



# APPROACHES TO MILITARY TRAINING TO COMBAT SEXUAL AND GENDER BASED VIOLENCE



## U.S. Africa Command/J2/Knowledge Development Report

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## TABLE OF CONTENTS

Executive Summary	2
Introduction	3
Impetus for the Research	
Framing the Issues	4
Defining SGBV	
Scale of the Problem	
Significance of SGBV for U.S. Africa Command: Policy Directives and Security Threats	5
Global Review of Training Curricula	8
Goals of SGBV Training	
Implementation Locations	9
Structuring SGBV Training: Mixed Methods	10
Facilitators	
Target Audience	11
Language	12
Analysis: Approaches to SGBV Training	13
Academic Origins of Training Materials	
Talking about SGBV	14
Personalizing the Problem	
Cultural Context	16
Understanding the Training Environment: How Much Does Culture Really Matter?	
Mission-Focused Training: “Essentializing” the Message for Military Audiences	17
Effects Assessments	19
“We Don’t Really Know What Works”	
Recommendations	20
Conclusions	21
Appendix A: Research Methods and Interview Protocol	23
Appendix B: Subject Matter Expert Interview List	26
Appendix C: Global Inventory of SGBV Training Materials	27
Appendix D: Reference Materials	30
Endnotes	32

## EXECUTIVE SUMMARY

Sexual and gender based violence (SGBV) is a growing policy priority for the U.S. Government (USG), and the destabilizing effects associated with its perpetration are increasingly of interest within the Department of Defense (DoD). The following report outlines training approaches to SGBV employed globally to draw conclusions about the application of curricula – largely designed for civilian contexts – to military settings, particularly those in Africa. The ultimate aim of this research is to inform U.S. Africa Command in the design, implementation, and evaluation of military-to-military engagements on SGBV issues. Based on an accumulated database of 167 curricula examples from around the globe, an extensive literature review, and 40 subject matter expert (SME) interviews, this report includes an overview of training approaches employed worldwide and analyses of key themes for consideration by the U.S. military on SGBV training programs. Drawing from best practices and lessons learned worldwide, these research results also offer insights on the consideration of local culture in tailoring SGBV training programs.

Key Themes for U.S. Africa Command Consideration on Military-to-Military SGBV Engagements
<ul style="list-style-type: none"><li>• Emphasize military professionalism and the “responsibility to protect” in the design of training curriculum</li></ul>
<ul style="list-style-type: none"><li>• Focus efforts on achieving short- and medium-term behavior modification goals and improve response mechanisms, rather than changing deeply-rooted gender norms</li></ul>
<ul style="list-style-type: none"><li>• Design thorough evaluation mechanisms to assess effects of investments</li></ul>
<ul style="list-style-type: none"><li>• Coordinate efforts with interagency, multinational, and civil society partners to develop complementary programming, appropriately tailor messages to the local cultural context, and avoid duplication</li></ul>

## INTRODUCTION

### *Impetus for the Research*

U.S. Africa Command has been engaged on the issue of SGBV since 2009. This research builds on a broader body of work led by Dr. Michele Wagner, assigned to U.S. Africa Command's Social Science Research Center, who carried out original field research related to SGBV in support of U.S. military training efforts with the Forces Armées de la République du Congo (FARDC).<sup>1</sup> Dr. Wagner's findings generated elevated levels of interest within U.S. Africa Command about SGBV, prompting calls for additional research. Furthermore, following a request from Secretary of State Hillary Clinton in the fall of 2009, the Command dedicated humanitarian assistance resources to support facilities for the survivors of SGBV in the DRC.

The USG is in the final stages of drafting a National Action Plan on women, peace, and security in response United Nations Security Council Resolution (UNSCR) 1325. Signed in October 2000, UNSCR 1325 reflects a global understanding of the importance of women in peace building, the role of women in war, and the need for reform in international humanitarian law to protect women in conflict.<sup>2</sup> As of early October 2011, thirty-

one other countries have developed National Action Plans in response to this pinnacle UNSCR.<sup>3</sup> In anticipation of the announcement of the new USG policy statement on women and security, this research is intended to help U.S. Africa Command plan, execute, and assess the effects of military-to-military training; tailor its approaches to SGBV training to the local socio-cultural contexts; and demonstrate DoD support for the implementation of the National Action Plan. (See Appendix A for details on the research methodology and interview protocol.)

Many distinct SGBV sensitization and training materials are now in circulation around the world, most of which have been produced by humanitarian organizations, the United Nations (UN), nongovernmental organizations (NGOs), and other related organizations. The challenge for U.S. Africa Command is to draw from the myriad examples developed to most effectively shape and conduct its training with partner militaries on the continent. Further research, monitoring, and evaluation is necessary to ensure that the Command constructs its training curriculum on SGBV utilizing the best practices and building on the lessons learned from worldwide examples.

## FRAMING THE ISSUES

Key Themes: Framing the Issues
<ul style="list-style-type: none"><li>• Terminology related to SGBV varies widely, and different constituencies draw distinct meanings from the use of certain terms</li></ul>
<ul style="list-style-type: none"><li>• SGBV has been used as a weapon of war with increasing frequency around the world</li></ul>
<ul style="list-style-type: none"><li>• Policy directives emerging from the forthcoming USG National Action Plan on UNSCR 1325 and the human security threats associated with SGBV warrant attention and resources from U.S. Africa Command</li></ul>

### *Defining SGBV*

There is no universal definition of gender based or sexual violence. Understandings of the terminology differ among various communities of interest, activist interpretations, and legal contexts.<sup>4</sup> Prevalent definitions exclude children, for instance, and there is intense debate about whether certain terms skew too much or too little attention toward women's victimization.<sup>5</sup> Some of the more common definitions of SGBV include: sexual violence; sexual exploitation and/or abuse; domestic violence; trafficking, forced and/or early marriage; and other traditional practices that cause harm, such as female genital mutilation, honor killings, widow inheritance, and others. The term SGBV, in its widest sense, refers to the physical, emotional, or sexual abuse of a survivor. This report focuses on the sexual elements of abuse, and discusses the management of physical and emotional abuse only where it relates to accompanying sexual abuse.

The term 'sexual violence' is used to represent much behavior that may otherwise fall under the rubrics of sexual abuse, sexual assault, and any other sexual violations, such as sexual harassment, and voyeurism. The term

'gender based violence (GBV)' is widely used as a synonym for violence against women, in order to highlight the gender inequality in which much violence is rooted.<sup>6</sup> Different uses of these and related terms have distinct meanings for various constituencies. However, while it is acknowledged that the majority of gender based violence is committed against women, the term SGBV as it is used in this report encompasses sexual violence against to women, men, girls, and boys.

### *Scale of the problem*

Any published statistics about SGBV are likely to be low, as many cases go unreported. Nevertheless, it can be helpful to put the problem into context with numbers. Although other conflicts had similar or even higher incidences of rape,<sup>7</sup> there was significant attention on the 20-50,000 cases of rape committed in Bosnia in the mid-1990s because it was used as a form of ethnic cleansing.<sup>8</sup> The Bosnian conflict represents the first case where an international tribunal recognized rape as a war crime, a precedent-setting decision in the treatment of SGBV in the international legal domain.

Since the 1990s, rape has been increasingly employed worldwide as a means of expressing control over an area. Most people are familiar with the case of the 1994 Rwandan genocide, where approximately 500,000 women were sexually abused, nearly a quarter of whom now are HIV-positive.<sup>9</sup> Similarly, at the peak of the genocide in Darfur, Sudan in 2003, SGBV was committed on a grave scale, often not only as a form of ethnic cleansing but also as a form of public humiliation.<sup>10</sup> Other known instances include Mozambique's civil war, Kosovo in 1999, Liberia, Sierra Leone, Burundi, Uganda, Algeria, Indonesia, Kashmir, and Burma.<sup>11</sup>

Although SGBV is a serious problem in many regions in Africa, it is widely associated with the crisis in the DRC. Eastern DRC specifically has been referred to as "ground zero for rape" because of the astonishingly high rates at which it is perpetrated.<sup>12</sup> The *American Journal of Public Health* released a study in June of this year indicating that 48 women and girls are raped on an hourly basis in the country,<sup>13</sup> and "more than 400,000 women ages 15 to 49 were raped across all provinces of the DR Congo during a 12-month period in 2006 and 2007."<sup>14</sup>

The ensuing analysis focuses on environments where U.S. and partner military forces are or could potentially engage in order to focus the scope of this report for the U.S. Africa Command audience. However, SGBV can and does take place in a variety of settings and is not limited to conflict settings. The following statistics offer a sense of scale of the problem in peace time environments:

- Since the age of 15 years, 59 percent of Zambian women have experienced violence.<sup>15</sup>
- In South Africa, police statistics document more than 56,000 cases of rape (with additional unreported cases likely) in the year leading up to March 2011.<sup>16</sup>
- In Kenya, 43 percent of 15-49 year old women reported having experienced some form of GBV in their lifetime.<sup>17</sup>
- In rural Ethiopia, 59 percent of women in intimate partnerships have experienced sexual violence.<sup>18</sup>
- In rural Tanzania, 47 percent of women have experienced physical violence by an intimate partner.<sup>19</sup>

Such numbers do not truly represent the full scope SGBV, though, nor do they capture its second- and third-order effects on human security and the stability of communities.

