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 2 INTEGRATING GENDER-SPECIFIC
ACTIVITIES IN UNITED NATIONS POLICE PLANS
AND MENTORING AND TRAINING

First edition
2015
Background

Incorporating gender-specific activities in United Nations Police (UNPOL) operations is critical in achieving the mission’s objectives of returning the host State to normalcy. It is important that all UNPOL activities in its planning, implementation, monitoring and evaluation processes incorporate gender-specific activities at the strategic, operational and tactical levels.

Police plans can be part of a Strategic Assessment Mission (SAM), a Technical Assessment Mission (TAM), or a Police Assessment Mission (PAM). These assessment missions are often initiated when there is a lack of a common United Nations strategic vision, when a sudden change in the current situation, for example the rise of a new conflict, or when there is a sudden change in the United Nations mandate or in the number of deployed peacekeeping personnel.

An analysis of a police assessment that includes gender perspectives provides a more accurate evaluation of challenges, opportunities and solutions.

Gender-sensitive police assessment then need to be translated into the UNPOL concept of operations (CONOPs).

In operationalising the UNPOL CONOPs, the UNPOL component is advised to develop an UNPOL Gender Action Plan that brings together different gender-related objectives and activities.

An essential role for UNPOL officers in implementing the UNPOL Gender Action Plan is through mentoring, advising and training of host State police.

Aim

This lesson identifies UNPOL planning processes where gender-related activities need to be incorporated in particular in planning and developing gender-sensitive assessment and concept of operations.

The lesson also outlines the process and content for the development of an UNPOL Gender Action Plan and the role of UNPOL officers as mentors, advisers and trainers.

It offers a range of tools such as standardised processes, report templates, and checklists to guide implementation. The standardised processes 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. Analyse the UNPOL Concept of Operations through a gender lens
2. Develop an UNPOL Gender Action Plan
3. Describe the training cycle
4. Develop learning outcomes for educational activities
5. Develop a training curriculum on gender mainstreaming for UNPOL

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>
</tr>
</tbody>
</table>

Additional off line exercises for facilitated sessions

<table>
<thead>
<tr>
<th>90 min</th>
<th>Scenario-based exercises</th>
<th>Optional Film</th>
<th>Mission Specific exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30 min</td>
<td></td>
<td></td>
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</tbody>
</table>

Face-to-face training course

<table>
<thead>
<tr>
<th>Minimum Session</th>
<th>Lecture/</th>
<th>Questions/</th>
<th>Session Activities</th>
</tr>
</thead>
</table>
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

• DPKO, Planning Toolkit (2012)
• DPKO/DFS Guidelines for Integrating Gender Perspectives into the Work of United Nations Police in Peacekeeping Missions (2008)

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

 воздушный шар  Note to the Instructor (Some background information for consideration)

 воздушный шар  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)

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

 воздушный шар  Example (Stories that illustrate a point or key message)

 воздушный шар  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.)
It is important that all UNITED NATIONS police activities in its plans and planning processes, as well as implementation and monitoring and evaluation, incorporate gender-specific activities at both the strategic as well as operational levels.

The Policy on Integrated Assessment and Planning intends to promote common understanding of UNITED NATIONS strategic objectives in a particular country by engaging all relevant parts of the UNITED NATIONS system. It defines the minimum and mandatory requirements for the integrated conduct of assessments and planning in conflict and post-conflict settings.

The Secretary-General’s Decision 24/2008 of 26 June 2008 reaffirmed the requirements for integration for conflict and post-conflict situations where the UNITED NATIONS has a Country Team and a multi-dimensional operation or political mission/office, including the basic coordination structures and the products that should be produced.
This lesson is divided in three sections:

1. Incorporating gender perspectives in UNPOL assessment and concept of operations
2. Mentoring and training host State police
3. Developing an UNPOL gender action plan
Learning Objectives

- Analyse the UNPOL Concept of Operations through a gender lens
- Develop an UNPOL Gender Action Plan
- Describe the training cycle
- Develop learning outcomes for educational activities
- Develop a training curriculum on gender mainstreaming for UNPOL

Section 1

- Incorporating gender perspectives in UNPOL assessment and concept of
Note to instructor: This activity aims to provide participants an opportunity to have guided practice in analyzing a concept of operations (CONOPs). This activity is divided into two parts – therefore instructions are presented in two slides – and it requires a big space on the wall for the display of the groups’ results.

