



Training Manual for **COMMUNITY WOMEN IN SIERRA LEONE**

Gender and Security Sector Reform



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the rule of law



International Organization for Migration (IOM)

Gender and Security Sector Reform:

Training Manual

— for —

Community Women in Sierra Leone



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the rule of law



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MSWGCA The Ministry of Social Welfare, Gender and Children's Affairs (MSWGCA) is the government of Sierra Leone ministry mandated to ensure the provision of services and socio-economic development for the socially marginalised, disadvantaged groups and the less privileged in Sierra Leone, particularly women and children. The ministry strives to ensure that gender, women and children's issues are protected and promoted in Sierra Leone and that the welfare needs of the population are supported. Visit us at: www.mswgca.gov.sl.

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. The Centre develops and promotes norms and standards, conducts tailored policy research, identifies

good practices and recommendations to promote democratic security sector governance, and provides in-country advisory support and practical assistance programmes. Visit us at: www.dcaf.ch.

DCAF's Gender and Security Programme supports the development of security sectors that meet the security needs of men, women, boys and girls, and the full participation of men and women in security sector institutions and security sector reform processes. Contact us at: gender@dcaf.ch.

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FOREWORD

Sierra Leone experienced 10-11 years of civil strife which had untold suffering on the vulnerable categories of the society especially women and children. The Truth and Reconciliation Commission Report noted that women were used as sex slaves, abducted and endured several other inhumane treatment meted against them. The Government of Sierra Leone declared officially the end of the war in 2002 which paved the way for reconstruction, rehabilitation and developmental efforts in all facets of life.

The Government of Sierra Leone as part of its commitment to the full implementation of United Nations Security Council Resolutions 1325 and 1820 developed a Sierra Leone National Action Plan on UNSCR 1325 and 1820 which was officially launched by H.E. Dr. Ernest Bai Koroma on the 8th June 2010. Women have always been engaged in peace and reconciliation processes at the community level but their efforts are hardly recognized. The empowerment and engagement of women in security sector processes at the local level will go a long way, not only to prevent and respond to violence against women in communities, but to lasting peace in Sierra Leone.

Following the declaration of the end of the civil strife, the government embarked on justice and security sector reform processes, which have made a great impact on the reform of the justice and security sector apparatus including the police, military, corrections department and the judiciary. The Office of the National Security (ONS) was established to provide coordination among the various security sectors within the national apparatus. Of particular importance in the design of the security sector architecture, are the structures at the community level which include the Provincial Security Sector Committees, District Security Sector Committees and Chiefdom Security Sector Committees. Initially women were not represented in all three committees much as women form more than half of the population.

To provide a redress for these unfortunate situations, the Ministry of Social Welfare, Gender and Children's Affairs in collaboration with partners especially the Geneva Centre for the Democratic Control of Armed Forces (DCAF) and the International Migration Organization (IOM) organized capacity building programmes through training for rural women. The overall aim was to promote and ensure the participation of women in the local security sector apparatus as committee members. The advocacy has also ensured that the Minister of Social Welfare, Gender and Children's Affairs become a member of the National Security Council chaired by His Excellency the President of the Republic of Sierra Leone.

The trainings for the community women were mostly delivered by the staff of the Ministry of Social Welfare, Gender and Children's Affairs, DCAF, and ONS on an ad-hoc basis without a training manual. However the Ministry in collaboration with DCAF and IOM engaged a local consultant to put together this training manual for community women on gender and security. The training manual has been piloted and tested for use at the community level to strengthen their knowledge of gender and security sector reform.

I therefore encourage all partners working on women, peace and security programmes for rural communities to use this manual for delivering gender and security training to support community women in participating effectively on peace and security matters in their communities. Let me conclude by thanking DCAF and IOM for supporting the development of this training manual.



Hon. Alhaji Moijue E. Kaikai

Minister of Social Welfare, Gender and Children's Affairs

ACRONYMS

AU	African Union
BATNA	Best alternative to a negotiated agreement
CEDAW	Convention on the Elimination of all Forms of Discrimination against Women
CHISECS	Chiefdom Security Committees
CID	Criminal Investigation Department
CSO	Civil Society Organisation
DCAF	Geneva Centre for the Democratic Control of Armed Forces
DDRR	Disarmament, Demobilisation, Rehabilitation and Reintegration
DISECS	District Security Committees
ECOWAS	Economic Community of West African States
FSU	Family Support Unit
GBV	Gender-based violence
IOM	International Organization for Migration
LPPB	Local Police Partnership Board
MARWOPNET	Mano River Women's Peace Network
MDAs	Ministries, Departments and Agencies
MoD	Ministry of Defence
MSWGCA	Ministry of Social Welfare, Gender and Children's Affairs
NaCGBV	National Committee on Gender-Based Violence
NGO	Non-governmental organisation
NOW[SL]	National Organisation for Women Sierra Leone
ONS	Office of National Security
PROSECS	Provincial Security Committees
RSLAF	Republic of Sierra Leone Armed Forces
SGBV	Sexual and gender-based violence

SiLNAP	National Action Plan on the Implementation of UN SCRs 1325 and 1820
SL	Sierra Leone
SLP	Sierra Leone Police
SSG	Security sector governance
SSI	Security sector institutions
SSR	Security sector reform
UN	United Nations
UN GA	UN General Assembly
UN SCR	United Nations Security Council Resolution
UNDP	United Nations Development Programme
VAW	Violence against women
WIPSEN-Africa	Women Peace and Security Network – Africa
WIS-SL	Women in Security Sector Sierra Leone

INTRODUCTION

ABOUT THE MANUAL

This training manual is designed for trainers organising and implementing trainings at the community level on gender and security issues.

The training aims to build more understanding at the community level about the concepts of gender and security sector reform and governance; and to encourage community actors - especially community women - to participate more actively on peace and security issues in their communities.

The trainers should have a basic understanding of gender, security sector reform issues and some training experience. This manual helps to provide more expertise in these areas. It contains explanations, examples and recommendations for the trainers. It also includes a list of additional reading material to help train on gender and SSR in the Sierra Leone community context.

The training is designed to take place over two and a half days and the trainer can organise a shorter or longer training depending on the trainees' needs, time and money available. It is also not necessary for the training to take place on consecutive days, depending on the availability of trainees. Activities are divided into sessions, so that the trainer can organise the agenda in a way that best suits their needs. However, it is important to note that the sessions are most effective when used in the same sequence as presented in this manual.

Words used in this manual are clear and simple to encourage understanding. Presentations and exercises are designed for an audience with little or no knowledge of gender and security issues and who may not know how to read or write.

The manual is divided into five parts:

- » Part 1: Trainer's guide with an introduction to gender and security sector reform.
- » Part 2: Day One of the training.
- » Part 3: Day Two of the training.
- » Part 4: Day Three of the training (half-day), a list of resources and references.
- » Part 5: Annexes containing all of the handouts for trainees.

BACKGROUND AND RATIONALE

Sierra Leone's Ministry of Social Welfare, Gender and Children's Affairs (MSWGCA) promotes gender equality and gender mainstreaming. In the area of security sector reform (SSR), the ministry has focused on increasing the participation of community women in peacebuilding and security sector governance issues. This is done by strengthening the capacity of community women to: raise community awareness about security matters; be able to speak with security sector personnel and share the views of local communities with them; monitor the government on security and justice questions; and provide security and justice services to the community.

Since 2011, DCAF and IOM have supported the MSWGCA to promote community women's participation in security sector governance in Sierra Leone. This training manual aims to contribute in strengthening community women's engagement and influence national and community-level security matters.

Security sector reform (SSR) is a process that involves transforming a security system - including all actors, functions and responsibilities. It makes security and defence institutions more professional and accountable and able to protect and meet the security and justice needs of the population. Security sector reform can lead to stability and democracy and bring back lasting peace and security. The decision to reform can come from different considerations, including: recovering from war; a government decision; a security sector review (the review of security and defence institutions based on national security objectives);¹ or pressure from the population or international attention.²

Security sector reform began in Sierra Leone after the war in 1992. The reform concerned all of those in the security sector – which means the different actors (individual people and institutions) that had a role in protecting the country and providing security and justice to its people. In Sierra Leone, this includes the Republic of Sierra Leone Armed Forces (RSLAF), the Sierra Leone Police (SLP), immigration, government ministries, the Office of National Security (ONS), Sierra Leone Prisons, the Parliament and civil society actors including women's organisations and the media. Security sector reform is about making all of the changes necessary so that men, women, boys and girls have better access to security and justice.

In Sierra Leone, national security priorities are most often identified and managed by security and defence institutions without adequate consultation or involvement with large parts of the population, in particular, women. Some of the reasons for this include: 1) the myth of security being a male preserve, 2) the lack of awareness - especially at the community level - of the added value of having women participate in the security sector, 3) insufficient awareness among community women about security and governance issues. Communities, including community women, can:

oversee and monitor the security sector; help to influence policies that guide the security sector; improve security services in the community; improve dialogue between different actors; and negotiate between security sector actors and local communities.

NOTE TO TRAINERS

Preparing for the training:

To conduct a successful training, the sooner preparations begin the better. Organisers and trainers should know their part to play so that they can prepare and make the necessary arrangements before the start of the training.

What you need to know or to decide:

- What is the aim of the training?
- Who are the trainers?
- Who are the trainees?
- What do they know? What do they want and/or need to learn?
- Where will the training take place and when?
- What must be prepared in terms of materials or logistics beforehand?

Sample answers:

What is the aim of the training?

Sample answer: The aim of the training is to give community men and women basic ideas, practical information and skills to help them better participate in dialogue on security issues at the community level.

Who are the trainees?

Training tip: A group of about 25 to 30 trainees could be invited to the training. There should be, among the group, community women and also men (who are involved in activities within their communities). Include where possible, traditional leaders and members of the Provincial Security Committees (PROSECS) and the District Security Committees (DISECS). The number of trainees should not be too high (i.e. not more than 30 to 35 people) so that trainees can speak, ask questions and be able to participate in exercises.

What do they know? What do they want and/or need to learn?

Training tip: Find out as much as you can before the training about the trainees' experiences, training needs and interests. This will help you to plan a suitable training with the right key messages.

This training was designed with the idea that the trainees can understand and speak English. Writing and reading skills are not required. Therefore, trainers should make sure to read aloud all written material presented to trainees. It is important that trainers take into account the literacy levels of the trainees and assess whether additional supports are required for the trainees to participate meaningfully in the training.

Where will the training take place and when?

Training tip: When deciding on the time and place for the training, pay attention to the environment and location. For example, are women able to attend? Is the timing right in relation to the farming season or festival calendars? Is the hall comfortable, large enough and with enough ventilation? (Is the room airy enough?) Is there enough light? Is the location accessible for the trainees to attend? Is transportation an issue? While looking at these questions, it is helpful to get the opinion of leaders of women's community-based organisations. Social welfare and gender officers of the MSWGCA also know about such matters and can give advice.

Make sure that all regional or local officials are informed about the event (e.g. mayor, paramount or town chief, provincial secretary, police local unit commander). Organisers may wish to invite them to the opening ceremony, if there is one.

What must be prepared in terms of materials or logistics beforehand?

An example of a logistics check-list:

- ✓ Chairs and tables should be arranged in a circle or half circle around the room.
- ✓ 4 to 5 trainees can sit at each table.
- ✓ Make sure that the chairs are arranged in a way so that no trainee is sitting with her/his back to the speaker presenting.
- ✓ All trainees must be able to see the blackboard, flip chart or screen/wall.
- ✓ Prepare the trainee list and name identification/name tags for trainees.
- ✓ Also place trainees' names written in large letters on folded (A4 size) cards at the tables.
- ✓ Prepare files containing the workshop agenda/programme, notebook, pens, etc. to be handed to trainees at the registration desk on Day One of the workshop.
- ✓ Prepare and use a daily attendance register.
- ✓ If you need electricity (i.e. for ventilation, lighting a projector, etc.) verify if you have need for a generator.
- ✓ Plan for enough breaks during the day, with provisions for drinks, such as water, coffee, or tea, etc., and if possible, something to eat.

An example of a list of materials:

- ✓ Flip chart stand, flip chart paper and different coloured marker pens (OR) blackboard, blackboard duster, and chalk (white and colours);
- ✓ Cello tape;
- ✓ Pictures/posters;
- ✓ Handouts;
- ✓ Note books or paper;
- ✓ Pens;
- ✓ Scissors, string/rope.

TRAINING TIPS

Training involves passing on knowledge, developing new skills, or helping those trained to think about things in a different way and make a positive change. For this training on gender and SSR, one result expected is that trainees get a better understanding about gender, security, and SSR issues and about how to become more engaged in security matters. There are training tips that can help the training to be successful. The trainer must be able to share the right kind of information and be clear. The trainer should always remember the learning objectives for each training session and focus on a few (two-three) key messages.

The trainer must also think of activities (methods) that would help the trainees be interested in the subject and learn. Trainers should use ways (methods) that involve all of the trainees to maximize learning. This means allowing the trainees to share their own knowledge, information and experiences and test information and ideas for themselves. Some ways to help adults learn are through:

- Presentations, small talk/lecture sessions;
- Discussions;
- Group work;
- Role plays/dramas;
- Games for getting energy back (energisers/ice-breakers);
- Daily learning/reflection notes/“Eyes and Ears”.

Note: “Eyes and Ears” are trainees who are identified in secret by the trainer before the start of the day to recap Day One on Day Two (and to recap Day Two on Day Three), based on all “seen and heard” throughout the course of that day.

As people learn in different ways it is useful to mix these different ways during the training.

CONCEPTS AND TERMS

Trainers delivering and organising this training should have a basic knowledge of gender and security sector reform issues. The following concepts and terms are important to this understanding. For more information on these concepts and terms, refer to the resources section of this manual.

1. **Gender** refers to the roles and relationships between men and women that are learnt from society and culture. Boys, girls, men and women are taught certain roles and appropriate behaviours according to their sex. These are not permanent and can be changed.

For example: In most countries and in developed countries in particular, women earn less money than men for similar work. In some countries, a female smoking is not considered appropriate. In most of the world, women do more housework than men. In many countries, boys are preferred to attend school and girls are often expected to stay home.

2. **Sex** refers to differences between men and women that are biological/from nature and in general, do not change.

For example: Women menstruate while men do not. Men and women have different sexual reproductive organs. Women can give birth while men cannot. Men generally have bigger bones than women.

3. **Gender-based violence (GBV)** is any harm done to a person that is the result of gendered power inequities. That is to say, it is based on a discriminatory view of a person's gender or sex. The harm can be physical, sexual, psychological, economic or socio-cultural. Those committing GBV can be women, men, girls or boys, and those that are victims can be women, men, girls or boys – although usually it affects mostly women and girls.³

Sexual and gender-based violence (SGBV) are forms of violence that are directed against a person on the basis of their gender or sex. This includes acts that inflict physical, mental or sexual harm or suffering. SGBV can also include threats of coercion and other deprivations of liberty.

