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 2: CAPACITY BUILDING OF HOST
STATE POLICE ON PROMOTING GENDER
EQUALITY
LESSON 1 DEVELOPING, IMPLEMENTING, AND
MONITORING AND EVALUATING A GENDER
EQUALITY POLICY

First edition
2015
Preparatory Notes to Instructor

Background

Rebuilding societies after a conflict represent an opportunity to reform and restructure the police service. In this process, democratic principles and the respect for human rights are essential in ensuring stability.

The police needs to reflect the image of the community they serve in terms of gender and cultural representation. This supports the principle of democratic policing and legitimacy. Having organizational policies in place on gender equality and improving gender balance will assist the host State police to promote the full capacities of both female and male officers, stimulate motivation and improve performance. A policy on gender equality and gender mainstreaming ensures that women and men have the same opportunities for recruitment, deployment, transfers, training, promotion and welfare within the police service. A policy against sexual harassment, sexual exploitation and sexual abuse ensures the highest standards of behaviour within the police organisation and with communities. Compliance by all police officers ensures professionalism and reflects a good image of the service.

Aim

This lesson aims to explain the process of developing, implementing and monitoring and evaluation of policies on gender mainstreaming and the prohibition of sexual harassment in the police organisation.

The lesson provides peacekeepers with standardised procedures and tools to mentor, train and assist their host State counterparts, including model policies, project proposal and reporting templates, model terms of references, surveys, implementation guidelines, training checklists and many other tools to help put these processes into practice.

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. Delineate documents relevant to the development of a policy on gender equality and the prohibition of sexual harassment in the police service.

2. Identify key stakeholders and analyse their leverage.

3. Conduct an assessment.

4. Determine the contents of a strategy and action plan for the implementation of the policies.

5. Describe the terms of references of the offices responsible for implementing the policies.

6. Outline a monitoring and reporting framework for the policies.

7. Ascertain the content of periodic reports on the implementation of the policies by police sections / units / departments.

**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>

<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>
<td></td>
<td>60 min</td>
</tr>
</tbody>
</table>

**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>8 hrs 05 minutes</td>
<td>35 minutes</td>
<td>15 minutes</td>
<td>7 hrs 15 minutes</td>
</tr>
</tbody>
</table>

| Additional Options   | Mission Specific      | Optional Film         | Optional Activity  |
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 on 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)
- National Center for Women and Policing (NCWP), Recruiting & Retaining Women, A Self-Assessment Guide for Law Enforcement, USA (2001)

**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

🔗 Note to the Instructor (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)

مثال 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) 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
STANDARDIZED BEST PRACTICES
TOOLKIT ON
GENDER MAINSTREAMING
POLICING IN PEACEKEEPING
MODULE 2

LESSON 1

DEVELOPING, IMPLEMENTING AND MONITORING AND EVALUATING A GENDER EQUALITY POLICY

Structure of the lesson

1. Developing a gender policy
2. Implementing a gender policy
3. Monitoring and evaluating a gender policy
**Note to instructor:** Explain the structure of the lesson

This lesson is divided into three sections. The first section focuses on explaining the process of developing policies on gender mainstreaming and sexual harassment in the police organisation, while the second and third sections focus on their implementation, and monitoring and evaluation, respectively.

All sections aim at providing peacekeepers with standardised procedures and tools to mentor, train and assist their host State counterparts, including model policies, project proposal and reporting templates, sample terms of references, surveys, implementation guidelines, training checklists and many other tools to help put these into practice.

The procedures and tools have all been developed from proven good practice from the reform of police services in post-conflict societies that are also featured in the case studies.

It is important to comprehend that the policy process is a cycle of development, implementation, monitoring and evaluation that feed back to the review of the policy.
A policy should be reviewed after an established period of time to assure it is up-to-date, relevant, and efficient.

Therefore, since a policy is dynamic, it is essential to plan when to review the impact of implanting such a policy.

Hence, to mitigate the gaps identified in the review and evaluation report, the policies may be enhanced or new policies developed.

Note to instructor: Go over learning objectives and give participants an opportunity to say what they expect from the course.
Note to instructor: Brainstorm in the big group answers to the following prompt: From your personal experience, what are the challenges in achieving gender equality in the police service?

Make sure to keep all your notes from this activity as you will be using them later on in the workshop.
Note to instructor: Explain the activity on the problem tree.

Make sure to keep all your notes from this activity as you will be using them later on in the workshop.
**Note to instructor:** The activity aims at teaching participants how to use a problem/solution tree tool to devise strategies and action plans. The next two slides are also part of the activity and should be displayed as suggested below.

**Material Necessary:**
- Post-its or cards of different colors (4 different colors)
- Sheets of paper (ideally white)
- Markers/pens

**Learning Activity Time Required:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 minutes</td>
<td>Instructions and group settings</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Identification of causes</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Identification of effects</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Group presentations (2 min each)</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Conversion into a solution tree</td>
</tr>
<tr>
<td>2 minutes</td>
<td>Feedback</td>
</tr>
</tbody>
</table>
Activity Guidelines:

1. Divide in syndicate groups with four to five participants per group.

2. **Central problem:** Provide the central problem for the tree: ‘Lack of equal opportunities in the police for women’

3. **Cause:** Participants brainstorm on causes and indirect causes for gender inequality in the police service in the host State police and place them as the roots of the tree. Provide an example if necessary to model what you mean (e.g. Cause: Females have no access to training because courses are given in the evening and women have family responsibilities -> Indirect cause: There are no policies assuring gender-sensitive criteria when training course are scheduled). (20 min)

4. **Effect:** Participants should determine the effect / further effect for each cause / indirect cause that has been identified. The effect / further effect are placed as the leaves of the tree. (20 min)

5. Participants present their work in the large group (10 min)

6. Instructor demonstrates how to flip the tree and reinterpret the information. (15 min)
**Expected Outcome:** Participants are able to identify root causes and effects and solutions to the problem of gender inequality in the host State police.
A policy is a **position or direction agreed by an authority on an issue or activity** and it provides a guide, general strategy or framework of action based on overall goals.