#### *Significance of SGBV for U.S. Africa Command: Policy Directives and Security Threats*

Secretary Clinton has been quite vocal about the SGBV crisis afflicting the DRC in particular and has directed high-level attention to the issue.<sup>20</sup> The ensuing civil war in the DRC has created layers of vulnerability to SGBV for both men and women. In April 2011, the USG published a "Strategy to Address SGBV in the DRC," including four key recommendations<sup>21</sup>:

1. Reduce impunity for perpetrators of SGBV;
2. Increase prevention of and protection against SGBV for vulnerable populations;

3. Improve the capacity of the security sector to address SGBV; and
4. Increase access to quality services for survivors of SGBV.

In concert with this government-wide strategy, U.S. Africa Command programming in the DRC can be shaped to both increase prevention efforts against SGBV (#2 in the above strategy) and improve the capacity of the security sector to address this problem (#3 in the above strategy).

The focus of policymakers is not exclusively on the DRC, though. SGBV is a growing policy priority for the USG writ-large and more recently for DoD because of the human security threats and destabilizing effects of its perpetration. The National Security Council is leading the USG in developing the aforementioned National Action Plan on UNSCR 1325. Each affected agency, including DoD, will have directives related to women, peace, and security issues up on release of this National Action Plan, anticipated in December 2011.

Specifically, as part of the National Action Plan, it is anticipated that U.S. Africa Command will work with partner militaries across the continent that desire gender mainstreaming to support training programs on:

- Recruitment
- Retention
- Protection, rights, and security needs of women
- Women's perspectives and inclusion in security and stability

The Command may also be directed to track the incidence of SGBV and maintain statistics related to female peacekeepers.

Therefore, socio-cultural research results pertaining to SGBV training approaches will inform Command staff as they plan, execute, and assess the effects of gender mainstreaming engagements.

Additionally, militias and security forces have been responsible for the perpetration of a significant proportion of the SGBV in conflict settings. The position of power afforded to those carrying arms means that they can and do abuse this power in some cases. Data collected by Médecins Sans Frontières in 2008 in Darfur, Sudan indicated that 81 percent of the rape survivors who sought treatment had been assaulted by armed forces.<sup>22</sup> Similarly, in Eastern DRC, Harvard Humanitarian Initiative found that more than half (52 percent) of the recorded perpetrators of SGBV were armed combatants.<sup>23</sup> Sexual exploitation and abuse has also been a serious problem among UN peacekeepers, prompting the UN in 2007 to establish a Conduct and Discipline Unit (<http://cdu.unlb.org/>) to address the problem and institutionalize a Misconduct Tracking System.

Stiglmeier's research shows that soldiers rape because "war... has awakened his aggressiveness, and he directs it at those who play a subordinate role in the world of war."<sup>24</sup> Goldstein hypothesizes that "men's participation in combat harnesses the male sex drive."<sup>25</sup> He elaborates that to feminize an enemy is to demonstrate one's dominance, and the act of rape can figuratively or literally allow someone to realize this domination.<sup>26</sup> In the same way that security forces are empowered to be perpetrators, though, they are also uniquely positioned to respond to and prevent SGBV. In fact, in highly insecure areas where police and other service providers (e.g. public health facilities,

NGOs, humanitarian assistance organizations) cannot operate, there is a growing reliance on military forces to serve as first responders to cases of SGBV. As such, it is increasingly important for military forces to receive training on SGBV prevention and response.

Furthermore, there are other serious security implications pertaining to SGBV that warrant U.S. and partner nation military attention. The effects of SGBV extend far beyond the individual survivor and his or her family. SGBV has proven to be a destabilizing factor in communities, threatening human security and leading to further systemic violence. For instance, survivors of SGBV are often ostracized from their families and sometimes their communities, weakening the local social structure.<sup>27</sup> In effect, primary caretakers and breadwinners are shunned from these important familial roles; child survivors in many cases withdraw from school, limiting their opportunities to contribute to society. Such breakdowns of the social and family structures threaten local economic security, food security, and health security.

Mukesh Kapila, a Sri Lankan physician and former UN official in Darfur explains that "Violent societies beget violent societies," especially when they refuse to acknowledge or seek accountability for wartime trauma.<sup>28</sup> One could infer that the extraordinary levels of SGBV perpetration by armed forces in the DRC has created a climate whereby SGBV has become an accepted part of life in broader

communities. Newly-released research validates this notion, demonstrating that SGBV rates *perpetrated by civilians* have risen considerably throughout the duration of the conflict in DRC;<sup>29</sup> the Harvard Humanitarian Initiative, cites a figure of a 17-fold increase between 2004 and 2008 in the DRC.<sup>30</sup> Staggering statistics like this are illustrative of the destabilizing second- and third-order effects the SGBV can have in all sectors of a society.

Growing evidence of the destabilizing effects of SGBV, combined with the forthcoming release of a USG National Action Plan on UNSCR 1325, strengthen the argument for dedicating resources for military-to-military training programs on SGBV. Through the capacity building of partner nation forces in Africa, the U.S. military can enable local institutions to reduce the incidence of SGBV perpetration by security forces and improve their response and support mechanisms for survivors. Such efforts will enhance the professionalization of partner nation militaries to address SGBV. By extension, partner nation militaries that are equipped with the right skills and training can attend to the human security threats associated with SGBV without the direct involvement of U.S. troops, thereby reducing threats to U.S. forces.

## GLOBAL REVIEW OF TRAINING CURRICULA

Key Themes: Global SGBV Training Curricula
<ul style="list-style-type: none"> <li>• Prevention training programs should be conducted in areas affected by SGBV</li> </ul>
<ul style="list-style-type: none"> <li>• Participatory learning methods – open discussions, case study review, group activities, and other training tools – are far more effective means to communicate the sensitive issues related to SGBV than traditional lecture styles</li> </ul>
<ul style="list-style-type: none"> <li>• Good SGBV trainers have expertise in relevant disciplines (e.g. public health or peace studies) but should also have shared experiences with the training audience to gain trust and legitimacy</li> </ul>
<ul style="list-style-type: none"> <li>• Target audiences vary widely and there is a growing focus on the construction of SGBV training programs for male audiences</li> </ul>
<ul style="list-style-type: none"> <li>• The language in which training is conducted should be clearly understood by the training audience</li> </ul>

Socio-cultural researchers initiated this research with a thorough literature review of articles and publications about approaches to SGBV training curricula employed worldwide. Concurrently, they searched globally for examples of curricula and other training materials on SGBV from the UN, U.S. and foreign governments, NGOs, humanitarian organizations, and others; some of these include the UN, International Rescue Committee, United Kingdom Department for International Development, International Committee of the Red Cross, CARE, and the United States Agency for International Development. The organizations that develop and implement training curricula specialize in various fields such as public health, gender studies, conflict and peace studies, and human rights. The researchers accumulated a database of 167 training materials utilized in Africa, Asia, the Middle East, Europe, and Latin America.<sup>1</sup>

<sup>1</sup> Copies of these training materials, as well as a collection of relevant informational and policy documents, have been provided to U.S. Africa Command in an online database. A list of the titles,

The following analysis is based on the researchers' review of these training materials, relevant scholarly literature, and 40 interviews with SMEs. (Appendix A contains further details about the research methods.)

### *Goals of SGBV Training*

SGBV practitioners and experts cite a variety of reasons to conduct SGBV training and raise awareness about the issue, to include community mobilization, behavior change, and law and policy development on the topic. Among the 40 SMEs interviewed for this study, the desired outcomes are generally the same, to 1) change norms and behaviors that contribute to SGBV, and 2) ensure that survivors have access to care and services. As such, in civilian circles, training programs on SGBV tend to focus on awareness, prevention, and response. According to one estimate, approximately 90 percent of SGBV training programs are designed to equip first responders with

authors, and dates of publication of these training materials are included in this report as Appendix C.

skills to attend to the needs of SGBV survivors, while a mere ten percent of efforts focus on prevention.<sup>31</sup>

Many SGBV training programs are structured as train-the-trainer models to provide field staff (usually NGO workers and consultants with expertise on gender issues) with the skills to lead training programs at the community level. Other SGBV training programs are integrated into curricula on human rights, international human rights law, or some other gender program. One prominent trainer interviewed for this study argued that the best way to grab the attention of a target audience on the sensitive issues of SGBV is to integrate them into multi-faceted training programs on broader gender issues.<sup>32</sup> In fact, it is often the case that SGBV issues are treated as a module to be taught alongside other gender themes or human rights concepts. Several UN agencies will partner to organize training; for example, United Nations Population Fund (UNFPA) may co-sponsor programs with the World Health Organization (WHO) and UN Women.

UN-sponsored curricula typically examine SGBV from a macro perspective, focusing on overall coordination, prevention, and response mechanisms rather than tailored training for a specific humanitarian setting or location. For example, the UN Gender Based Violence Area of Responsibility Working Group released in July 2010 a “Handbook for Coordinating Gender based Violence Interventions in Humanitarian Settings,” which draws from and builds upon international tools and resources for all stakeholders from multiple sectors to work comprehensively and in a coordinated fashion in the prevention of

and response to GBV. UN Department for Peacekeeping Operations (DPKO) has also developed several training programs on gender issues, both classroom and internet based, aimed at military, civilian police and civilian personnel deployed to UN peacekeeping missions. Materials are designed to be more accessible to a broad range of audiences among military and police personnel and are available to Member States.<sup>33</sup>

### *Implementation Locations*

SGBV training programs are conducted all over the world for diverse audiences composed of various backgrounds and social statuses. Most of these training programs are either set in areas where SGBV is prevalent and drastically affects the population, or they are designed for humanitarian aid workers who operate in such environments. As such, a good majority of SGBV prevention training programs are designed primarily for conflict, post-conflict, and humanitarian settings; others are constructed for peacetime environments with the intention of preventing or improving response mechanisms to SGBV in domestic relationships.

