UNITED NATIONS POLICE
GENDER TOOLKIT
STANDARDISED BEST PRACTICES ON GENDER
MAINSTREAMING IN PEACEKEEPING

INSTRUCTOR’S NOTES

First edition
2015
UNITED NATIONS POLICE GENDER TOOLKIT

STANDARDISED BEST PRACTICES ON GENDER MAINSTREAMING IN PEACEKEEPING

MODULE 1: CAPACITY BUILDING OF UNPOL OFFICERS ON GENDER MAINSTREAMING

LESSON 1 UNDERSTANDING GENDER MAINSTREAMING

First edition
2015
Preparatory Notes to Instructor

Background

Gender mainstreaming was established as a major global strategy for the promotion of gender equality by the United Nations. In 2000, the Security Council resolution 1325 outlines the importance of integrating gender perspectives in peace operations.

A complete understanding of the meaning, purpose and method of implementing a process of gender mainstreaming is important for the police to accurately and efficiently represent the population they are serving, and in order to empower women within the police force to exemplify the ultimate goal of gender equality.

Police organizations that have incorporated the process of gender mainstreaming their activities have proven to increase their operational efficiency.

Aim

This lesson aims to provide increased understanding on gender-related concepts and how these can be applied to policing mandates in peace operations. It also outlines the United Nations policy framework on gender mainstreaming.

It offers a range of tools such as checklists to guide implementation. The procedures and tools have all been developed from proven good practice from police services worldwide.

Target Audience

This training lesson can be used as a pre-deployment, induction or in-mission specialized training for United Nations Police (UNPOL) officers.

UNPOL officers can use and adapt this training course to deliver training to host State counterparts.

Learning Outcomes

What will the audience learn from the presentation:

1. Define gender-related concepts

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2. Explain how gender is relevant to the mandate of UNPOL
3. Apply gender concepts to policing in peacekeeping
4. Develop a training plan and content on gender mainstreaming for police

Training Sequence

The on-line and the in-person training courses can be combined together or delivered on their own.

If combining the courses, provide the on-line self-paced course as a pre-requisite to the in-person course.

Duration

E-learning training course

<table>
<thead>
<tr>
<th>Minimum on-line time for self-paced sessions</th>
<th>Self-paced course</th>
<th>Pre-assessment</th>
<th>Final assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 min</td>
<td>45 min</td>
<td>5 min</td>
<td>10 min</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional off line exercises for facilitated sessions</th>
<th>Scenario-based exercises</th>
<th>Optional Film</th>
<th>Mission Specific exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 min</td>
<td>30 min</td>
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<td>60 min</td>
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Face-to-face training course

<table>
<thead>
<tr>
<th>Minimum Session Time</th>
<th>Lecture/ Presentation</th>
<th>Questions/ Assessment</th>
<th>Session Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 h 45 minutes</td>
<td>25 minutes</td>
<td>15 minutes</td>
<td>1 h 05 minutes</td>
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</table>

<table>
<thead>
<tr>
<th>Additional Options</th>
<th>Mission Specific</th>
<th>Optional Film</th>
<th>Optional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 minutes</td>
<td></td>
<td></td>
<td>45 minutes</td>
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Methodology

This lesson contains a variety of suggested learning activities to keep adult learners engaged. The facilitation team should use as many of the learning activities as time allows and keep them tailored to the target audience. Participants should be fully involved in the learning process through practical exercises, brainstorming sessions, discussion of case studies, working in small groups on specific tasks, etc.
The instructor should inform participants of the content, format and timing. Knowing what to expect, participants can improve their ability to focus on the subject and benefit better from the session.

* Please note: Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

* Please note: Always inform participants of the time they have to perform every step of the activities.

Instructor Profile

This lesson is best presented by an instructor who has knowledge and experience gender mainstreaming. The instructor should have knowledge and experience in assisting in organisational development of the police such as developing police policies, mentoring programmes, curriculum development and recruitment campaigns. If there is more than one instructor, at least one should have practical experience. The instructor should also encourage questions from the participants and aim for an interactive discussion. All trainees should be encouraged to contribute to the group discussions, case study discussions and in any other activity.