A policy provides an articulation of an institutional position and/or direction on an issue or activity and it can be perceived as a high-level overall plan, a definite course or method of action agreed by an authority such as a government.

A policy on gender mainstreaming is important as it outlines issues that are considered essential to the police organisation, takes away individual understanding, stereotypes and perceptions on these issues in favour of an institutional standard.

A policy on gender mainstreaming allows staff to understand their responsibilities and provides accountability.
This section will explain the process of developing gender-related policies, which encompasses assessment, mapping, formalization, strategy, convening, engagement, sensitivity, writing and launching of the aforementioned policies.
There are questions you can ask yourself in order to assure you follow all necessary steps towards the effective development of a policy in the police.

These questions are displayed on the slide and we will explore each one of them in our workshop today.
Firstly, let us systemize the human resources in your specific field missions.
A stakeholder is anyone who has an interest in the development of a gender equality policy in the police.

In other words, stakeholders can be both national or international, formal or informal, and individuals or organizations, which will affect or be affected - positively or negatively - by a policy on gender equality in the police organization.
Note to instructor: This activity aims at first brainstorming different types of stakeholders, and then providing participants with an opportunity to practice mapping stakeholders considering the specificities of their own field missions. Be mindful that the next slide presents with a suggestion of a simplified stakeholder map.

Relevant stakeholders include, but are not limited to:

- Female police association representatives;
- Head of Host State police; UNPOL Head of component;
- Head of the Ministry or Department dealing with internal affairs;
- Head of the Ministry for Women’s Affairs;
- Local leaders (e.g. tribal, religious);
- Gender Adviser in the United Nations field mission;
- Host State police officers;

Material Necessary:
Templates of stakeholder outlines (below) – each body outline should be cut out and handed out individually. It is recommended a set of 12 stakeholder outlines for each group.

- Flipchart
- Scotch tape
- Scratch paper
- Pens/markers

**Learning Activity Time Required:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Instructions and group settings</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Group discussion</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Flipchart/Poster production</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Presentation and feedback</td>
</tr>
</tbody>
</table>

**Total time:** 35 minutes

**Activity Guidelines:**

1. Participants are asked to get together in their own field missions.
2. On the scratch paper, participants list all stakeholders they can think of.
3. Then they organize how they should be placed according to the mapping, exemplified in the next slide, as follows. Show participants but go back to the slide during the activity so that participants are not affected by suggestions from the slide.
4. After participants discuss and draw a draft of the mapping, they are asked to label each of the body outlines they received with one stakeholder (name and title, preferably).

5. With the scotch tape, they stick the body outlines on the flipchart, modelling the structure presented on the slide above, illustrating their strategy.

6. Each group has 2 minutes to present and explain their poster and receive feedback from the big group.

**Expected Outcome:** Production of a stakeholder map, specific to each mission, based on the structure of the slide above.
Note to instructor: This activity bases itself on the activity beforehand, as participants will need the same body outlines they previously produced. It aims at teaching participants on how to perform a stakeholder analysis. Before the beginning of the activity, brainstorm briefly in the big group the importance of a stakeholder analysis.

Material Necessary:

- Stakeholder body outlines used on the previous activity (stuck to the poster)
- Flipchart
- Scotch tape
- Pens/markers
**Learning Activity Time Required:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Instructions and group settings</td>
</tr>
<tr>
<td>10 min</td>
<td>Grid activity</td>
</tr>
<tr>
<td>5 min</td>
<td>Instructions on how to flip it</td>
</tr>
<tr>
<td>5 min</td>
<td>Group discussion</td>
</tr>
<tr>
<td>5 min</td>
<td>Questions and comments in the big group</td>
</tr>
<tr>
<td><strong>Total time:</strong></td>
<td><strong>30 minutes</strong></td>
</tr>
</tbody>
</table>

**Activity Guidelines:**

1. Participants are asked to get together in their own field missions.
2. Participants remove body outlines from poster and draw a grid as shown on the slide above.
3. Participants are asked to then place their stakeholder body outlines according to the category they belong to.
4. Instructor shows the next slide and “flips the grid”, showing suggested strategies to the different types of stakeholders. Next slide is as follows.
5. Participants are given time to discuss their findings.
6. Participants are offered an opportunity to share comments or questions in the big group.

**Expected Outcome:** Production of a stakeholder analysis grid, as shown on the slide below.
Note to instructor: This activity aims at provoking reflection among participants concerning the different styles of communication and negotiating and possible ways to approach them in order to establish more efficient channels of work with the stakeholders in their missions. Before the activity starts, the instructor should go around the groups and select four stakeholders from each group, trying to select representatives of different styles (suspicious, supporting, indifferent, and aggressive) to optimize the simulation.

Material Necessary:

- Stakeholder body outlines selected by the instructor and removed from the grid from the previous activity.

Optional Learning Activity Time Required:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Instructions and group settings</td>
</tr>
<tr>
<td>5 min</td>
<td>1st round role play preparation</td>
</tr>
<tr>
<td>5 min</td>
<td>1st round role play</td>
</tr>
<tr>
<td>5 min</td>
<td>1st round role play discussion</td>
</tr>
<tr>
<td>5 min</td>
<td>2nd round role play preparation</td>
</tr>
</tbody>
</table>
5 minutes | 2nd round role play
---|---
5 minutes | 2nd round role play discussion
5 minutes | 3rd round role play preparation
5 minutes | 3rd round role play
5 minutes | 3rd round role play discussion
5 minutes | 4th round role play preparation
5 minutes | 4th round role play
5 minutes | 4th round role play discussion
10 minutes | Each group shares main findings in the big group

**Total time:** 75 minutes

**Activity Guidelines:**

1. Divide participants in syndicate groups.
2. Instructor selects four different stakeholder body outlines, attempting to select the four different communication styles aforementioned.
3. Participants are given time to read the instructions on the board and ask for further clarification if necessary.
4. There will be 4 rounds of role plays. For every round, participants should change their roles, so they play a different role every time. For every round, there must be one stakeholder, one host State police officer and one UNPOL. Additional participants can be other police officers or note takers.
5. Participants are given 5 minutes to prepare for each role play in their groups.
6. Participants role play the first encounter between the officers and the stakeholder, as explained on the slide.
7. Then, participants are given 5 minutes to discuss what they have simulated and suggestions to best address their type of stakeholder.
8. Participants are asked to share main findings in the big group.

