include sufficient breaks and debrief activities.
- Identify a skilled person with whom participants can speak about their feelings confidentially, and who can offer or refer them to support services.

Value personal introductions

Personal introductions are a requirement for building trust, as they provide participants the opportunity to share key aspects of their identities with the group. Delivering a personal introduction is also a useful skill to develop, and the group activities are strengthened when participants are acquainted with each other's backgrounds.

Create space for personal stories

When bringing together a diverse group, asking individuals to share their personal stories can help rebuild a sense of shared humanity and respect in conflict-affected contexts. Personal stories will often emerge, even if unsolicited, as a cornerstone of participants' motivation for peacebuilding and security sector reform. Be prepared for personal stories to come up in the training, and do not dismiss them.

Bridge divides

In conflict-affected environments, people often focus on their differing, often adversarial, positions. When convening a group from diverse backgrounds, emphasize their commonalities. The most obvious is a mutual interest in attending the workshop. Introductions and energizers are opportunities for people to identify additional shared qualities. Though you want to emphasize commonalities, be sure to not diminish the diversity in the room as well.

Understand gender differences and how they may influence participation

A workshop might include men, who will have different experiences to share. Their perspectives can be valuable to understanding the gender dynamics within a society. In addition, this kind of workshop can be an opportunity to cultivate male allies who support women's inclusion in security sector reform and peace and security processes. That said, there may be occasions when it is beneficial to work solely with women.

Pay attention to the environment

The physical space for a workshop can have an immense impact. Take the time to arrange the room in a way that is conducive to small group work. To create a more intimate atmosphere, position participants around several round tables instead of one large table. Make sure each table is full and that the group is not fragmented. Consider holding breakout sessions in separate rooms for a change of scene. Try to conduct sessions in a space with natural lighting so participants feel less confined.

Vary trainers

Involving several facilitators rather than one lone trainer creates a more engaging workshop. Different participants benefit from different training styles, and varying speakers will keep participants more focused. Two trainers are the minimum for any multi-day workshop.

Further advice on planning and delivering trainings on gender and security can be found in the introduction to DCAF's Gender and SSR Training Resource Package, as well as DCAF's Expert Workshop on Gender Training for the Security Sector.

Monitoring and Evaluating the Training

Whether the training program you run is seven, six, four, three or two days it is important to build in monitoring mechanisms so you can evaluate your success at the end of the program.

Pre/post training assessment – A pre/post training assessment measures whether participants have increased their immediate knowledge as a result of the training. As such, a pre/post training assessment must include knowledge-based questions, and the same questions must be asked before and after the training.

DAILY TRAINING EVALUATION (SAMPLE)					
How much do you agree with the following?	Strongly Agree	Agree	Somewhat	Disagree	Strongly Disagree
Today's training...					
Was relevant to my role					
Improved my knowledge					
Improved my skills					
Was a good mix of theory and practice					
Please write down 1-2 things you learned in the workshop today.					
Please write down 1-2 things you would change about the workshop today.					
Please write down what can be improved about the workshop tomorrow.					

Each module in this training includes several questions that can be used to develop a pre/post training assessment. In addition, or alternatively, the questions can be asked during the workshop, so that the facilitators can assess whether they are successfully hitting the key points as they deliver each module. (See [Assessment Questions](#) handout in the annex).

Participant evaluations – Daily evaluations can be used to gauge participants’ satisfaction with the workshop and collect input and recommendations to improve the training in subsequent days. Daily evaluations should be short and precise—asking only for information that is relevant and useful for the rest of the program.

Morning review – A morning review, usually taking around 15 minutes, refreshes participants’ memory of content across multiple days of training. It summarizes the key points made during the previous day’s training sessions. A morning review can also be facilitated by the participants themselves; in this way, participants have greater incentive to really think about and record what they have been hearing, discussing, and working on. A number of approaches can be used to facilitate a morning review, including quiz-based games like Jeopardy!, or a more traditional session where facilitators ask participants to list the previous day’s key points on a flipchart.

End-of-day debrief – An end-of-day debrief helps participants identify what was learned, how it is relevant to them, and what they can do with their new knowledge or skill. The facilitator’s job is to lead a thought-provoking discussion by asking meaningful questions in a pre-planned sequence, such as the following:

1. **What?** – What was covered, what was done?
2. **So what?** – How and why is it relevant, why should I care, why should others care?
3. **Now what?** – What can I do, what will I do in the short and long term?