Research participants noted that training programs conducted in-country and in humanitarian assistance settings – as opposed to pre-deployment sites in Europe or the US – tend to be received best because trainers are reaching those directly impacted by or influencing SGBV crimes. One participant who is currently designing prevention training tools noted that senior humanitarian workers often retreat away from the affected locations, limiting the potential gains from the training programs because they are

physically removed from the intense dynamics of SGBV.<sup>34</sup>

### *Structuring SGBV Training: Mixed Methods*

Research participants uniformly recommended participatory training models on SGBV, where trainees play an active role in their learning and there is very little reliance on lecture formats.<sup>35</sup> Open discussions, case study review, group activities, and other training tools are far more effective to communicate the sensitive, emotional, and physical issues related to SGBV than traditional lecture styles. Practical exercises, for example, equip trainees with information and skills they can apply in the field. The UN Development Program (UNDP) has developed a simulation exercise for the reintegration of ex-combatants, where participants have to physically develop plans for post-conflict simulation settings.<sup>36</sup> Similarly, the International Rescue Committee adapted practical, hands-on training for field practitioners. During a July 2011 training phase on SGBV emergency response and preparedness, trainees practiced developing contingency plans in small groups, plans which could then be used as templates for application in the field.<sup>37</sup>

These and other examples relying heavily on participatory learning methods represent the majority of the training materials gathered for this study. SGBV awareness programs are available in online formats, such as the curricula produced by UNFPA and World Education, Inc.<sup>38</sup> However, a humanitarian worker with expertise in curriculum design commented, “If you want to transfer knowledge, it has to be interactive. If you want to influence

attitudes, it’s not effective to do so virtually or by e-learning. [There is] something about face-to-face interaction that gets across the intensity of feelings.”<sup>39</sup> Interviewees also indicated that audiences usually respond well to simple and meaningful training that include multiple teaching methods and activities, such as simulations, active discussions, multi-media (including radio and mobile cinemas), case studies, role play, PowerPoint, and videos.<sup>40</sup> For example, Search for Common Ground utilizes mixed methods when they train military forces, including on issues of SGBV, and they draw from several of these teaching tools.

### *Facilitators*

Participatory training models are structured to engage trainees, but it is imperative to have the right facilitator leading these activities. Interview data revealed that experts in subjects such as gender studies, public health, and peace and conflict studies are the best persons to facilitate SGBV training programs. These and related disciplines offer deep understandings of the dynamics surrounding victimization, the societal power imbalances that can facilitate SGBV perpetration, and other related issues deemed to be of great importance in deconstructing why SGBV happens and how it might be prevented in a given area. Persons with such knowledge bring a certain awareness and sensitivity to discussions about SGBV.

As valuable as it is for SGBV training facilitators to have relevant expertise in public health or gender studies, a shared cultural or experiential background is almost more important in building trust and legitimacy between a training

audience and their facilitators.<sup>41</sup> For example, an African male trainer will work well with a primarily African male military audience. Correspondingly, military audiences will be more receptive to messages from fellow service members than they might from civilian trainers, even if certain civilians possess specialized expertise on SGBV.

Celebrities featured in You Tube videos to talk about rape prevention may also draw international attention to the issue,<sup>42</sup> but it is debatable whether such star power has a noticeable impact locally.<sup>43</sup> As articulated by a former commander of peacekeepers in DRC, "Let the sports stars do sports, let the celebrities do filming; it's great to have George Clooney running around in Sudan drawing the attention of the larger public to the issues, but the business of protection of civilians is not their business."<sup>44</sup> Therefore, the consensus among interview participants in this sample was that those who can identify or have something in common with the training audience are best suited to lead SGBV training programs.

The background and demeanor of training facilitators must also be considered, as their character and reputation are extremely influential in shaping an audience's response to SGBV training. If a senior military commander has perpetrated SGBV, has tolerated such conduct within his/her ranks, or is not respected by subordinates for his/her morals, little will be gained from such a spokesperson. Consequently, a humanitarian worker recommended that organizers appropriately inquire about the character of and leadership example set by the local representatives they select to facilitate SGBV training programs to ensure that facilitators

communicate positive verbal and nonverbal messages.<sup>45</sup>

### *Target Audience*

Unsurprisingly, training approaches differ based on audience composition – its size, gender ratio, basic understanding of SGBV issues, and other factors. For example, research participants recommended that a predominately male audience should include both female and male facilitators to help describe both perspectives.<sup>46</sup> For military audiences, interview participants specifically recommended that a senior commander or respected leader prominently participate in training programs.<sup>47</sup> Only with the support of such leadership, they argued, would the seriousness and importance of SGBV affect the training audience in the desired fashion.

Although SGBV training can benefit diverse audiences, the training materials analyzed for this study were largely designed for field practitioners who interact extensively with SGBV survivors and perpetrators.<sup>48</sup> Training programs examine advanced topics of SGBV relevant to public health, psycho-social support, and journalists who are working in similar settings; as well as security, police protection, and legal issues.

A growing subset of SGBV training focuses exclusively on male audiences, as the socio-cultural dynamics, history, and men's roles in the public sphere often place them in perpetrator groups. The Brazil-based NGO Promundo and the South African Sonke Gender Justice's One Man Can Campaign both conduct a variety of SGBV prevention programming with male audiences, for example, because men "must stand up and work with

women" to combat rape, said Dumisani Rebombo, who led a recent workshop in Johannesburg on the topic.<sup>49</sup> Additionally, as indicated in Dr. Wagner's research, there are growing numbers of male victims, so SGBV curricula exclusively focusing on women is insufficient.<sup>50</sup>

### *Language*

The language in which training is conducted is a major determinant in the degree to which knowledge can be absorbed and applied in the field. Unsurprisingly, interview participants uniformly agreed that training messages should be communicated in a language widely understood locally. In Africa, training materials are primarily developed in English, French, and occasionally in Portuguese. In coordination with partner nation governments, SGBV training programs are typically implemented by international organizations and NGOs that may not

have local language capabilities. Hence, in far too few cases, training materials are made available in indigenous languages like Swahili.

Because SGBV training programs address sensitive topics, sometimes a person's second or third language is insufficient to adequately express such emotional issues. It is ideal to design SGBV training curricula in the language in which it will be delivered. More often, though, English language curricula serve as the foundation for training programs and are augmented by live translation. Training content changes based on the language in which it is delivered, as local translators interpret concepts and explain themes using words and constructs familiar to the audience. Such adaptations can be helpful, though, in ensuring that the delicate issues and themes related to SGBV are appropriately articulated within the socio-cultural context.

## ANALYSIS: APPROACHES TO SGBV TRAINING

Key Themes: Approaches to SGBV Training
<ul style="list-style-type: none"><li>• Most curricula is rooted in the academic disciplines of peace and conflict studies, public health, international humanitarian law, and gender studies</li></ul>
<ul style="list-style-type: none"><li>• Approaches to SGBV do not differ much based on the author’s academic orientation</li></ul>
<ul style="list-style-type: none"><li>• Trainers must find innovative ways to encourage participants to think about SGBV prevention</li></ul>
<ul style="list-style-type: none"><li>• Personalizing SGBV can be a powerful way to sensitize people to the gravity of the problem and inspire new ways of thinking about gender norms, local power dynamics, and behavior modification</li></ul>

### *Academic Origins of Training Materials*

Thought leaders representing several academic disciplines have contributed to the expanding field of study and activism around SGBV, including peace and conflict studies, public health, international humanitarian law, and gender studies; to a lesser degree, social work, psychology, development studies, and human rights scholars have also influenced the evolution of training approaches on SGBV.<sup>51</sup> There is additionally a significant portion of SGBV training curricula based on legal material, most specifically international humanitarian law and peacekeeping mandates. The public health sector is the most advanced in the development of training approaches and materials. According to a SGBV expert who has a long tenure of working on the issue, the majority of tools and training materials were developed 15 years ago from the public health sector, focusing on both prevention and responding to SGBV.<sup>52</sup>

While most SGBV training curricula are rooted in a single discipline like public health, the majority of materials draw concepts from multiple social science

disciplines.<sup>53</sup> The UNICEF workshop package “Caring for Survivors of Sexual Violence in Emergencies” draws from multiple academic disciplines. It contains a growing number of tools, guidance, and training materials intended to provide technical support to leaders and practitioners working on sexual violence issues in field sites throughout the world. The package helps professionals who come into direct contact with survivors develop skills in multiple sectors (e.g. health, psychosocial, legal/justice, and security); it is designed to build capacity among health care providers, members of the legal professions, police, women’s groups, and other concerned community members. This type of training package can be adapted to several regions with humanitarian and emergency settings and may also be a useful tool for military members who find themselves serving as first responders to incidents of SGBV.

Training materials grounded within different academic communities tend to focus on the SGBV issues most closely associated with the particular discipline. As previously mentioned, for example, the preponderance of training materials in circulation have come out of the public

health community; so, generally speaking, the curricula tends to address public health issues for first responders. Correspondingly, researchers and consultants from peace or gender studies orientations have developed SGBV prevention training programs largely focused on power imbalances in society and notions of human rights. Despite these broad theoretical trends, the researchers conclude that the approaches to SGBV in the collection of gathered training materials do not differ much based on the author's academic orientation. Ways of teaching about first responder techniques and SGBV prevention are surprisingly similar across academic disciplines.