**Expected Outcome:** Participants come up with practical strategic suggestions on how to address potential communication problems in the future. Further information is provided below.
One also needs to ensure the buy in from the decision makers in the police organization. For that reason, the experts on developing the policy and those approving and implementing the policy are recommended to be involved through a Policy Committee.

A Policy Committee is a committee in charge of developing a strategy and action plan for creating policies on gender equality and gender mainstreaming, as well as policies against sexual harassment, sexual exploitation and sexual abuse.

It is important that the senior police management from the host State police are engaged in the process from the start since they are the decision-makers and ultimately the ones who will approve the policies and ensure their implementation.

It is equally essential to engage the Head of the UNPOL component and management staff, since they interact with the host State police senior police management and provide them guidance and advise.

It is necessary to identify the members for your Policy Committee. First, ask yourself

- who needs to approve this policy? You need to aim for the decision makers within the host State police.
- who has influence on those decision-makers? You need to involve people of authority who can persuade the decision makers. Think for example of host State ministries in charge of the police, the advancement of the status of women and education. This can also include international actors such as the UNPOL head of police component or heads of United Nations agencies who are providing funding and capacity building to the host State police.
- what type of expertise is needed? You need to include experts within the host State police and from other relevant national or international entities.
- who are the beneficiaries of the policy? You need to include the voices of your beneficiaries who are primarily the host State female police officers. Their needs should be accurately reflected in the policy. You also have to engage with influential male police officers as they can help gather support for the policy.

Members of the committee should be supportive of gender equality. Examples of persons who can be part of the committee are:
- Head of host State police
- Head of department in host State police in charge policies, human resources management, recruitment, professional standards
- Head of UNPOL component (i.e Police Commissioner or Senior Police Adviser)
- Head of UNPOL department in charge of assisting reform on human resources, recruitment, professional standards
- UNPOL and host State police specialists on gender issues, advancement of women and equal employment opportunity
- UNPOL, host State police specialists on the above
- Department/Unit in charge of gender issues within the peace operation and other related units (i.e. human rights, security sector reform)
- Ministry in charge of the police
- Ministry of advancement of women
- Ministry of education
- Diverse group of representatives of female police officers with different ranks
- Influential male police officers supportive of gender policies
- Representatives from relevant UNITED NATIONS agencies

Along with a high-level Policy Committee, a Working Group should also be formed that will provide the secretariat for the committee. Once the Policy Committee is formed, it should develop a terms of reference.
The second question to be asked when developing a policy is what should be my strategy, my actions and my deadlines? This question refers to the strategic planning to ensure success with your policy.
Note to instructor: This activity aims at providing students with an opportunity to strategize their actions towards reaching the goal of developing a strategy.

Material Necessary:
- White poster paper
- Materials to write and draw (markers, pens, crayons)

Learning Activity Time Required:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Instructions and group settings</td>
</tr>
<tr>
<td>10 min</td>
<td>Group discussion and poster production</td>
</tr>
<tr>
<td>5 min</td>
<td>Comparison to expected outcomes and group</td>
</tr>
<tr>
<td></td>
<td>discussion</td>
</tr>
<tr>
<td>15 min</td>
<td>Presentation and feedback</td>
</tr>
</tbody>
</table>

Total time: 35 minutes

Activity Guidelines:
1. Divide in syndicate groups.
2. Participants identify the steps to develop a gender equality policy in their police organisation.
3. Show the next slide so that participants compare their answers and decide if they would like to alter anything on their own.
4. Groups have two minutes to present.

**Expected Outcome:** Participants create a strategic action plan to be followed in their field mission for the development of a policy. Example as follows.

ACTIVITY: WHAT ARE THE STEPS?

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Assess existing laws, policies, regulations and practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>Map stakeholders and hold consultations</td>
</tr>
<tr>
<td>Step 3</td>
<td>Form a policy committee</td>
</tr>
<tr>
<td>Step 4</td>
<td>Develop a strategy and action plan</td>
</tr>
<tr>
<td>Step 5</td>
<td>Convene female police officers</td>
</tr>
<tr>
<td>Step 6</td>
<td>Engage with command officers</td>
</tr>
<tr>
<td>Step 7</td>
<td>Sensitize male police officers</td>
</tr>
<tr>
<td>Step 8</td>
<td>Write gender-related policies</td>
</tr>
<tr>
<td>Step 9</td>
<td>Launch the policies</td>
</tr>
</tbody>
</table>
**Note to instructor:** This activity aims at providing participants with an opportunity to brainstorm different actions which assist in the development of a policy. A timer is offered on the slide to assist instructor. When user clicks on “timer”, the bar starts being filled up to the duration of one minute – time provided for their brainstorming.

**Material Necessary:**
- Standard paper
- Materials to write and draw (markers, pens, crayons)

**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 settings</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Brainstorming exercise</td>
</tr>
<tr>
<td>8 minutes</td>
<td>Presentation and feedback</td>
</tr>
</tbody>
</table>

**Total time:** 20 minutes

**Activity Guidelines:**
1. Divide in syndicate groups.
2. Participants assign one or two note takers.
3. Participants brainstorm the steps to be undertaken in their police organisation for developing a policy on gender equality.
4. Groups present to the large group.

**Expected Outcome:** Participants identify the strategic directions to undertake in developing a gender equality policy.

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**Note to instructor:** This activity aims at providing participants with an opportunity to brainstorm challenges and solutions to each of the actions mentioned on the slide.

**Material Necessary:**
- Paper and pen to take notes

**Learning Activity Time Required:**
Activity Guidelines:

1. Participants are organized by the mission to which they serve.
2. Participants are then broken into 3 smaller groups.
   1. First group focuses on describing the process of each action.
   2. Second group focuses on the challenges of such action in their field mission.
   3. Third group focuses on best practices to minimize issues when performing such action in their field mission.
3. Three smaller groups regroup and share findings.
4. Groups present their findings to the big group. They have 3 minutes to present and a minute to receive feedback.