4. **Gender roles** are socially constructed and learned behaviours in a given society/community that condition expectations, as well as which activities, tasks and responsibilities are perceived as male and female.
5. **Gender gap** is the difference between women and men, girls and boys in their access to resources, education, health, services or power.
6. **Gender mainstreaming** is the process of assessing the implications for women and men (as well as girls and boys) of any planned action, including

legislation, policies or programmes, in all areas and at all levels. It is a strategy that takes into account the needs and experiences of women and men (as well as girls and boys).⁴

7. The **security sector** refers to all persons and institutions responsible for the security of the state and security and justice for the people. It includes those who oversee/control the security and justice provided to the population, and for whom human rights and the law are being respected. The security sector includes security and justice providers as well as oversight actors, such as: armed forces, police, immigration, fire forces, prisons, the judiciary/courts, parliament, ministries, and civil society organisations.
8. **Security sector reform (SSR)** is the political and technical process of making security provision, control and oversight more effective and more accountable according to the needs of men, women, girls and boys, and within a framework of democratic civilian control, rule of law, and respect for human rights.⁵

In other words, it is a process that aims at improving the security sector and its institutions. It includes all of the actors from the sector and the population: their roles, responsibilities, and actions – so that they can work together to respect, protect and serve the country and its population.

This can mean changing and hiring the right people; putting in place proper/professional working arrangements; providing training to security personnel to become more skilled and professional; having rules so that institutions respect human rights and are held accountable; and increasing the population's trust in security sector institutions. The changes should be carried out in an open process without excluding anyone – women, men, boys or girls – and be respectful of human rights.

SSR makes it possible to do things differently, including looking at gender issues, that is to say, the rights and needs of women, men, boys and girls. To look at the needs of the whole population, women and men should participate equally and be involved in decision-making. The SSR process gives opportunities for women to meet with security sector officers, talk about what security means for them, and work with their support to get the security services that meet the different needs of community members, as well as the specific needs of women and men, boys and girls.

9. Good **security sector governance (SSG)** means that the security sector provides state and human security, effectively and accountably, within a framework of democratic civilian control, rule of law and respect for human rights.⁶

GENDER & SSR TRAINING

DAY ONE

OBJECTIVES

- » Trainees will gain a better understanding of the concepts of gender and security, and SSR.
- » Trainees will strengthen their understanding of how community women can participate in security matters.

Time	Duration	Session
9:00-9:30am	30 min	Arrival and registration of trainees
9:30-10:50am	80 min	Session 1: Opening and introduction
10:50-11:10am	20 min	Coffee/tea break
11:10-12:30pm	80 min	Session 2: What is gender?
12:30-1:45pm	75 min	Session 3: What is security and security sector reform (SSR)?
1:45-2:45pm	60 min	Lunch
2:45-4:05pm	80 min	Session 4: Why is it important to integrate gender into SSR?
4:05-4:35pm	30 min	Session 5: Wrap up of Day One
4:35-4:55pm	20 min	Coffee/tea break and departure

SESSION 1: OPENING AND INTRODUCTION (80 min)

SESSION OVERVIEW

- Welcome opening (20 min)
- Activity 1: Introductions, expectations, objectives (60 min)

SESSION OBJECTIVES

- Trainees and trainers get to know each other better and trainees share their expectations of the training.
- Trainees and trainers agree to the ground rules for working well together during the training.

Before the start of the day: *The trainer selects one-two trainees and asks them to be the “Eyes and Ears” of the training group for Day One. Based on what they have seen and heard, they will provide a very brief recap for the trainees at the start of Day Two. (See the Training Tips on p. 11)*

Welcome opening

(20 min)

The trainer or organiser welcomes the trainees to the training. Persons nominated beforehand are called to open the training with prayers in the Christian and Muslim religion or trainees are called to make individual silent prayers.

The trainer introduces the team of organisers and trainers, or asks them to introduce themselves.

For more official opening ceremonies, the chairperson and/or any other official invited by the organisers are also introduced. The chairperson makes a short opening statement.

Activity 1:	Introduction, expectations, objectives
Group size:	Any
Time duration:	60 minutes (including 10 min on ground rules and logistics)
Objectives:	Trainees get to know each other better. Trainees share their expectations of the training.
Materials needed:	Markers and flip chart paper

Step 1: Organise trainees in groups of three-five people. Provide each group with one flipchart paper and a marker (or otherwise, a small sheet of white paper and

pens) and ask them to answer the following questions. Each group should appoint one speaker.

1. Names and where everyone comes from. (For example: “Our names are Aisha, Ibrahim, Elizabeth and John and we come from Portloko and Koinadugu districts.”)
2. What are your hopes from the training? Discuss as a group and share one or two hopes about the training in plenary. (For example: “We hope to learn more about the police; or, we hope to learn more about security issues so that we can become more involved in security matters within our communities.”)
3. What is an interesting or unknown fact about you? Discuss as a group and share one or two interesting or unknown facts in plenary. (For example: “one member of my group sings in a group; one member of the group wants to become a professional runner, etc.”)

Step 2: Ask the speaker of each group to present their three points.

Step 3: The trainer writes down the expectations while each speaker is presenting.

Step 4: Discuss the workshop expectations with the trainees. (For example: “You hope to learn more about how security is managed in your community. This will be covered as one of the main learning objectives is to learn how security is managed and by whom”; or, “we will not have time to develop negotiation skills but I can try to give you some materials that could be helpful, after the workshop”.)

Step 5: Present the workshop learning objectives and the agenda to the trainees.

For example: “On Day One, we will begin by looking at the concepts of gender and SSR through presentations and discussions. On Day Two and Day Three, we will then look at how community members can become more engaged, etc.”

Ground rules and logistics

(10 min)

The trainer tries to obtain agreement from the trainees on rules that should be respected during the workshop. For example: to be on time; to turn mobile phones off; to speak once at a time; to listen to each other, etc. It is useful to write these down on a flipchart.

Other practical and administrative information should also be shared such as: Where are the toilets? What are the eating arrangements (lunch, coffee/tea breaks)? What are the transportation arrangements? Is there an evening event? Is it a live-in training where trainees are lodging at the same venue? Is there someone to help with administrative questions or is there a training secretariat?

SESSION 2: WHAT IS GENDER?

(80 min)

SESSION OVERVIEW

- Activity 2: Understanding gender: Line exercise (40 min)
- Activity 3: Gender vs. sex (20 min)
- Activity 4: Understanding gender roles and behaviours (20 min)

SESSION OBJECTIVES

- Trainees strengthen their understanding of the term gender.
- Trainers get a better idea of the trainees' level of understanding of the concept of gender.
- Trainees strengthen their understanding of the difference between gender and sex.
- Trainees learn and gain a better understanding of gender roles and gender stereotypes in Sierra Leone.

This session will start with exercises to attract the trainees' interest and to introduce them to ideas of gender, gender stereotypes, and differentiated gender needs through group work or open discussion. The trainees will also discuss the security sector in Sierra Leone and how, from the community level, they can influence change in security sector services that are required to give the kind of services women, men, boys and girls need. This session will use open presentations/group discussions to bring out stories of experiences and involvement at the community level and to demonstrate women's participation in the security sector and its opportunities.

Activity 2:	Understanding gender: Line exercise
Group size:	Any group size, ideally, not more than 30 people
Time duration:	40 minutes
Objectives:	Trainees have a better understanding of the term gender. The trainer gets a better idea of the trainees' level of knowledge and their understanding of the concept of gender.
Materials needed:	Cello tape, string or chalk, flip chart, pens

Step 1: Before this exercise, the trainer marks a straight line on the floor (using cello tape, string or chalk). The line should be long enough to line up all of the trainees. Differentiate for the trainees one end of the line from the other. (Examples: left or right, top end and lower end, near window and near door, etc.)

Step 2: The trainer asks trainees to get up and stand along the line according to how much knowledge of gender issues they have, prompting as follows:

- If you think you know a lot about gender, stand towards the top end/left side/near window.
- If you think you know a small bit about gender, stand at the middle part.
- If you think you know nothing and that gender is new for you, stand at the lower end/right side/near door of the line.

Step 3: The trainer notes the nature/pattern of trainees' line up and asks trainees five questions about gender – some funny, some serious. (The trainer may use the examples provided in the 'trainer speaking points' below and use these as questions. Or, the trainer may use his/her own questions.)

Examples:

- In the home, women do the cooking and men do not. Is this statement about gender or sex?
- At puberty, men's voices change but women's voices do not. Is this about gender or sex?
- Women cry and are emotional. Men are the opposite. Is this about gender or sex?

Step 4: Trainees volunteer to answer questions.

Step 5: The trainer writes the definitions of gender and sex on the flip chart. The trainer facilitates a brief discussion about the definitions with the trainees based on the discussion of the gender questions. (Note that the trainees will have more opportunities to explore the definitions in the next activity.)

TRAINER SPEAKING POINTS

- The trainer explains that: Gender is about women, men, boys and girls.
- ‘Gender’ is about roles, relationships, attitudes, behaviours and values that society attributes to men and women, boys and girls; and to the relationships between women and men.
- ‘Gender’ is an idea set out by tradition/culture and customs and it can change over time and across societies/cultures.
- ‘Sex’ is from nature/is biological and does not change over time or across societies/cultures. We are born female (women) or male (men)*. A woman gives birth to babies but a man cannot. Women have breasts that can produce breast milk for feeding babies. A man’s voice changes to a deep tone after a certain age (puberty). A woman’s voice does not change in this way. ‘Gender’ is not from biology/nature. It is due to some behaviour/character that we all learn as children and adults. Girls and boys learn different parts to play (roles) and ways in which they are expected to behave by their parents/families/schools and cultures.

** Some people are born intersex; that is to say, they are born with ambiguous genitalia, or sex organs that are not clearly female or male. (Intersex South Africa, ISSA)*

Activity 3:	Gender vs. sex
Group size:	Any group size
Time duration:	20 minutes
Objectives:	Trainees understand the difference between gender and sex.
Materials needed:	Handout 1: Gender/Sex Statements flipchart paper, markers, post-it’s

Step 1: Prepare two flipcharts, one labelled at the top with a post-it saying “Men” and the other saying “Women”.

Step 2: One by one, read the words/statements or phrases in the trainee handout (#1) and ask trainees after each statement, whether each one is usually considered to relate to men or women. Write key words from each statement on the correct flip chart. Trainees MUST choose “Men” or “Women”, one or the other, not both.

Step 3: Switch the post-its or labels around so that the flipchart labelled “Men” is now labelled “Women” and vice versa. Leave the words as they are on the flipcharts.

Step 4: Review the words on the flipcharts and ask trainees whether it would be possible for each word to belong under the new label of “men” or “women”. For example, even though women are associated with “sewing”, men can still sew. In

cases like this, circle the word. However, “giving birth” is impossible for men. In cases like these ones, cross the word out.

Step 5: Explain to trainees that all the crossed-out words belong to the realm of “sex”, i.e., they are things that are biologically determined. On the other hand, the circled words that belong to the realm of “gender”, to show they are socially determined. Use examples to explain that gender-determined activities are cultural and may be different in different cultures or at different points in time.

Step 6: Close the session with a quick summary of the difference between “gender” and “sex” to reinforce the understanding of the concept.

Activity 4:	Understanding gender roles and behaviours
Group size:	Any group size
Time duration:	20 minutes
Objectives:	Trainees understand how gender roles and stereotypes play out in the lives of men, women, boys and girls.
Materials needed:	Flip chart paper, markers

Step 1: The trainer tells the trainees to turn and talk with their neighbour to the right or left for 10 minutes about three questions:

1. What are two types of behaviour/attitudes/ roles that are normal for men and for women in your community?
2. What are two types of behaviour/attitude/roles that you would like to have, but that you think the culture in your community/society at large would not like?
3. What are two ways in which gender roles in your culture are different from those in any other culture that you know of?

Step 2: After five minutes of discussion in pairs, the trainer opens a short discussion with the trainees on what came out of their discussions. The trainer explains how gender roles are also determined by factors such as education, class, age, and location that affect the role or behaviour that culture/tradition puts on women, men, boys and girls, old and young. The trainer explains that gender roles vary widely from one culture to another and change over time.

The trainer explains briefly that gender affects everyone (women, men, boys, and girls), which is also true when it comes to security. Women, men, boys and girls have different experiences and needs in areas of security. The trainer asks trainees to keep this in mind and that security needs will be discussed in more detail later in the training.

Step 3: The trainer asks each trainee (going around the room) to describe how gender roles in their own community, based on their own lived experiences, have changed since the war.

Step 4: The trainer asks the trainees if gender roles are at all changeable. After listening to one/two response(s) trainees are then asked to give factors from their lived experiences, which can influence changes in gender roles of women and men.

Step 5: The trainer writes down and explains factors that can cause gender roles to change, like:

- Conflict/wars, other types of disaster;
- Age;
- Class;
- Location – rural, urban;
- Change of location – migration.

Step 6: The trainer rounds up the points brought up by trainees from the handout.

SESSION 3: WHAT IS SECURITY AND SECURITY SECTOR REFORM (SSR)? (75 min)

SESSION OVERVIEW

- Activity 5: What is security? (15 min)
- Activity 6: What is the security sector? (30 min)
- Activity 7: What does security sector reform (SSR) and security sector governance (SSG) mean? (30 min)

SESSION OBJECTIVES

- Build and strengthen trainees' knowledge and understanding of the terms security and 'human security'.
- Trainees learn about and understand the makeup of the security sector in Sierra Leone.
- Trainees gain knowledge and understanding of the concepts of security sector reform (SSR) and security sector governance (SSG).

Activity 5:	What is security?
Group size:	Any group size
Time duration:	15 minutes
Objectives:	Trainees understand the term security, "human security" and how security can mean different things to men, women, boys and girls.
Materials needed:	Flip chart paper, markers

Step 1: The trainer asks trainees to discuss in pairs what 'security' means, for five minutes.

Step 2: The trainer asks trainees what 'security' means to them. The trainer should ask the question to female as well as male trainees.

Step 3: After getting the answers from trainees, the trainer summarises the main points given, and gives a brief explanation.

TRAINER SPEAKING POINTS

- Security means different things to different people and to different institutions and organisations (for example):
 - Security means protection from the threat of war.
 - Human security is about protecting people – men, women, boys and girls.
 - Human security means there is no fear of danger – individuals, communities and the country as a whole feel safe. This means people feel safe to walk in the streets day and night, and their properties are secure. Women, men, boys and girls, old and young have access to, for example: food, health services, land for farming (in rural areas), water, fuel for cooking, for lighting the home, lighting the streets, and can take part in elections and politics freely.
 - Human security also means that people have the space/environment to live and work, and can look after their children, support their family – can send their children (boys and girls) to school and can grow and prosper.
- Security is not just one meaning/definition. It is not just state security, but also people's security. We call this human security – the security for the individual and for the collective/community.

Activity 6:	What is the security sector?
Group size:	Any group size
Time duration:	30 minutes
Objectives:	Trainees understand the makeup of the security sector in Sierra Leone.
Materials needed:	Flip chart paper, markers

Step 1: The trainer explains that the security sector is made up of all the bodies/institutions and people that have a part (role) to play in protecting the country/state and the people/communities.

Step 2: The trainer asks trainees to think (brainstorm) and name security sector institutions or bodies in Sierra Leone that: (1) provide security and justice services; (2) manage security and justice services; and (3) oversee or control security institutions.