### *Talking About SGBV*

No matter the location or cultural context, SGBV is a sensitive topic on which to engage a training audience. Terminology is often a source of misunderstanding, a factor further complicated when working across language barriers. For instance, terms like "gender," "power," and "violence" can be interpreted different ways even among a homogeneous population in the same community. "Real people do not get it," a NGO director explained about the term "GBV," making the point that the lexicon used by NGO workers and the international community sometimes does not resonate at the local level.<sup>54</sup>

Beyond language issues, a UN official explained, "The ideology of violence with men is different," adding a layer of complexity to working with male trainees on SGBV.<sup>55</sup> Addressing these issues means working within deeply rooted norms and sometimes rigid gender roles for men and women. For example, as

articulated by a South African male participant talking about rape in a SGBV prevention workshop, "The community said that she deserved it... It happens so often that it is not taken seriously by the community - it's a norm to them."<sup>56</sup> Reversing such norms or changing the way people view SGBV can be a long-term investment, requiring that facilitators challenge prevailing gender relations and norms. Therefore, it can be quite difficult to teach about the concept of gender in a non-confrontational and a practical fashion. Most gender training programs also avoid addressing women as a homogeneous, vulnerable group. For the military, a community that often draws on dominant examples of masculinity, trainers must find innovative ways to encourage participants to think about SGBV prevention.

Acknowledging these challenges, a representative from UNICEF lamented that "there is a loss of innovation in how we deal with training on SGBV - but we need to get better at articulating in a simpler way so they [the trainees] can approach it, demystify it...depending on where you are, you could be going against the status quo by discussing these issues. There needs to be a way that's not intimidating so that the message has more of an impact on the audience."<sup>57</sup> As such, simple word choices in the construction of SGBV training must be approached with great care.

### *Personalizing the Problem*

Some of the more challenging training environments for SGBV are in Eastern DRC, where SGBV is perpetrated in epidemic proportions. In such a dynamic, interview participants often recommended trying to personalize the

issues with trainees to have them attach emotion to the topic. It is hard to imagine how a training program could change the ideas and beliefs held by soldiers such as those portrayed in the YouTube video “Congo Soldiers Explain Why They Rape.”<sup>58</sup> A former MaiMai militia fighter explains in the video that they use a magic potion that keeps them safe and that they have to rape in order for this to work. Another fighter simply rationalized that “We stayed too long and that induced us to rape.”

These represent extreme views; yet, the humanitarian aid community and NGO sectors have been actively engaged in developing training models to dissuade people from propagating these ideas.<sup>59</sup> A representative of UN Women offered that it can be helpful to personalize the discussion with training audiences who rationalize SGBV perpetration in such ways by saying “Your fathers wouldn’t recognize this,” implying that the widespread, systematic rape ensuing in the DRC has nothing to do with their culture or traditions as a community.<sup>60</sup> A senior consultant who is designing SGBV training curriculum suggested that it can

be effective to speak to men about the SGBV issue in the context of and impact upon their daughters to personalize the issue with the trainees.<sup>61</sup> This concept of personalizing SGBV issues can be a powerful way to sensitize people to the gravity of the problem and inspire new ways of thinking about gender norms, local power dynamics, and behavior modification.

## CULTURAL CONTEXT

Key Themes: Cultural Context
<ul style="list-style-type: none"> <li>• Cultural context is significant for facilitators of SGBV training programs to understand in order to personalize the issue for trainees</li> </ul>
<ul style="list-style-type: none"> <li>• No culture accepts widespread, systematic rape</li> </ul>
<ul style="list-style-type: none"> <li>• Core concepts in SGBV training programs remain the same worldwide, as they all address power imbalances</li> </ul>
<ul style="list-style-type: none"> <li>• SGBV trainers should consider messages will inspire behavior modification among trainees; for military audiences, this most often means arguments related to the professionalization of forces and the “responsibility to protect” civilians</li> </ul>
<ul style="list-style-type: none"> <li>• Military engagements on SGBV should be tied to short- and medium-term goals and complement the efforts of humanitarian organizations/NGOs/the UN in their longer-term goals of fundamental behavior change</li> </ul>
<ul style="list-style-type: none"> <li>• Military-to-military partnerships can help to reduce the incidence of SGBV perpetration by armed groups and build capacity among military forces to respond to SGBV in areas where NGOs and public institutions cannot operate</li> </ul>

### *Understanding the Training Environment: How Much Does Culture Really Matter?*

Cultural context is a significant variable in the design of SGBV training programs and in how trainers can personalize the issues for an audience. However, the interview sample for this study was divided in their opinions on the manner in which trainers socio-cultural dynamics should be factored into the shaping of training programs. A domestic and sexual violence counselor who has worked with SGBV survivors in Darfur explained that trainers must first research the local population’s views and understandings of SGBV and what changes they, the trainees, think need to take place.<sup>62</sup> This kind of analysis can help facilitators to tailor their training approaches to every unique environment, addressing the perceptions and preconceived notions about SGBV and leading productive discussions with a particular community. Following this and

most significantly, SGBV prevention trainers then must determine what they can do to change the environmental factors that facilitate SGBV.<sup>63</sup>

Several interview participants in fact agreed that extensive research on the local programming environment and culture is essential to the design of an effective SGBV prevention training.<sup>64</sup> As outlined in the 2005 American Refugee Committee’s International Gender based Violence Legal Aid: A Participatory Toolkit, this means first assessing the existing SGBV programs and available services, investing time to learn about the social mores and cultural expectations, and then developing a comprehensive understanding of the policies and laws of the area.<sup>65</sup>

Therefore, it has been established that trainers gain a much more focused sense of their audiences’ views on SGBV and

some of the local customs and norms pertaining to gender issues through study and observation of the local culture. However, there are many people working on SGBV issues worldwide who argue that culture is irrelevant in the actual design of training curricula. They contend that sexual violence is sexual violence no matter the culture in which it takes place. While domestic violence may be a deeply rooted norm in certain cultures, rape is accepted nowhere, particularly systematic rape, explained one participant.<sup>66</sup> Therefore, several interview participants articulated that SGBV training programs are and should be essentially the same around the globe.<sup>67</sup> “Cultural dynamics shouldn’t really matter,” one participant explained.<sup>68</sup>

Validating this assertion on culture, the researchers’ analysis of training materials reflects a great number of similarities in the curricula used around the world. The researchers found no distinguishable differences in the theoretical approaches to SGBV training programs employed in different cultural settings. Scenarios for participatory learning modules invariably differ based on cultural context, but the principles and concepts that form the core of the curricula are no different in South America, Southeast Asia, the Middle East, or Central Europe; nor are they that much different in Darfur, Sudan versus the Kivus of DRC.

The UN, for example, is currently piloting a series of scenario-based training programs for ten troop contributing countries (TCCs) to UN peacekeeping missions in conflict and post-conflict environments. The series of scenarios employed in these UN pilot training programs are specifically tailored for security sector audiences, and many of

them are oriented toward peacekeeping missions in Africa. The UN is using the same template program for each country in which they train with no particular adaptation to accommodate cultural differences in the TCCs.<sup>69</sup> Thus, just as there are few theoretical differences in the academic foundations of the training materials, there is little distinction in how SGBV subject matter is addressed across the globe.

#### *Mission-Focused Training: “Essentializing” the Message for Military Audiences*

One participant provided a more nuanced description of this idea by explaining that the emphasis should be more on “essentializing” [*sic*] the training content to the local context than on differentiating the training components based on cultural differences.<sup>70</sup> In essence, this means prompting trainers to think about why reducing the incidence of SGBV is important to the training audience. What messages will resonate with them? Rather than focusing on what in a particular culture has enabled the population to tolerate it to date – i.e. teasing out the socio-cultural dynamics that facilitate SGBV – trainers should instead consider what kinds of messages will inspire behavior change in a group.

In reality, domestic violence is an accepted part of life among some cultures. For instance, in Rwanda and India, survey data showed that 65 percent of adolescents agree or partially agree with the idea that “A woman should tolerate violence in order to keep her family together”; and 43 percent agreed with the statement that “There are times when a woman deserves to be beaten.”<sup>71</sup> In areas where people hold such views, messages

about military professionalism and the “responsibility to protect” civilians may have a bigger impact among military audiences than discussions about human rights and gender equality.<sup>72</sup> One interview participant spoke at length about framing sexual violence for military audiences as a combat activity in order to help them understand that it is their duty to prevent it.<sup>73</sup> A UN representative suggested that the approach should come from a lens of emphasizing risk – that SGBV puts the community at risk, put security forces at risk, and puts the military mission at risk. “We need to also focus on keeping soldiers away from raping fellow soldiers as well and examine what military personnel are saying to one another and how they use their power as a soldier,” she explained.<sup>74</sup> Therefore, SGBV training for military audiences should address the main questions of how to combat SGBV both within the broader civilian community and within military ranks.

Promoting equality, human rights, and other more significant shifts in societal thinking are vital long-term goals for the stability of a society and ultimately the reduction of SGBV rates. Yet, military engagements are temporary by design. Hence, in most cases, military engagements should be tied to short- and medium-term goals. The military’s contributions toward empowering marginalized groups, building economic opportunities, and improving stability as part of an overarching strategy to reduce vulnerabilities to SGBV can and should be structured in a way to complement other agencies and organizations leading efforts to meet these long range objectives.