Expected Outcome: Please see slides below. When comparing answers, be mindful to complement only if necessary. Related information is provided under each of the slides below. Optional activities are offered in case instructor notices the need for further practice in a specific topic and there is also enough time.
How can I make a strategy?

- Assess existing laws, policies, regulations and practices
- Convene interested police officers, especially females
- Engage command officers
- Sensitize interested police officers, especially males

Assess existing laws, policies, regulations and practices

1. Research on existing legal framework
2. Identify gaps
3. Compare to cultural practices
4. Identify discrepancies

Questions to be asked:
Are these laws reflected in the host State police? What are the gaps of implementation?
How can gender perspectives be included in policies that are being developed or reviewed in the host State police?
How do cultural practices affect women?

Policies
- Policies relevant to women in the host State police

Laws
- International conventions signed by the host State relevant to gender equality
- National laws and policies on gender equality in the host State

Cultural practices
- Cultural practices relevant to the status of women

Note to instructor: Complement with the talking points below if necessary.
The first step refers to researching what laws, policies and regulations on gender equality exist that can be useful for developing a specific policy for the police.

A list of international conventions on human rights to which the host State is a member is also relevant, as these often include respecting equal rights between women and men.

Furthermore, even if there are laws in place, it may not mean much. It all depends on how these laws are implemented. Therefore it is also essential to find out how laws and regulations are applied in practice and evaluate gaps within the police.

Trying to learn about the national context particularly the cultural practices relevant to the roles of women and men in the society are key to effective gender policy development.

After all, once gaps in the police have been identified, it is time to then think of ways to assist in building institutions, such as special structures for gender mainstreaming.

You also need to take into account the context where you are operating in. Often, policy development in post-conflict is part of a process of reforming and restructuring the police service. To know more about existing processes in place, here are three questions you can ask UNPOL and host State colleagues:

1. Are there any processes and procedures in place to review police policies?
2. Who are involved in these procedures?
3. How can gender perspectives be included?

Remember that we need to be creative. Sometimes, developing a specific gender equality policy might not be possible.

However, we can still integrate gender equality in policies that are being reviewed and revised such as those on recruitment, promotions, assignments and transfers etc.
Convene interested police officers, especially females

- Organize national consultations
- Conduct surveys
- Perform focal group discussions

*These methods can be used on their own or combined together to form an accurate picture on the status, experience and needs of female police officers in the police organization.*

Moreover, these methods can also be used to develop consensus on the issues and build the capacity of female police officers about concepts of gender equality and gender mainstreaming.

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**Note to instructor:** Complement with the talking points below if necessary.

A number of methods can be used to consult with female police officers such as a survey, focus group meetings, setting up or strengthening existing women police associations and organising a national conference with women police. National consultation, surveys and meetings – below.

These methods can be used on their own or combined together to form an accurate picture on the status, experience and needs of female police officers in the police organization.

Moreover, these methods can also be used to develop consensus on the issues and build the capacity of female police officers about concepts of gender equality and gender mainstreaming.

Adapted from World Health Organization, World Report on Violence and Health, 2002
Command officers and the senior management of the police have a critical role in approving the policy and overseeing its implementation. Therefore, their involvement is highly beneficial at every step of the way. In order to do so, a communication plan must be developed to identify the persons to inform and the ways to do so.

Firstly, one may engage high-level members of the Policy Committee so that regular meetings can be organised and participants provided with written progress reports for the purpose of updating.

Secondly, discussion groups and seminars can be organised with the command staff, such as regional directors of police.

As mentioned before, their buy in and support is essential for policies as they are responsible for implementation on the ground.

Therefore, consulting and getting their views will make them part of the process, and therefore increase their stake in the adoption and implementation of the policies.
Note to instructor: Complement with the talking points below if necessary.

Male police officers tend to form the majority of the police service, in particular the command staff.

Hence, it is important to sensitise male police officers in the development of the policies.

Partnership with men is crucial for success.

When gender equality is a “woman’s problem”, it tends to become a secondary concern. But when it becomes a problem for all and its solutions benefit all, then males start to find their role in it and understand that they are part of the answer.

When men begin to champion gender equality alongside women, things can change much more quickly.

Ideas which have shown to be efficient are displayed on the slide.

Optional Learning Activity:
Note to instructor: This activity aims at providing participants with an opportunity to discuss challenges in sensitising men.

Material Necessary:
- Slips of papers with a best practice in each (available on previous slide)
- Bag (for the slips of papers)

Learning Activity Time Required:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Instructions and group settings</td>
</tr>
<tr>
<td>10 min</td>
<td>Miming game</td>
</tr>
<tr>
<td>10 min</td>
<td>Group discussion</td>
</tr>
<tr>
<td>5 min</td>
<td>Questions and comments in the big group</td>
</tr>
</tbody>
</table>

Total time: **30 minutes**

Activity Guidelines:
1. Divide in syndicate groups.
2. Explain that each group will be receiving a bag with slips of best practices. In their own groups, two participants at a time pick one slip of paper, mime it, and the rest of the group has to guess it. Before performing, every pair has a minute to discuss outside the group. Every time, a new pair is formed, so that participants do not perform the mime with the same person.
3. Once all best practices have been mimed, the group discusses which one could be done in their host State and what would be the challenges.
4. Space is provided to share questions or comments in the big group.

Expected Outcome: Participants come up with an idea to follow when they return to their missions and are offered suggestions to address possible challenges from their peers.
**ACTIVITY: CREATING A STRATEGY**

- Background
- Policy framework
- Situation analysis
- Strategic priorities
  - Priority 1: National ownership
  - Priority 2: Engagement of the highest authorities
  - Priority 3: Capacity building
  - Priority 4: Partnership
- Implementation and coordination
- Monitoring and evaluation
- Risk factors
- Review

---

**Note to instructor:** The aim of this activity is to provide participants with an initial opportunity to explore the sections of the strategy template so that the next activity can prompt them to create their own. The following slides are expected outcomes of this activity.

