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

MODULE 3: CAPACITY BUILDING OF HOST STATE POLICE ON PREVENTING AND INVESTIGATING SGBV
LESSON 1 UNDERSTANDING SEXUAL AND GENDER-BASED VIOLENCE (SGBV) AND CONFLICT-RELATED SEXUAL VIOLENCE (CRSV)

First edition
2015
Preparatory Notes to Instructor

**Background**

Sexual and gender-based violence (SGBV) is a persistent and universal problem that happens in all societies and across all social classes. It is widespread during conflict and post-conflict situations. Soldiers, guerrillas and other members of rival groups execute it as a conscious strategy to dominate enemies and carry out the goals of the conflict. Members of the community, family, acquaintances and demobilised parties to the conflict perpetrate it as opportunistic crimes. Women, men, girls and boys are all vulnerable to SGBV.

The general breakdown of the rule of law and a social and cultural context where such acts are tolerated facilitate committing SGBV and CRSV. In some societies, cases such as rape, sexual abuse and domestic violence are not commonly regarded as crimes by the community in general, including the police, due to inequality and discrimination against women and a lack of awareness of women and children’s rights. Additionally, traditional harmful practices, such as female genital mutilation and forced and early marriages are widely accepted in cultural norms leaving women and children without recourse to justice.

This lesson goes hand-in-hand with the rest of the United Nations Police (UNPOL) Gender Toolkit, including the online e-learning course, the Handbook and the Compendium of Project Tools. Please remember to use and refer to the Project Tools from the Handbook that contain many useful handouts and templates for full comprehension of the material.

**Aim**

This lesson aims to provide skills and competencies in preparing, implementing and monitoring and evaluating a project on establishing specialised SGBV police units.

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

**Target Audience**

This training lesson can be used as a pre-deployment, induction or in-mission specialized training for United Nations Police (UNPOL) officers.
UNPOL officers can use and adapt this training course to deliver training to host State counterparts.

**Learning Outcomes**

*What will the audience learn from the presentation:*

1. Define SGBV and CRSV
2. Analyse the specificities of crimes related to SGBV and CRSV
3. Analyse the barriers for police in addressing SGBV and CRSV
4. Apply the appropriate legal policy framework to cases of SGBV and CRSV

**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 prerequisite 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>
<tr>
<td>Additional off line exercises for facilitated sessions</td>
<td>Scenario-based exercises</td>
<td>Optional Film</td>
<td>Mission Specific exercises</td>
</tr>
<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>2 h 05 minutes</td>
<td>30 minutes</td>
<td>15 minutes</td>
<td>1 h 20 minutes</td>
</tr>
</tbody>
</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 on prevention and investigation of sexual and gender-based violence. 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 awareness raising 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**

Instructors should have completed the online e-learning course and have read the UNPOL Gender Toolkit Handbook and Compendium of Project Tools.

**Required Readings**

- Statute of the International Criminal Court
- United Nations Declaration on the Elimination of Violence against Women
- International Convention on the Elimination of all forms of Discrimination against Women (CEDAW)

**General Preparations**

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

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

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)

Example (Stories that illustrate a point or key message)

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

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

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

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

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

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

Session Notes
MODULE 3

LESSON 1

UNDERSTANDING SEXUAL AND GENDER-BASED VIOLENCE (SGBV) AND CONFLICT-RELATED SEXUAL VIOLENCE (CRSV)

Structure of this lesson

1. UNDERSTANDING SEXUAL AND GENDER-BASED VIOLENCE AND CONFLICT-RELATED SEXUAL VIOLENCE

2. IDENTIFYING AND APPLYING THE UNITED NATIONS POLICY FRAMEWORK ON THE PREVENTION OF SEXUAL VIOLENCE
Note to instructor: Explain the structure of the lesson.

This lesson is divided into two steps.

The first step explores the definitions and characteristics of sexual and gender-based violence (SGBV) and conflict-related sexual violence (CRSV), whereas the second focuses on understanding and applying the United Nations policy framework on prevention of SGBV and CRSV.

Learning outcomes

- Define SGBV and CRSV
- Analyse the specificities of crimes related to SGBV and CRSV
- Analyse the barriers for police in addressing SGBV and CRSV
- Apply the appropriate legal policy framework to cases of SGBV and CRSV

Note to instructor: Explain the learning objectives of this section
Note to instructor: This activity aims at reviewing content related to sexual and gender-based violence and conflict-related sexual violence through a competitive and dynamic United Nations activity. The PowerPoint file is expected to be user-friendly. It is essential that you explore and get familiarized with the file before the presentation of the lesson to the participants. The functionality of the slides can only be explored in “presentation mode”. The slides are set in a way that, when the user clicks on one of the points, the respective question is displayed. Below, an example of the slides belonging to the 100 points question from the Concepts and definitions category with further details to facilitate understanding. Finally, make sure you have an assistant keeping track of the score in a place visible to all participants. Activity ends when all questions have been answered or the time has ran out.

Materials Required:
- Jeopardy PowerPoint file
- Timer

Learning Activity Time Required:
5 minutes Instructions
15 minutes Performance of game
Total time: 20 minutes

Activity Guidelines:
1. Ask participants who is familiar with the game called Jeopardy

Note to instructor: This slide explains the rules. Since it is a game that might be complex and new to many participants, keep it on screen while you verbally explain the rules as well and even model once for exemplification purposes. In this way, you assure participants comprehend the rules clearly through their own learning styles.