Step 3: The trainer takes three sheets of flip chart and writes one category as the title for each one. The trainer asks trainees to provide answers and writes the answers on the respective flip chart sheet.

Step 4: To complement the trainees' answers, the trainer uses the trainer speaking points "security sector architecture in Sierra Leone (non-exhaustive list)" to add any missing actors from the list. By the end, the three flip chart sheets should resemble the trainer speaking points list (without the asterisks).

Step 5: The trainer then explains to trainees that within these categories of: (1) security and justice providers; (2) management bodies; and (3) oversight bodies, they can also be categorised as either state or non-state actors (meaning actors that belong to the state and those that do not). Both state and non-state actors are important to any security sector.

Step 6: Using the trainer speaking points "security sector architecture in Sierra Leone" (p.24) as a guide, the trainer reviews the three sheets of flip chart with the trainees by asking: "Which of these are state or non-state actors?" The trainer puts one asterisk (*) beside state actors and two asterisks (**) for non-state actors.

Note: After the activity, the trainer should keep the three sheets of flip chart (of the security sector architecture in Sierra Leone) and place them aside, as they will be used again in Day Two (session 9).

Activity 7:	What does security sector reform (SSR) and security sector governance (SSG) mean?
Group size:	Any group size
Time duration:	30 minutes
Objectives:	Trainees will be able to know and understand that security sector institutions can change so as to meet the various security needs of all the people (women, men, girls, and boys) in communities. Trainees will learn that security can be provided in a way that is efficient, transparent, and democratic and with civilian control and oversight, in line with the rule of law.
Materials needed:	Flip chart paper, markers

Step 1: The trainer gives a 5 minute mini-lecture explaining that SSR is security sector change for the better. It is a process that aims at having security sector actors provide services according to the needs of the citizens (women, men, boys, and girls) that they serve. SSR is usually part of peacebuilding, rebuilding/recovery efforts that a country goes through, to get back lasting peace and security. It means that security sector institutions/bodies (police, military, prisons, border guards, presidential guards, justice system/judiciary, etc.) respect democratic norms in their behaviour, play their roles better, are more accountable, and become more open to the people (in the communities and the country as a whole).

Step 2: The trainer asks the trainees to take 10 minutes to discuss in pairs the following questions:

1. What does SSR try to achieve in Sierra Leone?
2. What kinds of activities have improved services in the security sector?
3. Why is integrating gender (including men and women and addressing their different needs) important in the process?

Step 3: After 10 minutes, the trainer asks two or three pairs to share what they discussed and facilitates a brief group discussion on their answers.

Step 4: The trainer explains that SSR includes:

- Making sure that all institutions and bodies have the right mandates and powers;
- Making sure that all institutions work in a transparent way and are accountable;
- Getting the right people (men and women) to serve in the sector;
- Putting in place the right/proper professional arrangements for men and women working in the sector and in their interactions with the population;
- Training, not only on technical skills, but also on human rights and gender issues, is conducted to help make all institutions become more professional;
- Getting the right equipment (the right materials, vehicles, structures and measures that serve the needs of men and women), and;
- Ensuring that all institutions are looking at the needs of the whole population (women and men), so that they can participate equally in decision-making on security matters.

Step 5: The trainer explains that SSR is a way to enhance SSG (security sector governance). The trainer writes the definition of SSG on flip chart paper:

Good **security sector governance (SSG)** means that the security sector provides state and human security, effectively and accountably, within a framework of democratic civilian control, rule of law and respect for human rights.⁷

The trainer explains that when an SSR process is implemented effectively, it is contributing to democratic SSG.

TRAINER SPEAKING POINTS

Trainer speaking points: Security sector architecture in Sierra Leone (non-exhaustive list)

A. Main security and justice providers:

1. Republic of Sierra Leone Armed Forces (RSLAF)*
2. Sierra Leone Police (SLP)*
3. Sierra Leone Prison Services*
4. Immigration Department*
5. National Fire Force*
6. Anti-Drug Agency*
7. Customs*
8. Criminal Investigation Department (CID)*
9. Private security companies, such as Mount Everest Security Agency**
10. Neighbourhood Watch/vigilante groups**

B. Main security management bodies:

1. Office of National Security (ONS)*
2. Ministry of Internal Affairs*
3. Ministry of Foreign Affairs*
4. Ministry of Justice and Attorney General's Office*

C. Security oversight actors:

1. Parliament (Committee on Defence and Presidential Affairs)*
2. The courts*
3. Sierra Leone Human Rights Commission*
4. The Ombudsperson*
5. Civil society (including women's organisations/groups)**
6. The media**

* State actors ** Non-state actors

Step 6: The trainer ends the session and moves on to the next session which explains in more detail why it is important to integrate gender in SSR.

SESSION 4: WHY IS IT IMPORTANT TO INTEGRATE GENDER INTO SSR? (80 min)

SESSION OVERVIEW

This session will look at why it is necessary to include gender issues in the security sector and how.

- Activity 8.a: Six Blind People and the Elephant (30 min)
OR
Activity 8.b: Cité Soleil (30 min)
- Activity 9: Gender and Security: Addressing different needs (30 min)
- Activity 10: Gender and SSR related legal and policy instruments and frameworks (20 min)

Activity 8.a (option one):	Six Blind People and the Elephant
Group size:	Any group size
Time duration:	30 minutes
Objectives:	<p>Trainees learn and gain an understanding of the need to consider and include the various ranges of people's views on security sector reform.</p> <p>Trainees identify and recommend different ways by which the security sector can include and respond to various and differing views (as needed).</p>
Materials needed:	Handout 2: Six Blind People and the Elephant flip chart and markers

Step 1: The trainer explains that because of the different gender roles expected of women, men, boys, and girls by their culture/tradition, and other factors like age, sex, class, tribe - women, men, boys and girls have different experiences and needs in relation to security. Looking at needs and experiences with a gender eye (lens) is necessary. What people 'see/feel' about the security sector, particularly women's views and feelings, are usually not taken into account.

Step 2: The trainer asks trainees to look at the picture on the handout and tells the story of what is happening with the six blind people and the elephant:



Story:

Six blind people were talking together and wondered what an elephant was like, as they had never seen one. They decided to check for themselves, so they went to a local elephant park to sense/touch 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 looks 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 sensed 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”.

Step 3: The trainer asks the trainees to think about the picture and how the elephant can be compared to security sector reform and how it relates to gender roles and the needs of women, men, girls, and boys in security.

Step 4: The trainer asks trainees to share some of their ideas and moderates a group discussion. The key messages the trainer should underline are:

- » While different blind people were describing the elephant differently (a snake, a wall, a spear, a rope, etc.), they were not wrong. They were all important aspects that describe the huge/complex animal - an elephant. However, it is only when all the parts are put together that we can understand its complex nature.
- » Reforming the security sector is a huge and complex process and the different actors in the process can be like the blind people who feel/“see” only a small/limited aspect.
- » It is the same when describing different people’s needs in security. They are different but are all important to respond to for an effective SSR process. Therefore, it is important to hear these different needs, take them into account and include them in the response.
- » The gender lens (eyes) is necessary for a proper/full view and understanding of security sector reform. Usually, women’s views are left out; so in order to gain a proper understanding of their views and reform the security sector, women’s needs, interests and issues must be equally included. This calls for active involvement of women themselves and their civil society groups/organisations so that they have a role to play in SSR.

(Possible substitute for Activity 8.a: “Six Blind People and the Elephant”)

Activity 8.b (option two):	Cité Soleil, Haiti
Group size:	Any group size
Time duration:	30 minutes
Objectives:	<p>Trainees learn and gain an understanding of the need to consider and include the various ranges of people’s views on security sector reform.</p> <p>Trainees identify and recommend different ways by which the security sector can include and respond to various and differing views (as needed).</p>
Materials needed:	Flip chart and markers

Step 1: The trainer reads to the trainees the following story that takes place in Cité Soleil in Haiti:

An international team arrives in Cité Soleil, an impoverished neighbourhood of Haiti's capital city that is known for its serious security concerns. The team was tasked to do a quick assessment of the security situation. At stake is funding for a security reform program worth millions of dollars.

First, the international team meets the chief of police and asks what the most pressing security problem is and what response he suggests. He says, "the worst problems we have are the bands of children and young people doing nothing all day, standing around in the street, committing petty crimes and getting involved in drug trafficking. What we need are more police officers to arrest them, more prosecutors to process them, and more jails to detain them."

The international team later meets with local women's non-governmental organisations (NGOs) and asks the same question: "what is the most pressing security problem and what response would you recommend?" The NGO president says, "the worst problem we have is that our children have no school to go to, no field to play sports, no jobs to earn some money. They stay on the streets all day long and are easy prey for organised crime gangs who make them steal for them and sell drugs. What we need is more schools, more teachers, a community centre with activities and counsellors, and a work programme to keep them productive and busy."

Step 2: The trainer explains to the trainees that these are two different perspectives on the same problem; two different interpretations of the security threat and two widely different solutions.

Step 3: The trainer asks the trainees the question, "Who is right?" and "Why?".

Step 4: The trainer opens the discussion to the trainees to provide comments and answers. Using the flipchart, the trainer writes the main points on the flip chart.

Step 5: After discussion, the trainer explains that:

- Probably both are right and that there may even be a chance that neither is right on their own.
- The important point to remember is that security is a very complex phenomenon and it requires the perspectives of a broad range of social actors, not only security professionals.
- By actively involving a wide range of civil society actors in security decisions, we ensure that all points of view and all interpretations are taken into consideration when deciding the best approach to increase security.

Activity 9:	Gender and security: Addressing different needs
Group size:	Any group size
Time duration:	30 minutes
Objectives:	<p>Trainees are able to identify the security concerns and priorities of different gender groups in the community.</p> <p>Trainees gain more understanding of why security sector institutions have to respond to the needs of all in the community/society.</p>
Materials needed:	<p>Handout 3: Forms of SGBV</p> <p>Handout 4: Life-Cycle Framework related to GBV</p> <p>Flip chart, markers</p>

Step 1: The trainer takes a sheet of flip chart and makes four boxes with the following titles:

<p>Women</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>Girls</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p>Men</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>Boys</p> <p>1.</p> <p>2.</p> <p>3.</p>

Step 2: The trainer asks the trainees the following questions:

- i. What are three threats of big concern to women's security or types of violence that they suffer at the community level?
- ii. What are three threats of big concern to girls' security or types of violence that they suffer at the community level?
- iii. What are three threats of big concern to boys' security or types of violence that they suffer at community level?
- iv. What are three threats of big concern to men's security or types of violence they suffer at community level?

Step 3: As individual trainees volunteer responses to the questions, the trainer writes down the answers on the flip chart sheet in the appropriate category.

Step 4: The trainer summarises the answers and notes/explains how men, women, boys and girls can face different threats/types of violence based on their sex or gender (SGBV).

Step 5: The trainer explains that SGBV (sexual and gender-based violence) are forms of violence that are directed against a person on the basis of their gender or sex. This includes acts that inflict physical, mental or sexual harm or suffering. SGBV can also include threats of coercion and other deprivations of liberty. SGBV is a big insecurity that men and women can face. It is, however, more of a concern to women and girls because of their gender (less access than men to power, resources, services, etc.) Examples of SGBV include: rape (including marital rape), forced pregnancy and abortion, slavery, prostitution, trafficking, forced and/or early marriage, physical/mental abuse, female genital cutting/mutilation.

Key messages for the trainer:

- In any community/country women, men, boys, girls, old and young experience specific security threats and have needs for different security services. The services that are provided by security sector institutions, like the police, have to look at these different needs, priorities and experiences to provide effective service. By taking these into account, they will be better able to prevent the differing forms of violence that women, men, boys, or girls usually face.
- It is important that security sector personnel are trained to respond to these differences so that the security and safety of women, men, boys and girls will increase.

Step 6: The trainer distributes handouts 3 and 4 and explains them to the trainees.

Activity 10:	Gender and SSR related legal and policy instruments and frameworks
Group size:	Any group size
Time duration:	20 minutes
Objectives:	Raise awareness of the existence and importance of gender and SSR-related international, regional and national instruments and frameworks.
Materials needed:	Handout 5: Legal and Policy Instruments and Frameworks Handout 5a: Legal and Policy Instruments and Framework on Women, Peace and Security (WPS) Flip chart, markers, copies of UN SCRs 1325 and 1820, and copies of Sierra Leone's gender justice laws

Preparation prior to the activity: Using handout 5 and 5a, the trainer selects two-three names of international, regional and national instruments, as well as two-three names of instruments and frameworks on women, peace and security (WPS) and writes them down as a list on a sheet of flip chart. (Note: the list should include names only – no descriptions)

Step 1: The trainer explains to the trainees that there exist international, regional and national instruments related to gender and SSR. These make it a requirement for security sector institutions (SSI) to give good and appropriate services that address the needs of all people in the community. SSIs must take into account gender in its organisational culture, policies, programmes, operations, etc. Therefore, any SSI must thoroughly put gender matters – the needs and interests of women, men, girls and boys – into all of its structures and operations. The trainer explains that these laws/resolutions/conventions have set clear responsibilities for the security sector and give women the right to participate in SSR processes.

The trainer explains that these instruments are useful tools to help civil society to push forward, lobby, and advocate for involving/engaging women in the security sector. Also, they are good practices and frameworks/standards for how security sector institutions can work with women from civil society.

The trainer says again, that it is the responsibility of the security sector to work in line with international values and standards, and that the security sector institutions are not for men only, but they are equally so for women.

The trainer also explains that it is important to have men and women take part in serving their nation/communities in the security sector. No group, especially

women, is to be left out of the higher levels/rank where decisions are made. Security sector institutions that encourage men and women in equal ways will serve the population better, will see better results in their operations, and will improve their image.

Step 2: The trainer shows the trainees the previously prepared flip chart sheet and reads out the names of each instrument. The trainer asks the trainees the following:

- Raise your right hand if you know the names of some of Sierra Leone’s legal and policy instruments and frameworks on women, peace and security matters.
- Raise your left hand if you know the names of some international or regional legal and/or policy instruments and frameworks on women, peace and security matters.

Step 3: The trainer commends trainees and explains that simply hearing/knowing some of the names of these instruments helps raise awareness that these instruments exist. Trainees can arrange with civil society organisations (CSOs)/women’s organisations, such as the National Organization for Women (SL), MARWOPNET, or WIPSEN-Africa to tell them more about these legal instruments/frameworks.

Step 4: The trainer distributes Handouts 5 and 5a, copies of UN SCR 1325 and 1820, as well as the Sierra Leone gender justice laws to the trainees.

SESSION 5: WRAP UP OF DAY ONE

(30 min)

SESSION OVERVIEW

Summary of key learning points from Day One and introduction to Day Two topics (how can gender be integrated in SSR?)

Wrap up of Day One

(30 min)

Step 1: The trainer tells trainees that this session concludes activities for Day One. The trainer will emphasise four key learning points of the day as shown in the box below.

Step 2: The trainer explains to trainees that Day Two will focus on how community women can participate in security sector reform.

Step 3: The trainer introduces the objectives of Day Two:

- Trainees will apply their increased understanding of the concepts of gender and security sector reform (SSR) from Day One to the community level.