Instructor Preparations

Required Readings

- Universal Declaration of Human Rights;
- International Covenant on Civil and Political Rights
- International Covenant on Economic, Social and Cultural Rights
- International Convention on the Elimination of all forms of Discrimination against Women (CEDAW)

General Preparations

Equipment:
1. Computer and PowerPoint slides
2. Projector and Screen
3. Flip Chart

Materials:
1. Copies of handouts…etc.
2. Paper and markers
Symbols Legend

ıldığış (Some background information for consideration)

Speaking Points (The main points to cover on the topic. Ideally the speaking points are presented in the instructor’s own words versus being read to participants)

Mission Specific (A point where the session will benefit from mission specific information)

Example (Stories that illustrate a point or key message)

Sample questions (A list of potential questions to pose to participants)

Handout (Indicates a handout is provided to participants at this point)

Film (A film that is recommended as a core part of the training or an option)

Core Learning Activity (An activity that is strongly recommended for inclusion)

Optional Learning Activity (An activity that can be used if there is time and it is appropriate for the participant group. Guidelines for these activities are provided at the end of the unit, section or part – as indicated in the text)

Key summary points (Key messages that are worth repeating at the end of the session. Alternatively, the instructor can ask participants what are the main messages they are taking from the session. Instructors can then fill in any points that have been missed.)
UNITED NATIONS POLICE
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TOOLKIT ON
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POLICING IN PEACEKEEPING
MODULE 1

LESSON 1

UNDERSTANDING GENDER MAINSTREAMING

Structure of the lesson

1. Gender concepts
2. Policy framework
Note to instructor: Explain the structure of the lesson.

This lesson is divided into two sections.

The first step outlines the five major gender concepts that you should be familiar with and how they relate to gender mainstreaming in policing. The second step outlines the legal framework of gender mainstreaming and how it relates to policing in peacekeeping.

Learning outcomes

- Define gender-related concepts
- Explain how gender is relevant to the mandate of UNPOL
- Apply gender concepts to policing in peacekeeping
- Develop a training plan and content on gender mainstreaming for police

Note to instructor: Explain the learning objectives.

In this lesson you will learn how to define gender-related concepts and explain how gender and mainstreaming is relevant to the mandate of United Nations Police. You will also learn what policies make up the framework for gender mainstreaming and apply this framework to policing in peacekeeping.
SECTION 1

INTRODUCTION TO GENDER MAINSTREAMING

Basic concepts on gender

Mainstreaming  Analysis

Equality  Indicators

Gender
Note to instructor: Explain the what they will find in this section

This step provides core knowledge competencies on the definition of five gender-related concepts: gender, gender equality, gender mainstreaming, gender analysis and gender indicators. It is important to understand all these concepts to fully understand the process of gender mainstreaming.

Learning activity

• Sometimes I'm glad I'm a woman because...

• Sometimes I wish I were a man because...

Note to instructor: See instructions below.

Learning Activity Time Required:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 min</td>
<td>Instructions and group division</td>
</tr>
<tr>
<td>10 min</td>
<td>Small group discussions</td>
</tr>
<tr>
<td>3 min</td>
<td>Sharing and comparing with the large group</td>
</tr>
<tr>
<td>15 min</td>
<td>Total time:</td>
</tr>
</tbody>
</table>
**Activity Guidelines:**

1. Ask participants to get organized in small groups.
2. Ask them to write down on a flip chart their answers to the two questions on the slide: “Sometimes I’m glad I’m a woman because…” and “Sometimes I wish I were a man because…”
3. Share the results in the large group.

**Expected Outcome:** presented below.

A gender stereotype is a set of beliefs or fixed ideas about men’s and women’s characteristics and capabilities, and how men and women should behave based on their gender.

Although gender stereotypes can be negative for both men and women, women tend to be more adversely affected by these stereotypes. Divide into groups and come up with some gender stereotypes.

There are many ways these gender inequalities and stereotypes are perpetuated. One of the major ways is through our language. Language does not merely reflect the way we think, it also shapes our thinking. If
words and expressions that imply that women are inferior to men are widely used, that assumption of inferiority can become part of our mindset.