2. Explain to the participants the following rules of the game
   a) In every turn, participants decide on a way to decide whose group should play first.
b) Group then selects the question based on the amount of points they get if the proper answer is provided. Tell participants that if the points rise along with the difficulty of the question.

c) First group has 30 seconds to give an answer. Make sure participants comprehend they can only try one answer.

d) If the group does not answer properly, a representative of every other group is selected and placed to race towards the board and (ring a bell/hit a balloon/grab something from the wall). The one to reach first gets to answer on the behalf of the group.

   i. If answer is incorrect, race restarts with the other participants (the last one to try is never part of the race).

   ii. If answer is correct, group receives respective points and a new participant from another group throws the dices for a new question.

**Expected Outcome:** Participants demonstrate basic understanding of the concepts. An example of how slides function is presented below.

Main screen during the game:

<table>
<thead>
<tr>
<th>Concepts and definitions</th>
<th>Legal framework and policing</th>
<th>General information</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 PT</td>
<td>100 PT</td>
<td>100 PT</td>
</tr>
<tr>
<td>200 PT</td>
<td>200 PT</td>
<td>200 PT</td>
</tr>
<tr>
<td>300 PT</td>
<td>300 PT</td>
<td>300 PT</td>
</tr>
</tbody>
</table>
Example of a question slide. When user clicks anywhere on the screen, the respective answer screen is shown.

What is conflict-related sexual violence?

Example of an answer slide. When user clicks on the icon, located on the bottom right of the screen, the main screen (displayed above) is shown. If user clicks anywhere else on the screen, nothing happens.
Any form of sexual violence of comparable gravity, perpetrated against women, men or children with a direct or indirect link to a conflict, which may be temporal, geographical or causal.

SECTION 1

UNDERSTANDING SEXUAL AND GENDER-BASED VIOLENCE AND CONFLICT-RELATED SEXUAL VIOLENCE
Why is the understanding of SGBV and CRSV important for peacekeeping?
There is a continuum of sexual and gender-based violence prior to conflict that can turn into conflict-related sexual violence and/or co-exist with it during and after the conflict and continue in the post-conflict environment.

In many post-conflict situations, there are high levels of domestic violence. In some cases, criminal gangs have also been reported to be involved in rape and sexual assault.

While SGBV affects the peace stability, CRSV breaks the community.
Why is the understanding of SGBV and CRSV important for policing in peacekeeping?

It contributes to peacekeeping work to acknowledge that

• men and boys also suffer sexual violence during conflict
• women and children in IDP camps are the most vulnerable group of individuals

Why is the understanding of SGBV and CRSV important for policing in peacekeeping?

It contributes to peacekeeping work to acknowledge that

• Host state police could be involved in perpetrating both SGBV and CRSV
• UN personnel has been involved in sexual exploitation and abuse and these crimes have greatly undermined the credibility of the United Nations
**Activity**

**Instructions:**

As the instructor presents different statements, move to the corner which best represents your opinion.

**Note to instructor:** This activity aims at highlighting the different opinions that may exist, as well as provide participants with an opportunity to revisit and reconstruct their beliefs regarding SGBV and CRSV. This exercise will provide the instructor with an idea about some of the preconceptions that may exist within the group. Explain that this is not a test and there are no right or wrong answers. Every slide presents a different myth to be discussed. Also, under each slide, further explanation is presented if necessary. This activity to be used during correction.

**Materials Required:**

- 4 posters on the corners of the room, each one saying
  - YES for Me and YES for Others (I agree and believe that this statement is broadly accepted by others)
  - YES for Me and NO for Others (I agree and believe that this statement is NOT broadly accepted others)
NO for Me and YES for Others (I do not agree and believe that this statement is broadly accepted by others)

NO for Me and NO for Others (I do not agree and believe that this statement is not broadly accepted by others)

Scotchtape

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>12 minutes</td>
<td>Presentation of slides</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Wrap up</td>
</tr>
<tr>
<td><strong>Total time:</strong></td>
<td><strong>20 minutes</strong></td>
</tr>
</tbody>
</table>

Activity Guidelines:

3. Instruct participants they should stand up in the middle of the room.

4. They will be presented with different opinions on the slides and they are supposed to move to the corner that best represents their position. Explore what each corner means before beginning the activity.

5. Make sure to tell participants there is no wrong or right answer in this activity, but do provide complementary information after certain slides if you feel it is necessary.

6. For each slide, allow no more than one minute for them to position themselves. After each slide, participants go back to the middle of the room.

7. By the end of the activity, promote discussion by noting

   - Not all agreed on the answers.

   - Responses were based on individual beliefs, which are a reflection of socio-cultural values, religion and so on.

   - Thus, some of these statements can be understood to reflect **stereotypes** about gender roles based on socio-cultural ‘normative beliefs’ (conventional wisdom). Other statements may reflect **assumptions or misconceptions** about SGBV also based on socio-cultural ‘normative beliefs’.
- **Stereotypes** are often based on some element of truth, however, they do not represent a fixed ‘truth’ about an individual or a group but rather some element about an individual or group that is subsequently applied repeatedly and increasingly more broadly.