Material Required:

☐ 2 different colors of sets of post-its
☐ Pens
☐ 3 posters, with the following headings: SECTIONS, EXAMPLES, IMPROVEMENTS

Learning Activity Time Required:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 minutes</td>
<td>Instructions</td>
</tr>
<tr>
<td>7 minutes</td>
<td>1st analysis</td>
</tr>
<tr>
<td>2 minutes</td>
<td>Instructions</td>
</tr>
</tbody>
</table>
Activity Guidelines:

1. On the wall near participants, create three columns and stick each of the headings as the titles.

2. Ask participants to get together in their field mission-specific groups and allot them 7 minutes to analyse the CONOPs assigned to them in the pursuit of gender mainstreamed sections.

3. Instruct them that during such time, they should follow the example on the slide and post on the second columns, next to the respective heading, the examples found in the analysis and written on the first colour set of post-its.

4. Show the next slide displayed below.

5. Go over instructions with participants and check for questions.

6. Focusing on gaps, participants are now asked to either insert or improve sections identified in the second analysis. They should
use the second colour set of post-its and post them on the third column on the wall. Provide them with 10 minutes for this part and tell them to visit the wall for ideas and good practices while creating their own.

7. Wrap up with main findings and comments from participants.

**Expected Outcome:** Slides below provide a model, if necessary.

The UNITED NATIONS Police Concept of Operations (UNITED NATIONS Police CONOPS) translates the requirements related to policing and other law enforcement activities contained in the Security Council mandate to strategic directions for the police component of a UNITED NATIONS peace operation.

It provides broad guidelines on the implementation of strategic and operational requirements and includes the situation update, strategic intent, activities and operations and guidelines on the command, coordination, administration and logistics, including the mandated strength, of the police component.

Essentially there are two sections in the Police ConOps: Administrative and Operative. While the Administrative part deals essentially with the
background and assessment parts, the operative part is much more action oriented.

- The CONOPs is issued by the UNITED NATIONS Police Adviser to the Head of Police Component (HoPC) in the peace operation.
- The Police CONOPs should be in line with the Mission Concept which is an instrument for enabling mission planning processes and providing strategic coherence for its operations.
- As the main guidance document for the police component, the integration of gender perspectives in the UNITED NATIONS Police CONOPs is essential. It leads to a gender-sensitive police mandate implementation that ensures the impact and outcomes benefit all members of the community.
Expected outcomes

Operations
- Logistics and support
- Media
  Ensure that operations
  mainstream gender-related
  considerations.

Politics
Military
Leadership
Include a gender analysis
such as the participation of
women in such areas.

Organization
Logistics
Include a gender analysis
such as addressing the
different needs and priorities
of women and men.

Civil society
Include a gender analysis
such as the existence,
participation and
consultations with women’s
in civil society in rebuilding
peace.

Effectiveness
Include a gender analysis
such as the different needs
and priorities of women and
men.
Expected outcomes

Local challenges to UNPOL operations

PART A

Police Adviser’s Strategic Intent
Include gender-related priorities such as addressing the different security needs of women, men, boys and girls.

Objective
Include gender-related priorities such as addressing the different security needs of women, men, boys and girls.

PART B

Strategies of the UN Police
Interim Law Enforcement
Security Support to National Police and other law enforcement agencies and related functions
Institutional development & capacity building

Include gender-related priorities such as addressing the different security needs of women, men, boys and girls, providing equal opportunities for female police officers in the host-State.
Expected outcomes

**Monitoring, observing and reporting**
Implementation of gender-related priorities needs to be mainstreamed in the monitoring, observing, and reporting procedures.