- A strategy is a careful plan or method for achieving a particular goal.
- An essential component of the strategy is national ownership.

**Material Necessary:**
- □ Paper and pen to take notes

**Optional Learning Activity Time Required:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>5 minutes</td>
<td>Instructions and group settings</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Trio discussion</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Answer comparison with following slides</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Group work – strategy</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Presentations and feedback</td>
</tr>
<tr>
<td><strong>Total time:</strong></td>
<td><strong>40 minutes</strong></td>
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</tbody>
</table>
Activity Guidelines:

1. Divide in syndicate groups.
2. Participants analyse their documents and stipulate the type of content for each of the headings on the slide. (5 min)
3. Go over the following slides and compare ideas in the large group as you move along.
4. The final slide prompts them to create their own. (15 min)
5. Participants are asked to present and receive feedback.

Expected Outcome: Please see slides below.
Provides equal opportunities provisions and strategies in promotions including designing equitable criteria, ensuring access to information and adopting affirmative actions.

Sample:
“Promotion criteria need to be gender sensitive and designed to ensure equitable promotion of women.”

“The police service shall ensure that women have equal access to promotions as their male colleagues.”
**EXPECTED OUTCOME**

- Provides equal opportunities provisions and strategies in promotions including designing equitable criteria, ensuring access to information and adopting affirmative actions.

- Sample:
  - “Promotion criteria need to be gender sensitive and designed to ensure equitable promotion of women.”
  - “The police service shall ensure that women have equal access to promotions as their male colleagues.”

---

**EXPECTED OUTCOME**

- Provides equal opportunities provisions and strategies in promotions including designing equitable criteria, ensuring access to information and adopting affirmative actions.

- Sample:
  - “Promotion criteria need to be gender sensitive and designed to ensure equitable promotion of women.”
  - “The police service shall ensure that women have equal access to promotions as their male colleagues.”
EXPECTED OUTCOME

✓ Provides equal opportunities provisions and strategies in promotions including designing equitable criteria, ensuring access to information and adopting affirmative actions.

✓ Sample:
  "Promotion criteria need to be gender sensitive and designed to ensure equitable promotion of women."

  "The police service shall ensure that women have equal access to promotions as their male colleagues."

EXPECTED OUTCOME

✓ Provides equal opportunities provisions and strategies in promotions including designing equitable criteria, ensuring access to information and adopting affirmative actions.

✓ Sample:
  "Promotion criteria need to be gender sensitive and designed to ensure equitable promotion of women."

  "The police service shall ensure that women have equal access to promotions as their male colleagues."
EXPECTED OUTCOME

- Provides equal opportunities provisions and strategies in promotions including designing equitable criteria, ensuring access to information and adopting affirmative actions.

- Sample:
  
  “Promotion criteria need to be gender sensitive and designed to ensure equitable promotion of women.”

  “The police service shall ensure that women have equal access to promotions as their male colleagues.”

ACTIVITY: CREATING AN ACTION PLAN

1. Get together with your group
2. Use the Action Plan Template available in your handbook to assist you.
3. Create your own action plan! You will be given 20 minutes.
**Note to instructor:** The aim of this activity is to provide participants with an initial opportunity to explore the sections of the strategy template so that the next activity can prompt them to create their own. The following slides are expected outcomes of this activity.

Once a clear and realistic strategy has been developed, an action plan should be developed by the host state with the assistance of the UNPOL. The action plan includes:

- Objectives that describe expected achievements. Always aim for SMART objectives; SMART stands for specific, measurable, achievable, realistic and time-bound
- Actions that need to be undertaken to reach those objectives. These are called activities, and each activity has an expected output or deliverable;
- Persons responsible for each activity and the financial resources required.

The action plan should be coordinated with all relevant stakeholders within the overall reform and restructuring process of the police.

It is also essential to engage the department/unit/office in charge of gender issues within the peace operation who can assist in coordinating the action plan with other stakeholders (i.e. Ministry in charge of gender affairs in the host State, civil society etc.).

Once the action plan has been developed, approved and implemented, it is advised that the committee meet regularly (i.e. every three months) to assess progress and make modifications if necessary.

**Material Necessary:**
- Flipcharts
- Markers

**Learning Activity Time Required:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>2 minutes</td>
<td>Instructions and group settings</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Group work – action plan</td>
</tr>
<tr>
<td>13 minutes</td>
<td>Presentations and feedback</td>
</tr>
<tr>
<td><strong>Total time:</strong></td>
<td><strong>30 minutes</strong></td>
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</tbody>
</table>
**Activity Guidelines:**

1. Divide in syndicate groups.
2. Give participants 15 minutes to create their own action plan. Tell them there is supporting information available for them in their handbooks.
3. Once groups are ready, prompt them to present and offer feedback.

**Expected Outcome:** Please see slides below.
EXPECTED OUTCOME

Financial resources required
What are the financial resources required?
Example: None.

Human resources required
Who are the implementers involved?
Example: Host State police, UNPOL

Outcomes
What is the impact?
Example: Improved understanding of relevant policy documents

Expected date
When will the output be completed?
Example: 15/12/2016

Indicator of achievement
How will you know you are progressing towards your objective?
Example: Number of national laws and policies scanned.

Monitoring and evaluation
How will you track progress on your objective?
Example: Monthly status report
CONGRATULATIONS!

STRATEGY

ACTION PLAN

ACTIVITY: EXAMPLES OF POLICIES

- In your opinion, what should be the sections in a policy? What information should each section include?
Note to instructor: This activity aims at providing participants with an opportunity to study existing documents and be exposed to templates.

Material Necessary:

- [ ] Case studies from other United Nations missions
- [ ] The documents brought from their missions

Learning Activity Time Required:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
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</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Instructions and group settings</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Group discussion</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Questions and comments in the big group</td>
</tr>
<tr>
<td><strong>Total time:</strong></td>
<td><strong>20 minutes</strong></td>
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</tbody>
</table>

Activity Guidelines:

1. Divide in syndicate groups.
2. Each group receives a different case study and gain time to go over the article. Ideally, every participant should receive one copy.
3. In their own groups, they are told to discuss the questions on the slide.
4. The last five minutes are dedicated as a space to share questions or comments in the big group.