**Expected Outcome:** Participants show clarification of individual myths they display having regarding SGBV and CRSV so that they can correct the sentences in the following activity.

The slides for the activity are presented below with optional complementary information under each one.

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“Only women and girls are victims of SGBV and CRSV.”

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Sexual violence in conflict affects women, men, boys and girls. Children account for tens of thousands of cases. Male survivors are often sidelined from protection measures due to gaps in national laws on rape regarding their status as victims.
 Sexual violence is not a collateral damage or side effect of a conflict but is often part of a strategy to defeat rival groups. Sexual violence is not inevitable, as guerilla groups choose to command their soldiers to either engage in sexual violence or not. Governments are required by international and national law to take measures to prevent conflict-related sexual violence.
Power, anger, dominance and control are the main motivating factors for rape not sex. In the case of CRSV, rape is as a tactic of war to humiliate, dominate, instil fear in, disperse and/or forcibly relocate civilian members of a community or ethnic group.
If one is forced into non-consentual sex by one’s spouse, that is considered marital rape, which is a form of domestic violence and sexual abuse.

Moreover, rape within an intimate relationship – or marital rape - is not included in national law, as only 52 countries have criminalized marital rape.
“The victim probably provoked the rape, by behaving or being dressed inadequately.”

Rape or any form of sexual violence cannot be provoked by victim, as no one’s behavior justifies or excuses such crimes. People have a right to be safe from a sexual violation at any time, any place and under any circumstances. The offender, not the survivor, must be held responsible for this crime.
“Sexual violence that amounts to an international crime (i.e. war crime, crime against humanity, genocide) can be reported even if weeks, months or years have already passed.”

The International Criminal Court (ICC) is the first permanent international court established to investigate, prosecute and try individuals accused of committing the most serious crimes of concern to the international community as a whole, namely the crime of genocide, crimes against humanity, and war crimes, when committed after 1 July 2002. Such crimes can be reported at any given time after the incident.
Even though, for innumerous reasons, victims may falsely report rape, such phenomena only amounts to 2 to 8 percent of the cases, according to a research conducted by Vox in 2015.
The most common profile of perpetrator is someone known by the victim, either a family member, a friend, or a close acquaintance.
Regardless of an individual's lifestyle, nothing justifies or normalizes sexual violence. Sex workers are more vulnerable to sexual violence in given contexts and are equally entitled to human rights.

Studies show that a significant proportion of male and female sex workers have been raped by their clients, the police or their partners.
Perpetrators may be female or male and range from military to police officers, guerrilla fighters, to community and family members. The sex offenders come from all levels of the society – the wealthy, middle class and the poor.

Some sex offenders can be exceptionally bright particularly skilled in manipulation and linguistics. Others may be average or may have significant intellectual limitations.

Most sex offenders are not psychotic or crazy. Some sex offenders have mental health difficulties, such as depression, anxiety, or other disorders, just as many people in the general public do. But that certainly doesn't cause them to commit a sex offense.

“Sex offenders usually come from the poor strata of society, and either have a low level of intellect or are crazy.”
According to a study by the World Health Organisation, data on sexual violence typically come from police, clinical settings, non-governmental organisations and survey research, as a large number of cases are not reported to the police.

SGBV cases are under-reported. Some studies show that only 2% of the cases are brought to the police.

Also, violence against children is rarely reported to the police and investigated. Perpetrators are seldom held to account. Children of very young age do not have the capacity to report. Fear and stigma prevent many children and parents from reporting the violence.
Note to instructor: This activity aims at reviewing common sense knowledge regarding SGBV and CRSV. When slides are displaying false information, additional information is provided under them to assist you in the discussion to be held after each slide. Also, before correcting the false statements, ask participants to do it and only provide additional relevant information if necessary.

Material Required

- Non-transparent tape

Learning Activity Time Required:

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Instructions</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Performance of activity (display of slide, participants’ placement and respective feedback)</td>
</tr>
<tr>
<td>Total time:</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

Activity Guidelines:
1. Instruct participants that they will be shown multiple sentences on the following slides. For every slide, they have 10 seconds to place themselves on the side of the line which best represents their position. Hence, if a participant believes a sentence is true, he/she should move to the left side of the line taped on the floor.

2. After each slide, prompt participants to correct the false statements. Complement with the information provided if necessary.

3. Also, allow space for participants to ask questions regarding the sentence being mindful to the time attributed to this activity.

**Expected Outcome:** Answers according to slides below.

**Activity II**

- Lack of resistance by the victim means consent.

Many victims make the good judgment that physical resistance would cause the attacker to become more violent, are unable to react or are in state of shock. Therefore, lack of resistance cannot be interpreted as consent by the victim.

This is extremely important during interviewing victims because, for victims who demonstrate little or no physical resistance, a question which assumes such is the case can make them feel that they are being judged and/or that their claim is viewed with suspicion. Therefore,
understanding that lack of resistance by the victim does not mean consent, open-ended questions, such as “what did you do next?” would be more efficient and respectful to the victim.