**Operation Directions of UNPOL**
Include gender-related priorities such as addressing the different security needs of women, men, boys and girls, providing equal opportunities for female police officers in the host-State.

**Monitoring & Evaluation of UNPOL mandate implementation**
Implementation of gender-related priorities needs to be mainstreamed in the monitoring, observing, and reporting procedures. Set up gender-related indicators to measure and evaluate implementation.

**Administrative and reporting guidelines**
Integration/coordination issues
Gender-related issues are mainstreamed in the administrative and reporting, as well as the coordination mechanisms.

**Organization of the UNPOL component**
Size and strength
Deployment Plan including Police
Generation, Administrative & Rotational Plan
Command and reporting structure
Provide gender-disaggregated data
If necessary, a case study is presented below:

Excerpts of Police CONOPs integrating gender perspectives. United Nations Mission in the Democratic Republic of Congo (MONUSCO), Police Concept of Operations:

- **Situation:** The security situation in the eastern part of DRC is fragile and has continued to suffer from recurring cycles of violence and conflict perpetuated by armed groups, both Congolese and foreign. Sexual violence, particularly rape of girls and women, constitutes a major part of human rights violations, compounded by an entrenched culture of impunity.

- **Police Adviser's Strategic Intent:** In line with United Nations Security Council Resolutions 1325, 1820, 1888 and 1960, UNPOL shall foster conditions that support gender mainstreaming, promote gender equality and enable a gender sensitive approach in the delivery of policing to communities, including monitoring, analysing and reporting conflict-related sexual violence and ensuring proper investigation and prevention of sexual and gender-based violence.

- **Strategies of UNPOL:**
  - **1.1.1** Assist the development and implementation of SSPS programmes on gender mainstreaming through promoting women police officers in SSPS, including their induction, improving the work environment and identifying best practices in gender mainstreaming at the organisational level.
  
  - **1.1.2** Assist the development and implementation of SSPS programs on other mainstreamed issues, including training and development in protection of the most vulnerable (including as appropriate women, children and the elderly), juvenile justice, and sexual and gender based violence (SGBV) and HIV/AIDS; and assisting in establishing appropriate response programmes.
1.2. Bearing in mind UNITED NATIONS SCR 1325, 1820, 1888 1856, 1612 and 1960 UNPOL also will;

- 1.2.1. Foster conditions that support gender mainstreaming and promote gender equality;
- 1.2.2. Enable a gender sensitive approach in the delivery of police services to communities;
- 1.2.3. Assist PNC to establish the Zero Tolerance policy on Sexual Exploitation and Abuse (SEA) and strict implementation amongst its officers.
- 1.2.4. Monitor, analyse and report on conflict-related sexual violence and ensure proper investigation and prevention of sexual and gender-based violence (SGBV).
- 1.2.5. Assist the PNC in building child sensitive systems and promote child protection through training on child rights and support to the Special Brigade for Minors within the PNC.

- Assist and advise PNC and other LEAs in enhancing police performance and responsiveness with regard to SGBV issues;

- **Operational Directives for UNPOL.**
  - 8.4.2 Assist the host State police elevate their awareness of, adherence to and compliance with principles of human rights, gender, juvenile justice and the protection of vulnerable persons,
  - 9.1. Specialised training in gender mainstreaming and child protection will be imparted to the host State police officers to ensure professional handling of such cases. Efforts will be made to ensure that Special Protection Units are staffed by professionally trained officers, especially women.
  - 9.2.11. Assist in capacity building of local police in addressing with gender issues, juvenile justice and protection of vulnerable people;
  - 9.2.12. Ensure integration of human rights and gender mainstreaming in all mission police activities;
A case study of UNMISS UNPOL Gender Officers provides us some insight. In the United Nations Mission in South Sudan (UNMISS), UNPOL Gender, Child and Vulnerable Persons Protection officers (GCVPP) are appointed under the Department of Reform, Restructuring and Rebuilding in the UNPOL component. They are co-located with the Sudanese police in camps for internally displaced persons (IDPs) and police stations. They mentor, assist and advise their host State counterparts on cases related to sexual and gender-based violence (SGBV). They provide training to the host State police as well as accompany them to outreach activities to IDP camps such as sensitization on SGBV, women and children’s rights and HIV/AIDS awareness.
Section 2