Expected Outcome: Participants display understanding of the policies from their host State.
EXPECTED OUTCOMES

Purpose
What's the general aim?

Scope of application
What entities and personnel are covered?

Definition of terms
What are the definitions of the terms adopted?

Rationale
What is the basis for it? What is the situation?

Principles
What are the basic principles and areas of applicability?

Recruitment
Provide equal opportunities and include strategies to increase the recruitment of females

Education and training
Provide equal opportunities and ensure all police recruits are trained on gender mainstreaming

Deployment, assignments, placements and transfers
Provide equal opportunities by reviewing criteria

Promotions
Provide equal opportunities by reviewing criteria and ensuring access to information
EXPECTED OUTCOMES

Representation and leadership
What are the strategies for access to positions of authority?

Welfare
What are provisions for the health care of female police officers?

Enforcement and implementation of the policy
What are the enforcement mechanisms?

Evaluation and review
This section will cover the six steps to implement gender-related policies.

As strong actions will demonstrate that the police organisation takes the policies seriously, it is therefore essential to set up a rigorous implementation plan to foster credibility and trust in the police organisation.
**Note to instructor:** Brainstorm about the necessary steps according to their own experience.

**Material Necessary:**
- Flipcharts
- Markers

**Learning Activity Time Required:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>2 minutes</td>
<td>Instructions and group settings</td>
</tr>
<tr>
<td>8 minutes</td>
<td>Brainstorming</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Presentation and feedback</td>
</tr>
</tbody>
</table>

Total time: **15 minutes**

**Activity Guidelines:**
1. Divide in syndicate groups.
2. Give participants 8 minutes to brainstorm the question on the slide and organize the information on a flipchart.
3. Participants present and receive feedback. Each presentation should take no longer than two minutes.

**Expected Outcome:** Please see slide below.
ACTIVITY: BRAINSTORMING

HOW CAN I ASSURE THE IMPLEMENTATION OF THE POLICY?

Note to instructor: Brainstorm on the question on the slide.
EXPECTED OUTCOME

HOW CAN I ASSURE THE IMPLEMENTATION OF THE POLICY?

- Establishing gender specialized offices
- Engaging the responsibility of high level authorities
- Building strategic partnerships
- Integrating the policy in the training curricula of the police
- Mainstreaming gender perspectives into new and existing guidance materials
Note to instructor: This activity aims at discussing the challenges and possible solutions based on participants’ real life experience when implementing a policy on gender equality.

Material Necessary:

- Sheets of paper
- Pens

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 settings</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Role play writing</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Role play preparation</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Role play performance</td>
</tr>
<tr>
<td>8 minutes</td>
<td>Wrap up discussion</td>
</tr>
</tbody>
</table>

Total time: 35 minutes

Activity Guidelines:
1. Instructor tells participants to organize according to their field mission-specific groups.

2. They will have 10 minutes to create a short role play/conversation which exemplifies a challenge faced by them in their field mission in regards to implementing a policy on gender equality.

3. Instructor collects the role play writings and redistributes them around the room.

4. Participants are told they should continue the role play with a new scene, which should provide a solution.

5. Ask participants to present the new scene to the group.

6. If there are any questions or comments, 8 minutes were assigned for a wrap up.

**Expected Outcome:** Please see slides below.

>The first step in applying the policies is to set up offices that will be responsible for coordinating implementation across the police organization.
For the policy on gender equality, gender-related structures from the strategic to the operational levels should be set up.

At the strategic level, it is advised to set up an Office for Gender Equality at the highest level in the police organization such as in the Office of the Head of the Police. This will ensure that gender perspectives are mainstreamed from the top.

Additionally, an Advisory Board consisting of Heads of Police Departments can be created to reinforce the Office for Gender Equality. Alternatively, the Gender Equality Office can also be placed within the department that deals with professional standards or human resources.

At the operational level, it is recommended to establish gender desks with gender focal points in police departments, units and sections as well as in the regional and provincial offices.

It is advised to set up multiple places to file complaints, since victims should not be obliged to report a case through the chain of command as the harasser may be the supervisor or another person within that chain.

For the policy on sexual harassment, sexual exploitation and sexual abuse, there may already be structures in place in the police organization at the strategic and operational levels such as the department that deals with professional standards and conduct of the staff.

This is most often responsible for the overall implementation, monitoring and evaluation of such a policy.

At the strategic level, ensure that this office is authorized to deal with acts related to the policy on sexual harassment, sexual exploitation and sexual abuse.

At the operational level, ensure that an accessible and confidential victim complaints mechanism is set up.
The specialized entities in charge of implementing the policies need to have reporting lines to the Head of the Police or police management who receives and evaluates periodic performance reports.

This gives the Head of the Police the authority to receive and evaluate periodic performance reports on gender mainstreaming within the organisation.

Heads of departments need to be accountable to ensuring the implementation of the policies

The creation of mechanisms to reinforce the specialized entities such as an Advisory Board consisting of heads of police departments and a regional- and station-level network of gender focal points can help in ensuring the operationalization of the policies at all levels.

Since Heads of departments, sections, and/or units need to be accountable to ensuring the implementation of the policies, their role must be clearly outlined in handling complaints in an appropriate manner and non-compliance shall be dealt with disciplinary actions.

Furthermore, submitting periodic performance reports through the specialised gender entities has also proven to be an efficient accountability practice.
The identification of stakeholders and an analysis of their interests and motivations help elaborate strategic partnerships for the implementation of the policy.

The active participation of the stakeholders (i.e. through a Working Group during the formulation of the policies) in the development of the strategic implementation plan is important to ensure sustainability.

The Office for Gender Equality is recommended to assist the Heads of Police sections, units and departments in integrating the goals of the action plan into their work plan as appropriate.

It is productive that the heads of police sections, units and departments need receive a clear outline of their responsibilities in implementing the policies and how to handle non-compliance and complaints, as the one presented below.