**Note to Instructor:** The visual information on this slide focuses on the fact that perpetrators can be either female or male and come from diverse backgrounds and have different types of relationships with the victim.

- It is important to acknowledge that women have taken part in many conflict situations as combatants either with guerrilla forces or in regular armed forces. Some have engaged in terrorism as suicide bombers.

- In the case of SGBV, the majority of offenders are those known to the victims. For children, this means they can be sexually abused over a longer period of time and the abuse can happen more than once.

- In the cases of both SGBV and CRSV, perpetrators range from military to police officers, guerrilla fighters, to community and family members. Also, it is a common misconception to assume women are only victims of SGBV. In Haiti, for instance, women have been members in gangs and self-defence groups – ‘Vigilante Groups’ (Brigades de Vigilance)
perpetrating violence including kidnapping, extortion and narco-trafficking.

Examples of individuals according to the categories on slide 22 are, in the case of SGBV:

- Family members: fathers, mothers, grandparents, brothers, sisters, uncles, aunts and cousins
- State officials: Police and other law enforcement agents, corrections officers, judicial officers, and government officials
- Community members: Caretakers, teachers, supervisors, co-workers, acquaintances, strangers, religious leaders/workers, and health workers

Examples of individuals according to the categories are, in the case of CRSV:

- Government actors: civilian authorities, military, paramilitary, police, prison officers, and other state agents
- Non-state actors: armed and non-armed opposition groups, rebels, militia groups, guerrillas
- Community members: Individuals whose conduct is linked to the armed conflict
CRSV is a method of warfare to humiliate enemies and undermine their morale.

This sentence is correct. Additionally, it is also used to terrorise and control civilians, force communities out of their homes, and/or affect ethnic balance.
If the police fail to respond to SGBV cases, it is a serious deficiency in the performance of their duties and it breaks the trust of the community. As criminals are left free to do more harm, innocent victims are deprived of justice. The police will lose credibility and reputation.

SGBV is a CRIME. It is the duty of the police to intervene in all cases of SGBV to ensure the safety of the victim and other concerned persons. Hence, the police officer has the duty to investigate and record the case even if in parallel the victim refers it to traditional justice mechanisms. Such mechanisms may not provide the victim with adequate protection. Having the history of the offense on record is important when the case is brought through formal, legal mechanisms.
The accurate roots of CRSV are:

- Gender and power inequalities: sexual violence is used to keep power inequalities based on gender (male/female and male/male) and age (adult/child). The discrimination suffered by women and children in the society is aggravated in times of conflict that make them particularly vulnerable as targets. Persons with disabilities may suffer multiple layers of discrimination.

- Breakdown of law and order and social structures: During conflict families are separated and institutions within the community, including law enforcement are weakened thus unable to provide protection.

- Widespread climate of impunity: Although rape and other forms of sexual violence are prohibited in criminal law, perpetrators are rarely prosecuted. This encourages sexual violence to be committed since offenders believe they will not be held accountable.

- Undisciplined security forces: Corruption and poor capacity in the security forces including police, military, border guards etc. can lead to acts of misconduct involving rape and sexual violence against community members.
- Economic vulnerability: The destruction of livelihoods can lead family members to engage in survival sex which can lead to increased vulnerability to sexual violence.

### Activity II

**The roots of SGBV are:**
- Inequality
- Discrimination
- Marginalization
- Gender stereotypes

This is correct. *SGBV* is used to maintain the subordinate position of the victim. In the case of women, it can be used to reinforce their unequal status in society. In the case of men, SGBV can be used to emasculate them and treat them as inferiour. For children, it can be used to take advantage of their vulnerability due to their age, developmental immaturity, size, dependency on adults and their limited participation in decision-making processes.

That is correct. Below you will find additional information.

Examples of effects of sexual and gender-based violence on victims:

- **Fatal health consequences:** AIDS-related mortality, maternal/infant mortality, homicide and suicide.
- **Physical and sexual:** Injuries, fractures and bruises, disability, gastrointestinal disorders, disorders with the reproductive system, infertility, pregnancy complications/miscarriage / unwanted pregnancy /unsafe abortion, sexual dysfunction, and sexually transmitted diseases, including HIV/AIDS
- **Psychological:** Alcohol and drug abuse, depression and anxiety, eating and sleep disorders, feelings of shame and guilt, phobias and panic disorder, poor self-esteem, post-traumatic stress disorder (PTSD), suicidal behaviour and self-harm, and unsafe sexual behaviour
- **Social and economic:** Rejection and isolation from family, stigmatisation from community, poor job performance, loss of job, incapacity to care for the family, dependency on social services, arrest, detention by police, and punishment by family and condoned by society
In the case of children, these are the common signs and symptoms of sexual abuse according to age:

- **Infants and toddlers (0 – 5):**
  - Crying, whimpering, screaming more than usual.
  - Clinging or unusually attaching themselves to caregivers.
  - Refusing to leave “safe” places.
  - Difficulty sleeping or sleeping constantly.
  - Losing the ability to converse, losing bladder control, and other developmental regression.
  - Displaying knowledge or interest in sexual acts inappropriate to their age.