2

- Mentoring and training host State police

In your opinion, what is the difference between a mentor and a trainer?
**Note to instructor:** Brainstorm with participants.

**Expected outcomes:** Please see slide below.

While a mentor is a trusted counsellor, a trainer is a teacher who facilitates a safe, reflective and positive learning environment for several students.

Commonly, a trainer develops a standard training curriculum for a group of participants, whereas a mentor focuses on the needs of a specific mentee and is therefore more flexible to the results discussed in each feedback.

A good mentor/adviser/trainer needs interpersonal competency and management/leadership skills, such as solution-focused feedback and active listening skills, which should be applied throughout the processes of mentoring and training.


**Note to instructor:** This activity will offer participants an opportunity to share experience-based challenges and solutions when mentoring host State officers. It is a two-part activity and for the purposes of time, it is recommended that you have assistance to monitor the groups.

**Material Required:**

- Flipcharts
- Markers

**Learning Activity Time Required:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 minutes</td>
<td>Instructions</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Trio discussion</td>
</tr>
<tr>
<td>8 minutes</td>
<td>Instructions and preparation</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Guessing role play</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Big group discussion</td>
</tr>
</tbody>
</table>

**Total time:** 40 minutes
Activity Guidelines:

1. Ask participants to get organized in groups of three.
2. Assign different groups, based on the participants, to discuss either the challenges of being mentored or mentoring. Make sure to tell them they have 5 minutes for this task.
3. Once they are done, have assistants go over groups and gather different challenges and then reassign a different one for each group.
4. Show the next slide, displayed below.

Activity

1. You will have 5 minutes to come up with a role play which exemplifies the challenges assigned to your group

2. When you present yours, other groups will be trying to guess the challenge you are representing. You will do the same once other groups are presenting.

3. Based on the compilation on the flipchart, discuss in the big group possible solutions.

5. Go over instructions with participants.
6. They are expected to role play the challenge assigned to them while other participants try to guess it.
7. As participants guess, an assistant writes them on a flipchart.
8. Once all groups have role played, gather participants in the big group and discuss potential solutions.
There are six steps in the training cycle. What kind of performance or knowledge gaps on gender mainstreaming can you think about for the work of police in peacekeeping?

- Police officers getting deployed for peacekeeping
- UNPOL policy officers and planners: how to integrate gender concerns in planning and policy documents – CONOPs, SOPs, directives etc.
- UNPOL / host State police criminal investigators: how to integrate gender-sensitive investigation practices – specific skills on SGBV investigation
- Knowledge of community members about how/where to report SGBV

Analyse performance gaps: How can you analyse performance gaps on gender mainstreaming? Through:

- interviews and surveys with police commanders/supervisors, officers;
Define training needs:

How to make a training needs assessment on gender-related skills and competencies of UNPOL officers, host State police officers and community members:

Who can be the target audience: First of all – our UNPOL officers. For example, UNPOL officers come from 100 PCCs – all have different approaches / views of policing in general and in particular on specific issues related to ‘gender’. UNPOL may try to fill the gap but may be based on a singular often individual approach. Due to operational reasons inexperienced police may be placed in specialised positions (e.g. for example as UNPOL gender focal points / SGBV investigators etc.) Therefore the aim of the specific training is to bring to the basics and to standardise knowledge and approach on gender mainstreaming policing activities in peacekeeping. Other
target audience include the host State police officers – in various roles and capacities (not only those working specifically on gender or on SGBV ➔ for example - elections).