Most would agree that the military is poorly suited to take a lead role on SGBV issues. Changes in attitudes, societal

shifts of power imbalances, and other development steps required to fundamentally reduce SGBV perpetration will not come quickly.<sup>75</sup> More often than not, public health providers, NGOs, humanitarian assistance organizations, and other social service providers from multiple agencies, organizations, and sectors of society are better equipped to bring about such changes over the long-term than the military. Military-to-military partnerships can lead to smaller gains as part of that larger pursuit, though, such as reducing the incidence of SGBV perpetrated by military service members, and building the capacity of military forces to respond to SGBV cases in areas where public health institutions and NGOs may not be able to operate.

This research reveals that the best way to achieve these aims is to instill a stronger sense of responsibility among soldiers to perform professionally in their military duties, including protecting civilians, and by equipping them with the basic skills to support survivors of SGBV when other social services may be unavailable. If done well, such efforts allow the military to contribute to the prevention and response to SGBV, ultimately advancing the longer-term goal that inevitably requires the support of multiple agencies, organizations, and sectors.

## EFFECTS ASSESSMENTS

### *“We Don’t Really Know What Works”*

Part of the responsibility in linking military-to-military SGBV training programs to the mission is to track their impact and how such programs can help to advance mission objectives. In the conduct of the 40 SME interviews for this study, only one revealed a concrete illustration of systematic, thorough, and substantive SGBV program evaluation: that associated with the “SASA” program of the Uganda-based activist organization Raising Voices.<sup>76</sup> While other interview participants spoke of some basic monitoring and evaluation methods (e.g. written surveys issued at the conclusion of a training), the vast majority of participants expressed frustration with the lack of effective mechanisms by which to measure impact, most often identified as behavior and attitudinal changes related to SGBV. One NGO program manager lamented that “We don’t really know what works” in changing people’s views on SGBV.<sup>77</sup> For this reason, a UN official struggled to come up with an example of a SGBV prevention training program that could definitively say is “effective.”<sup>78</sup>

Raising Voices, a leading SGBV prevention and awareness organization in East Africa, has developed an innovative program in SASA, and some of its assessment tools and methods could serve as models for the evaluation of other programs. SASA, meaning “now” in Swahili, is a four-phased program – Start, Awareness, Support, and Action – that addresses primary SGBV prevention through an analysis of power dynamics; it

utilizes local activism, media, communications materials, and training. The SASA curriculum, often combined with training tools from other agencies and groups, is widely employed by organizations implementing SGBV training, such as CARE, the International Rescue Committee, and small regional NGOs, particularly in Sub-Saharan Africa.

Part of the reason why it is so popular is the SASA program’s heavy emphasis on evaluation before, during, and after program implementation. Raising Voices invested its scarce resources in the development of a methodology including baseline surveys of knowledge, skills, attitudes, and behaviors pertaining to SGBV. They use process documents throughout the program implementation phases with simple numbers-based rankings to collect quantitative assessment data. They also deploy qualitative researchers to program implementation sites to listen to how participants talk about certain issues and track changes in how people articulate some of the complex themes associated with SGBV to collect qualitative data. SASA program staff also conduct rapid assessments during each program phase to document in even greater detail the response of the participants to the program. Outside of this comprehensive example of program evaluation, very few organizations employ systematic means of gathering qualitative and quantitative measures for attitude and behavior changes related to SGBV. As such, there are few examples of assessment tools from the civilian sector from which the military can draw to evaluate the impact of SGBV training programs.

## RECOMMENDATIONS

In the analysis of 167 training materials sourced from myriad sources around the globe and 40 SME interviews working worldwide, the researchers offer the following broad recommendations for consideration by U.S. Africa Command.

- **Emphasize military professionalism and the “responsibility to protect” in the design of training curriculum:** The ultimate goal of any SGBV prevention program is to change societal trends that facilitate its perpetration. This is inevitably a long-term objective. In the short-term nature of military missions, U.S. forces can motivate partner nation militaries to abide by codes of conduct with the utmost professionalism. In the words of a senior UN official, the focus should be implementing command and control procedures to prevent soldiers from perpetrating SGBV; “militarizing the message is the most effective approach, addressing socio-cultural factors is limiting.”<sup>79</sup> Military forces that perpetrate SGBV will not be invited to participate in peacekeeping missions, which should incentivize adherence codes of conduct pertaining to SGBV. Additionally, in line with the first priority of USG “Strategy to Address SGBV in the DRC” – reduce impunity for perpetrators of SGBV – commanders should enforce such codes and punish those who do not follow orders in the conduct of missions to protect civilians.
- **Focus efforts on achieving short- and medium-term behavior modification goals and improving response mechanism, rather than changing deeply-rooted gender norms:** It is essential for SGBV trainers to develop a foundational understanding of the cultural context and gender norms of the local environment in order to effectively engage their audiences. However, planners and trainers should recognize that it is highly unlikely to fundamentally change these norms in a single or short series of training programs. Military-to-military training goals should be designed around short-term, achievable objectives pertaining to the military mission, complementing the longer-term societal shifts sought by other SGBV prevention stakeholders. These can include modest behavior modifications among the armed forces and improving military capabilities to serve in SGBV first-responder roles.
- **Design thorough assessment mechanisms:** Military-to-military SGBV prevention efforts are a comparatively new concept in a field where NGOs and humanitarian organizations have been working for nearly two decades. Monitoring the effectiveness becomes that much more important as security forces carve out a role as positive influences in reducing the perpetration of SGBV. Although there are few models for credible

program evaluation tools, the military must develop innovative ways to incrementally measure the impact of SGBV training programs with security sector audiences.<sup>80</sup>

- **Coordinate efforts with interagency, multinational, and civil society partners:** Military planners and trainers should collaborate closely with interagency partners and stakeholders in the civilian sector in the shaping and implementation of SGBV prevention training programs. Civilian actors (like SGBV activists, civil society organizations, international NGOs, multilateral institutions such as the UN, and humanitarian assistance organizations) are an enduring

presence in many of the societies affected by SGBV – militaries are not. Therefore, it is these civilian actors, along with their civilian government partners, who should lead the long-term efforts to instill the necessary behavior change throughout society; U.S. military can support these efforts in their work with partner nation militaries. Local civilian stakeholders can advise military personnel in developing culturally-appropriate training modules, and can “help with those lost in translation cultural issues” that inevitably emerge in cross-cultural exchanges.<sup>81</sup>

## CONCLUSIONS

- **Survival and Vulnerability of U.S. Forces:** African militaries that abide by codes of conduct, responsibly execute their missions in protecting civilian populations, and generally exhibit professionalism are highly sought after to participate in peacekeeping missions. The involvement of U.S. forces in SGBV prevention training programs to support the development and furtherance of these features facilitates the involvement of partner nation militaries in peacekeeping missions and aligns with the USG’s third objective in the “Strategy to Address SGBV in the DRC” (to improve the capacity of the security sector to address

SGBV). Therefore, if implemented effectively and with methodical procedures to document and demonstrate impact, U.S. Africa Command investments in SGBV prevention efforts can reduce the potential for U.S. direct involvement in African conflicts.

- **Goodwill toward U.S. Africa Command:** By commissioning this research study, U.S. Africa Command garnered goodwill among SGBV stakeholders. The overwhelmingly positive response from research participants to share their time, training resources, and knowledge for this project is indicative of the willingness of SGBV activists, policy makers, researchers, trainers, and program staff to

support and inform the military's engagement on SGBV issues. The researchers' requests for interviews were warmly welcomed as an opportunity to share expertise with the military. No interview requests were turned down to a lack of interest or discomfort with providing information for military consumption. Several research participants also directly volunteered to help train U.S. forces on engagement strategies and communication styles to train on SGBV prevention.<sup>82</sup>

- **Areas for Future Research:** This study remains incomplete without further research on the design and testing of an assessment methodology to evaluate U.S. Africa Command-led SGBV training programs. There are inadequate effects assessment models from the civilian sector and from the UN to simply adapt existing best practices. Socio-cultural analysts with specific skills and practical capabilities are best suited to design such evaluation tools and administer such training programs, including: formal training and experience in the conduct of quantitative and qualitative assessment

methodologies; thorough understanding of U.S. military desired effects and objectives; extensive knowledge of SGBV training approaches; and access to the broad network of SMEs who design policy for, conduct research on, and implement SGBV training programs worldwide.

Additionally, building from the existing body of curricula developed for civilian audiences, specialized SGBV training programs will need to be constructed for military-to-military contexts. To prepare for this, scenario-based teaching models with practical exercises (i.e. "war gaming") on SGBV should be designed. Information should also be gathered on the local learning styles (i.e. how cultures in the target population most effectively absorb training content). Thorough briefings explaining the factors that facilitate SGBV perpetration in a given area should be provided to those facilitating the training programs. Socio-cultural experts familiar with 1) societal gender norms, 2) local military culture, and 3) U.S. military culture should support U.S. forces in these efforts.

## APPENDIX A

### Research Methodology

#### *Interview Sample*

The researchers drew from multiple social science research methods to carry out this research, including semi-structured interviews and chain referral sampling. Between June and September 2011, one to two socio-cultural researchers completed 40 interviews, averaging 45 minutes in length, with experts based in 15 countries on five continents. A copy of the interview protocol is included below. Nearly 90 percent of the interviews were completed by phone and the remainder were conducted face-to-face in the Washington, DC area and New York City. All interviews were conducted in English.