- **Younger children (6 – 9):**
  - Similar reactions to children ages 0-5. In addition:
  - Fear of particular people, places or activities, or of being attacked.
  - Behaving like a baby (wetting the bed or wanting parents to dress them).
  - Suddenly refusing to go to school.
  - Touching their private parts a lot.
  - Avoiding family and friends or generally keeping to themselves.
  - Refusing to eat or wanting to eat all the time.

- **Adolescents (10 – 19):**
  - Depression (chronic sadness), crying or emotional numbness.
  - Nightmares (bad dreams) or sleep disorders.
  - Problems in school or avoidance of school.
  - Displaying anger or expressing difficulties with peer relationships, fighting with people, disobeying or disrespecting authority.
- Displaying avoidance behavior, including withdrawal from family and friends.
- Self-destructive behavior (drugs, alcohol, self-inflicted injuries).
- Changes in school performance.
- Exhibiting eating problems, such as eating all the time or not wanting to eat.
- Suicidal thoughts or tendencies.
- Talking about abuse, experiencing flashbacks of abuse.

The severity of the consequences depends on:

- relationship to the perpetrator
- use of violence
- duration of the abuse
- reaction received after the disclosure of the abuse
- what happens after the abuse

This slide is incorrect because “lack of interest in justice” and “victim’s behaviour” are not characteristics.

Women, men, boys and girls are all targeted for SGBV, and CRSV more specifically. Moreover, persons with disabilities and lesbians, gay, bisexuals and transgender persons are particularly vulnerable.

Here are eight characteristics that explain why:

- SGBV has a deeply personal effect on victims. It is not just a question of a physical assault but also a violation of intimate boundaries.

- SGBV has a serious emotional impact: Cultural and social norms and customs about women and how they should act in society can lead to stigmatisation by family members and the community who may blame the victim for what had happened.

- Social myths and stereotypes: Society tends to view characteristics of women as pure and innocent. Such perceptions are shattered when they fall victim to sexual violence.

- Sense of betrayal: In some cases such as domestic violence, the offenders are predominantly men who are known to the victims. There is therefore a sense of betrayal from those men.
such as husbands, fathers, uncles, brothers, caregivers, friends and acquaintances.

- Self-blame: Due to the personal and intimate nature of the offence, victims may feel ashamed, guilty and worthless. This can undermine self-confidence with serious consequences.

- Health consequences: Victims of sexual and gender-based violence are prone to sexually transmitted diseases such as HIV/AIDS. This has important health consequences.

- High potential for re-victimization: Recounting what had happened can be felt by victims as re-living the crime. Therefore reporting the crime to the police and providing testimony at a court can be a traumatising experience for victims and can be experienced as a form of re-victimisation.

- Sense of insecurity: If the location of violence is the home or in familiar places, the victim’s sense of security is destroyed in such places where one should feel the most in safety.

### Activity II

**Below are justifications made by offenders**

- Complete denial
- Forgetting, blanking out and ‘not knowing’
- Denying the impact on children

*This slide is correct. Other justifications are normalizing or presenting behavior as if it was not important, or denying they have responsibility.*
instead blaming the victim or other problems, such as substance misuse, stress, or mental illness.

The slide is correct.
DISCUSSION

What are examples of each type of gender-based violence?

- Emotional and psychological
- Harmful traditional practices
- Socio-economic
- Sexual
- Physical

🔍 Note to instructor: Discuss the importance of raising awareness that sexual and gender-based violence are crimes. Quickly brainstorm with participants examples of each GBV.

Expected Outcome: Please see slides below.
Expected outcomes

**Socio-economic**

- Discrimination
- **Denial of services** (exclusion, denial of access to education, health assistance, property rights, etc)
- **Social exclusion based on sexual orientation** (denial of access to services, hostility against homosexuals, transsexuals or transvestites)
- **Obstructive legislative practice** (denial of access to exercise of civil, social, economic, cultural, and political rights)

Expected outcomes

**Sexual**

- Rape (including marital, anal, and attempted)
- Child sexual abuse
- Defilement
- Incest
- Forced sodomy
- Sexual abuse
- Sexual exploitation
- Forced prostitution
- Human sexual trafficking
- Sexual harassment
- Sexual violence (as a weapon of war and torture, a form of genocide, a crime against humanity)
- Forced sterilization
- Forced pregnancy
Expected outcomes

- Female genitalia mutilation (FGM)
- Early marriage
- Forced marriage
- Honour killing/maiming
- Female infanticide or neglect (killing, withholding food, and/or neglecting female children because they are considered to be of less value in a society than male children)
- Denial of education for girls or women

Physical violence

- Beating
- Punching
- Kicking
- Biting
- Burning
- Maiming
- Killing
Expected outcomes

- Abuse
- **Humiliation** (insulting, degrading, demeaning, compelling victim to engage in humiliating acts non-sexual verbal abuse, denying basic expenses for family survival),
- **Confinement** (isolating a person from friends/family, restricting movements, deprivation of liberty).

**DISCUSSION**

Which ones are considered crimes? Where do they often happen?
Note to instructor: This is planned to be an open discussion where participants share their knowledge based on their home country and mission. If time permits, allow participants to get in small groups and discuss beforehand for a couple of minutes.

Which ones are considered crimes? Where do they often happen?

