

MODULE FOUR

Mapping Gendered Security and Justice Needs



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A Women's Guide to Security Sector Reform Training Curriculum



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

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MODULE OVERVIEW:

Mapping Gendered Security and Justice Needs

Learning Objectives

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

- Bastick, Megan, and Tobie Whitman. *A Women's Guide to Security Sector Reform*. Washington: Inclusive Security and DCAF, 2013. www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform
- DCAF. "Gender and Security Sector Reform Training Resource Website." www.gssrtraining.ch
- Inclusive Security, *Inclusive Security: A Curriculum for Women Waging Peace*. Washington: Inclusive Security, 2009. www.inclusivesecurity.org/training-resources/
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- United Nations Human Settlements Programme (UN-HABITAT), *The Global Assessment on Women's Safety*. Nairobi: UN-HABITAT, 2009. unhabitat.org/books/the-global-assessment-on-womens-safety/
- UN Women. "Virtual Knowledge Centre to End Violence against Women and Girls – Security." Last modified June 27, 2015. www.endvawnow.org/en/modules/view/13-security.html
- Valasek, Kristin. "Security Sector Reform and Gender." In *Gender and Security Sector Reform Toolkit*, edited by Megan Bastick and Kristin Valasek. Geneva: DCAF, OSCE/ODIHR, UN-INSTRAW, 2008. www.dcaf.ch/Publications/Security-Sector-Reform-and-Gender-Tool-1

Time

Description

5 minutes

4.1 Introduction to the Module

4.1.1 Facilitator Talking Points

75 minutes

4.2 Whose Security? The Gendered Security and Justice Needs of Men, Women, Boys, and Girls

4.2.1 Discussion: Links Between Gender Roles and Insecurity

4.2.2 Activity: Mapping Gendered Security and Justice Needs

45 minutes

4.3 Gender-Based Violence

4.3.1 Facilitator Talking Points: Understanding Gender-Based Violence

4.3.2 Activity: Identifying Causal and Contributory Factors

5 minutes

4.4 Wrap Up

4.4.1 Facilitator Talking Points: Points to Take Away

Adapting the Module

Assessment Questions

Total Time: 2 hours 10 minutes

4.1 Introduction to the Module



4.1.1 Facilitator Talking Points

Background for Facilitator

This section introduces the purpose and learning objectives of the module.

Facilitator Talking Points

- Think back to the role play exercise we did in Module 2: we considered how people's security needs vary depending on many different, intersecting social factors, including age, ethnicity and religion, location, income level and access to education, ability, sexual orientation and gender identity, nationality, etc. We also explored how gender shapes the expected behaviors of men and women, as well as their associated roles and opportunities.
- In this module, we turn our attention to the intersection of security and gender, examining the different security and justice needs of men, women, boys, and girls, and how individuals' experiences of insecurity are linked to their gender roles.
- We will now focus on a practical exercise that will help you further develop your activism: mapping gendered security needs.
- After this module, you will be able to:
 - Identify how the security and justice needs of men, women, boys, and girls are associated with gender roles and expectations.
 - Identify causes of gender-based violence.

Materials Needed

None

Learning Objectives

Participants are able to identify the purpose and learning objectives of this module.

Time 5 minutes

4.2 Whose Security? The Gendered Security and Justice Needs of Men, Women, Boys, and Girls



4.2.1 Discussion: Links Between Gender Roles and Insecurity

Background for Facilitator

This discussion illustrates how different forms of violence and insecurity relate to gender. You might consider preparing contextualized examples of how the same acts of insecurity affect women and men differently.

Materials Needed

Flipchart; presentation slides

Learning objectives

Participants understand that insecurity and acts of violence affect men and women differently.

Time 20 minutes

Facilitator Talking Points

- To be an advocate for better community security, a first step is identifying the security and justice needs of different people—men, women, boys, and girls—within that community. Some of these will be shared, and some will be different.
- In every community, while a range of factors impact a person's experiences of security and insecurity, a person's age and gender are significant. This means that while the same violent acts may affect both men and women, their impact upon men's and women's lives will be different, and these differences are tied to gender roles.