This activity is part of the capacity building mandates of UNITED NATIONS police officers often, within assistance provided to reforming and restructuring the host State police service after the conflict or in assisting to protect civilians. Another target audience could be community members whom we – UNPOL officers are mandated to protect – as mentioned above. How can we assist in awareness raising of community members on how the police can respond to their needs – particularly gender-sensitive needs such as SGBV and build confidence in the host State police service. During the conflict situation, the population may have lost confidence in the police (e.g. commit SGBV as a method of warfare).

The target audience will determine the specific training that is required.

What is the background of the target audience: Where are they coming from – in terms of their level and qualification (police ranks; education background; professional experience); what is their role and how can gender perspectives be integrated in their tasks / knowledge base; where are they located?

The background of the target audience will determine the level and scope of training required.
There are two aspects to consider in training design: (1) content and (2) method of delivery.

Designing the content for a training curriculum involves three main processes: developing SMART objectives, developing learning outcomes, content, activities and assessment, and identifying the training material required.

Recall that a SMART objective means objectives that are specific, measurable, achievable, relevant and time-bound. The training objectives need to be formulated in a way that addresses the identified performance gaps.

Organising the method of delivery means that you need to select how the training will be conducted (on-line; in-person course); who will provide the training (e.g. level of expertise of trainer) and what funds will be required.
Learning outcomes identify what the audience will learn from the course – what they will be able to do after the course.

There are three learning domains:

Cognitive Domain: Intellectual Capability - Knowledge or Thinking; this is the development of intellectual skills. This includes recalling or recognising specific facts and concepts that serve developing intellectual abilities and skills. It has six levels – from recall or recognition of facts, which is identified as knowledge as the lowest level, through increasingly more complex and abstract mental levels to the highest order, which is classified as evaluation.

Affective Domain: Feelings, Emotions and Behaviour - Attitude or Feeling. The manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. Willingness to participate, valuing what is being learned, and ultimately incorporating the values of a discipline into a way of life. It has five levels – from giving attention to new information, which is identified as receiving phenomenon as the lowest level, through increasingly more involvement in integrating the information in the behaviour to the highest order, which is classified as internalizing or characterization.
Psychomotor Domain: Manual and Physical Skills - Skills or Doing. This involves physical skill that is based on neuro-muscular coordination. Actions which demonstrate fine motor skills include the use of instruments or tools, or actions which evidence gross motor skills such as the use of the body in dance or athletic performance. This can be the use of police equipment and tools for investigation. It has seven levels within the psychomotor domain, from the primary sensory stimulus that indicates motor activity, which is identified as perception as the lowest level, through increasingly more complex and coordinated kinaesthetic skills (kinaesthetic: sense mediated by receptors located in muscles, tendons, and joints and stimulated by bodily movements and tensions; also: sensory experience derived from this sense) to the highest order, which is classified as origination.

Activity: Learning Objectives

1. Get together in field mission-specific groups.
2. You will receive a set of activities.
3. Analyze each one and develop the learning outcomes you believe to be entailed.

MATCHING GAME
In groups of 4, participants receive matching cards with types of crimes and definitions according to national law

LEARNING OUTCOME
Understand the available national legal framework to address cases of sexual and gender-based violence

Note to instructor: This activity offers participants an opportunity to have guided practice in creating learning outcomes for educational activities.

Material Required:
- Sheets of paper
- Pens
- Cards with activities (included below)

<table>
<thead>
<tr>
<th>ACTIVITY 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants are organized in groups of 4, map the stakeholders of a referral network in their area, and collect detailed information of each one.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants take turns and answer a dispatcher’s call, while other participants hold a checklist to compare performance to the one described in the SOP.</td>
</tr>
</tbody>
</table>
### ACTIVITY 3

Participants produce a leaflet to inform local communities the process, incentives and criteria to join the police force with a focus on increasing women’s representativeness.