Section two describes the United Nations policy framework on the prevention of SGBV and CRSV

SECTION 2
IDENTIFYING AND APPLYING THE UNITED NATIONS POLICY FRAMEWORK ON THE PREVENTION OF SGBV AND CRSV

ACTIVITY
Would you classify the violence as SGBV or CRSV
What are the applicable laws in case you were made responsible for
**Note to instructor:** This activity provides participants with a case study to be analyzed so that they can apply the UNITED NATIONS policy framework. Also, it is aimed to verify their understanding of the difference between SGBV and CSRV. There will be 4 different scenarios, so groups should not be divided in a number larger than that. After they discuss within their groups, they are expected to present their results to the group.

**Material Required:**

- Copies of the case studies provided below

**Scenario 1**

*"It happened to me."* The Kori man – Gweno - reached into his pocket and pulled out an old sanitary pad. *"I am in pain. I have to use this."* Laying the pus-covered pad on the desk in front of him, he gave up his secret. During the night, on his way to an IDP camp in Mahbek, he had been separated from his wife and taken by. His captors – always referring to him as Kori dirt - raped him, three times a day, every day for three years. And he wasn't the only one. He watched as man after man was taken and raped. The wounds of one were so grievous that he died in the cell in front of him. *"That was hard for me to take. There are certain things you just don't believe can happen to a man… But I know now that sexual violence against men is a huge problem. Everybody has heard the women's stories. But nobody has heard the men's."*

It is believed that they will probably be ostracised by friends, rejected by family and turned away by the international NGOs that are equipped, trained and ready to help women. In the patriarchal societies found in many developing countries, gender roles are strictly defined. *"In Mahbek no man is allowed to be vulnerable,"* says a Carana National Police Officer, "You have to be masculine, strong. You should never break down or cry. A man must be a leader and provide for the whole family. When he fails to reach that set standard, society perceives that there is something wrong." Often, she says, wives who discover their husbands have been raped decide to leave them. Men aren't simply raped, they are forced to penetrate holes in banana trees that rUnited Nations with acidic sap, to sit with their genitals over a fire, to drag rocks tied to their penis, to give oral sex to queues of soldiers, to be penetrated with screwdrivers and sticks.
Scenario 2

Phipe is a Tatsi woman who went to the NGO Equality in the western province of Barin due to several facial cuts caused by a broken bottle. She currently lives in an IDP camp with her husband, Owatsina, and her two children, Rhoman and Calessee. “He was always temperamental but since we moved here and he lost his job, he became moody and unpredictable… he usually yells and pushes me around when he gets home but I never thought something like this would happen.”

An increase in violence inside the IDP camps has been reported due to the frustration of the male refugees in being displaced and not being able to support for their families, as women must leave the home to fetch for food and water and pursue any sort of income. In the case of Phipe, she shares the settling with two other families, who watch the violence episodes but do not interfere due to threats from Owatsina and a cultural belief that the relationship between a husband and a wife is a private matter.

Phipe insists in not going to the police because she is afraid of the consequences when she returns home. She is even more reluctant because she does not understand what could happen to her children if she pursued justice. She finally agreed to speak to an officer provided she can go home right after she receives the medical attention she needs.

Scenario 3

Child abuse in Carana continues to be underreported due to a climate of impunity as well as fear of reprisals and stigmatization by victims. Last week, it came to the attention of the police twelve incidents of sexual violence against 11 Tatsi boys in the Maldosa region, which all occurred in within the last two months. The responsible for the report was a local NGO worker, who noticed the recurrence of a police officer coming to the organisation for food and supplies, claiming to be assisting nearby families.

During investigation, it was discovered that the officer from the Carana National Police, would approach vulnerable Tatsi boys whose families were stationing for a couple of days in Maldosa on their way to the capital. The officer would offer them food in exchange of food or basic supplies, telling the children they would be arrested if they told anyone. For such reason, children and their families refused to talk to the police. In addition, most of those families have already moved to the nearby village on their way to the capital, what hinders the possibility of witnesses to the process.
Scenario 4

Thirty people were travelling with public transport (car) between two main towns in Carana. In one village along the road, Galasi, armed men surrounded the car and started shooting at it.

One of the witnesses reports on the events: “Most of the men were in military uniforms and some were in plain clothes. They were on camels and horses. Everybody in the car was asked to get out. The armed men took all the belongings and the money from the passengers. They drove the car into the bush and separated the girls from the rest of the group. There were four girls in total, looking like they ranged from 9 to 12 years old. One managed to run away. The other three were taken to different directions and raped by several men, who would take turns as we could see the moving from one location to the other. After they left, we picked up the girls who were just lying on the ground.”

Since late 2009, the people of Carana have endured a vicious campaign of violence, which has forced half a million people to flee from their destroyed villages in search of safety, taking refuge in neighboring countries, such as Sumora, Katasi, and Rimosa. Rape against young girls has sadly been a constant factor in this violence throughout this campaign of terror.

Learning Activity Time Required:

<table>
<thead>
<tr>
<th>Time Required</th>
<th>Activity</th>
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<tbody>
<tr>
<td>2 minutes</td>
<td>Instructions</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Case study analysis</td>
</tr>
<tr>
<td>8 minutes</td>
<td>Presentation</td>
</tr>
</tbody>
</table>

Total time: **20 minutes**

Activity Guidelines:

1. Divide the class in 4 groups.
2. Instruct them that each group will receive a different case study to be analysed, focusing on the questions displayed on the slide.
3. Once time for discussion is over, each group has from 1 – 2 minutes to present their conclusions and receive feedback from the group.
**Expected Outcome:** Refer to the slides below.