Share some examples appropriate to your training context, or use the following, as appropriate. Examples:

- When a city is bombed, both men and women might be made homeless. But it might be harder for men to get help from international organizations, as many perceive women and children as being more vulnerable.
- It might be harder for women to travel to places of safety, due to more limited access to cars and money, because they haven't worked outside the home.
- In situations of violent oppression, men and women might both be at risk of being detained and tortured. However, men may be comparably MORE at risk—men are seen as more likely to be politically active than women. However, upon being released, a male detainee would likely be received by his community as a hero. On the other hand, a female detainee is more likely to be stigmatized by her community, because it might be assumed that she was sexually abused in prison.
- Women and girls are particularly targeted for sexual violence in times of armed conflict. Men and boys are often particularly targeted for forced recruitment into armed groups. (It is important to understand, however, that men and boys are also victims of armed violence, and women and girls are also forcibly recruited).

Instructions

Invite some additional examples from participants. Use the discussion to illustrate how forms of violence and insecurity relate to gender roles.

Emphasize that in thinking about gendered security threats, the point is not to say, "It is worse for men" or "It is worse for women," but to understand how these threats affect men, women, boys, and girls differently as a result of embedded ideas about gender.



4.2.2 Activity: Mapping Gendered Security and Justice Needs

Background for Facilitator

In this activity, participants will identify how the security and justice needs of men, women, boys, and girls are associated with gender roles and expectations. It can be an opportunity to determine if participants have achieved the related learning objective.

Prepare a flipchart based on the [Identifying Different Security Risks and Barriers to Justice](#) handout (see annex).

Keep your notes from this activity as a resource for future activities; they will be particularly helpful when participants use problem tree analyses to identify the root causes of security or justice needs.

See “more time” section for options related to extending this activity.

Materials Needed

Flipchart; markers; sticky notes; [Identifying Different Security Risks and Barriers to Justice](#) handout

Learning Objective

Participants are able to identify the different security needs and barriers to justice for men, women, boys, and girls and understand how gender roles impact security needs.

Time 55 minutes

Instructions

Explain that this activity focuses on identifying different security needs within communities to help illustrate how they relate to gender. Start with a quick large group brainstorm. Ask: “Who are some different groups of people that live in your community?” Write all answers on a blank flipchart. (5 minutes)

Guide the discussion to identify different groups of men, women, boys, and girls, either in general or within sub-groups, within the community. For example, “older women,” “indigenous men,” etc. The list does not need to be exhaustive, but try to identify at least half as many groups as you have trainees (if possible). It does not matter if participants—and therefore the groups they name—are from different communities. (5 minutes)

Break the group into pairs and give each one five sticky notes. Have each pair work on one of the identified community groups.

Ask them to identify:

- Security risks for their group; and
- Barriers to justice that members of their group are likely to be confronted with.

Each answer should go on its own sticky note. For example, if the group is “girls,” security risks might include vulnerability to female genital mutilation, to sexual exploitation, or to early marriage (depending on the local context). Barriers to justice might include: social norms that make female genital mutilation or early marriage acceptable, inadequate laws to protect women and girls against these problems, or distance from a police station or legal advice center where they might seek help. (15 minutes)

Bring the group back together. Put up the Security Risks and Barriers to Justice flipchart (previously prepared) and have each pair read out their notes, placing each one in the relevant quadrant: Women/Security Risks; Women/Barriers to Justice; Men/Security Risks. (15 minutes)

Discuss the different security needs and barriers to justice identified for men, women, boys, and girls. Draw out how gender roles and relations impact security needs, along with other factors (e.g., age, religion, etc.) identified. For example:

- What are common security and justice needs for women/girls?
- What are common security and justice needs for boys/girls?
- How do needs differ for various genders and ages?
- Which groups seem like they face the most insecurity and most barriers to justice?
- Which groups are the most secure? (15 minutes)

Debrief

Discussion Questions

- What did you learn in this activity?
- How is it relevant to your work on SSR?

4.3 Gender-Based Violence



4.3.1 Facilitator Talking Points: Understanding Gender-Based Violence

Background for Facilitator

In this section, participants reflect on gender-based violence and consider examples from their own cultural context.