Using these monitoring and evaluation mechanisms at the beginning and end of each day provides facilitators with important information about how well participants are understanding and relating to the content of the training. This will allow facilitators to adjust the training as necessary. For example, if certain topics or skills prove to be particularly difficult, facilitators can elect to return to that subject before moving on. Review and debrief activities also reinforce learning and increase retention, thereby contributing to the overall learning objectives of the training. Facilitators will note that Module 17 includes a comprehensive debrief activity intended to wrap-up the entire training program. It is recommended that Module 17 is always used to conclude the training, with a shortened debrief at the end of each workshop day.

Background Resources

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ANNEX

Sample Needs Assessment Questionnaire

A Women's Guide to Security Sector Reform Training Curriculum

Pre-Training Needs Assessment – Sample Questionnaire

A pre-training needs assessment questionnaire collects information that can be used to tailor the design and approach of the training to better meet participants' needs. It is suggested that facilitators adapt this sample in order to address the specific context in which the assessment is being conducted.

Responses will be treated confidentially and we will not directly attribute any comments in our reports.

Thank you!

Name of your Organization

Main focus of your Organization

- | | | |
|---|---|---|
| <input type="checkbox"/> Women's Rights | <input type="checkbox"/> Humanitarian Aid | <input type="checkbox"/> Other: _____

_____ |
| <input type="checkbox"/> Human Rights | <input type="checkbox"/> Health | |
| <input type="checkbox"/> Justice | <input type="checkbox"/> Security Sector | |

What best describes your role in your organization?

- | | | |
|--|---|---|
| <input type="checkbox"/> Upper Management | <input type="checkbox"/> Administrative Staff | <input type="checkbox"/> Other: _____

_____ |
| <input type="checkbox"/> Middle Management | <input type="checkbox"/> Student/Intern | |
| <input type="checkbox"/> Program Staff | <input type="checkbox"/> Researcher | |

ABOUT THE EXPERIENCE AND EXPECTATIONS YOU BRING TO THIS TRAINING

What are your objectives in attending this training?

Please indicate which topics you are most interested in learning about:

- | | | |
|---|--|---|
| <input type="checkbox"/> Gender | <input type="checkbox"/> Gender-Based Violence | <input type="checkbox"/> Other: _____

_____ |
| <input type="checkbox"/> Gender Equality | <input type="checkbox"/> Advocacy | |
| <input type="checkbox"/> Security Sector Reform | <input type="checkbox"/> Coalition Building | |

Please indicate those parts of the security sector you are likely to engage with:

- | | | |
|--|---|---------------------------------------|
| <input type="checkbox"/> Armed forces/military/
defense forces (may include
gendarmerie) | <input type="checkbox"/> Courts | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Police | <input type="checkbox"/> Prisons | _____ |
| | <input type="checkbox"/> Border management agency | _____ |

Please indicate those oversight and management bodies you are likely to engage with:

- | | | |
|---|---|---------------------------------------|
| <input type="checkbox"/> Members of legislatures/
parliament | <input type="checkbox"/> Ministry of Gender/ Women's
Affairs | <input type="checkbox"/> Media |
| <input type="checkbox"/> Ministry of Defense | <input type="checkbox"/> National Security Council | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Ministry of the Interior | <input type="checkbox"/> National human rights
institutions | _____ |
| | | _____ |

In your opinion, are women able to express their needs and interests to security providers in your region?

- Yes
 No
 Not sure

Have you ever already received training on gender and/or security?

- Gender
 Security
 Both
 Neither

If yes, please tell us about the most relevant training:

Course Name: _____

Topic: _____

Duration: _____

Organized by: _____

Date Attended: _____

MORE ABOUT YOU

What best describes your level of education?

- | | | |
|---|--|--|
| <input type="checkbox"/> No schooling completed | <input type="checkbox"/> High school graduate, diploma or equivalent | <input type="checkbox"/> Trade/technical/vocational training |
| <input type="checkbox"/> Junior/primary school | <input type="checkbox"/> Some college credit, no degree | <input type="checkbox"/> University degree |
| <input type="checkbox"/> Some high school, no diploma | | |
-

What is your age?

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Under 17 years old | <input type="checkbox"/> 25-34 years old | <input type="checkbox"/> 45-54 years old | <input type="checkbox"/> 65-74 years old |
| <input type="checkbox"/> 18-24 years old | <input type="checkbox"/> 35-44 years old | <input type="checkbox"/> 55-64 years old | <input type="checkbox"/> 75 years or older |
-

What best describes where you live?