<table>
<thead>
<tr>
<th>INTERNATIONAL HUMAN RIGHTS LAW</th>
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<tbody>
<tr>
<td>Gender-based violence is incompatible with the dignity and worth of the human person.</td>
</tr>
<tr>
<td>Human rights instruments on women and children’s rights have recognised SGBV as a violation of individual rights and freedoms.</td>
</tr>
</tbody>
</table>

It provides protection against sexual violence in two ways: by regulating methods and means of warfare in order to protect civilians; and by prohibiting specific acts or threats of violence against civilians or persons who are not or are no longer taking an active part in hostilities, such as murder, torture and rape.

According to the World Conference on Human Rights in 1993 held in Vienna, Austria, ‘gender-based violence and all forms of sexual harassment and exploitation, including those resulting from cultural prejudice and international trafficking, are incompatible with the dignity and worth of the human person, and must be eliminated.’ General Assembly, Vienna Declaration and Programme of Action, A/CONF.157/23, 12 July 1993.

The Committee on the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) recognized that violence against women is a form of discrimination and was defined as ‘violence directed against a woman because she is a woman or that affects women disproportionately.’ See Committee on the Convention on the Elimination of all Forms of Discrimination against Women, General
Recommendation No. 19, Violence against women (Eleventh session, 1992).

The international community affirmed the promotion and respect of women’s rights and elimination of all forms of sexual and gender-based violence as priority objectives of the United Nations during the World Conference on Human Rights in 1993.


The CRC is supplemented by two Optional Protocols, one on the sale of children, child prostitution and child pornography, and the other on the involvement of children in armed conflict.

The four core principles of the Convention are non-discrimination; commitment to the best interests of the child; the right to life, survival and development; and respect for the views of the child.

Article 1 of the CRC defines a child as "every human being below the age of eighteen years, unless under the law applicable to the child majority is attained earlier".

Geneva Convention I (wounded and sick), II (wounded, sick and shipwrecked at sea), III (prisoners of war), common Article 12

Women shall be treated with all regard due to their sex

Geneva Convention IV (protection of civilians) and Article 27) and Article 76(1) of the Additional Protocol I (victims of international conflict)

Prohibition of rape, enforced prostitution or any form of indecent assault.

Additional Protocol II (victims of non-international conflict) Article 4(2) (a)(e)

Prohibition on outrages upon personal dignity, in particular humiliating and degrading treatment, rape

Geneva Conventions I, II, III, IV, common Article 3

Prohibition of violence to life and person, in particular murder of all kinds, mutilation, cruel treatment and torture and outrages upon personal dignity, in particular humiliating and degrading treatment.
International criminal law penalizes crimes that due to their gravity, cruelty and widespread nature affect international peace and security. These crimes include: genocide, war crimes, and crimes against humanity. International criminal law recognizes rape and other forms of sexual violence as an element of these crimes.

Genocide is defined in the ICC Statute Art. 6 as the ‘intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such’ (taken from the Convention on Genocide 1947). In the ICC Elements of Crime, it mentions that the conduct of genocide ‘may include acts of torture, rape, sexual violence or inhuman or degrading treatment.’

War crimes are defined under the ICC Statute Art. 8 which represent serious violations of international humanitarian law. Art. 8 (2) (b) explicitly mentions under paragraph (xxii) ‘rape, sexual slavery, enforced prostitution, forced pregnancy…enforced sterilization, or any other form of sexual violence’ as constituting a grave breach of the Geneva Conventions.

Crimes against humanity are crimes that can take place in times of war and peace. Under the ICC Statute, Art. 7 (g) specifies ‘rape, sexual slavery, enforced prostitution, forced pregnancy, enforced sterilization, or any other form of sexual violence of comparable gravity’ as a crime against humanity if perpetrated in a widespread and systematic manner.
Due to the threat they pose against peace, international crimes are placed under universal jurisdiction meaning that any state may, individually or collectively, via international organs, deliver judgment and define the punishment of these crimes.

Due to the gravity of these crimes the immunity of State officials is lifted. If they have commanded their troops to use sexual violence during the conflict, they have a criminal responsibility and are called to account individually for crimes that were committed under their command. They can be tried in domestic courts, in another State’s court or an ad-hoc or permanent international criminal court such as the International Criminal Court providing the State has acceded to its Statute.

The experience of temporary International Criminal Tribunals for Rwanda (ICTR) and the former Yugoslavia (ICTY) in the 1990s have provided important international criminal law standards on rape and other forms of sexual violence in conflict. These standards have been included in the Rome Statue of the International Criminal Court (ICC) establishing the first permanent and treaty based court in 1998. Through the ICC, the international community reached a consensus on definitions
of genocide, crimes against humanity and war crimes that include rape and other forms of sexual violence.