- Trainees will identify entry points for community women’s participation in security matters at the community level.

FOUR KEY LEARNING POINTS:

1. Gender refers to socially given roles and relationship differences between men and women. Gender differs from sex, which refers to the biological differences between females and males.
2. Security means different things to different people and to different communities. It is not just about state security but also about people/human security. Human security means people have a safe and healthy space/environment to live and work; they can feed themselves, send their children (boys and girls) to school, and support their family – so that they can grow and prosper. SSIs need to look at the different security needs, experiences and priorities of women, men, boys and girls in various communities and respond appropriately; for instance, by protecting/preventing women, men, boys and girls from the different forms of violence that each group is exposed to.
3. SSR is a process that should include all stakeholders – working together to change the security system so that it is managed and operated in a way that is consistent with democratic norms and principles of good security sector governance.
4. Community members, including women, must be engaged with security sector institutions to share information about what they know from their own lived experiences and the priority security needs of their communities. Women’s civil society organisations can participate in providing security in various ways:
 - Helping victims of SGBV with shelter and providing assistance with legal, medical, and trauma healing processes.
 - Supporting SSIs to build trust with community members, including the dissemination of security-related information within the community, and can help in creating conflict early warning systems/signals for early response and prevention by SSIs.
 - When called upon, help with the training of SSI personnel on gender and security.
 - Promoting and sensitizing community members of the need for full and equal participation of women in the security sector.

GENDER & SSR TRAINING

DAY TWO

OBJECTIVES

- » Trainees will apply their increased understanding of the concepts of gender and security sector reform (SSR) from Day One to the community level.
- » Trainees will identify entry points for community women's participation in security matters at the community level.

Time	Duration	Session
9:00-9:30am	30 min	Arrivals and registration of trainees
9:30-9:45am	15 min	Session 6: Opening and recap of Day One
9:45-10:45am	60 min	Session 7: Getting involved with the security sector
10:45-11:05am	20 min	Coffee/tea break
11:05 am-12:10pm	65 min	Session 8: Gender mainstreaming in SSR
12:10-1.20pm	70 min	Session 9: Gender and security sector institutions in Sierra Leone (Act. 15-16)
1:20-2:20pm	60 min	Lunch
2:20-3:25pm	65 min	Session 9: Gender and security sector institutions in Sierra Leone (Act. 17)
3:25-4:15pm	50 min	Session 10: Advocacy and negotiation
4:15-4:45pm	40 min	Session 11: Wrap up and closing
4:45-5:05pm	20 min	Coffee/tea break and departure

SESSION 6: OPENING AND RECAP OF DAY ONE (15 min)

SESSION OVERVIEW

- Opening and recap of Day One (15 min)

Before the start of the day: *The trainer selects one-two trainees and asks them to be the “Eyes and Ears” of the training group for Day Two. Based on what they have seen and heard, they will provide a very brief recap for the trainees at the start of Day Three. (See the Training Tips on p.11)*

Opening and recap of Day One (15 min)

Step 1: The trainer welcomes the trainees to Day Two of the training. The trainer reviews the agenda with the trainees.

Step 2: The trainer calls on the one-two trainees who were selected at the start of Day One to be the “Eyes and Ears” of the day to provide a brief summary of what they have seen and heard during Day One.

Step 3: The trainer asks the whole group if there are any other important points that they want to add as key lessons from Day One. The trainer also asks the group if there are any lingering questions from the topics covered in Day One. The trainer facilitates a short group discussion to ensure that the trainees feel comfortable with the previous day before moving on.

SESSION 7: GETTING INVOLVED WITH THE SECURITY SECTOR (60 min)

SESSION OVERVIEW

- Activity 11: Gender entry points at the community level: Community women engaging with the security sector (40 min)
- Activity 12: Ways and manner by which more women can be involved (20 min)

SESSION OBJECTIVES

- Participants will gain basic understanding of how to get women engaged with SSIs and in mainstreaming gender.

Activity 11:	Gender entry points at community level: Community women engaging with the security sector
Group size:	Any group size
Time duration:	40 minutes
Objectives:	Identify entry points for women's participation in security matters at the community level.
Materials needed:	Flip chart, markers

Step 1: The trainer explains that women's organisations are part of civil society and that women at the community level can get involved in security matters to share the real, day-to-day needs and concerns of community people – women, men, girls and boys, with security structures (i.e. PROSEC, DISEC, CHISEC, and Local Police Partnership Boards).

Step 2: The trainer asks the trainees to discuss the following questions in groups of four-five people each for 20 minutes:

- How do women participate in the security sector at community level?
- What can women do to become more involved in pushing security matters forward within their communities?

Step 3: The trainees come back to plenary and the trainer asks volunteers to share their answers. The trainer writes several answers on a flip chart about what women can do and how they can get involved within the security sector.

Step 4: The trainer facilitates a discussion for 15 minutes (see speaking points below).

TRAINER SPEAKING POINTS

- Encourage women to share what they know from their own experiences about the most important security needs in their communities.
- Women can participate in providing security. Women can play an active role within the security sector by delivering various services – like helping victims of SGBV with shelter, legal advice, as well as medical and trauma assistance.
- Women’s organisations can get involved in Disarmament, Demobilisation, Rehabilitation and Reintegration (DDRR) processes (e.g. Liberia Women Initiative, Mothers in Fambul Tok in Sierra Leone).
- Women can help with circulating key messages about the security sector and the role of security and justice providers among their networks at the community level.
- Women can help security sector institutions look at gender issues. When called upon, they can introduce and train them on international and national policy and legal instruments and frameworks (e.g. UN SCR 1325 and 1820) and tools that guide and help change (transformation).

Step 5: The trainer ends the activity by referring again to the gender policies and laws at the international and national levels that people – women, men and communities – can use to help bring about the changes (reform) within the security sector that they need.

Activity 12:	Ways and manner by which more women can be involved
Group size:	Any group size
Time duration:	20 minutes
Objectives:	Reinforce entry points for women’s participation in security matters at the community level through gender mainstreaming and the promotion of women’s participation.
Materials needed:	Handout 6 (optional): Key Steps for Mainstreaming Gender Flip chart, markers

Step 1: The trainer explains to trainees that the ways and the manner by which security sector institutions can look at gender to reform/make change happen for better services can be through two ways:

1. Gender mainstreaming: Putting gender issues/needs/interests through the “stream” or “river” of thinking when arranging matters, taking decisions, and doing/implementing activities and projects; and not adding these issues/needs/interests afterwards.

By mainstreaming gender in planning and implementation, the effects of policies and programmes on women and men in all areas and at all levels will be seen right at the beginning. Mainstreaming gender therefore gives necessary opportunity for looking at gender-specific needs of men, women, boys and girls and responding to these diverse needs, as appropriate.

2. Promoting full and equal participation of women: The presence of women in security sector institutions is of big value in particular in some areas, because they are able to do some work that men find difficult to do, such as:

- At border posts, doing body searches of female travellers at immigration/customs.
- In peacekeeping operations, screening female ex-combatants.
- In police, armed forces or prison services, performing the cordon and search of women.

Female personnel are especially able to do things that:

- Help female victims/survivors of SGBV better (e.g. case of the Family Support Unit (FSU) of the Sierra Leone Police).
- Can improve how the police gather information from women/girls/children in cases of domestic violence.
- Help the intelligence unit in the gathering of intelligence from local communities – girls/children/women talk more readily to female officers.
- Female prison wardens have been known to lobby/advocate for the special needs of women/children in jail.
- Women could also participate in other aspects of the security sector, such as security management bodies and oversight actors at the decision-making levels. These include ministries, parliaments, local government, etc.

Including women in the security sector can provide role models for more women to participate in national security sector institutions (e.g. In January 2014, Sierra Leone was one of the top ten countries who contributed the highest number of female police to peacekeeping missions⁸).

Step 2: The trainer has the option of distributing handout 6 to trainees to assist them in remembering key points about gender mainstreaming.

SESSION 8: GENDER MAINSTREAMING IN SSR (65 min)

SESSION OVERVIEW

- Activity 13: Why is gender important to SSR? (20 min)
- Activity 14: Promoting women's participation and gender mainstreaming in decentralized security structures (45 min)

SESSION OBJECTIVES:

- Trainees will be able to identify gender issues and challenges in SSR.
- Trainees will identify ways for women to increase their participation in activities of security sector institutions.
- Trainees will learn how to convince actors about the importance of ensuring that women are represented in decentralised security sector structures.
- Trainees will apply their understanding of the concepts of gender and SSR at the community level.

Activity 13:	Why is gender important to SSR?
Group size:	Any group size
Time duration:	20 minutes
Objectives:	Trainees gain more knowledge and a better understanding of activities that allow for the practical integration of gender into SSR.
Materials needed:	Flip chart, markers

Step 1: The trainer asks trainees to respond with three statements for each of the following questions: (The trainer can write the questions on the flip chart to help them remember)

- a. What can security sector institutions do (especially the military, police, and prison services) to take into account the different needs and views of people in the community?
- b. What role do civil society organisations, including women's organisations, have and play in these activities (from the previous question)?
- c. What can women do, either within their organisations or by themselves, to get involved in pushing security issues forward within their communities? How can they do this?

- d. Why is it important to consider the different needs and views of all people in the community in SSR? (In other words, why is it important to mainstream gender in SSR?)

Step 2: The trainer asks trainees to volunteer and share their three statements for each of the questions a), b), c), and d).

Step 3: After listening to about five trainees, the trainer picks out key points from their responses and stresses on the importance and benefits of including gender considerations into SSR (such as those in the box below).

Step 4: The trainer explains one of the ways that gender can be mainstreamed within the security sector is by doing specific activities targeting men and women. This can help to show the particular roles, responsibilities, experiences, skills, needs and interests that people have in terms of security services. One way to formalize this process is called gender analysis.

Step 5: The trainer gives a brief definition of gender analysis. Gender analysis means carefully looking to find out how in a given situation, a particular service, activity, or project for example may impact differently on women, men, girls, boys, old and young. It involves answering questions such as: Who has access to power/money/ other resources? Who has control over those resources? Do women experience different constraints in accessing resources and participating in decision-making compared with men?

Step 6: The trainer then tells trainees that there is not enough time to cover gender analysis in detail in this training, but that the trainer is happy to provide a list of resources online to anyone interested in learning more about this topic.

Step 7: The trainer tells trainees that they will go on to another activity – an exercise that is a role-play to learn more about getting all people (men and women) involved in security matters and promoting full and equal participation of women. However, before going on to that activity, the trainer asks trainees the following question (the challenge of integrating gender in the security sector):

“What can prevent/constrain gender mainstreaming in SSR?”

The trainer asks trainees to reflect for five minutes and think about five possible answers to the question.

Step 8: The trainer asks trainees to volunteer their answers. Possible answers include the following:

- Lack of/weak political will;
- Lack of expertise/lack of know-how within the security sector institution (SSI)/ weak capacity in terms of expertise within the SSIs;

- Gender is not a priority to SSIs, as opposed to getting necessary machinery or equipment;
- Lack of financial and human resources to put into gender mainstreaming efforts;
- Traditional and cultural beliefs and practices;
- Changing people's views, even if they understand, is a slow process.

THE IMPORTANCE AND BENEFITS OF CONSIDERING GENDER ISSUES IN SSR:

- Getting communities to have more confidence in security sector institutions (the police and army for example) and getting them to want to be involved. Getting local people to own/feel they are part of the arrangements and the ways and manner that make security sector institutions change for the better.
- Women's civil society organisations can be the link between communities and security sector institutions.
- Considering gender issues will lead to more engagement by SSIs with community women, which can mean more openness and transparency of SSIs. This helps them get more ideas and information from the community, as well as learn about existing security threats at the community level. By increasing their engagement with communities, SSIs can better work with them to stop and/or act to prevent/stop threats, such as SGBV, insecurity due to smuggling of goods, trafficking of children, land disputes, including land exploitation and take over by large-scale investors, and environmental disasters (flooding), etc.
- More women working in security sector institutions, especially in higher ranks, can help to make the institution have a good image as a professional and non-discriminatory institution.
- Calls attention to the need for other groups of people in the community, like women, youths, and the disabled, who are traditionally not involved in security matters, to be seen also as stakeholders and be represented within security sector institutions and oversight bodies.
- The security sector institutions become more representative of different people in the community and get better in their operations in answering equally to the security and justice needs of all. Women and youth can also play key roles in stopping all forms of GBV.
- International governments/partners, the UN, the African Union, ECOWAS, and national governments know that it is important to mainstream gender in security matters. It is right and proper for security sector institutions to work according to (comply with) the various international, regional and national laws and policies on gender and security.

Activity 14:	Promoting women's participation and gender mainstreaming in decentralised security structures
Group size:	Any group size
Time duration:	45 minutes
Objectives:	Trainees will apply their knowledge of gender and practice their debating skills.
Materials needed:	Chairs (seven of them) arranged in the front, flip chart and markers

Introduction and preparation

(20 min)

Step 1: Trainer tells trainees that they are going to do an exercise – a role-play. They will be taking part in a play that they themselves will put together and stage.

Step 2: The trainer explains the role-play:

The play involves the representative of the ONS (Provincial Security Sector Coordinator) who is by law a member of the PROSEC (typically nearly all members of these committees are men). The Provincial Security Sector Coordinator is making an argument to convince the Chairman of PROSEC, who is the Minister of State, the co-Chairman (the Provincial Secretary), as well as other members of PROSEC (who include officers from the police, military, local council and traditional authorities) that it is right and necessary to have a gender-sensitive and representative PROSEC. Also, that the Chairman should take action to fill the two ordinary member positions that remain vacant on the Committee by calling on women's organisations to provide the names of two women for those places.

Step 3: The trainer asks for five volunteers, one for each role, who would like to play the roles of: (1) Co-Chairman (Provincial Secretary), (2) the Local Unit Commander from the police, (3) from the military, (4) local councillor, and (5) the traditional authority (Paramount Chief), who are not convinced of having women represented and participating in PROSEC.

Step 4: The trainer asks these volunteers to sit in front of the group, on chairs arranged in a semi-circle.

Step 5: The trainer asks for two more volunteers who would like to play the role of the MSWGCA representative and the Provincial Security Sector Coordinator, respectively. They should sit at the remaining chairs in front.

LEARNING OBJECTIVES:

Trainees will be able to make a convincing case for why gender should be mainstreamed in decentralised structures and why women should be involved and represented in PROSEC / DISEC / CHISEC as permanent members.

Step 6: The trainer explains the role-play in more detail as follows:

Role-play setting: The PROSEC is at a meeting in the conference room of the Provincial Administrative Office.

The issue: The PROSEC is the arm/structure of the ONS in the provinces. It is responsible for coordinating the security sector in the provinces. In all provinces, nearly all permanent members who come from the different security sector institutions and other stakeholder ministries, departments and agencies (MDAs) are men. These institutions (or MDAs) do not send women to be members of PROSEC. This is either because there are very few women in the MDAs or even where there are many women, they are usually in low-level positions or ranks. There is also the feeling by people (men and women) in general, and within the security sector institutions themselves, that the security sector is only for men. The traditional belief is that women do not have a role to play in security.