- | | | |
|--------------------------------|-----------------------------------|---------------------------------------|
| <input type="checkbox"/> Rural | <input type="checkbox"/> Suburban | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Urban | <input type="checkbox"/> Township | |
-

Do you have children?

- | | |
|--|--|
| <input type="checkbox"/> Yes/ won't need childcare during training | <input type="checkbox"/> Yes/ will need childcare during training |
| <input type="checkbox"/> No | If you need childcare, please indicate number of children and ages: _____
----- |
-

Do you need transportation to the training?

- Yes No
-

Do you need accommodation during the training?

- Yes No
-

What best describes your ethnicity/tribe/nationality:

- Example 1 _____ Example 2 _____
-

What language is primarily used at home?

- Language 1 _____
- Language 2 _____
- Language 3 _____
-

Assessment Questions

Q.2.1 The “security sector” is composed of: (select one)

- a. Public services where the personnel wear a uniform and carry weapons.
- b. A range of different actors involved in providing security and justice and in oversight of security sector institutions.
- c. Institutions that are mandated to use force to maintain control.

Q.2.2 People’s security and justice needs are: (select one)

- a. Different or the same, depending on many factors such as age, gender, ethnicity, religion and sexual orientation.
- b. Always different if you are a man or a woman.
- c. The same for all people within the same culture.
- d. Always different between people with disabilities and people without disabilities.

Q.3.1 Indicate whether the characteristic is related to sex or gender:

- a. Ability to birth a child Sex
- b. Muscle mass Sex
- c. Dresses and skirts Gender
- d. Nurturing and caring Gender
- e. Facial hair Sex
- f. Leadership and authority Gender
- g. XX or XY chromosomes Sex
- h. Shooting ability Gender

Q.3.2 Gender inequality is: (select one)

- a. When women are given special opportunities to access training, jobs and promotion.
- b. The unequal treatment and access to resources, opportunities and autonomy based on gender.
- c. When men and women are seen as having different physical capacities.

Q.4.1 The same violent acts may affect men and women, but the impacts upon men and women’s lives will be different, and these differences are linked to their gender roles.

- False True

Q.4.2 A root cause of gender based violence is: (select one)

- a. [Men and women's unequal access to resources.](#)
- b. Greater physical strength of men.
- c. Women dressing in an immodest manner.
- d. Men and women don't know how to communicate with each other.

Q.5.1 The two core objectives of SSR are: (select one)

- a. Spending less money on the security sector, and attracting international funding.
- b. [Making the security sector more effective and accountable.](#)
- c. Ensuring that the security sector institutions have modern equipment and excellent training.

Q.5.2 An example of "holistic" SSR is: (select one)

- a. [Reforming the criminal law, the police, prisons and courts in a coordinated manner.](#)
- b. Having a priest or imam say prayers for the SSR process to make it "holy".
- c. Having the whole SSR process controlled by the same minister.

Q.6.1 "Civil society oversight of the security sector" means: (select one)

- a. Making unannounced visits to barracks, police stations and prisons.
- b. [The active participation of civil society organisations in defining policies and overseeing the structures and practices of security sector actors.](#)
- c. Organizing social events for members of the armed and security forces.

Q.6.2 Civil society organisations can contribute to SSR by: (select one)

- a. Supporting the government's position on controversial issues.
- b. Ensuring that the communities they represent get special treatment in the SSR process.
- c. [Facilitating dialogue between communities and security sector actors, including identifying community security priorities.](#)

Q.7.1 Gender equality is an important consideration in SSR because: (select one)

- a. [Gender equality is a human right established in international, regional and national legal frameworks.](#)
- b. Gender equality is needed to lower job standards so that women can also work in security sector institutions.
- c. Gender equality is a principle of capitalism.

Q 7.2 Involving women in SSR processes makes them more effective because: (select one)

- a. Men behave better when there are also women around the table.
- b. It is important to have a diversity of voices, including men and women, in discussions on security to help to ensure that the different security needs and interests of men, women, boys and girls are addressed.
- c. Women are good at secretarial work so can take notes in meetings.

Q.8.1 Women tend to be underrepresented in security sector institutions primarily because: (select one)

- a. Women find the work too upsetting, because they are more emotional than men.
- b. Women are not interested in working in the security sector.
- c. There are a range of informal – and sometimes formal – barriers to women’s full and equal participation and advancement.
- d. Women are not strong enough to pass the physical tests to qualify.