The Office for Gender Equality should establish partnerships with external entities, such as governmental ministries and international and regional organisations who can provide funding and expertise for implementing the activities in the action plan.
UNPOLs are expected to assist the host State police in developing gender-related policies, procedures and directives.

It is also necessary to integrate the gender policies into the review of existing guidance materials and the development of new ones. This is the sixth and last step in our procedure.

The development of specific policies, procedures and action plans, along with police departments and units, enables the operationalization of policies in all levels of the organisation, which should accompany performance indicators.

Below, you will find suggestions of actions which have proven to be efficient on the ground:

- Create an association of female police officers as a forum to share experiences;
- Organize activities to empower female police officers so that they can promote and safeguard their rights;
- Engage the involvement of male officers as role models for gender mainstreaming;
Another form to assure the implementation of a policy on gender equality based on best practices from the field is integrating the policy in the training curricula of the police.

Due to a concern in assuring host State officers understand policies and put their provisions into action, the present step was developed to assist the host State police in developing training materials and integrating these in the basic, advanced and specialised training curricula at the police school.

In particular, it is advised to include them in management courses for heads of sections, units and departments.

They should be trained as a priority on their duties and responsibilities.

Furthermore, establish a special training plan that includes training for gender focal points/women’s coordinators, supervisors/commanders/heads of departments/units/sections.

Also, organize training-of-trainers courses and roll out regular training and refresher courses for all police officers.

A one-off training course will be ineffective in changing mind-sets and attitudes on gender equality and sexual harassment, exploitation and abuse.
Therefore, the training plan should include compulsory training for all police officers as well as annual refresher courses and periodic courses for management staff. Moreover, the basic curriculum for all new recruits should include the policies.

Regarding the training, it is highly recommended that it:

- emphasises the dynamics of gender inequality, sexual harassment, sexual exploitation and sexual abuse.;
- includes the effect on victims and how to handle situations in the workplace.
- covers sanctions and liability issues in case of failure to address sexual harassment.
- Different forms of discrimination can be highlighted such as based on sexual orientation, culture, ethnicity which provide increased vulnerability to women.

Finally, it is a productive practice to be mindful that training empowers both female and male police officers in implementing and advocating for gender mainstreaming in the police organisation.

Therefore, those who have been trained should be encouraged to discuss the issues with their colleagues.
1. Get with your group
2. Check the curricula available in your handbook
3. Devise one for your mission considering its specific needs and context
4. You have 5 minutes to create a 1 minute commercial, selling the idea of your curriculum to the big group

Note to instructor: This activity aims at providing participants with opportunities to personalize a curriculum on gender equality based on the needs of the host State.

Learning Activity Time Required:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>2 min</td>
<td>Instructions and group settings</td>
</tr>
<tr>
<td>10 min</td>
<td>Curriculum design</td>
</tr>
<tr>
<td>10 min</td>
<td>Preparation</td>
</tr>
<tr>
<td>5 min</td>
<td>Presentation</td>
</tr>
<tr>
<td>3 min</td>
<td>Feedback</td>
</tr>
<tr>
<td>Total time</td>
<td>30 minutes</td>
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Activity Guidelines:

1. Divide in syndicate groups.
2. Participants have 10 minutes to go over the tools in the handbook and organize their own curriculum.
3. Participants are instructed to present their curriculum in an innovative way, through a one minute commercial, as if all groups were advertising for the same fundraising.

4. Groups present and receive feedback.

**Expected outcome:** *Please see slides below.*

---

*Note to instructor:* *This activity aims at discussing the challenges and possible solutions based on participants’ real life experience when implementing a policy on gender equality.*

This phase includes an initial identification of priority issues and problems in all areas of activities, formulating time-bound strategic objectives, activities and indicators of performance (qualitative and quantitative).

The Office for Gender Equality is recommended to develop an overall strategy and a standardised action plan that will provide guidance to the implementation of the policies in the police organization.

The Office for Gender Equality needs to develop an overall strategy and a standardised action plan that will provide guidance to the
implementation of the policies in the police organization. This is the third step in our implementation procedure.

Goals can be considered short, medium or long term. For instance, as a short or medium term goal, one may aim to achieve a minimum percentage of the representation of women in the police by a certain date, whereas the long term goal should be gender parity – that is to have 50 percent women throughout the police ranks. To accomplish such, one is recommended to identify targets for the recruitment of women and specific activities to reach those targets, such as establishing a quota for women on promotions, training opportunities and leadership posts. Experience has proven that setting quotas enables under-represented groups to gain access to opportunities.

As a short or medium term goal, you can aim to achieve a minimum percentage of the representation of women in the police by a certain date. The long term goal should be gender parity – that is to have 50 percent women throughout the police ranks.

Finally, it is highly suggested to review existing policies and procedures to ensure that they do not explicitly or implicitly discriminate against women. This includes reviewing criteria for recruitment, deployment, placement, promotion and leadership.

Material Necessary:

- □ Flipcharts
- □ Markers

Learning Activity Time Required:

<table>
<thead>
<tr>
<th>Time Required</th>
<th>Description</th>
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<tbody>
<tr>
<td>2 minutes</td>
<td>Instructions and group settings</td>
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<tr>
<td>20 minutes</td>
<td>Preparation</td>
</tr>
<tr>
<td>13 minutes</td>
<td>Presentation and feedback</td>
</tr>
<tr>
<td>Total time:</td>
<td>35 minutes</td>
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Activity Guidelines:

1. Divide in syndicate groups.
2. Based on your experience with producing strategy and action plans from the previous slides, tell participants to focus now on
creating such documents for the implementation of the policy. (20 min).

3. Participants present and receive feedback from their peers and instructors.

**Expected Outcome:** Please see slides below.

This section will present and explain the four steps to monitor and evaluate implemented gender-related policies. It will also present the importance of the processes of monitoring and evaluating.
Note to instructor: Brainstorm in the large group about the definition of monitoring and evaluation.
Monitoring is an on-going and systematic collection of data and analysis of information on specific indicators to track progress against the set gender action plan and check compliance to established standards. Monitoring determines whether the implementation of the action plan is on track towards its intended results.