Optional Learning Activity

Note to instructor: Engage participants to think of gender neutral alternatives to male dominated vocabulary.

Optional Learning Activity Time Required:

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 minutes</td>
<td>Instructions and group division</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Small group discussions</td>
</tr>
<tr>
<td>3 minutes</td>
<td>Sharing and comparing with the large group</td>
</tr>
<tr>
<td>Total time</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

Activity Guidelines:

1. Ask participants to get organized in pairs (or trios if the group is larger than 24 people). Distribute hand-out with patriarchal terms and space to fill in the alternative.

2. Ask them to discuss in their group and fill out the table. Go through the table out loud and allow people time to amend their table if they want to.

3. Show them the slide of the suggested alternatives.

Expected Outcome: presented below.
Gender neutral alternatives

Policeman → police officer

Manpower → work force

Chairman → chair person

What is gender?

- Vary across and within cultures
- Change over time
- Not permanent

DEFINITION
Gender is a fluid term. An individual's view of the differences between women, men, girls and boys are generated by the individual's culture, age, ethnic background, religion, education and socialisation.

Gender refers to the different characteristics, roles, responsibilities, opportunities, needs and constraints for women, men, girls and boys. However, the majority of these differences are socially or culturally construed.

Gender also determines what is expected, allowed and valued in a woman or a man in a given context. In most societies there are differences and inequalities between women and men in their assigned responsibilities, access to and control over resources and decision-making opportunities.

Learning activity

Why is gender important

- What is the effect of gender stereotypes on the police profession/organisation?
- What is the effect on police components in peacekeeping?
- What is the effect on service delivery to communities?

➢ At least five examples each

Note to instructor: Explain the importance of this lesson.

Gender is significant when considering the operational efficiency of UNPOL in peacekeeping missions. Police operations are more efficient if the different needs, experiences and consequences for women and men are considered during the planning, implementation, monitoring and evaluation of the mission.
Second, the rebuilding of the police service after a conflict presents an opportunity to promote gender equality in the host State. Police peacekeepers applying international standards are important actors in helping achieve this goal.

An understanding of how conflict has affected the lives of women as compared to men, and girls as compared to boys, helps police peacekeepers to better understand the context in which they are working.

Learning Activity Time Required:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 minutes</td>
<td>Instructions and group division</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Small group discussions</td>
</tr>
<tr>
<td>3 minutes</td>
<td>Sharing and comparing with the large group</td>
</tr>
<tr>
<td><strong>Total time:</strong></td>
<td><strong>15 minutes</strong></td>
</tr>
</tbody>
</table>

Activity Guidelines:

4. Ask participants to get organized in small groups.
5. Assign a question for each group from the slide.
6. Ask them to write down on a flip chart their answers to question.
7. Share the results in the large group.

Expected Outcome: presented below.
**Impact on police**

**Men**
- Strength / traditional role ➔ use of force
- Double standards
- ‘Entitlement’ – sex ➔ sexual misconduct

**Women**
- Weakness / traditional role ➔ incompatibility with use force
- Double standards
- Code of silence ➔ sexual misconduct

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**Impact on police peacekeeping**

- Recruitment criteria based on male standards
- Double standards in performance evaluation
- Sexual misconduct
- Segregation of gender-related activities instead of mainstreamed
Impact on service delivery

- Police does not represent community ➔ decreased legitimacy
- Lack of diversity ➔ gap on skills and competencies ➔ lack of informed decision
- Potential increased abuse of authority + sexual misconduct
- Loss of public trust + lack of confidence to report sexual and gender-based violence (SGBV)
- Overall decreased operational efficiency
Operational efficiency

Better informed decisions + more effective mandate implementation

Differential impact of conflict on women, men, boys and girls

Police operations

Do women and men have equal opportunities in your police organisation?
Gender equality refers to the equal rights, responsibilities and opportunities of women and men. Equality does not mean that women and men are the same but that women and men’s rights, responsibilities and opportunities will not depend on whether they are born male or female.

Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration – recognizing the diversity of different groups of women and men.

Gender equality is not a ‘women’s issue’ but should concern and fully engage men as well as women.
Note to instructor: This activity aims at extracting the challenges the participants have faced in the police service and learn about the challenges of other women.

Optional Learning Activity Time Required:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 minutes</td>
<td>Instructions and group division</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Small group discussions.</td>
</tr>
<tr>
<td>3 minutes</td>
<td>Sharing of results with the large group</td>
</tr>
<tr>
<td><strong>Total time:</strong></td>
<td><strong>15 minutes</strong></td>
</tr>
</tbody>
</table>

Activity Guidelines:

1. Divide the group and distribute a table with the columns “facts”, “barriers to equality” and “recommendations”.

2. Ask them to think of specific challenges that they face or have faced or that they see other women have struggled with. Use Slide 10 as an example. Fill out the table, at least three rows per group.
3. Share the results in the group discussions with the big group.

**Expected Outcome:** A reflection on their struggles and challenges and a chance to hear other women’s challenges as well.

What is gender analysis?

- A gender analysis helps understand the relationships between women and men and how they use, control and own resources.

- A gender analysis is useful in identifying the different activities performed by women, men, girls and boys at the household and the community levels.

- A gender analysis helps formulate questions to understand the relationships between women and men and how they use, control and own resources and how they make decisions.

- A gender analysis also helps understand the attitudes, behaviour and status of women and men in society and recognize their different needs and vulnerabilities, which is particularly useful in policing in peacekeeping.

- For example, the men in a society in conflict may have been recruited into the fighting forces or have been killed. The possible consequences could be the loss of the main source of income for families and less protection for women and children from sexual and gender-based
violence (SGBV). This is important information for police in peacekeeping.

What is gender analysis?

- A gender analysis helps understand the relationships between women and men and how they use, control and own resources.

Note to instructor: Prepare a gender analysis in the context of police.

Optional Learning Activity Time Required:

<table>
<thead>
<tr>
<th>Time Required</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 minutes</td>
<td>Group division and instructions.</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Small group discussion.</td>
</tr>
<tr>
<td>3 minutes</td>
<td>Large group discussion.</td>
</tr>
<tr>
<td>Total time:</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

Activity Guidelines:

1. Divide the group into smaller groups and give instructions. There are three categories that a gender analysis covers, and you should probably ask them to write them down as you explain them. First, questions about roles and activities. Second, questions about access and control. Third, questions about the influencing factors.
Ask the groups to think of three questions that would explore each of these categories.

2. Give the groups time to think and encourage them to think of a situation where a gender analysis would be useful, such as during the initial design of a project, before the implementation of a policy, and during the evaluation of a project or policy.

3. Call on some people to share their suggestions and discuss as a large group.

**Expected Outcome:** A clear understanding of a gender analysis and of the areas it covers. Some examples of relevant questions for a gender analysis.

Gender mainstreaming is the practice of including the concerns and experiences of women and men in the design, implementation, monitoring and evaluation of policies and programmes so that women and men benefit equally.
Gender mainstreaming is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels.

Gender mainstreaming is essentially a tool to achieve gender equality.

Mainstreaming gender in police peacekeeping activities means that a concern for gender equality is brought at the core of the design, implementation, monitoring and evaluation of all police policies, strategies, operations and actions.
Learning activity

- Gender mainstreaming
  - Police task
    - Design
    - Implementation
    - Monitoring & Evaluation

Note to instructor: Mainstream a police task.

Learning Activity Time Required:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Divide into smaller groups and give instructions</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Smaller group discussion.</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Presentation in larger group.</td>
</tr>
<tr>
<td><strong>Total time:</strong></td>
<td><strong>35 minutes</strong></td>
</tr>
</tbody>
</table>

Activity Guidelines:

1. Divide the group into smaller group and give instructions. Assign a police task to each group. Examples: recruitment, retaining female police officers, security in an IDP camp, investigating SGBV, creating a crime scene database. Ask each group with a different task to think about the design, implementation and monitoring of their task through a gender lens.
2. The smaller groups think through their task and how to think of the gender aspect that can be integrated into this task.