The National Security and Intelligence Act (2002) that created the National Security Structure Architecture did not state explicitly that women should have a number of places on the Committee. It gave powers to the Chairman of PROSEC to fill the two vacant places in PROSEC with any person from the area, and it is not usual for a Chairman to invite women to be members.

The Act does not specify any requirements on the representation of women, but the members representing MSWGCA and the Provincial Security Sector Coordinator understand the benefits of getting women involved in the security sector. They believe that women should be invited to fill the vacant places and to be full members of the PROSEC. The Chairman and other members are not convinced that women should be engaged, they do not understand and they need to be convinced.

The situation: The Chairman of PROSEC opens the PROSEC meeting, inviting the committee members to debate the issue. As this is a gender issue, he asks the MSWGCA member of PROSEC why members of civil society (specifically from women's organisations) should be called to fill the vacant positions of PROSEC?

The debate: The PROSEC member representing the ONS (Provincial Security Sector Coordinator) will make arguments to convince the rest of the members of the PROSEC that women from civil society should be designated those seats. The ONS member will use all that they have learned about the importance and benefits of

thoroughly putting gender (men and women) into SSR, including the parts which women can and do play; the important roles women play in the security sector and, specifically, on various issues, such as SGBV.

Step 7: The trainer explains to the trainees how to conduct a debate and what to do. Some ideas are listed in the box below:

IDEAS FOR ENGAGING IN A TALK WITH THE AIM TO CONVINC (DEBATE)

- Make short and simple answers to the questions posed from the opposition/group in order to convince them.
- Keep It Short and Simple (KISS).
- Use facts that you have been given/or learned.
- Keep calm and do not talk in a fighting mood.
- Speakers should speak one at a time, allowing each person to finish their argument.

Staging the role-play: (10 min)

Step 8: Trainees stage the role-play. The PROSEC members discuss and debate the issue for 10 minutes.

Group discussion: (15 min)

Step 9: After 10 minutes, the trainer asks all of the role players to return to their previous seats and asks all trainees to answer the following questions:

- What did you see in the play and how did you feel about it?
- Were the arguments strong enough to convince the members of PROSEC to include women? Why or why not?
- If not, what other arguments could have been used to convince PROSEC?
- Could some of these arguments be used to convince someone about the importance of mainstreaming gender in decentralised structures?
- What did you learn from the play?

Step 10: The trainer asks trainees to share some of their answers and allows them to make fair comments on the role-play. The trainer explains that to convince an influential person to make the right decision, or spearhead proper change, you need proper and correct facts to get him or her on your side.

SESSION 9: GENDER AND SECURITY SECTOR INSTITUTIONS IN SIERRA LEONE

(135 min)

SESSION OVERVIEW

- Activity 15: Recalling the security sector architecture of Sierra Leone (10 min)
- Activity 16: Mainstreaming gender into security sector institutions (60 min)
- Activity 17: Security needs and concerns of women at the community level (65 min)

Activity 15:	Recalling the security sector architecture of Sierra Leone
Group size:	Any group size
Time duration:	10 minutes
Objectives:	Trainees will recall the various actors of the security sector architecture of Sierra Leone.
Materials needed:	Flip chart, markers

Preparation prior to the activity: *The trainer makes available the three sheets of flip chart (of the security sector architecture in Sierra Leone) developed in Activity 6 on Day One.*

Step 1: The trainer puts up the three sheets of flip chart of the security sector architecture in Sierra Leone that was developed on Day One. The trainer recaps with the trainees that the security sector is big with many actors. The trainer recalls the three categories of actors: (1) Main security and justice providers, (2) Main security management bodies, and (3) Security oversight actors. The trainer also recalls that these same actors could also be categorised as either state actors or non-state actors, but that both categories are important to state and human security.

Step 2: The trainer tells trainees that in Sierra Leone, SSR started in 1996 with the help from international actors that included the United Kingdom, Nigeria, the United Nations and ECOWAS. This was during the Civil War and ECOMOG peacekeepers were in the country. Much attention was given to ending the brutal war. The Republic of Sierra Leone Armed Forces (RSLAF) focused most on getting military equipment and scoring operational successes. With the Sierra Leone Police (SLP), a lot was done to improve the structure and to include some gender perspectives. The justice services were also supported through SSR, but not much was done with the prison services or the MDAs in the sector.

Step 3: The trainer asks trainees whether they can recall the new way that people were called upon to look at and call the police. The common phrase (motto) has three words and the first word begins with the letter ‘F’ and the last word is good. The trainer asks them to give the three words, which are ‘_____ for Good’ (‘Force for Good’).

Step 4: The trainer asks the trainees, in their opinion, if the police have lived up to this motto and to explain why they would answer ‘yes’ or ‘no’. The trainer asks one-two trainees to share the answers with the rest of the group.

Activity 16:	Mainstreaming gender into security sector institutions
Group size:	Any group size
Time duration:	60 minutes
Objectives:	Trainees gain knowledge of some results of SSR leading to the integration of gender into SSIs in Sierra Leone
Materials needed:	Handout 7: Gender and SSR Flip chart, markers, prepared flip chart

Preparation prior to the activity: *The trainer prepares sheets of flip chart listing the progress and gaps in integrating gender within the security sector in Sierra Leone since the start of SSR (as shown below, in the table, “Progress and gaps in integrating gender in the security sector in Sierra Leone”).*

Step 1: The trainer places the sheets of flip chart for the trainees to see and goes through the information for RSLAF, SLP and Prisons Services. The trainer facilitates a discussion on the progress made and the gaps that exist in the security sector in Sierra Leone since the start of SSR.

Step 2: The trainer explains that SSR completed the second phase from 2007 to 2012. The first phase launched in 2005, took place from 2001 to 2007. In 2011/2012, the ONS collected views and inputs for putting together a revised Security Sector Review (SSR) document, through a series of consultative dialogues and seminars/workshops conducted with the different state actors of the security sector and non-state actors, which encompasses civil society organisations, including community-based organisations. The revised document informed the development of the National Security Policy (NPS) for Sierra Leone, which was launched in May 2014.

Step 3: The trainer asks trainees to share their experiences of their individual/personal interactions with security sector institutions (SSIs) (like the police or army) before SSR and of their interactions since the start of SSR to the present time. (Trainees can also share their experiences as members of other institutions and their interactions with SSIs before and after the start of SSR.)

Step 4: The trainer takes responses from five trainees writing them on the flip chart and uses these to facilitate a group discussion on lived/common experiences from interacting with security sector institutions.

Step 5: The trainer puts up/shows the sheets of flip chart (prepared prior to the activity) of the progress made and the gaps that remain in integrating gender in security sector institutions (SSIs) in Sierra Leone. The trainer reads through the flip chart with the trainees while asking them to comment on any of the points of progress or gaps. The trainer facilitates a brief plenary discussion.

The facilitated discussion will help trainees to see and learn how far the SSIs have changed (reformed) and how they are changing for good – i.e. have become or are becoming more gender sensitive and are integrating gender views at all levels, throughout institutional culture, structure, arrangements, policies and operational programmes.

SSI	Progress	Gaps
RSLAF	<ol style="list-style-type: none"> 1. Office of Gender and Equal Opportunities created in the MoD led by the first female Brigadier in the RSLAF. 2. Gender Mainstreaming Policy, Strategy and plan developed and rolled out. Policy included affirmative action and enabled the substantial increase in female recruitment seen in recent years. 3. Gender Training Manual developed and disseminated and now put in the RSLAF training modules and operational structures - awareness of gender issues. 4. Sexual Harassment Policy developed and approved in March 2012. 5. Increased awareness on reducing/stopping gender-based violence within RSLAF and among their families and outside the institution. 6. Increased recruitment of women and participation of women in all RSLAF activities. Female soldiers now able to be in combat units, participate in peacekeeping operations, and seek to participate more in decision-making. 7. Female soldiers are able to join the association of Women in Security Sector, SL (WISS-SL). 8. RSLAF encourages engagement with civil society as a function of civilian oversight of the military. 	<ol style="list-style-type: none"> 1. The perception, especially within the women's movement and among gender activists, is that the implementation of the impressive gender policy, which includes affirmative action, is progressing slowly; and that constraining factors include the slow rate at which women were recruited into substantive units like the infantry compared to the support/trade units. 2. Low rate of women's participation, particularly in decision-making positions despite policy. Factors include a continuing view that the military is a male-only area due to gender stereotypes, cultural/traditional beliefs, low education and the past limited gender recruitment scheme. 3. Civil society needs to better understand its oversight role.

SSI	Progress	Gaps
SLP	<ol style="list-style-type: none"> 1. Family Support Unit (FSU) created specifically to deal with family matters and GBV. 2. Local needs for policing and community-based policing in place. 3. Local Police Partnership Boards, on which CSOs are represented, are in place. 4. Gender Unit created. 5. Gender Policy in place. 6. Sexual Harassment and Sexual Abuse Policies in place. 7. Recruiting more women. 8. Accelerated promotion scheme for female graduate officers as an affirmative action measure to bridge the gender gap. 9. Increased women participation in multi- dimensional, peacekeeping operations. 10. Working actively with MSWGCA as Co-Chair on the National Committee on Gender Based Violence (NaCGBV) Committee. 11. Working with MSWGCA on National Referral Protocol on gender-based violence. 12. Developed Gender Training Manual for use at Police Training School. 13. Developed abridged version of a brochure on gender-based violence for SLP personnel and their families in police barracks. 14. Gender Focal Points in all police stations nation-wide. 15. Female police officers are members of WISS- SL and have their own separate association, too. 	<ol style="list-style-type: none"> 1. FSUs are not available in all chiefdoms. 2. Gender training is limited to FSU personnel. Police officers in other departments need such training also. Local Police Partnership Boards require more training in this direction to help them understand their roles and responsibilities better. 3. Gender assessment shows that female representation is mostly at lower ranks and there are still very few women at decision-making positions compared to men. 4. Absence of specific efforts/educational programmes to target female secondary school graduates. This eliminates a good number of female graduates who could join the force. 5. The lack of basic skills in driving eliminates a good number of female officers from peacekeeping operations.
Prison Service	<ol style="list-style-type: none"> 1. Presence of female prison wardens is contributing to addressing the special needs of women and men prisoners (see Bangkok rules⁹). 2. Female officers are members of WISS-SL. 	<ol style="list-style-type: none"> 1. Prisons services is yet to develop a gender policy. 2. Very low number of female officers within high ranks.

Step 6: The trainer recaps with trainees by asking the question: ‘what kind of activities can help change the security sector to deliver services that people (men, women, boys, girls and communities as a whole) need?’

Step 7: The trainer starts by reminding the trainees of four broad areas of activities:

FOUR BROAD AREAS OF SSR ACTIVITIES

1. Strengthening civil control and oversight of the security sector;
2. Making security and armed forces more professional and accountable;
3. Building peace;
4. Strengthening the rule of law.*

**Rule of law: The idea that the government and the population must act according to the law. The rule of law protects the population from the government ruling unfairly.¹⁰*

Step 8: The trainer asks trainees to recall two examples of actual activities under each area that they, or their organisations, or other organisations that they know of, have engaged in.

Step 9: The trainer goes back and recalls the previous flipchart sheets about the security sector’s progress and gaps in integrating gender in the security sector in Sierra Leone.

The trainer points to the kinds of activities that have come out in the answers that the trainees recalled. The trainer reminds trainees of the various actors who play important roles in state/country security and human security, including those of civil society organisations (and women’s organisations) at all levels – national, provincial, district, or chiefdom districts. (The trainer may also use examples from the box below, “Some examples or roles/parts that women play in security matters”.)

Step 10: The trainer asks trainees to share examples or practical activities that women/women’s organisations have done to help security sector institutions in providing the services that communities need. The trainer tells the trainees that these examples and more of their own experiences can be used in the next Activity 17: Security needs and concerns of women at community level.

Step 11: The trainer distributes handout 7 to trainees, briefly explaining each part of the handout.

SOME EXAMPLES OF ROLES/PARTS THAT WOMEN PLAY IN SECURITY MATTERS:

1. Women have knowledge and information about security matters about their communities (early warning, identifying threats, etc.) including the way security policies and operations affect their families and people (men, women, boys and girls) in general.
2. Women can help security sector institutions (SSIs) in serving people (men, women, boys and girls) who are victims/survivors of GBV or other gender-related crimes.
3. Women can help in making SSIs become more accepted in the community by linking the community and the security sector. Women can improve community ownership on security matters and partnership with SSIs by relating messages from them among their group members.
4. Women's CSOs can contribute to helping authorities solve security needs and problems (such as GBV involving girls/boys, child trafficking, domestic violence, etc.).
5. Make decisions on community security needs.
6. Bring openness and account giving to the security sector (accountability).
7. Women CSOs can help SSIs in training personnel on: (for example) gender issues, gender mainstreaming, gender analysis, human rights, international and national policies and legal instruments on gender, gender in SSR/SSG.

Activity 17:	Security needs and concerns of women at the community level
Group size:	Any group size
Time duration:	65 minutes
Objectives:	Trainees gain a better understanding of how to get involved with the security sector.
Materials needed:	Flip chart, markers, prepared handouts

Preparation prior to the activity: *The trainer prepares different handouts for each group with the respective questions (as shown below).*

Introduction to the activity:

(10 min)

Step 1: The trainer helps trainees divide into four groups: A, B, C, D. Trainees count from 1 to 4 and repeat the counting in this way until all trainees have each stated a number. All those who stated 1 will move together to an area in the room that the

trainer designates as group A. Those who stated 2, 3, and 4 are grouped together in the same way and designated as groups B, C and D respectively.

Step 2: The trainer gives each group their handout, assigning each group different sets of questions. The trainer asks each group to discuss for 15 minutes and to bring back their answers to the larger group. The Chair/Secretary chosen by each group will explain their group's answers in five minutes to the larger group. If there is no one in the group who can write in the English language, the group will be assisted in recording their answers in writing by other trainers. (Available trainers will circulate from group to group during the exercise to answer any questions).

The group questions are as follows:

Group A / Question 1:

- a. Does any/do all of the security sector institutions (e.g. PROSECs/DISECs/CHISECs, SLP, FSU, Local Police Partnership Board, RSLAF, Prison Service, Immigration, Customs/Border Guards, Traditional Authorities, Local Court) in your community talk and/or work with community women on security needs and/or other security matters? Answer yes or no, and name them.
- b. If yes, give two key examples of these activities. Include details such as timing, how it is done, and who is involved, etc.
- c. If no, tell why/what are the barriers to talking and working with women?
- d. Share two ways in which you believe that community women can get the security sector (any of those named above) to talk to women and get them to help with responding to community security needs.

Group B / Question 2:

- a. From the way you see things in your community, what are the attitudes and behaviour of security sector institutions in preventing or stopping gender-based crimes, such as domestic violence, rape, or child trafficking in your community? Give two reasons for your answer.
- b. Do you see the courts (local, national) as willing and able to punish gender-related crimes? Yes or no? Whether yes or no, give two reasons for your answer.
- c. In your opinion, which crimes are mostly punished and which ones are not truly punished by security sector institutions? Why?