Evaluation is a systematic and objective process to determine the efficiency, effectiveness, and impact of the gender policy, strategy and action plan according to their goals and objectives. Below, you will find suggested questions to evaluate.
Monitoring and evaluation is used for reviewing progress, identifying problems in planning and/or implementation, and making adjustments to ensure you are likely to succeed in achieving your goals.
Monitoring and evaluation documents and assesses processes that are being conducted. As a consequence, it is possible to learn from experiences and improve such processes, increasing results and decreasing time invested.

Monitoring and evaluating focus on what is being done and how it is being done. The pie on the right explains the three areas of focus when evaluating a project, policy, or any other process.

Monitoring and evaluation is focused on learning from what you are doing and how you are doing it. We focus on three areas:

- Efficiency tells you if the ‘inputs’ (e.g. money, time, staff, equipment etc.) are appropriate in terms of ‘outputs’ (e.g. trained officers, reviewed and new policies etc.). Were there enough resources to train the target number of officers on the gender training curriculum?

- Effectiveness is a measure to the extent you have achieved the objectives you have set. Have you achieved the set target of number of the recruitment of female officers in the police? Have you integrated gender perspectives in the target number of existing and new policies in the police?

- Impact: tells you if you have made a difference to the problem of gender disparity in the police. Has training command staff contributed to
decreasing gender stereotypes in deployments of police officers and performance appraisals?

**ACTIVITY: GROUP DISCUSSION**

1. Get together with your group
2. What questions must be answered by a monitoring and evaluation framework?

**Note to instructor:** This activity was created to offer participants an opportunity to apply their own experience into the setting of a framework for monitoring and evaluation.

**Material Necessary:**
- [ ] Flipcharts
- [ ] Markers

**Learning Activity Time Required:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>3 minutes</td>
<td>Instructions and group settings</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Discussion</td>
</tr>
<tr>
<td>12 minutes</td>
<td>Presentation and feedback</td>
</tr>
<tr>
<td><strong>Total time:</strong> 25 minutes</td>
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</table>
**Activity Guidelines:**

1. Divide in syndicate groups.
2. Discuss the question proposed on the slide.
3. Each group is given no longer than 2 minutes to share their findings and receive feedback from their peers and instructors.

**Expected Outcome:** *Please see slides below.*

The first step towards monitoring and evaluation is to create a framework to track progress and achievements on the implementation of the strategy and action plan.

A monitoring and evaluation framework answers the following questions displayed on the slide.
Note to instructor: This activity aims at providing participants with practice in exploring the different elements in monitoring and evaluating.

Material Necessary:
- Flipcharts
- Markers

Learning Activity Time Required:

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>3 minutes</td>
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</tr>
<tr>
<td>10 minutes</td>
<td>Discussion</td>
</tr>
<tr>
<td>12 minutes</td>
<td>Presentation and feedback</td>
</tr>
<tr>
<td><strong>Total time:</strong></td>
<td><strong>25 minutes</strong></td>
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</tbody>
</table>

Activity Guidelines:

1. Divide in syndicate groups.
2. For each 2 groups, assign one of the questions on the board.
3. Allot them 10 minutes for discussion.
4. Gather them all in the large group and prompt groups to share findings.
5. Complement if necessary with the information below.

**Expected Outcome:** *Please see slides below.*

Regarding indicators, it is relevant to stress that:

In certain cases, the indicators which would allow the monitoring and evaluation of strategies towards a specific goal have not been developed yet. In that case, UNPOLs are expected to assist the host State in the development of indicators for the work plans of the police section, unit and department levels. These indicators aim to measure the performance of the section, unit and department in the implementation of the policies. The performance indicators should be reflected in the annual performance evaluation of every police section, unit and department.
The second step is to assist in developing indicators for the workplans of the police section, unit and department levels. These indicators aim to measure the performance of the section, unit and department in the implementation of the policies. The performance indicators should be reflected in the annual performance evaluation of every police section, unit and department.

The third step refers to developing performance indicators for police departments to determine the extent to which the policies and procedures have achieved their intended goals. This should be included in the annual performance evaluation of every unit. In particular, senior and middle manager positions should be evaluated on their responsibility for implementing the policies.

Also, evaluation needs to be on a basis of zero tolerance on the violation of the policies.

For discussion on reporting, see comments below.

The final step recommends the reporting of findings retrieved from the monitoring and evaluating processes.

Monitoring and evaluating progress reports on the implementation of the policies and recording complaints of violations need to be systematized and should occur on a regular basis (i.e. every six months and annually).

Moreover, reporting can be internal or external to the police organization. Internally, the police section, units and departments should provide implementation reports of gender-related activities to the Office for Gender Equality every six to twelve months.

Alternatively, the Office for Gender Equality can tap into existing reporting mechanisms on the implementation of work plans of the police sections / units /departments.

The Office for Gender Equality can extract the progress of gender-related activities from these reports. In turn, the Office for Gender Equality should collect, analyse and evaluate these reports and present the conclusions to the Head of the Police.

The purpose of internal reports is to inform the on-going management of the implementation of gender mainstreaming within the police organization and decision-making through comprehensive content.
Externally, a report can be provided to stakeholders outside of the police organization such as donors, community members, partner organisations, international entities and governmental bodies.

The purpose of external reports is for accountability, credibility, and celebrating accomplishments, highlighting challenges and solutions and raising funds, through content considered brief and adapted to the target audience.

**Note to instructor:** This activity aims at providing participants with practice in creating a framework in monitoring and reporting.

**Material Necessary:**
- ☐ Flipcharts
- ☐ Markers

**Learning Activity Time Required:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 minutes</td>
<td>Instructions and group settings</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Discussion</td>
</tr>
<tr>
<td>12 minutes</td>
<td>Presentation and feedback</td>
</tr>
<tr>
<td><strong>Total time:</strong></td>
<td><strong>30 minutes</strong></td>
</tr>
</tbody>
</table>

**Activity Guidelines:**

1. Divide in syndicate groups.
2. Give participants 15 minutes to create their own M&E framework.
3. Groups present in the large group. (2 min)