Q.8.2 Good ways to assess women working in the security sector’s support needs include: (select one)

- a. Asking the women themselves, asking personnel responsible for human resources, and reviewing existing literature.
- b. Looking at the experiences of women in the security sector one hundred years ago.
- c. Looking at the experiences of women in the security sector in countries with different cultural traditions.
- d. Looking at the needs of men working in the security sector.

Q.9.1 Which international law establishes women’s right to equal participation in the formation of government and explicitly prohibits discrimination against women? (select one)

- a. Beijing Declaration and Platform for Action.
- b. United Nations Security Council Resolution 1325.
- c. The Convention on the Elimination of All Forms of Discrimination Against Women.
- d. The Universal Declaration of Human Rights.

Q.9.2 UN Security Council Resolutions (UNSCRs) on Women, Peace, and Security: (select one)

- a. Call on States to eliminate gender disparity in primary and secondary education and actively support women's participation in political processes on all levels.
- b. Call on States to prevent violations of women's rights, to support women's participation in peace negotiations and in post-conflict reconstruction, and to protect women and girls from sexual and gender-based violence in armed conflict.
- c. Call on States to disarm and commit to rely on peaceful negotiation to resolve international disputes.
- d. Address domestic violence, which is known to increase during and after conflict.

Q.10.1. Advocacy means: (select one)

- a. A pact or treaty among individuals or groups, during which they cooperate in joint action.
- b. A planned, deliberate, and sustained effort to advance an agenda for change.
- c. A tactic to ensure that people think the way you do.
- d. A set of activities that address direct needs like delivering humanitarian aid, providing shelter, and building schools.

Q.10.2 Stakeholder mapping is useful for advocacy because: (select all that apply)

- a. It can help you get a broad view of the actors involved in an issue and the dynamic between them.
- b. It can help you figure out who your allies and partners can be.
- c. It can help you figure out who might be opposed to your agenda.

Q.11.1 Which of the following is NOT likely to be a credible way to gather information on security issues: (select one)

- a. Holding focus group discussions.
- b. Conducting interviews.
- c. Quoting anonymous posts on the internet.
- d. Visiting police stations as part of a prison visitor scheme.

Q.11.2 Monitoring human rights abuses by the security sector is important because: (select one)

- a. It can hold the security sector and its personnel accountable.
- b. It provides important contacts and increases your chances to be hired.
- c. It saves the ministry from having to collect the same information itself.
- d. It provides justice for victims.

Q.12.1 A coalition is: (select one)

- a. Always a group of likeminded CSOs.
- b. A group that has funding from an international donor.
- c. An alliance working towards the same goal.
- d. A group of people appointed by the government to study a particular issue.

Q.12.2 A successful coalition cannot function without: (select one)

- a. Office space.
- b. Government approval.
- c. A president to make all the important decisions.
- d. Effective organization of its members.

Q.13.1 Working with policymakers and awareness-raising are: (select one)

- a. Constructive approaches to advocacy.
- b. Confrontational approaches to advocacy.

Q.13.2 Five core elements of an action plan are: (select one)

- a. Goal, objectives, activities, communications, and networking.
- b. Goal, objectives, activities, responsibilities, and resources.
- c. Goal, mission, activities, responsibilities, and training.

Q.14.1 Circle all the components of an advocacy recommendation:

- a. What (What change do you want to make?)
- b. Who (What actor can make the change you want to see?)
- c. How (What action can the actor take to make the change happen?)
- d. Why (Detailed information about all the reasons the change needs to be made.)

Q.14.2 Effective advocacy recommendations are: (select one)

- a. Specific, realistic, and relevant.
- b. Simple, specific, and lengthy.
- c. Realistic, complicated, and beautiful.

Q.15.1 Advocacy messages should have three components: problem, solution, and action.

True

False

Q.15.2 Monitoring whether a person makes any commitments, and delivers on those commitments are aspects of: (select one)

- a. Following up an advocacy message.
- b. Planning advocacy.
- c. Fundraising.

Q.16.1 Monitoring is: (select one)

- a. Contacting training participants after the training has finished to ask them questions about how they found the training.
- b. The on-going process of collecting information (or data) in order to measure whether the advocacy strategy (or project) is achieving its goals and aims.
- c. Checking that each member of your coalition attends meetings regularly.

Q.16.2 Evaluation is: (select one)

- a. The process and outcome of determining the value or merit of an advocacy strategy (or project).
- b. Putting a monetary value on your activities.
- c. Something one does simply because donors demand it.

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