The researchers relied heavily on SME referrals to others with specialized knowledge of training approaches to SGBV, including outreach to more than 140 personnel in order to identify the 40 interview participants and for background research purposes. The interview population was predominantly (78 percent) female, as women compose a clear majority of the community working on SGBV issues. The views expressed in nearly all interviews represent those of humanitarian assistance professionals, NGO workers, and international organizations. Some of these include UN agencies such as UNWOMEN and UNICEF; smaller NGOs like Raising Voices in Kampala, Uganda; and scholars who have researched and written extensively on SGBV related issues. The interview sample includes field practitioners, policymakers, clinicians, researchers, independent consultants, advocates, and SGBV program project managers and trainers.

The researchers pursued their work with the intention of producing an open and transparent report designed for sharing with broader audiences, including the interview participants and supporting agencies and organizations. They followed standard ethnical practices in the conduct of social science research. Prior to commencing each interview, the researchers informed participants of the purpose of the study and how the information would be used. A majority of interview participants requested to have their comments remain anonymous, so the researchers have withheld the names of the entire interview sample. (A complete list of interviews carried out to inform this analysis can be found in Appendix B.)

#### *Limitations to the Research*

There were several limitations to this research, including a relative lack of examples of SGBV training materials oriented to the security sector, an interview sample with a heavy female bias, and the absence of voices from recipients of SGBV training programs. With few exceptions, the majority of the training curricula currently available (reflected in the previously referenced database) is designed for civilian audiences, and most of these materials are written for humanitarian assistance and NGO train-the-trainer courses.<sup>83</sup> While women were interviewed for this study in far greater numbers than men, this imbalance is reflective of the disproportionate numbers of women working on SGBV issues. Finally, the scope of this research did not allow for field research to observe the delivery of

SGBV training and speak with trainees. Thus, this report is predominantly informed by the literature review and semi-structured interviews with members of the international community.

Given the time allotted to gather data and these other limitations, the sum total of interviews, training materials, and analysis reveal important insights for U.S. Africa Command as its J5 and Women's Security Working Group plans, implements, and evaluates SGBV training programs in military-to-military settings in Africa. This research is also intended to inform other practitioners, scholars, and designers of SGBV about the application of mostly civilian-oriented literature and curricula to security sector contexts.

### *The Researchers*

The socio-cultural researchers working on this project have extensive experience conducting socio-cultural analysis for USG and military clients. They are trained in social science disciplines such as anthropology, political science, security studies, international affairs, and other related subjects. They also have expertise in Africa; gender studies; African security issues; military intelligence; peacekeeping; and have experience developing, organizing, and leading training seminars for African audiences.

**U.S. AFRICA COMMAND KNOWLEDGE DEVELOPMENT**  
**Approaches to SGBV Training**  
Interview Protocol

**Date:**

**Start-End Times:**

**Location:**

**Interviewer:**

**Interviewee Name and Contact:**

**Cite by name/affiliation? (Y/N):**

*This work is being carried out by Booz Allen Hamilton – a consulting firm in the DC area – on behalf of U.S. Africa Command in order to inform the military-to-military engagements the U.S. hosts with its partners in Africa. Participation in this research is voluntary. Information obtained from this discussion will provide U.S. Africa Command with best practices and lessons learned from the civilian sector and other governments to refine and enhance their training approaches with military audiences on SGBV. If you prefer to have your comments kept confidential, please indicate this and the researchers will not attribute their comments to any person or organization. Comments, suggestions, questions, and feedback should be directed to the Primary Investigator for this study, Ms. Maureen Farrell at +1.703.377.4679 or [Farrell.Maureen@bah.com](mailto:Farrell.Maureen@bah.com).*

1. Please tell me about your work on gender and/or health issues. How long and in what capacity have you been involved in gender or health issues?
2. How do you define SGBV or what kinds of violence do your training programs address? Does that include domestic violence, violence against children, etc.?
3. What are the most salient socio-cultural factors that perpetuate SGBV in your region/country of interest?
4. What types of training or activities do you conduct in SGBV-prevention programs or to raise awareness on the subject (e.g. instructor-led, group activity, multi-media)? What do you find to be the most effective medium?
5. In what regions/countries do you conduct these training programs? Languages?
6. How do you measure effectiveness of training?
7. Where have you seen examples of some of the most effective SGBV training programs and who developed the curriculum? What makes them have impact?
8. Please tell me about how you developed training your materials. Did you draw from academic theory from a particular discipline (i.e. public health, gender studies, peace and conflict studies, psychology, etc.)? Were there best practices to which you referred and/or upon which you built to develop your approach to SGBV training?
9. Are you aware of any differences between how you have framed your SGBV training and what is carried out in different regions of the globe? If yes, please elaborate on what some of these differences might be.
10. Could you please recommend sources where I could locate training materials and other curricula on SGBV? Can you refer me to any other key groups/organizations, activists, scholars, or other stakeholders who develop and/or disseminate SGBV training materials?
11. Are other organizations, (government, NGOs, local grassroots) involved in your training? In what capacity do they serve? Do you collaborate?
12. What are the important themes/issues/sensitivities that the US military should understand when addressing this training topic with their counterpart militaries?

## APPENDIX B

Subject Matter Expert Interview List Training Approaches to Sexual and Gender Based Violence					
Reference number	Date	Location of Participant	Affiliation	Gender	Type
1	30-Jun-11	North Carolina	NGO program manager	female	phone
2	8-Aug-11	Switzerland	Trainer for UN SGBV programs	female	phone
3	30-Jun-11	DC area	Independent Consultant	female	phone
4	28-Jul-11	Canada	Pearson Peacekeeping Centre	female	phone
5	21-Jul-11	Liberia	International Rescue Committee	female	phone
6	29-Jun-11	Rwanda	UNDP	female	phone
7	12-Jul-11	Palestine	Palestinian Ministry of Gender	female	skype
8	18-Jul-11	Haiti	UNFPA/Haiti	female	phone
9	3-Aug-11	DC area	Global Emergency Group	female	in-person
10	7-Jul-11	South Sudan	American Refugee Committee	female	phone
11	13-Jun-11	Bangladesh	Population Council	female	phone
12	15-Jul-11	New York	UN	male	phone
13	13-Jul-11	New York	UN Women	male	in-person
14	10-Aug-11	Ireland	Irish Army	male	phone
15	24-Jun-11	South Africa	South African Medical Research Council	male	phone
16	13-Jul-11	New York	UNICEF	female	in-person
17	30-Jun-11	Georgia	Emory University	female	phone
18	28-Jun-11	Sweden	Nordic Africa Institute	male	phone
19	7-Jun-11	DC area	U.S. Institute for Peace	female	in-person
20	6-Jul-11	Switzerland	UNFPA	female	phone
21	21-Jul-11	Uganda	Raising Voices	female	phone
22	11-Jul-11	Indonesia	Columbia University	female	skype
23	20-Jul-11	New York	UNDP	female	phone
24	12-Jul-11	New York	UNOCHA	female	in-person
25	14-Jul-11	DC area	InterAction	male	phone
26	30-Jun-11	Zambia	Population Council	female	phone
27	12-Jul-11	Uganda	Independent Consultant	female	skype
28	14-Jul-11	Kenya	Independent Consultant	female	skype
29	8-Aug-11	Colorado	Counselor/Social Worker	female	phone
30	15-Jul-11	Switzerland	International Committee of the Red Cross	male	phone
31	5-Jul-11	Kenya	International Rescue Committee	female	skype
32	6-Jul-11	Brazil	Promundo	male	phone
33	19-Jul-11	New York	UNICEF	female	phone
34	3-Jul-11	South Africa	Western Cape College	female	phone
35	23-Jun-11	New York	UNFPA	female	phone
36	22-Jul-11	New Jersey	Clinician	female	phone
37	7-Jul-11	DC area	UNFPA	female	phone
38	14-Jun-11	Uganda	Int'l Refugee Rights Initiative	female	phone
39	13-Jul-11	New York	Women's Refugee Commission	male	in-person
40	28-Sep-11	DC area	Independent Consultant	female	in-person