Group C / Question 3:

- a. Are there women in your community who work in security sector institutions? Yes/No?

- b. If yes, which institutions do they work in, such as SLP-FSU, RSLAF, PROSECs, DISECs, CHISECs, Courts, Prison Services, Border Posts – Immigration, Customs, and Private Security Agencies?
- c. In your opinion, are women recruited less/far less than men by these institutions?
- d. If yes, why is this? If not, why?
- e. What do you believe can be done to improve this situation? Why?

Group D / Question 4:

- a. Do you think and believe that, unlike men, women have no business working in security sector institutions like the army or the police? Yes or no?
- b. If yes, state two reasons why women should not be working in this sector.
- c. If no, state what kind of work women can do in security sector institutions like the police and the army. Name at least two.
- d. If no, how would you respond (what reasons would you give) to someone who believes that women have no business working in SSIs like the police and the army?
- e. What are four advantages of recruiting women in security sector institutions?
- f. Do you think and believe that having more women affects the way that these institutions work? Yes or no?
- g. If yes, give two ways (examples).
- h. If no, give two ways (examples).

Small group presentations to plenary

(40 min)

Each group has five minutes to present and five minutes to answer questions (four groups total).

Group discussion:

(15 min)

Step 3: After the groups have reported back with their answers, the trainer emphasises the ways to make sure that women can get involved in the security sector and points out ways to push forward the equal participation of men and women. The trainer goes back to the chart of progress and gaps in integrating gender in SSR in Sierra Leone and discusses with the group what important actions remain, and who still need to be convinced. The trainer reminds trainees that

women's organisations can do advocacy to convince the highest authorities in the MoD and other responsible ministries.

(Note: The trainer can make reference to the flip chart of the security sector architecture of Sierra Leone - as shown in Activity 6 to clarify to the trainees which ministries are responsible for which security sector institutions.)

Step 4: The trainer ends the activity by telling the trainees that with the progress made to date, women will have a good chance to negotiate and advocate for more women to be engaged with and work within security sector institutions, ministries, departments and agencies in doing the fourth phase of SSR, which started in 2012 with consultations at various levels of the sector.

SESSION 10: ADVOCACY AND NEGOTIATION (50 min)

SESSION OVERVIEW

- Activity 18: Brainstorming advocacy and negotiation (10 min)
- Activity 19: What you should know about advocacy (20 min)
- Activity 20: What you should know about negotiation (20 min)

SESSION OBJECTIVES

- Trainees will learn principles of advocacy and negotiation as key tools for interactions with authorities/decision-makers on security issues in the community, especially those of women and girls.
- Trainees will apply what they have learned about gender and SSR to principles of advocacy and negotiation.

Activity 18:	Brainstorming advocacy and negotiation
Group size:	Any group size
Time duration:	10 minutes
Objectives:	Trainees will brainstorm the terms advocacy and negotiation.
Materials needed:	Flip chart, markers

Step 1: The trainer explains that the activities under this session are for trainers and trainees to talk and learn about two tools that can be used to reason with authorities/decision-makers and convince them to take action that will bring about the change they want to see in their communities, especially those on security.

Step 2: The trainer asks trainees to say aloud words and/or names that come to mind that describe the act of convincing authorities/decision-makers to make changes they need.

Step 3: The trainer writes words that come up in the answers from the trainees on the flip chart.

Step 4: After about eight answers, the trainer stops the answers and reads out the recorded words. The trainer adds other words, specifically: advocacy and negotiation if these have not come out.

Step 5: The trainer facilitates a discussion for about 5 minutes with trainees, asking them to briefly share experiences they have had in arranging or conducting activities to reach and convince decision-makers/authorities to make changes that were needed.

Answers that could come up include:

- Sensitisation;
- Awareness raising;
- Influencing;
- Advocacy and campaigning;
- Dialoguing with authorities;
- Lobbying.

Step 6: To explain more about advocacy and negotiation, the trainer prompts trainees to think about the experiences/activities shared and try to define the meaning of ‘advocacy’.

After listening to two/more responses from the trainees, the trainer sums up and explains that the definitions are as follows:

- Advocacy means educating, speaking out and drawing attention to a concern or an important issue facing the community. It means working with others in the community to convince authorities/decision-makers to come up with a solution/make changes in line with the need(s) of the people, especially women.
- Advocacy is an activity that is knowingly/intentionally arranged and conducted by a group of individuals or organisations to promote/influence an idea of how something can be improved or done better.

(Negotiation will be discussed later.)

Activity 19:	What you should know about advocacy
Group size:	Any group size
Time duration:	20 minutes
Objectives:	Introduce trainees to key steps in the advocacy process.
Materials needed:	Handout 8: MARWOPNET Case Study Flip chart, markers

Preparation prior to the activity: The trainer prepares a flip chart of the key points on advocacy, as shown in the box below.

Step 1: The trainer puts up the flip chart showing the key points on advocacy.

Step 2: The trainer explains the key points. Should the trainees have questions, the trainer tells them that the key points on advocacy can be separated under two main categories or how to's:

- » **Garner collective pressure/power:** To do advocacy, you have to find different ways and manners to increase your voice/pressure/power so that it is felt by the general target audience/institutions. Most often, you need to increase the group voice/power. The more you do that, the stronger the pressure will be felt by the target audience/institutions. When the target audience/institutions begin to feel for the issue, they will feel the pressure to talk with you.
- » **Awareness raising:** Do what you can to make the issue you are concerned about known widely within the community and among the general public - inside and outside of your community.

Step 3: The trainer explains to the trainees that they will discuss an advocacy activity conducted by a noteworthy women's organisation in the Mano River sub-region (MARWOPNET). This organisation advocated to the Mano River Presidents during the wars in Liberia and Sierra Leone. The aim of discussing the MARWOPNET activity is to illustrate how advocacy can be done and to bring out examples of the key points in advocacy (discussed earlier).

Step 4: The trainer shares the MARWOPNET case study handout and reads it out to the trainees (or the trainees assist in reading aloud).

Step 5: The trainer concludes the activity with a 5 minute group discussion, asking trainees to highlight from the MARWOPNET case study, the key points in advocacy.

KEY POINTS ON ADVOCACY

- Know and understand the issue clearly. Be focused. Collect information and find out as much as possible about the details of the issue.
- Know and understand clearly what the advocacy activity (or activities) is aiming to achieve immediately (in the short-term) and in the long run.
- Say what change it is you need or want to see.
- Identify the authorities/decision-makers/stakeholders (direct targets) that have the authority to bring about this change.
- Identify the ways you can reach the direct targets.
- Who else can help you? Who can be supporters/allies/collaborators/indirect targets? Build a support base (a core group of people in your community who support your advocacy activity (or action). This can also include other communities in and out of the country.
- Write out your key message. Have an 'Ask' – a statement that says clearly what it is you want.
- Make contact with target audiences (e.g. meetings, visits, etc.).
- Use clear communication.
- The advocacy (or activities) should demonstrate that your group can be trusted.
- Raise funds for the activity.
- Make a clear action plan.
- Do/conduct the advocacy activity.

Activity 20:	What you should know about negotiation
Group size:	Any group size
Time duration:	20 minutes
Objectives:	Trainees are able to identify and define the term 'negotiation'. Introduce trainees to key principles in the process of negotiation and reinforce understanding.
Materials needed:	Flip chart, markers, prepared flip chart

Preparation prior to the activity: The trainer prepares a flip chart of the key principles to know in negotiation, as shown in the box below.

Step 1: The trainer tells trainees that they will now look at another tool that can be used to convince authorities/decision-makers to make changes they need, called 'negotiation'.

The trainer asks trainees: Who has heard of the word ‘negotiate’ before? If yes, raise your hands. After counting the number of hands, the trainer makes a positive comment (e.g. ‘I’m happy that some or all of us have heard about this word.’)

Step 2: The trainer asks the trainees: What is the meaning of ‘negotiation’?

After hearing one-two responses, the trainer explains to the trainees that negotiation is a common tool that people use. Women use it all the time at the marketplace. When the trader gives us the price of the item we want to buy and when we discuss with them to get the price to come down, we are negotiating with the trader.

The trainer explains that everyone already knows what negotiation is. We use this tool when buying items that we need and want from traders. Some people are good and some are bad at doing negotiation, and so we can say that negotiation is a skill and an art. We can learn how to do it, get better at it, and apply it in other areas, such as convincing someone to respond to our desired needs and interests. We can also apply it to reaching peaceful agreements with our children or family members in our households.

Step 3: The trainer asks trainees to think about a situation in the market or in their households where they had to use negotiation to get something done.

Step 4: Ask one-two volunteers to share their experiences for 3 minutes each.

Step 5: The trainer commends trainees for sharing their responses and puts up a flip chart showing the key principles in negotiation:

KEY PRINCIPLES IN NEGOTIATION

1. Win-Lose or Win-Win Principle;
2. Position versus needs and interest;
3. Soft or hard position, or, interest-based negotiation;
4. Best alternative to a negotiated agreement (BATNA);
5. Objectivity and not subjectivity: Do not personalise the problem.

Notes about the key principles:

- Win-lose: At the end of the negotiation, one position wins and gets what they want. The other side does not.
- Win-win: At the end of the negotiation, both positions win and both positions get what they want.
- Position vs. need or interest-based: Ask yourself “why” you want what you want. Do you understand what your real goals are? If you do, you might realise that there may be different positions (or outcomes) to get what you want.

- Soft position: A more flexible position where you are willing to make compromises. It is a give and take position.
- Hard position: A position where you demand that the other side take your position or make compromises for your position.
- BATNA: The outcome or what will happen if the negotiation fails and an agreement cannot be made. Understanding this outcome can be very useful in negotiations to make your position stronger.

Step 6: The trainer reads out and explains very briefly these principles. If there is time, the trainer concludes with a dramatised negotiation at a fish market, performed by trainees.

SESSION 11: WRAP UP OF DAY TWO

(30 min)

SESSION OVERVIEW

- Summary of key learning points from Day Two
- Activity 21: Wrap Up of Day Two (30 min)

Activity 21:	Wrap up of Day Two
Group size:	Any group size
Time duration:	30 minutes
Objectives:	To recall key learning points/messages from the day (Day Two).
Materials needed:	Flip chart and markers

Step 1: The trainer facilitates a group discussion by asking the trainees the following questions:

1. Reflecting on what we did today, what are the key points you learned?
2. Why are these points important?
3. How can you use what you learned today in your community work?

Step 2: As trainees provide answers to these questions, the trainer can write key points on the flip chart. To encourage discussion, the trainer can ask trainees if they agree with their fellow trainees' answers and/or to explain their answers.

Step 3: The trainer asks trainees if they have any questions on the topics from today or yesterday. For each question asked, the trainer first asks other trainees to assist in answering the question. The trainer facilitates a group discussion until there is a common understanding of the answers and makes clarifications (if necessary).

GENDER & SSR TRAINING

DAY THREE

OBJECTIVES

- » Trainees will apply their understanding of gender and SSR by practising their advocacy and negotiation skills.

Time	Duration	Session
9:00-9:30am	30 min	Arrivals and registration of trainees
9:30-10:20am	50 min	Session 12: Practising advocacy and negotiation skills (Preparation)
10:20-10:40am	20 min	Coffee/tea break
10:40am-12:50pm	130 min	Session 12: Practising advocacy and negotiation skills (Presentations)
12:50pm-1:35pm	45 min	Session 13: Wrap up, closing ceremony and departure

SESSION 12: PRACTISING ADVOCACY AND NEGOTIATION SKILLS (180 min)

SESSION OVERVIEW

- Activity 22: Role-play: Community women engage with security sector institutions
 - Preparation (50 min)
 - Group presentations (130 min)

Activity 22:	Role play: Community women engage with security sector institutions
Group size:	Any group size
Time duration:	180 minutes
Objectives:	Trainees will apply their understanding of gender and SSR by practicing their advocacy and negotiation skills
Materials needed:	Flip chart, markers

Preparation: (50 min)

Step 1: The trainer welcomes back the trainees to the last day of training. Today the trainees will combine what they have learned about gender and SSR with their advocacy and negotiation skills.

Step 2: The trainer explains to the trainees that they will divide into four groups: A, B, C & D. Each group will stage a play using what they have learned about advocacy and negotiation. Groups will prepare their role-play (drama) and present it to plenary. The objective of each group is to convince the identified security sector institution (e.g. Sierra Leone Police, or RSLAF, or the Local Police Partnership Board) to change their views and recognise the importance and benefits of integrating gender (mainstreaming gender) into their institution’s culture, policies and programmes or operations. Trainees will practice engaging with security sector institutions through advocacy or negotiation so that they better respond to the needs of community women, girls, men and boys.

Step 3: The trainer explains the instructions to the trainees:

INSTRUCTIONS TO PARTICIPANTS:

In your group you will prepare your 20 minute drama that you will present to the rest of the group. You will have about 40 minutes to prepare (from now to the coffee/tea break). After the break, each group will present for 20 minutes, followed by comments/questions from others and the trainer.

In your drama, each group must act out: (the trainer may write this list on the flip chart)

1. The current situation
2. How the group engages with the security institution
3. The reaction to the demands by the security institution
4. How the group handles the reaction
5. The end result

Step 4: The trainer describes to the trainees the scenario for the 4 different groups:

Group A will act as civil society representatives and will engage with the RSLAF and will be asking for an increased representation and participation of women in the RSLAF.

Group B will act as civil society representatives and will engage with the Local Police Partnership Board (LPPB), on which almost all members are men (except the representative from the MSWGCA), to advocate for women's participation.

Group C will act as civil society representatives and will engage with the SLP in general and officers from the Family Support Unit and the Criminal Investigation Unit to advocate for increased and timely answers to gender-related crimes in the community.

Group D will act as women in the security sector and will engage with the DISEC or CHISEC on increasing women's representation on the committee and promoting their participation.

Step 5: Before dividing the trainees into groups, the trainers asks the trainees if there are any questions so that they can be discussed in plenary.

Step 6: The trainer decides with the trainees how to divide them into the four different groups (Group A, B, C and D).

Step 7: The trainees meet in their groups to prepare the role-plays (dramas). Trainers will circulate to answer any questions the groups have about the instructions.

Group presentations:**(130 min)**

Step 8: The trainer asks each group to present their dramas. Each group has 20 minutes to present.

After each drama, the trainer calls on volunteers to ask questions, comment or provide feedback. The trainer explains that other groups can comment or give feedback on: the way they decided to engage with the security actor, their understanding of the security actor's reaction, the way that the presenters' handled the reaction, or on the end result. If other groups don't agree, what suggestions would you give?

Each group has 10 minutes for questions and comments.

Step 9: After all of the dramas have been presented, the trainer congratulates the trainees for their presentations. The trainer highlights some of the common themes from all of the groups and reminds the trainees of the principles of advocacy and negotiation. The trainer also recalls the importance of mainstreaming gender into security sector institutions.

SESSION 13: WRAP UP AND CLOSING

(45 min)

SESSION OVERVIEW

- Wrap Up
- Closing Ceremony

Step 1: The trainer explains that the trainees have reached the end of the training. The trainer facilitates a group discussion to find out how useful the training was and how much trainees have gained/learned in the various sessions by asking relevant questions, such as:

- Did the training meet your expectations? Why or why not?
- What part of the training was the most useful? What part was the least useful? Why or why not?
- What can we do to improve the training?