Materials Needed

Flipchart; presentation slides

Learning Objectives

Participants are able to define gender-based violence.

Time 15 minutes

Facilitator Talking Points

- Our previous exercise demonstrated how insecurity, including vulnerability to violence, is intimately linked to gender. Worldwide, men, women, boys, and girls have different experiences of sexual violence, human trafficking, gang violence, robbery, dowry deaths, abduction, and honor killings, to name only a few. This insight underpins the definition of certain types of violence as “gender-based” (GBV).
- When I say “gender-based violence,” what comes to mind? *Use this definition or draw one from the national or institutional context you are working in.*
- GBV exists in all societies and is one of the most prevalent threats to human security. *Present some examples relevant to the cultural context or use the following.*
 - Over 90 percent of deaths related to firearms are men;¹
 - In most countries, one-quarter to one-half of women experience physical violence from their husbands or boyfriends.²
- Forms of GBV include:
 - Domestic violence, including acts termed as domestic abuse, family violence, or intimate partner violence
 - Gender-selective murder, including female infanticide and massacres of men
 - Forced marriage, forced pregnancy, forced adoptions, and forced sterilization
 - Harmful practices that are accepted and justified as cultural or traditional, like crimes committed against women in the name of “honor,” dowry-related violence, early marriage, and female genital mutilation (FGM)

Gender-Based Violence

Gender-based violence (GBV) is an umbrella term for any harmful act that is perpetrated against a person’s will and is based on socially ascribed (gender) differences between males and females. GBV includes violence based on a person’s (perceived) sexual orientation or gender identity.

1 World Health Organization, *Small Arms and Global Health* (Geneva: World Health Organization, 2001), 3, whqlibdoc.who.int/hq/2001/WHO_NMH_VIP_01.1.pdf.

2 World Health Organization, *WHO Multi-country Study on Women’s Health and Domestic Violence against Women* (Geneva: World Health Organization, 2005), xi, www.who.int/gender/violence/who_multicountry_study/Introduction-Chapter1-Chapter2.pdf.

- Sexual harassment in the workplace, public spaces, educational institutions, or in sports
- Sexual violence, including sexual abuse, rape, sexual exploitation, forced prostitution, gang rape, and sexual slavery
- Trafficking in human beings
- Harassment of a person based on their actual or perceived sexual orientation
- While the term gender-based violence was originally created to explain violence against women and girls, it is increasingly recognized that men and boys also experience GBV, including domestic violence and rape, and that women and girls can also perpetrate GBV. Sexualized attacks against men serve to diminish their masculinity in their own eyes, the eyes of the perpetrator(s), and their wider community.
- Research has also revealed that it is common for a society experiencing or emerging from armed conflict to see an increase in GBV, including trafficking, forced prostitution, domestic violence, and rape.³ Some of these crimes, particularly domestic violence and trafficking, may reach higher levels after the end of the conflict than during the conflict.
- For example:
 - In East-Timor, rape is the crime reported most frequently to the police’s vulnerable persons’ unit.⁴ It seems likely that the occupation and subsequent conflict normalized high levels of GBV, given the systematic use of rape as a tool of war by both the military and militia groups.
 - In post-conflict Liberia, there was a high incidence of GBV committed by both demobilized fighters and civilian men. It is also documented that heightened awareness of GBV, improved reporting, and increased access to information in the post-conflict phase put the spotlight on GBV.⁵
- GBV in conflict-affected or post-conflict settings may also be intensified by the proliferation of arms. Field-based research conducted over the past decade indicates that small arms and ammunition facilitate widespread domestic violence, rape, and other forms of sexual violence both during and outside of conflict.⁶

3 Report of the Special Rapporteur on Violence Against Women, its causes and consequences, *Integration of the Human Rights of Women and the Gender Perspective*, E/CN.4/2001/73 (January 23, 2001), para. 57, www.un.org/ga/search/view_doc.asp?symbol=E/CN.4/2001/73.