## APPENDIX C

Global Inventory of SGBV Training Materials		
Task 4: Approaches to Sexual and Gender Based Violence (SGBV) Training		
U.S. Africa Command/J2/Knowledge Development		
Title	Author/Sponsoring Organization	Year
5th Standard Generic Training Module (SGTM): The Attitudes and Behaviors of the United Nations Peacekeepers	United Nations Children's Fund (UNICEF)	N/A
6th Standard Generic Training Module (SGTM): Child Protection in UN Peace Operations	United Nations Children's Fund (UNICEF)	N/A
Act Now to End HIV and Violence Against Women	Women Won't Wait Campaign	2008
Adolescent Sexual and Reproductive Health Toolkit for Humanitarian Settings: A Companion to the Inter-Agency Field Manual on Reproductive Health in Humanitarian Settings	Save the Children and UNFPA	2009
Advanced Course: Protection from Sexual Exploitation, Violence and Abuses -Course Syllabus	UNITAR, Peacekeeping Training Programme	2011
Afghanistan: Paralegal training and community education on violence against women	ICVA	N/A
Afghanistan: Paralegal training and community education on violence against women	Action Aid	N/A
African Regional Training Program for Care and Support of Sexual Assault Survivors	South Africa Medical Research Council, Ford Foundation, Population Council, Global Forum for Health Research, Sexual Violence Research Office for the Coordination of Humanitarian Affairs: Policy Development and Studies Branch	2009
Aide Memoire: For the Consideration of Issues Pertaining to the Protection of Civilians	Government of Denmark; Minister for Social Affairs and Gender Equality	2004
Appendix to the Danish Government's Action Plan to Combat Trafficking in Women	SASA: Preventing Violence against Women and HIV; via Raising Voices	2005
Awareness Training: Influencing Attitudes Module	IASC, GBV Cluster	2008
Caring for Survivors of Sexual Violence in Emergencies	IASC, GBV Cluster	2010
Caring for Survivors of Sexual Violence in Emergencies & The Gender-Based Violence Information Management System	Action for Development (ACFODE); Independent Development Fund	N/A
Challenges in measuring violence against women	World Bank, UN-ESCAP	2010
Checklist for Action: Prevention and Response to Gender-Based Violence in Displaced Settings	UNHCR, Gender-Based Violence Global Technical Support Projects, RHRC Consortium, JSI Research and Training Institute	2004
Civil-Military Coordination Officer Field Handbook	UN Office for the Coordination of Humanitarian Affairs (OCHA)	2008
Civil-Military Medicine: On Dangerous Ground	Center for Stabilization & Reconstruction Studies, Naval Postgraduate School; International Medical Corps; US Assistant Secretary of Defense for Health Affairs	2006
Class on the Rules of Engagement (ROE)	N/A	2005
Class on the Rules of Engagement (ROE)	N/A	2005
Clinical Care for Sexual Assault Survivors: A Multimedia Training Tool	International Rescue Committee; UCLA, Center for International Medicine	2008
Clinical Management of Rape Survivors: Developing Protocols for use with Refugees and Internally Displaced Persons	World Health Organization (WHO); United Nations High Commissioner for Refugee	2005
Combating Defilement, Rape, and Sexual Harassment (CODERASH): A Trainers' Manual for Community Facilitators	Action for Development (ACFODE); Independent Development Fund	2010
Commission Staff Working Document: EU Plan of Action on Gender Equality and Women's Empowerment in Development	European Commission	N/A
Communication Skills in Working with Survivors of Gender-based Violence	Family Health International (FHI), Reproductive Health Response in Conflict Consortium (RHRC Consortium), International Rescue Committee (IRC)	2000
Community-Based Gender Based Violence (GBV) Prevention Initiative for Displaced Chechens and other War-Affected Population	International Medical Corps	N/A
Counselling Training Manual: Trama, Guilt & Self Esteem	International Planned Parenthood Federation (IPPF): South Asia Region	2009
Creating a Conducive Learning Environment for Girls and Schools: A Trainers' Manual for Preventing Sexualized Violence Against Girls in Schools	Action for Development (ACFODE); Independent Development Fund	N/A
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Culture Matters: The Peace Corps Cross-Cultural Workbook	Peace Corps Information Collection and Exchange	1999
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Defence Forces Training Instruction: Policy on Human Rights Training in Peace Support Operations	Director of Defence Forces Training	2007
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Emergency Contraception for Conflict-Affected Settings: A Reproductive Health Response in Conflict Consortium Distance Learning Module	The Reproductive Health for Refugees (RHR) Consortium	N/A
Emergency Field Handbook: A Guide for UNICEF Staff	United Nations Children's Fund (UNICEF)	2005
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Engaging Boys and Men in GBV Prevention and Reproductive Health in Conflict and Emergency-Response Settings	The ACQUIRE Project, EngenderHealth, CARE	2008
Engaging Men and Boys in Gender Equality and Health: A Global Toolkit for Action	Promundo, UNFPA, Men Engage	2010
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Establishing Gender-based Violence Standard Operating Procedures (SOPs)	IASC	2005
Exploring Dimensions of Masculinity and Violence	CARE	2007
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GBV Area of Responsibility Working Group Training Support Series: Caring for Survivors of Sexual Violence in Emergencies	Global Protection Cluster: GBV Prevention and Response; Inter-Agency Standing Committee (IASC)	N/A
GBV Emergency Response & Preparedness: A Training & Ongoing Support Opportunity	IRC	2011

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GBV introductory information	USAID, IGWG	2009
GBV TRAINING: Multisectoral & Interagency Prevention and Response to Gender-based Violence	RHRC Consortium	2004
Gender and Security Sector Reform Training Resource Package	Geneva Centre for the Democratic Control of Armed Forces (DCAF)	2009
Gender and Sexual and Reproductive Health 101: A USAID Global Health e-Learning Course	USAID	2010
Gender and SSR Toolkit: Civil Society Oversight of the Security Sector and Gender	INSTRAW; DCAF	2008
Gender and SSR Toolkit: Security Sector Reform and Gender	INSTRAW; DCAF	2008
Gender based violence Ireland Responding A Guidance Note on Institutionalising Gender Based Violence Prevention and Response within organisations	Joint Consortium of Irish Human Rights, Humanitarian and Development Agencies, Irish Aid and Government Agencies	N/A
Gender- Based Violence Training of Trainers	UNFPA	2009
Gender Equality and GBV Programming in Humanitarian Action	Interagency Standing Committee (UN)(IASC) Sub-Working Group on Gender in Humanitarian Action with support from the Gender-based Violence Area of Responsibility (GBV AoR)	2010
Gender mainstreaming for health managers: a practical approach	WHO	2011
Gender Module (4h): Preparation for Units Deploying in Peacekeeping Operations	Forsvarsmaketen: Forsvarets Internationella Centrum	N/A
Gender Sensitive Disaster Management A Toolkit for Practitioners	NANBAN Trus and OXFAM International	2008
Gender Training for Peacekeepers: Preliminary Overview of United Nations Peace Support Operations	Minna Lyytikäinen	2007
Gender Training Kit on Refugee Protection and Resource Handbook	UNHCR	2002
Gender Training Manual for DanChurchAid Cambodia and Christian Aid (DCA/CA)'s partner organizations working with Rights Based Approaches	Gender and Development for Cambodia (GAD/C)	2009
Gender, Reproductive Health and Advocacy	The Centre for Development and Population Activities	2000
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Guidelines for Gender-based Violence Interventions in Humanitarian Settings: Focusing on Prevention of and Response to Sexual Violence in Emergencies	Inter-Agency Standing Committee (IASC)	2005
Handbook - Human Rights in Peace Support Operations	Director of Defence Forces Training	2007
Handbook for Coordinating Gender-based Violence Interventions in Humanitarian Settings	Global Protection Cluster: GBV Prevention and Response	2010
Health Cluster Guide: A Practical Guide for Country-Level Implementation of the Health Cluster	World Health Organization (WHO); Inter-Agency Standing Committee (IASC)	2009
Hombres Jovenes por el Fin de la Violencia	Fondo Fiduciario, Cultura Salud, EME, Gobierno De Chile, Programa H, Promundo, Campana del lazo blanco, Men Engage	2010
How to Guide: Reproductive Health in Refugee Situations: A Community-Based Response on Sexual Violence Against Women	UNHCR: Crisis Intervention Teams	1997
Human Rights Council: New Approached to Addressing Human Rights Situations	Human Rights Watch	2006
Human Rights Handbook for Parliamentarians	Inter-Parliamentary Union; Office of the United Nations High Commissioner for Human Rights	2005
Human Rights: A Basic Handbook for UN Staff	United Nations Office of the High Commissioner for Human Rights	N/A
Humanitarian Planning	US Department of State - Humanitarian Information Unit	2005
Individual Human Rights Complaints: A Handbook for OSCE Field Personnel	OSCE's (Organization for Security nad Co-operation in Europe) Office for Democratic institutions and Human Rights (ODIHR)	2003
Instructions for Trainers: Military Peace Operations Human Rights Training Manual	Office of the United Nations High Commissioner for Human Rights	2000
Inter-agency Field Manual on Reproductive Health in Humanitarian Settings	Inter-agency Working Group on Reproductive Health in Crises (IAWG)	2010
Inter-Agency Reproductive Health Kits for Crisis Situations	Inter-agency Working Group on Reproductive Health in Crises (IAWG)	2008
Interdisciplinary Training Manual	Zambia Society for the Prevention of Child Abuse and Neglect (ZASPACAN)	N/A
Investigating Women's Rights Violations in Armed Conflicts	Amnesty International	2001
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Local Activism: Community Action Groups	SASA: Preventing Violence against Women and HIV; via Raising Voices	2008
Making Pregnancy Safer & Gender Mainstreaming: Response to Domestic Violence in Pregnancy	World Health Organization	2005
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Measuring Magnitude and Severity of Violence in Indonesia	Pusat Kajian Perlindungan Anak	N/A
Measuring Sexual and other forms of Gender-Based Violence: Methodological and Ethical Considerations	World Health Organization	2010
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Minimum Initial Service Package (MISP) for Reproductive Health	Inter-agency Working Group on Reproductive Health in Crises (IAWG)	2010