3. Allow a member from each group explain the group’s thinking when presenting their results.

**Expected Outcome:** Knowledge of what it means to mainstream a specific task, to put on gender glasses and see any situation with consideration to gender.

Gender indicators are targets that measure changes in the relationships between women and men over a period of time. It is used to assess progress on the status of women and men, and the progress of gender equality. The formulation of gender indicators for police peacekeeping activities is important. They are used to track the progress of gender equality within mandated tasks such as assisting in police reform and restructuring processes, capacity building and the protection of civilians.
Identifying gender indicators for police tasks

Discussion

- What are the challenges to gender mainstreaming in each of these phases in your experience?
- What strategies have you adopted in your field mission or police service?
- What solutions and recommendations can you suggest?
SECTION 2

UNDERSTANDING THE UNITED NATIONS POLICY FRAMEWORK ON GENDER MAINSTREAMING
UN Policy Framework

- International Human Rights Law
- Security Council Resolutions 1325, 1888 and 2122
- DPKO/DFS Policy on Gender Equality
- DPKO/DFS Guidelines

International Human Rights Law

- Universal Declaration of Human Rights;
- International Covenant on Civil and Political Rights
- International Covenant on Economic, Social and Cultural Rights
- International Convention on the Elimination of all forms of Discrimination against Women (CEDAW)

CEDAW on discrimination against women
Any distinction, exclusion or restriction made on the basis of sex that leads to the violation of the human rights and fundamental freedoms of women in the political, economic, social, cultural, civil or any other field.
Women and men enjoy equal rights. This is a fundamental principle of the United Nations. It is also enshrined in the international bill of human rights composed of the three documents: the Universal Declaration of Human Rights; the International Covenant on Civil and Political Rights; and the International Covenant on Economic, Social and Cultural Rights.

The most important international treaty on women’s rights is the International Convention on the Elimination of all forms of Discrimination against Women (CEDAW), which entered into force in 1981 and was referred to as the international bill of women’s rights.

CEDAW calls on States to take action in eliminating discrimination against women through legislation and implementing appropriate measures to respect and protect women’s human rights.

Under international human rights law, police are required to take the necessary measures to prevent other individuals or groups from violating women’s rights including providing effective remedies in case of violation. For example, police have a duty to investigate violations taking place within the home, such as domestic violence where women’s right to life and physical integrity might be at risk.

Security Council Resolution on gender mainstreaming and empowerment of women

Security Council Resolutions
• 1325 (2000)
• 1889 (2009)
• 2122 (2013)
Security Council resolution 1325 was a landmark decision adopted unanimously by its members in 2000. For the first time, a comprehensive framework was outlined that integrated gender perspectives at the centre of its work on international security including conflict prevention, resolution and reconstruction.

Four pillars for implementation have been identified in the Secretary-General’s Report, S/2010/173, 6 April 2010:

1st Pillar: Prevention

Mainstream a gender perspective into all conflict prevention activities and strategies.

First, mainstream a gender perspective into all conflict prevention activities and strategies.

Develop effective gender-sensitive early warning mechanisms and institutions and strengthen efforts to prevent violence against women, including various forms of sexual and gender-based violence.
Second, promote and support women’s active and meaningful participation in all peace processes as well as their representation in formal and informal decision-making at all levels.

Improve partnership and networking with local and international women’s rights groups and organizations.

Recruit and appoint women to senior positions in the United Nations, including Special Representatives of the Secretary-General, and in peacekeeping forces, including military, police and civilian personnel.
Third, strengthen and amplify efforts to protect the safety, physical or mental health, well-being, economic security and/or dignity of women and girls.

Promote and safeguard the human rights of women and mainstream a gender perspective into the legal and institutional reforms.
Finally, promote women’s equal access to aid, particularly those dealing with the specific needs of women and girls in all relief and recovery efforts.
The DPKO Policy Directive on Gender Equality in United Nations Peacekeeping Operations was adopted to support implementation of resolution 1325 within peacekeeping operations.