### ACTIVITY 4

Participants are divided into different groups, where each group is assigned a different type of victim to interview. While 2 role play, the rest of the group observes and provides feedback on interviewing techniques.
ACTIVITY 5

Participants get organized in groups of four, discuss challenges in building trust between police and local community and create a project to address it (e.g. soccer matches, skill building workshops).

ACTIVITY 6

In groups of five, participants receive a scenario regarding a case of child trafficking and are asked to discuss the specificities of dealing with SGBV cases with child victims.

Learning Activity Time Required:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Instructions</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Learning outcomes production</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Feedback in the big group</td>
</tr>
<tr>
<td><strong>Total time:</strong></td>
<td><strong>20 minutes</strong></td>
</tr>
</tbody>
</table>

Activity Guidelines:

1. Divide in small groups.
2. Provide each group with a set of cards (provided above) and walk around the classroom to assist them in their task.
3. In the end, groups read the learning outcomes they have created and compare with other groups’ answers in the large group.
To the extent possible, develop a combination of learning outcomes that cover the three domains. This means your course should aim to encompass a change in skills, behavior, knowledge level, and attitudes about things.
The BOPPPS model is a way of organizing a session in order to ensure that the session is relevant, engages learners, builds on previous learning and supports learning transfer. The following six components have proven to be very useful in designing and delivering lessons. When all the components are considered, instructors can be creative in how they order the components and, in some cases, combine them.

**Bridge In**
- An introduction to the content to be covered
- Often something the learners can relate to
- Something dramatic or funny to arouse curiosity
- Prepares learners for learning by directing their focus
- Serves as transition between one subject and another
- Might include a story, a provocative question, an activity, a quiz, a relevant joke and/or a visual clue such as a video clip or slide

**Objective: Learning Outcome:** what participants are expected to learn by the end of the course

**Pre-assessment:**
Participatory learning:
- Teaching the topic in a way that involves active learning and students’ participation
- Learning activities are chosen to maximize and integrate learning
- Often includes interaction between instructor and learners, and/or interaction among the learners in teams or pairs

Post-assessment:
- Assesses how well the learners did
- Identifies what has been learned. Were the learning outcomes achieved?
- Can be formal or informal
- Includes written or verbal questions, short essay, reflective writing, analysis of a scenario, demonstration and/or physical engagement

Summary:
- Concluding the lesson by summarizing what was taught and potentially foreshadow the next lesson
- Wraps up the session and helps learners reflect, integrate and transfer learning
- Creates a sense of closure and completion
- May include content review, recap, group process, feedback, acknowledgment, application, round robin, revisiting learning outcomes

- Determines what students know about the topic
- Prepares learners for new learning
- Enables instructor to make learning relevant
- Engages learners’ expertise and identifies learners who can be resources
- May include questions and individual or group activities, such as brainstorming
When developing the course, the learning outcomes, learning activities and assessment method need to be perfectly aligned. This means that the learning activities directly support the outcomes you want to achieve and that the assessment method is able to adequately measure the achievement of the learning outcomes.
When looking at how to deliver training, we need to be aware of principles of adult learning.
The reasons most adults enter any learning experience is to create change. This could encompass a change in (a) their skills, (b) behavior, (c) knowledge level, or (d) even their attitudes about things (Adult Education Centre, 2005).

Each adult brings to the learning experience preconceived thoughts and feelings that will be influenced by each of these factors. Assessing the level of these traits and the readiness to learn should be included each time a teaching experience is being planned.

Discuss and apply that to gender issues and policing.