4 UN Women, “Timor-Leste: Supporting Gender Equality and Women’s Rights,” www.unwomen.org/mdgf/a/Timor-Leste_A.html.

5 Government of Liberia/UN Joint Programme on Sexual and Gender Based Violence, *In-depth study on Reasons for High Incidence of Sexual and Gender-Based Violence in Liberia*, October 2011, www.concern.net/sites/default/files/resource/2012/11/5876-final_high_incidence_of_sgbv_15_may.pdf.

6 Wendy Cukier, “Global Effects of Small Arms: A Gendered Perspective,” in *In the Line of Fire: A Gender Perspective on Small Arms Proliferation, Peacebuilding and Conflict Resolution* (Geneva: Women’s International League for Peace and Freedom, 2001), iansa-women.org/node/68.



4.3.2 Activity: Identifying Causal and Contributory Factors

Background for Facilitator

This activity has participants identify the many causes of GBV and how they are linked at the individual, relational, community and societal levels. This activity also emphasizes that we need to understand GBV not just in terms of women, but as an umbrella term related to socially-constructed gender roles. It is an opportunity to determine if participants can define GBV.

In advance, prepare four flipcharts labelled Individual, Relationship, Community, and Society; alternatively, project the [Factors Contributing to Gender-Based Violence](#) handout (see annex).

Keep the flipchart(s) from this activity for the module on action planning, when participants will use problem tree analyses to identify the root causes of particular security or justice needs/issues.

Materials Needed

Flipchart; presentation slides; sticky notes; [Factors Contributing to Gender-Based Violence](#) handout

Learning Objectives

Participants are able to define gender-based violence and identify its causes and how they are linked at the individual to societal levels

Time 30 minutes

Instructions

Ask, “What are factors that contribute to gender-based violence?”

Distribute [Factors Contributing to Gender-Based Violence](#) handout and give each participant a few sticky notes and have them write down as many causes of or contributing factors to GBV as they can. (5 minutes)

Have them group their answers based on various themes that have emerged, then consider where each group of causes belongs: Individual, Relationship, Community, Society.

Debrief

Facilitator Instructions

Highlight that an interplay of personal, situational, and sociocultural factors combine to cause gender-based violence. The nested circles (on the handout) also illustrate how violence against women results from the interaction of factors at different levels of the perpetrator’s social environment—the individual, and their relationship with family, community, and society.

4.4 Wrap Up



4.4.1 Facilitator Talking Points: Points to Take Away

Background for Facilitator

This section highlights the main points of this module.

Facilitator Talking Points

- Men, women, boys, and girls have different security needs and interests. Women and girls often face violence at home, while men and boys are more prone to becoming victims of gang or street violence.
- The forms of insecurity men, women, boys, and girls face are innately tied to gender roles and expectations. The concept of “gender-based violence” is integral to understanding and confronting this.
- But, we must also recognize that gender is never the only factor in a person’s vulnerability to violence—class, race, age, and so on are also important.
- Given the prevalence of gender-based violence, improving the capacity of security sector and justice institutions to effectively prevent and respond to GBV should be a priority. This is an advocacy objective that many women’s organizations focus on. In coming modules, we will look at how you can progress from identifying gendered insecurities, including GBV, to identifying their root causes, to possible solutions, to action and advocacy.

Materials Needed

None

Learning Objectives

Participants understand the main points of this module.

Time 5 minutes

Adapting the Module



More Time



4.2.2 Activity: Mapping Gendered Security and Justice Needs **(ADD 15-20 MINUTES)**

If you have more time, ask participants to identify sources of further information on the security needs or justice barriers they are working on. For example, if they are working on domestic violence, what further information do they need to identify root causes, solutions, and strategies? (Information about police responses? Data on arrest and conviction rates?)

If you want to include more figures on men perpetrating gender-based violence, play this video, which cites the 2013 UN multi-country study on men and violence: www.youtube.com/watch?v=ehhrLC9Eg98

Assessment Questions (Blank)

Q.4.1 The same violent acts may affect both men and women, but their impact on men's and women's lives will be different, and these differences are linked to their gender roles.

- a. False
- b. True

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

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

Assessment Questions (Answer Key)

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- a. False
- b. True

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- d. Men and women don't know how to communicate with each other.