The ICC particularly provides an international definition of rape that:
- is applicable to both male and female
- includes acts that involve penetration of any part of the body of either victim or perpetrator
- Prohibition of violence to life and person, in particular murder of all kinds, mutilation, cruel treatment and torture and outrages upon personal dignity, in particular humiliating and degrading treatment.
- includes the use of objects and any part of the body
- focuses on the coercive circumstances, not on the lack of consent of the victim
- includes an open-ended and non-exhaustive list of the various forms and ways in which coercion can be applied

In national law, the types of SGBV recognized in the penal or criminal code, the definition, the elements of crime, the persons protected, the
categorization of the crime (i.e. severity) and penalties differ from country to country. The elements which go into a definition are presented on the slide.

While rape is criminalized in almost all countries, the definition of the crime varies. For instance, according to some laws, rape takes place if force has been used and in other laws if consent is not given. Some laws recognize rape for female victims alone therefore excluding men and boys from protection by the law. In others, the use of objects or other body parts than the genitals are not recognised. A specific number of witnesses may be required to testify and courts may refuse a hearing without the presence of a witness.

Moreover, rape within an intimate relationship – or marital rape - is not included, as only 52 countries have criminalized marital rape. In addition, some laws require a minimum number of witnesses to corroborate the facts. Courts can also exempt offenders from punishment if they marry the victim.

These aspects have an effect on the types of evidence police officers are required to obtain, who can be identified as victims and offenders and whether a crime of rape can be confirmed to have occurred or not.

The comparison with international definitions on crimes such as rape, human trafficking for sexual exploitation etc. can demonstrate gaps in the formulation of the national laws.

International human rights conventions such as the Convention on the Elimination of all Forms of Discrimination against Women, the Convention on the Rights of the Child, the Geneva Conventions on international humanitarian law, the statute of the International Criminal Court and others all require Member States to have laws and policy frameworks that address sexual violence both in conflict and peacetime. For example, Member States to the ICC statute need to reform their laws or develop laws that criminalise genocide, war crimes and crimes against humanity according to the definition which includes various forms of sexual violence.

Even if there are no specific legal provisions within the criminal code of the host State prohibiting an act such as ‘domestic violence’, ‘honour killing’ etc., these may qualify as crimes under general types of crimes for example ‘minor assault’, ‘aggravated assault’ or ‘homicide’. Domestic violence or intimate partner violence covers a wide range of
crimes such as homicide, sexual offences, and assaults, threatening behaviour, wilful damage, trespass and burglary.¹

Due to often prevailing discrimination against women and children and minorities (i.e. ethnic/sexual orientation), violent acts against them may not be treated as crimes by the police.

It is therefore important to raise awareness and to address police barriers in identifying sexual and gender-based violence as crimes.

There are three groups of Security Council resolutions that provide peacekeepers with specific responsibilities in addressing sexual violence in conflict. These are Security Council resolutions on women, peace and security', 'protection of civilians' and 'child protection'.

The DPKO/DFS Policy on Gender Equality in UNITED NATIONS Peace Operations requires peacekeepers to support policies that equally protect women, men, boys and girls from sexual violence.

In other words, it provides provisions and guidance for UNPOL officers to ensure that women are protected from gender-based violence.

This document expresses that, in assisting the host State police in enforcing the law, UNPOL officers need to ensure the application of women’s equality before the law and promote the equal rights of women in all areas of law enforcement activities. Police peacekeepers are also called to support measures to address sexual and gender-based violence and facilitate the development of gender-sensitive policies and training tools. In addition, they should encourage the increased recruitment of women to law enforcement agencies in post-conflict countries.
There are materials to assist UNPOL in following such guidelines.

This course provides UNPOL with skills for an initial start. Further structure, design and application should originate from the mission environment.

There are twelve modules that can be grouped under three categories:
- the basic principles of SGBV
- police investigative skills
- knowledge awareness of specific crimes related to SGBV.
Note to instructor: This slide focuses on one of the tools presented in the previous slide.

We all come from different countries, with different laws and diverse cultures. To ensure we all give the same training and assistance to the host State police, the United Nations Police Standardised Training Curriculum on Preventing and Investigating Sexual and Gender-Based Violence in Post-Conflict Environment was developed. It enables frontline or operational UNPOL officers to confidently investigate and attain knowledge to a required level and to pass such knowledge and skills to the host State police.

There are twelve modules that can be grouped under three categories – the basic principles of SGBV, police investigative skills and knowledge awareness of specific crimes related to SGBV.

Under the basic principles, we explain the international and national legal framework on SGBV and CRSV, then we look into the dynamics of sexual violence and finally we look into the effect of trauma for victims and witness.

Under police investigative skills we cover interviewing, crime scene investigation, case management, and problem solving. Mentoring, training and advising are a cross-cutting theme into all of this.

Lastly, we examine specific violations such as domestic violence, mass rapes and sexual violence as international crimes, human trafficking for sexual exploitation and harmful traditional practices. This knowledge aims to ultimately improve protection, prevention and accountability.

It is important to understand that this is a training course that provides UNPOL with skills for an initial start.

Further structure, design and application should originate from the environment – that means the country of mission.

This should be done with the underlying values of the United Nations particularly according to principles of gender mainstreaming and human rights. Thus, this course can be further adapted and used to train UNPOL and host State police counterparts.