To what extent do the target audience bring preconceived ideas and feeling on gender-related issues? How do these ideas affect their motivation, previous experience, level of engagement and how they will be able to apply what they have learned?
Compared to school-age children, the major differences in adult learners are in the degree of motivation, the amount of previous experience, the level of engagement in the learning process, and how the learning is applied.
Active participation

- Design curriculum that allows training to be learner-centered
- Limit lecturing to trainees
- Encourage participation and sharing of experiences
- Use question techniques
- Weave discussion sections with exercises that require trainees to practice a skill or apply knowledge

Below, Dos and Don’ts:

DOs: Explain what and what for, include practical activities, ask questions instead of just giving information, and encourage sharing of experiences

DONTs: Give information and only use questions to test, focus on theoretical activities only, and mostly lecture
Note to instructor: This slide focuses on discussing with participants the importance of having a variety of activities in a workshop to assure students' engagement and interest. A table such as the one presented can assist the trainer to ensure such diversity.
Note to instructor: This slide prompts a large group discussion on the importance of evaluating training. The next slide displays the expected results of the discussion.
For effective training evaluation the principal questions should be:
To what extent were the identified training needs/ objectives achieved by the program?

What specifically did the learners learn? Was it relevant?

What commitment have the learners made about the learning they are going to implement back on the work?

How successful were the learners in implementing their action plans? Was the training appropriate?
Note to instructor: This activity aims at practicing designing a curriculum with the guidance of instructors. Make sure to assign different target audience for each group according to the three options displayed on the slide.

Material Required:
- Flipcharts
- Markers

Learning Activity Time Required:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 minutes</td>
<td>Instructions</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Curriculum design</td>
</tr>
<tr>
<td>8 minutes</td>
<td>Presentations</td>
</tr>
</tbody>
</table>

Total time: **25 minutes**

Activity Guidelines:
1. Ask participants to get organized according to their assigned groups.
2. Go over the instructions on the slide and provide space for questions.
3. After groups have organized it, participants present it and receive feedback from their peers and instructors.

**Note to instructor:** This slide and the following ones are to be presented by the end of the workshop, as a wrap up of the course. It focuses on organizing a portfolio of their activities so far and demonstrate the content of a gender action plan.

- In accordance with the police, each UNPOL Gender Action Plan should have the following five objectives to the extent possible:
- Increase the capacity of UNPOLs to mainstream gender perspectives into their work
- Ensure equal opportunities for female police peacekeepers
Increase the protection of civilians against sexual and gender-based violence (SGBV)

Mainstream gender perspectives into the reform and restructuring of the host State police

Empower female police officers in the host State police
An indicator is a unit of information or variable that can be measured over time. Targets represent benchmarks which help show progress towards the accomplishment of the objective. Targets are particularly useful for monitoring and evaluation.

Here is an example of an indicator and a target:

Objective: Ten specialised police desks for sexual and gender-based violence are set up at the IDP camps within one year

Indicator: Number of specialised SGBV police desks set up within IDP camp.

Target: Five SGBV police desks set up after 6 months.
INDICATORS

Capacity building of HSP on Gender Equality

- X gender perspectives integrated in the review of X police policies by X date
- Assistance to the police in recruiting X officers by X date
- Assistance to the police in creating a gender policy

Capacity building of HSP on SGBV

- X SGBV police units set up
- X trainings on investigating SGBV conducted
This is a standardised set of indicators which will be used to measure the extent of gender mainstreaming within the police component.
**Activity**

1. Get together with your field mission-specific group
2. Gather the documents presented on the slide
3. Organize a portfolio
4. Present it to your peers
Note to instructor: This activity aims at bringing together the separate action plans developed throughout the workshop into one UNPOL Gender Action Plan.

Material Required:

☐ Work accomplished by the groups throughout the week

Learning Activity Time Required:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 minutes</td>
<td>Instructions</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Portfolio organization</td>
</tr>
<tr>
<td>17 minutes</td>
<td>Presentations and feedback</td>
</tr>
</tbody>
</table>

Total time: **35 minutes**

Activity Guidelines:

1. Go over the instructions on the slide and provide space for any questions from the participants.
2. After 15 minutes or if groups are done with the task assigned before, provide each group with 3 – 4 minutes to present their work.
3. Provide feedback when necessary and also allow their peers to do the same.