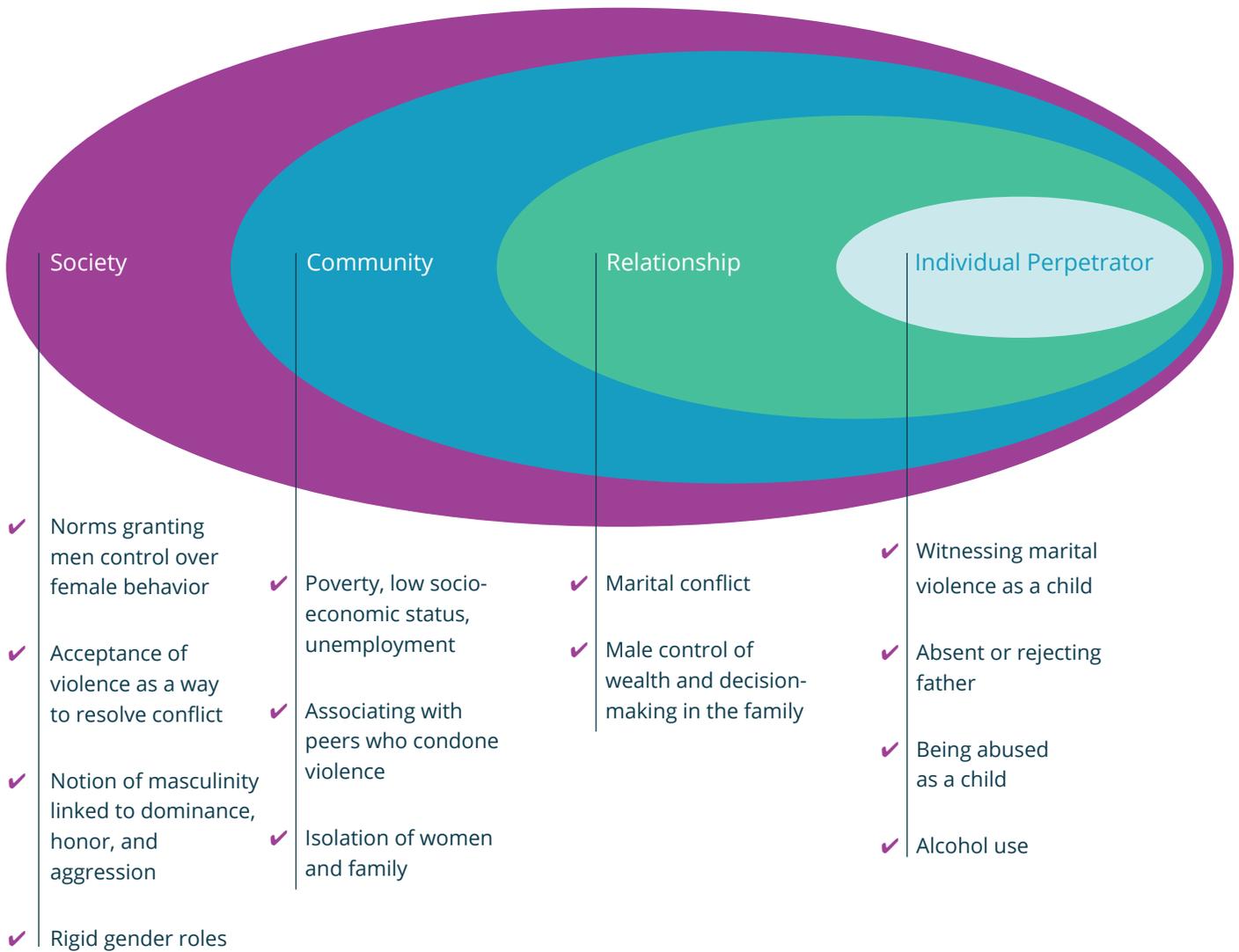
ANNEX

Identifying Different Security Risks and Barriers to Justice

	Women	Men
Security Risks	1	1
	2	2
	3	3
Barriers to Justice	1	1
	2	2
	3	3

	Girls	Boys
Security Risks	1	1
	2	2
	3	3
Barriers to Justice	1	1
	2	2
	3	3

Factors Contributing to Gender-Based Violence



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