Title	Author/Sponsoring Organization	Year
Minimum Initial Service Package (MISP) for Reproductive Health in Crisis Situations: A Distance Learning Module	Inter-agency Working Group on Reproductive Health in Crises (IAWG)	2009
Minimum Initial Service Package (MISP) for Reproductive Health in Crisis Situations: A Distance Learning Module	Inter-agency Working Group on Reproductive Health in Crises (IAWG)	2009
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Professional Training Series No. 7a - Training Manual on Human Rights Monitoring	Office of the United Nations High Commissioner for Human Rights (OHCHR)	2001
Professional Training Series No. 7b - Training Manual on Human Rights Monitoring	Office of the United Nations High Commissioner for Human Rights (OHCHR)	2001
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Professional Training Series No. 7e - Training Manual on Human Rights Monitoring	Office of the United Nations High Commissioner for Human Rights (OHCHR)	2001
Professional Training Series No. 7f - Training Manual on Human Rights Monitoring	Office of the United Nations High Commissioner for Human Rights (OHCHR)	2001
Professional Training Series No. 7g - Training Manual on Human Rights Monitoring	Office of the United Nations High Commissioner for Human Rights (OHCHR)	2001
Professional Training Series No. 7h - Training Manual on Human Rights Monitoring	Office of the United Nations High Commissioner for Human Rights (OHCHR)	2001
Professional Training Series No. 7i - Training Manual on Human Rights Monitoring	Office of the United Nations High Commissioner for Human Rights (OHCHR)	2001
Program H: Working with Young Men Series	Promundo, PAHO, WHO, International Planned Parenthood Federation	2002
Promoting Gender Equity and Diversity- A CARE Training Curriculum for Facilitators	CARE	2005
Proposed Time Schedule for Facilitation of Module: "Prevention of Sexual Exploitation and Abuse in UN Missions"	N/A	N/A
Reach Out Refugee Protection Training Project- GBV optional module	UNHCR, Reach out	2005
Reporting Gender Based Violence	Interpress Service	2009
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Reproductive Health in Refugee Situations: An Inter-Agency Field Manual	World Health Organisation (WHO); United Nations Fund for Population Activities (UNFPA); United Nations High Commissioner for Refugees (UNHCR)	1999
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Safety with Dignity: A field manual for integrating community-based protection across humanitarian programs	Action Aid	2009
Seguridad para todas: La Violencia Contra Las Mujeres y El Sector de Seguridad	INSTRAW	N/A
Sexual and Gender Based Violence Training Manual	A Safer Zambia (ASAZA) and CARE International	N/A
Sexual and Gender-Based Violence - Training Manual Facilitator's Guide	Government of Uganda; UNFPA Gender Project	2007
Sexual and Gender-Based Violence against Refugees, Returnees, and Internally Displaced Persons: Guidelines for Prevention and Response	UN High Commissioner for Refugees	2003
Southern Sudan Gender Based Violence Prevention and Response Training Manual 2010	UN, ARC, Raising Voices	2010
Special Protection Unit Trainings	UN, used by ARC in police training	N/A
Standard Operating Procedures for Prevention of and Response to SGBV in Kakuma Refugee Camp, Kenya	UNHCR	2007
Stepping Stones: A Training Manual for Sexual and Reproductive Health Communication and Relationship Skills	South Africa Medical Research Council	2010
Submission for the Parliamentary Roundtable: Ending Gender-Based Violence in the Asia-Pacific Region	Action Aid	N/A
The Danish Government's Action Plan to Combat Trafficking in Women	Government of Denmark; Department of Gender Equality	2002
The Standard Generic Training Module (SGTM) 5 B: Attitudes & Behavior "Cultural Awareness"	DPKO: Training and Evaluation Service	N/A
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TRADOC DCSINT Handbook No. 2 - Arab Cultural Awareness: 58 Factsheets	Office of the Deputy Chief of Staff for Intelligence US Army Training and Doctrine Command	2006
Train the Trainers Course on human Rights in Peace Support Operations	Director of Defence Forces Training	2007
Training Guide ARC/CVT Gender Based Violence	ARC International	N/A
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Training Manual on human Rights for Military Personnel of Peace Operations	Office of the United Nations High Commissioner for Human Rights (OHCHR)	N/A
Training Manual on human Rights for Military Personnel of Peace Operations	Office of the United Nations High Commissioner for Human Rights (OHCHR)	N/A
Training Manual on human Rights for Military Personnel of Peace Operations	Office of the United Nations High Commissioner for Human Rights (OHCHR)	N/A
Training Manual on human Rights for Military Personnel of Peace Operations	Office of the United Nations High Commissioner for Human Rights (OHCHR)	N/A
Training on Awareness, Prevention of and Response to Sexual Exploitation and Abuse	Strategy for Department of Peacekeeping Operations (DPKO)	2005
Understanding and Addressing Gender Based Violence in Development Contexts	Kimmage Open and Distance Learning	2011
UNHCR & The UN System: Working to Protect Refugees and Others Fleeing Serious Harm - UNTSI Human Rights Course	United Nations High Commissioner for Refugees (UNHCR)	2008
UNHCR and the Military: A Field Guide	United Nations High Commissioner for Refugees (UNHCR)	N/A
UNICEF Training of Trainers on Gender-Based Violence: Focusing on Sexual Exploitation and Abuse	UNICEF	N/A
Weapon of War (film)	IFPRODUCTIONS (Ilse van Velzen & Femke van Velzen)	2009
Women and Men: Hand in Hand against Violence Strategies and approaches to working with men and boys for ending violence against women	OXFAM, UN Trust Fund to End Violence Against Women, KAFA Enough	2010
Violence and Exploitation		
Women Leadership Program Initiative: Training Workshop on Communication for Advocacy Strategy to Eradicate Gender-Based Violence	EQUITY Tanzania; CEDPA Regional Office	2003
Women, Gender and DDR	UN DPKO	2006
Women, Girls, Boys, andMen: Different Needs Equal Opportunities	IASC	2006
Working with Young Women: Empowerment, Rights and Health	Promundo	N/A

## APPENDIX D

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## ENDNOTES

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- <sup>46</sup> Interview 4
- <sup>47</sup> Interview 30
- <sup>48</sup> Additionally, working with younger audiences tends to facilitate better results because their belief systems are still evolving and they are willing to engage in discussions on issues.
- <sup>49</sup> Lanchin, 2011
- <sup>50</sup> Wagner, 2011
- <sup>51</sup> Interviews 19, 40
- <sup>52</sup> Interview 3
- <sup>53</sup> Some of these include the U.S. Center for Disease Control's 2007 Toolkit for Conflict Affected Women, the World Health Organization's 2011 manual on Gender Mainstreaming for Health Workers, and the International Rescue Committee's 2008 guide for Clinical Care for Sexual Assault Survivors.
- <sup>54</sup> Interview 21
- <sup>55</sup> Interview 28. As such, one of the main objectives of many SGBV programmers around the world is to change rigid and violent gender norms which associate violence with masculinity. Many men feel that SGBV messages are

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targeted towards them and omit topics in which they interested (e.g. fatherhood and men's health). Promundo is a Brazilian NGO that works with both men and women and seeks "to promote gender equality and end violence against women, children, and youth" (<http://www.promundo.org.br/en/>). Their "Program H" addresses issues relevant to men and touches on the sensitive topic of SGBV to which they want to bring awareness.

<sup>56</sup> Lanchin, 2011

<sup>57</sup> Interview 16

<sup>58</sup> <http://youtu.be/ZbZIK9Ce0yM>

<sup>59</sup> For example, the success of Promundo's Program H stems from the wide ranging topics (e.g. sexuality and fatherhood) that are discussed to engage men in speaking about sensitive topics such as violence. Through Program H, Promundo has conducted training for security forces and militaries in places such as Guatemala and Namibia with predominately male audiences. "What was different was the resistance on the part of military and prison guards to talk about the issues in open, uncensored ways," explained the lead trainer. He continued, "It took in general longer for the men in these settings to open up and honestly discuss, to in a sense break decorum and talk honestly about personal issues" (Interview 32). It was also important to ask higher-ranking officers to either serve as role models and talk about the issues or simply not participate so as not to inhibit other training participants from taking the content seriously and really opening up, as a key to the success of such training programs is helping participants and the community to openly acknowledge the importance of SGBV (Interview 32).

<sup>60</sup> Interview 13

<sup>61</sup> Interview 9

<sup>62</sup> Interview 29

<sup>63</sup> Interviews 3, 12

<sup>64</sup> Interviews 14, 36, 37

<sup>65</sup> [http://www.arcrelief.org/gbvbooks/cdrom/content/Book\\_1\\_Toolkit/BOOK1.pdf](http://www.arcrelief.org/gbvbooks/cdrom/content/Book_1_Toolkit/BOOK1.pdf)

<sup>66</sup> Interview 39

<sup>67</sup> Interviews 1, 3, 12, 24, 34

<sup>68</sup> Interview 24

<sup>69</sup> Interviews 12, 13

<sup>70</sup> Interview 28

<sup>71</sup> Van der Gaag, Nikki, 2011, "Because I am a Girl: The State of the World's Girls 2011 / So, what about boys?" Plan International, P. 50. Available at: <http://plan-international.org/files/global/publications/campaigns/BIAAG-Report-2011.pdf>; accessed 20Oct2011.

<sup>72</sup> The "responsibility to protect" is a norm established by the international community to intervene in cases to prevent or stem genocide, war crimes, crimes against humanity, and/or ethnic cleansing. For further information, see UNSCR 1674 on the protection of civilians in armed conflict (<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N06/331/99/PDF/N0633199.pdf?OpenElement>) and the International Coalition for the Responsibility to Protect (<http://www.responsibilitytoprotect.org/>) for further information.

<sup>73</sup> Interview 25

<sup>74</sup> Interview 24

<sup>75</sup> Interview 39

<sup>76</sup> Interview 21

<sup>77</sup> Interview 1

<sup>78</sup> Interview 13

<sup>79</sup> Interview 24

<sup>80</sup> As previously noted, the SASA program from the Uganda-based NGO Raising Voices is an exception.

<sup>81</sup> Interview 13

<sup>82</sup> Please contact the Primary Investigator for further information, Ms. Maureen Farrell, at [Farrell.Maureen@bah.com](mailto:Farrell.Maureen@bah.com) / +1.703.377.4679.

<sup>83</sup> Exceptions include training materials for military audiences provided by a Lieutenant Colonel in the Irish Army, and anecdotal examples offered by UN partners on how to adapt training approaches to the security sector.