As the trainees provide feedback, the trainer can write key points on the flip chart. The trainers should use the suggestions given to improve the training for the next time.

Step 2: The trainer ends and thanks trainees for attending the training and for their active participation and their contributions.

Step 3: The trainer asks the organisers to moderate the closing ceremony and distribution of certificates. The closing ceremony includes the distribution of the certificates of participation to trainees. Depending on how the closing ceremony is organised, it may take longer or shorter than the time indicated in this manual.

ADDITIONAL RESOURCES

The following are recommended resources for more information for training for civil society on gender and SSR:

Albrecht, P. & Jackson, P. (Eds.), (2010). *Security Sector Reform in Sierra Leone 1997 – 2007: Views from the Front Line*. Geneva: DCAF.

Bastick, M., & Whitman, T. (2012). *A Women's Guide to Security Sector Reform*. Washington, D.C.: The Institute for Inclusive Security and DCAF.

CSML, IREX, USAID, “Gender Awareness Training On Concepts and Terminologies”. (2011). Retrieved from [http://www.irex.org/sites/default/files/Liberia CSML - Gender Awareness Training.pdf/](http://www.irex.org/sites/default/files/Liberia%20CSML-Gender%20Awareness%20Training.pdf).

DCAF, “Gender and Security Sector Training and Resource Packages and SSR Toolkit”. (2008). Retrieved from <http://www.dcaf.ch/Series-Collections/Gender-Tools-and-Resources/>.

DCAF/ISSAT, “SSR in a Nutshell: Manual for Introductory Training on Security Sector Reform”. (2012). Retrieved from <http://issat.dcaf.ch/Home/Community-of-Practice/Resource-Library/Tools/SSR-Level-1-Training-Manual/>.

Head Start, “Job Performance Situation 3-c Building Essential Skills in Facilitation, Decision-Making and Communication, Head Start Moving Ahead Competency-Based Training Programme”. (1998). Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/pd/Staff%20Development/All%20Staff/prodev_lea_00050_082406.html/.

OECD DAC, “Handbook on Security Sector Reform: Supporting Security and Justice”. (2007). Retrieved from <http://www.oecd.org/development/incaf/38406485.pdf/>.

Saferworld/IHRICON, “Training of Trainers’ Manual on Gender and Security for the Media and Civil Society in Nepal”. (2011). Retrieved from <http://www.saferworld.org.uk/resources/view-resource/649-training-of-trainers-manual-on-gender-and-security-for-the-media-and-civil-society-in-nepal/>.

University of Canberra, “Giving an Oral Presentation”. Retrieved from <http://www.canberra.edu.au/studyskills/learning/oral/>.

Valasek, K. & Johannsen, A.M. (2009). “Guide to Integrating Gender in SSR Training” in *Gender and Security Sector Reform Training Resource Package*, edited by Bastick, M. & Valasek, K. Geneva: DCAF, OSCE/ODIHR, UN-INSTRAW.

REFERENCES

Report on the Consultative Meetings and Training of Community Women in Makeni, February 2012 and Kenema city, 21-23 March 2013.

Nemata Majeks-Walker. Draft Gender and Security Manual for Community Women: WIPSEN Africa in collaboration with IOM.

ENDNOTES

1. Sierra Leone conducted a security sector review in 2005 and launched the report of the second security sector review for Sierra Leone in April 2014. See here for more information <http://www.statehouse.gov.sl/>.
2. Denham, T. (2008). "Police Reform and Gender" in *Gender and Security Sector Reform Toolkit*. Eds. Bastick, M. & Valasek, K. Geneva: DCAF, OSCE/ODIHR, UN-INSTRAW.
3. Nwogu, V. (2010). "Understanding Sexual and Gender Based Violence" in *The Road to Justice: A Handbook for the Media on Reporting Sexual and Gender Based Violence (SGBV) Cases in Sierra Leone*. Freetown: United Nations Development Programme (UNDP).
4. Valasek, K. (2008). "Security Sector Reform and Gender" in *Gender and Security Sector Reform Toolkit*. Eds. Bastick, M. & Valasek, K. Geneva: DCAF, OSCE/ODIHR, UN-INSTRAW.
5. This is a new working definition of SSR currently being developed by DCAF and has not yet been published.
6. This is a new working definition of SSG currently being developed by DCAF and has not yet been published.
7. Ibid.
8. Sierra Leone Police contributed 46 women (out of a total of 95 officers). This is 48% proportion of women. Source: United Nations Department of Peacekeeping Operations. "Top Ten Contributors of Female UN Police Officers", *UN Police Magazine*, January 2014. Retrieved from <http://www.un.org/en/peacekeeping/publications/unpolmag/unpolmag-2014.pdf/>.
9. Pradier, C. (2012). "*Penal Reform and Gender: Update on the Bangkok Rules*". Eds. Bastick, M. & Grimm, K. Geneva: DCAF.
10. Bleiker, C. & Krupanski, M., "The Rule of Law and Security Sector Reform: Conceptualising a Complex Relationship" (2012). Retrieved from <http://www.dcaf.ch/Publications/The-Rule-of-Law-and-Security-Sector-Reform-Conceptualising-a-Complex-Relationship/>.

GENDER & SSR TRAINING

ANNEXES

ANNEXES: TRAINEE HANDOUTS

Trainee handout 1:

Gender/Sex Statements

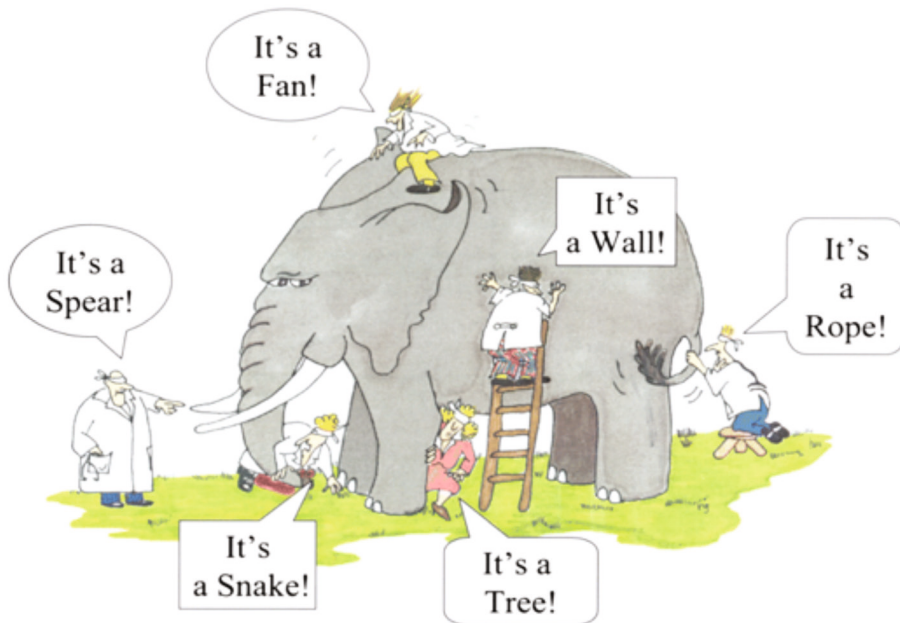
Indicate whether you think the statement is related to “sex” or “gender”.

If the statement is about “sex”, check whether it is related to “man” or “woman”. If the statement is about “gender”, write ‘G’ instead.

	Man	Woman
1. Who gets pregnant and gives birth to babies?		
2. Household level cooking is done by?		
3. Hotel and restaurant cooks are usually?		
4. Most builders or road construction workers in Sierra Leone are?		
5. Whose voices break at puberty?		
6. Trees falling and brushing of land for planting are jobs for men or women?		
7. Who has breasts that produce milk for feeding babies?		
8. Farm weeding and hoeing are for?		
9. Who in your community has more leisure time?		
10. Who is more involved in decision-making in the public arena?		
11. Who gets to spend much time with the children?		
12. Who works primarily outside the home to bring in family income?		
13. The garage mechanic is a man/woman?		
14. Who can be engaged in the sewing profession?		
15. Who drives trucks?		
16. Who resolves conflicts?		
17. Who are police officers?		
18. Who has stronger shoulders?		
19. Who wears skirts?		
20. Who wears a beard?		

Trainee handout 2:

Six Blind People and the Elephant



The Story:

Six blind people were talking together and wondered what an elephant was like, as they had never seen one. They decided to check for themselves, so they went to a local elephant park to sense/touch 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 looks 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 sensed 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”.

Trainee handout 3:

Forms of SGBV

Sexual and gender-based violence (SGBV) can take several forms and it is important to know them to be able to recognise a situation, which may otherwise seem innocent or non-threatening. The following forms have been identified under Article 2 of the UN Declaration on the Elimination of Violence against Women:¹

- Sexual violence: Any unwanted act of a sexual nature. It also includes child sexual abuse, which is any sexual act involving children (under 18 years old), regardless of the consent of the child.
- Physical violence: The deliberate use of physical force with the intention of causing harm.
- Psychosocial or emotional violence: Any conduct that makes another person feel constantly unhappy, humiliated, ridiculed, afraid or depressed or to feel inadequate or worthless.² It is usually a non-physical method of exercising control or domination over another person.
- Economic violence: Is the use of control over finances and other resources to dominate another person. It occurs mostly in domestic relationships.

1. UN General Assembly, “Declaration on the Elimination of Violence against Women”, 20 December 1993, A/RES/48/104. Retrieved from <http://www.un.org/documents/ga/res/48/a48r104.htm/>.
2. Sierra Leone: Act No. 20 of 2007, The Domestic Violence Act, 2007, 26 July 2007. Section 2. Retrieved from <http://www.sierra-leone.org/Laws/2007-20p.pdf/>.

SEXUAL Violence	PHYSICAL Violence	PSYCHOLOGICAL Violence	ECONOMIC Violence
<ul style="list-style-type: none"> ▪ Rape; ▪ Unlawful carnal knowledge; ▪ Defilement; ▪ Sexual abuse and harassment; ▪ Sexual exploitation; ▪ Forced marriage; ▪ Harmful traditional practices (e.g. female genital mutilation, widowhood cleansing, dowry-related violence etc.). 	<ul style="list-style-type: none"> ▪ Assault; ▪ Battery; ▪ Wounding; ▪ Human trafficking; ▪ Slavery; ▪ Physical restraint (detention, isolation); ▪ Murder. 	<ul style="list-style-type: none"> ▪ Verbal abuse; ▪ Humiliation; ▪ Threats of violence; ▪ Intimidation; ▪ Controlling behaviour; ▪ Confinement. 	<ul style="list-style-type: none"> ▪ Deprivation of money or basic necessities; ▪ Rigid control of finances (e.g. demanding and withholding another's earnings and determining what, how much and when the other person can make personal expenses); ▪ Stealing or forcefully taking money from another; ▪ Controlling work or career options; ▪ Sabotaging job (e.g. deliberately making a person to work late, miss work-related travel, or damaging office property in the other person's custody).

Source: Nwogu, V. (2010). “Understanding Sexual and Gender Based Violence“ in *The Road to Justice: A Handbook for the Media on Reporting Sexual and Gender Based Violence (SGBV) Cases in Sierra Leone*. Freetown: United Nations Development Programme (UNDP).

http://www.sl.undp.org/content/dam/sierraleone/docs/focusareadocs/undp_sle_mediahandbookSGBV.pdf/.

Trainee handout 4:

Life-Cycle Framework related to GBV

Life-cycle framework: Traces different life stages of women and men in relation to GBV. The tool shows that gender discrimination is a life-long process requiring a mix of ways to fight it.

Actual and/or Potential Forms of GBV			
Age / Agents	Women	Men	Consequence
Age 0-5			
Family	<ul style="list-style-type: none"> Girls socialised and pressured to be shy and submissive; Sexual abuse including rape; Selective abortion/infanticide. 	<ul style="list-style-type: none"> Boys socialised and pressured to show toughness; Sexual abuse including rape. 	<ul style="list-style-type: none"> Low self-esteem by/low status of girls; Boys develop aggressive tendencies; Exposure to health risks/death; Girls valued less than boys.
Age 6-18			
Family	<ul style="list-style-type: none"> Daily use of girls for domestic chores; Many girls not enrolled in school/withdrawn from school for early marriage; Pressured to conform to girlhood norms according to society Girls for productive work (child labour). 	<ul style="list-style-type: none"> Boys excluded from domestic chores, often many more boys enrolled in school; Treatment as future family head; Use of boys for productive work (child labour); Trafficking. 	<ul style="list-style-type: none"> Girls denied rights to schooling/education; Son preference, girls not valued as family asset/girls drop out of school; Girls become household carer at an early age; Both girls and boys denied the right to play.
Community	<ul style="list-style-type: none"> Sexual harassment, rape, genital cutting/mutilation; Expectation of marriage for girls; Trafficking. 	<ul style="list-style-type: none"> Expectation of toughness; Trafficking. 	<ul style="list-style-type: none"> Low status internalised by girls.

Actual and/or Potential Forms of GBV			
Age / Agents	Women	Men	Consequence
Age 18-35 and Over			
Family	<ul style="list-style-type: none"> • Women continue to carry the heavy burden of family responsibilities; • Mental rape; • High number of women unable to choose family planning methods due to submissiveness; • Women get/serve themselves less nutritious foods; • Domestic violence (battery). 	<ul style="list-style-type: none"> • Great pressure on men to show responsibilities as family head/bread winners; • Men served the better choices of food; • Domestic violence/ spouse battery; • Gun violence. 	<ul style="list-style-type: none"> • Humiliation/ trauma for those who cannot effectively live up to expectation leading to violent behaviour; • Submissive attitude of women encourage the toleration of physical/emotional abuse.
Age 18-35 and Over			
College and work place	<ul style="list-style-type: none"> • Sexual exploitation harassment; • Rape by colleagues/ those in authority. 	<ul style="list-style-type: none"> • Gang culture; • Drug abuse. 	<ul style="list-style-type: none"> • Depression and violent behaviour.
Community	<ul style="list-style-type: none"> • Treatment of marital/ domestic violence as family affairs and not requiring legal intervention; • Sexual abuse/rape. 	<ul style="list-style-type: none"> • Gun violence. 	

Trainee handout 5:

Legal and Policy Instruments and Frameworks (Gender and SSR)

INTERNATIONAL INSTRUMENTS

- United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), 1979;
- United Nations Declaration on the Elimination of Violence against Women, 1993;
- Fourth World Conference on Women – Outcome Document Beijing Declaration and Platform for Action, 1995;
- Windhoek Declaration and the Namibia Plan of Action on Mainstreaming a Gender Perspective in Multidimensional Peace Support Operations, 2000;
- United Nations Security Council Resolution 1325 on Women, Peace and Security, 2000;
- United Nations Security Council Resolution 1820 on Women, Peace and Security, 2008;
- United Nations Report of the Secretary-General on “Securing peace and development: the role of the United Nations in supporting security sector reform”, 2008;
- United Nations Security Council Resolution 1888 on Women, Peace and Security, 2009;
- United Nations Security Council Resolution 1889 on Women, Peace and Security, 2009;
- United Nations Security Council Resolution 1960 on Women, Peace and Security, 2010.