The policy establishes that all mission staff, including police peacekeepers, need to ensure that their work in policy development, planning, implementation and monitoring of United Nations Police mandates include the equal rights of women and men.

Gender Advisers within peacekeeping missions coordinate and monitor the implementation of the policy. UNPOL gender advisers and focal points are required to liaise with the Senior Gender Adviser in their peacekeeping missions to coordinate planning and implementation of gender-related activities.

The policy is based on the following principles that should guide police peacekeepers in their tasks:

- The principle of **inclusiveness** requires that peacekeepers consult equally with women and men in post-conflict countries in all decisions that affect them thereby integrating into those policies the perspectives of all the components of the community they are expected to assist.

- The principle of **non-discrimination** requires that peacekeepers ensure support for policies and decisions that uphold the equal rights of women
and girls, and ensures their protection from sexual and gender-based violence including harmful traditional practices.

- The principle of **gender balance** requires that the staffing profile at headquarters and in the missions reflect institutional commitments to the equal representation of men and women at all post levels.

- The principle of **efficiency** in peacekeeping activities requires that all human resources capacity in post-conflict societies (women, men, boys and girls) are effectively harnessed to build and sustain the peace process.

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**UN Police Gender Guidelines (2008)**

- **UNPOL Guidelines cover these five sections**
  - Democratic policing
  - The composition of national policing
    - Recruitment
    - Career development
    - Non-discrimination
  - Training
  - Preventing and responding to SGBV
  - Executive Authorities and Formed Police Units


- The objective of the guidelines is to build the capacity of UNPOL officers to integrate gender-sensitive policing practices to support activities with the national police in a peacekeeping host State.
The guidelines address gender mainstreaming within policing, policy development, recruitment and career development, training, and prevention and response to sexual and gender-based violence.

Democratic policing means that police officers perform their duties under the rule of law, respect of human rights and are accountable to the communities they serve – both men and women.

The participation of female police officers is essential in representing the members of the community and in gaining the trust of the population, in particular women.

To involve more women, it is helpful to create a police public information office that shares information on the work of the police on gender issues in the community and provide an accessible mechanism for women to provide feedback to the police on their performance.
Recruitment: Initiatives to recruit more women in the police need to include a review of selection criteria so as to eliminate discriminatory obstacles and practices while maintaining police standards. For example, physical fitness tests need to be appropriately adapted to the different physical capabilities of women and men.

Career development: Female police officers should be provided meaningful career opportunities including serving in emergency response units, combat units and command roles.

In some cases, female police officers are relegated to lower ranks and perform secondary roles such as type reports and answer phones or are expected to do additional tasks such as serve coffee, make meals and clean up.

Police facilities must meet the needs of the female officers. There must be equal opportunities for promotions and training. There should also be mechanisms for female officers to share experiences.

Non-discrimination: To ensure that female police officers enjoy equal rights in their career opportunities, salary, and chances for promotion, the police organisation needs to integrate these rights into their policies and procedures.
A special gender mainstreaming policy within the police, as well as a policy against sexual harassment, may help establish a police service that respects the full rights of women.

Induction and in-mission induction training for UNPOL officers should be mainstreamed with gender perspectives. UNPOL officers involved in training national police should be aware of gender principles and integrate them in all aspects of police training sessions and curriculum development.

UNPOL trainers need to be well briefed with gender issues relevant to their course, such as the different vulnerabilities of women, men, girls and boys in the host State, the local pattern of SGBV crimes, as well as any local cultural considerations.

Both female and male police peacekeepers need to be represented in the training teams tasked with the design, planning and delivery of police training activities. Training facilities have to be appropriately tailored for women, including separate restroom facilities and sleeping quarters.
UNPOLs mandated with executive police authority with powers of arrest and detention in the host country, need to ensure gender sensitivity and gender balance in all police operations.

Some Police Contributing Countries such as India and Bangladesh have provided majority-female police contingents of FPUs respectively in Liberia since 2007 and in Haiti and DRC in 2010. These contingents have served as role models in demonstrating the capabilities of female police officers in undertaking crowd control operations. They have also encouraged women to join the host country’s national police.