NATIONAL INSTRUMENTS

- Sierra Leone signed CEDAW in 1988;
- Sierra Leone Gender Mainstreaming Policy, 2000;
- Sierra Leone Policy on the Advancement of the Status of Women, 2000;
- Sierra Leone Anti-trafficking Act, 2005;
- Sierra Leone Child Rights Act, 2007;
- Sierra Leone 3 Gender Acts. 2007 – Domestic Violence Act; Registration of Customary Marriage & Divorce Act; Devolution of Estates Act;
- Sierra Leone launched the National Action Plan on the Implementation of UNSCRs 1325 and 1820 (SiLNAP) in 2010;
- Sierra Leone Sexual Offences Act, 2012.

Trainee handout 5a:

Legal and Policy Instruments and Frameworks on Women, Peace and Security (WPS)

1. Universal Declaration of Human Rights (1948)

The United Nations General Assembly (UN GA) states that each individual should enjoy his/her freedoms and rights “without distinction of any kinds” (Article 2) and that “all are equal before the law and are entitled without any discrimination to equal protection of the law” (Article 7).

2. CEDAW

CEDAW was adopted in 1979 by the UN GA. The Convention further emphasises the equality of men and women and their equal entitlement to fundamental freedoms and human rights (Article 1). Based on these premises the Convention holds state parties responsible for the adoption of appropriate legislation and other measures, such as repealing discriminatory national penal provisions. It also highlights women’s right “to participate in the formulation of government policy and implementation thereof and to hold public office and perform all public functions at all levels of government” (Article 7b). Equal employment opportunities and remuneration are also among the commitments made in the Convention.

3. Declaration on the Elimination of Violence against Women (1993) adopted by the UN GA

This is the first international human rights instrument to exclusively and explicitly address the issue of violence against women (VAW). It affirms that VAW violates, impairs or nullifies women’s human rights and their exercise of fundamental freedoms. Until this instrument was passed, governments tended to regard VAW largely as a private matter between individuals and not as a pervasive human rights problem requiring state intervention. The Declaration provides a definition of gender-based abuse as “any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life”.

The definition is amplified in Article 2 of the Declaration, which identifies three

areas in which violence commonly takes place: Physical, sexual and psychological violence that occurs in the family, including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, non-spousal violence and violence related to exploitation. Physical, sexual and psychological violence that occurs within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced prostitution.

UN SCRs 1820, 1888, 1889 and 1960

UN SCRs 1820, 1888, 1889 and 1960 are sister resolutions to UN SCR 1325 and compliment and build upon the provisions made on women, peace and security in UN SCR 1325.

► UN SCR 1820 (2008)

End impunity and prosecute those responsible for crimes against humanity and war crimes, including those relating to sexual violence against women and girls.

UN SCR 1820 (2008) condemns the use of rape and other forms of sexual violence in conflict situations, stating that rape can constitute a war crime, a crime against humanity, or a constitutive act with respect to genocide. The resolution calls on Member States to comply with their obligations to prosecute the perpetrators of sexual violence, to ensure that all victims of sexual violence have equal protection under the law and equal access to justice and to end impunity for sexual violence.

► UN SCR 1888 (2009)

UN SCR 1888 builds on UN SCR 1820 and requests the UN Security General to rapidly deploy a team of experts to situations of particular concern regarding sexual violence. The resolution further calls for the appointment of a special representative to lead efforts to end conflict-related sexual violence against women and children and to include information about the prevalence of sexual violence in reports by UN peacekeeping missions to the Security Council.

In 2010, Margot Wallström was appointed UN Special Representative on Sexual Violence in Conflict. Margot Wallström stated, “Long after the guns fall silent, the consequences of rape remain.” She emphasised the imperative to ensure conflict-related sexual violence no longer goes unreported, unaddressed or unpunished. In 2012, the UN Secretary-General, appointed Zainab Hawa Bangura to the position of UN Special Representative on Sexual Violence in Conflict.

► **UN SCR 1889 (2009)**

UN SCR 1889 reaffirms the provisions of UN SCR 1325, stressing the need for Member States to effectively implement it. UN SCR 1889 also calls on the Secretary General to develop a strategy, including through appropriate training, to increase the number of women appointed to pursue good offices on his behalf and to submit with six months a set of indicators to track implementation of the resolution.

► **UN SCR 1960 (2010)**

UN SCR 1960 (2010) establishes institutional tools to combat impunity and outlines specific steps needed for both the prevention of and protection from sexual violence in conflict.

Sources: Wallström, M., “Feature by SRSG on Sexual Violence in Conflict on Ending Sexual Violence: Translating Promises into Practice” (2010). Retrieved from http://www.peacewomen.org/assets/file/Resources/NGO/vaw_augustenews_wallstrom_2010.pdf/.

United Nations Department of Public Information, “Women and Violence” (1996). Retrieved from <http://www.un.org/rights/dpi1772e.htm/>.

All the resolutions listed above share the following principles on gender, women, peace, security and conflict. They:

- a. Demand women’s participation in decision-making at all levels;
- b. Reject violence against women (VAW) because it impedes the advancement of women and maintains their subordinate status;
- c. Demand equality of women and men under the law; protection of women and girls through the rule of law;
- d. Demand that security agencies and systems protect women and girls from SGBV;
- e. Recognise that the distinct experiences and burdens of women and girls come from systemic discrimination;
- f. Demand that women’s experiences, needs and perspectives are incorporated into the political, legal and social policies that determine the achievement of a just and lasting peace.

Trainee handout 6:

Key Steps for Mainstreaming Gender

- ✓ Put gender policies/equal opportunities policies in place.
- ✓ Increase the recruitment of women.
- ✓ Provide gender training to security sector personnel at all ranks and departments.
- ✓ Setting clear targets for women's recruitment and retention in security agencies and promote an increase in proportion of women at decision-making levels within security agencies.
- ✓ Take steps to change the attitude and behaviour of security and defence institution personnel towards the role and participation of women within these institutions, in order to foster long-term cultural change and encourage the retention and advancement of women within those institutions.
- ✓ Ensure that women are treated equally to men in terms of rank, promotion and training.
- ✓ Ensure that there are separate facilities for women, including toilets, washing facilities and sleeping quarters, in order to reduce the risk of SGBV within security sector institutions.
- ✓ Screen personnel for human rights violations including SGBV.
- ✓ Put a gender unit in place.
- ✓ Monitor and respond to cases of SGBV within security agencies.

Adapted from: Saferworld/IHRICON, "Training of Trainers' Manual on Gender and Security for the Media and Civil Society in Nepal". (2011). Retrieved from <http://www.saferworld.org.uk/resources/view-resource/649-training-of-trainers-manual-on-gender-and-security-for-the-media-and-civil-society-in-nepal/>.

Trainee handout 7:

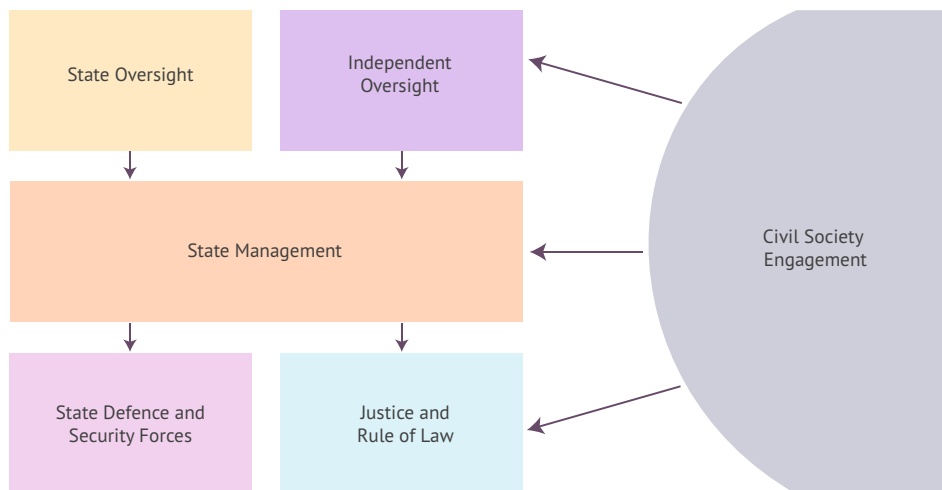
Gender and SSR

IDEAS ON HOW TO INTEGRATE GENDER INTO SSR

- ✓ Identify and mobilise gender champions (i.e. senior level decision-makers who support the inclusion of gender issues).
- ✓ Increase recruitment, retention and advancement of women in security sector institutions.
- ✓ Conduct a gender impact assessment of proposed security and defence policies and continue to monitor the gender impact in implementation and evaluation.
- ✓ Review existing legal and policy frameworks on security and gender and ensure that the SSR policy is in line with international, regional and national mandates.
- ✓ Organise inclusive and participatory consultations with a broad range of actors, including women's organisations.

Source: Valasek, K. (2008). "Security Sector Reform and Gender" in *Gender and Security Sector Reform Toolkit*. Eds. Bastick, M. & Valasek, K. Geneva: DCAF, OSCE/ODIHR, UN-INSTRAW.

Security Sector Actors



Source: Bastick, M., & Whitman, T. (2012). *A Women's Guide to Security Sector Reform*. Washington, D.C.: The Institute for Inclusive Security and DCAF.

EXAMPLES OF ACTIVITIES THAT SECURITY SECTOR INSTITUTIONS CAN DO TO MEET THE NEEDS OF COMMUNITIES:

- ✓ Funding the establishment of more FSUs.
- ✓ Training prison staff to prevent rape of male and female prisoners.
- ✓ Giving special toiletries/sanitation materials to female prisoners.
- ✓ Encouraging collaboration with women's organisations to improve services to women traders, trafficked girls and boys at borders.
- ✓ Putting gender issues into the central training materials for justice sector personnel and all security personnel – police, prison, military, immigration, customs, etc.
- ✓ Encouraging and supporting women to take up positions in the ONS. Revise the National Security and Intelligence Act of 2002 and the SSR Policy to include defined positions for women and set targets for women's representation on the NSC, PROSECs, DISECs, and CHISECs.
- ✓ Ensuring that all security sector institutions have gender sensitive sexual harassment, sexual abuse and family-friendly human resources policies.
- ✓ Encouraging the establishment of female staff associations in the security and justice institutions.
- ✓ Encouraging and supporting the establishment of community women's security committees to work collectively and collaborate in activities with security sector institutions, staff associations and regional/provincial and national women's networks on peace and security and on local councils.

Trainee handout 8:

MARWOPNET Case Study

Introduction

Various women's organisations in the different Mano River Union (MRU) countries of Guinea, Liberia and Sierra Leone had noticed that the efforts by international stakeholders – ECOWAS, UN, international governments - to helping stop the brutal civil wars then in Liberia and Sierra Leone did not include women in finding solutions. All those involved in managing and resolving the conflict were men.

Women's groups in these MRU countries saw the need for women to get engaged in the peace process. In May 2000, with the help of the NGO Femmes Africa Solidarité and ECOWAS, women's organisations from the three countries, with different interests and types of activities came together in Abuja, Nigeria and formed the Mano River Women's Peace Network (MARWOPNET) to see to it that gender is mainstreamed in the peace process in the MRU. Since being formed they have engaged in many different women, peace, security and human rights activities.

In 2003, they won the UN Human Rights Award and it was delivered to them by the then UN Secretary General, Kofi Annan.

At the time that MARWOPNET was born, in 2000, the wars in Liberia and Sierra Leone had been going on for about 10 and 12 years respectively. There was no direct civil war in Guinea, but it was receiving refugees from both Liberia and Sierra Leone in large numbers.

The large movement of refugees into Guinea was creating instability in that country. There were tensions between refugees who qualified to get aid from humanitarian agencies, while the host communities who felt that they were also poor did not get help.

Issue

Around April/May 2001, the tension was so bad and it damaged the relationship between President Charles Taylor of Liberia and President Lansana Conte of Guinea. President Lansana Conte was unhappy with Charles Taylor whom he blamed as the cause of the refugee flow since he was supporting the RUF rebels in Sierra Leone, and also terrorising his own people. President Lansana Conte stopped talking to Charles Taylor and refused to have any more dialogue with him about resolving the conflicts in the sub-region. The MARWOPNET women could see and understand that the enmity between these two presidents was a significant obstacle to ending the wars in the MRU, and that peoples' insecurity, especially of women and children, would continue.

The women of MARWOPNET came together at their various meetings including their Annual General Assembly and talked about the issue - the enmity between the Presidents of Guinea and Liberia - and put together an advocacy activity.

Lobby/Advocacy Goal

MARWOPNET wanted to lobby/advocate to the MRU Presidents and urged them to stop their malice and continue to talk (dialogue) about ending the wars and thereby the sufferings of their people, especially the women and children who were about 80% of the refugees.

Objective

The objective was to visit Monrovia, Freetown and Conakry and ask the Presidents to end their malice, meet, get back to talking and move the peace efforts forward.

Direct Audience

President Charles Taylor, President Lansana Conte and President Tejan Kabba.

Indirect Audience/Helpers

The King of Morocco, ECOWAS, Femmes Africa Solidarité, etc.

What Activities and How

On June 7, 2001 MARWOPNET delegates from Guinea and Sierra Leone met their Liberian chapter members in Monrovia. Women from all the chapters then looked for and got audience with President Charles Taylor. They convinced him, using key messages on the importance and benefits of peace for him and his people (men, women and children). Respected and well-known delegation leaders from each country voiced these messages. They asked him to meet with Presidents Tejan Kabba and Lansana Conte to talk about the worsening security situation in the MRU region. With the pressure from the delegation of women, President Charles Taylor agreed to what the women asked for. Also, he would ask the ambassadors from Guinea and Sierra Leone whom he had sent away from Liberia to return.

The women delegation went to Freetown and told President Tejan Kabba about their visit to President Charles Taylor. They then asked him to help them get audience with President Lansana Conte, which he did.

Towards the end of July 2001, the MARWOPNET women delegation went to Conakry, Guinea and met President Conte. Again, led by one of the well-known elder board members and a remarkable woman activist Ma Mary Brownell, the women put their 'Ask' - for him to stop the malice with Charles Taylor and continue to talk with him about resolving the wars in the MRU. Ma Brownell, in urging President Conte, also used a funny statement that helped to compel Lansana Conte to agree to talk again with Charles Taylor.

The MARWOPNET women had collected information and had done some investigations (research). They knew that a Heads of State meeting was to take place in Rabat, Morocco later that year.

Again, with the help of supporters, they went to Rabat and through some official diplomatic help from Sierra Leone they advocated to the King of Morocco. The King of Morocco got both Lansana Conte and Charles Taylor to meet in Rabat and they started talking (dialogue) again. The MARWOPNET lobby and advocacy had contributed to reducing the enmity between Charles Taylor and Lansana Conte.

It also helped to move forward the dialogue on the peace process in the sub-region to a higher level.

MARWOPNET got some technical and funding support for these advocacy activities that included return travel to the MRU countries and Morocco from Femmes Africa Solidarité.

