

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 3: CAPACITY BUILDING OF HOST
STATE POLICE ON PREVENTING AND
INVESTIGATING SGBV

LESSON 2 CONDUCTING SGBV-RELATED
NEEDS ASSESSMENTS



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Background

It is important to acquire a knowledge base on sexual and gender-based violence (SGBV) issues in the host State to be able to work as police mentors, advisers and trainers in this area. This can be done through a needs assessment analysis.

A needs assessment is the process for determining the needs or gaps between current conditions and desired conditions. The needs assessment will be able to identify the specific gaps within each host State police organisation so that efforts to improve them can be strategically targeted and effective.

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 a standardised process for undertaking needs assessments on SGBV-related issues.

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

Target Audience

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

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

Learning Outcomes

What will the audience learn from the presentation:

1. Define gender-related concepts
2. Explain how gender is relevant to the mandate of UNPOL
3. Apply gender concepts to policing in peacekeeping

4. Develop a training plan and content on gender mainstreaming for police

Training Sequence

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

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

Duration

E-learning training course

Minimum on-line time for self-paced sessions 60 min	Self-paced course 45 min	Pre-assessment 5 min	Final assessment 10 min
Additional off line exercises for facilitated sessions 90 min	Scenario-based exercises 30 min	Optional Film	Mission Specific exercises 60 min

Face-to-face training course

Minimum Session Time 2 h 15 minutes	Lecture/ Presentation 25 minutes	Questions/ Assessment 15 minutes	Session Activities 1 h 40 minutes
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 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

- United Nations, Security Council Resolutions on Women, Peace and Security 1820, 1889, 1960 etc.
- 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)
- DPKO/DFS Policy on gender equality in United Nations Peacekeeping Operations (2010)
- DPKO/DFS Guidelines for Integrating Gender Perspectives into the Work of United Nations Police in Peacekeeping Missions (2008)

General Preparations

Equipment:

1. Computer and PowerPoint slides

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2. Projector and Screen

3. Flip Chart

Materials:

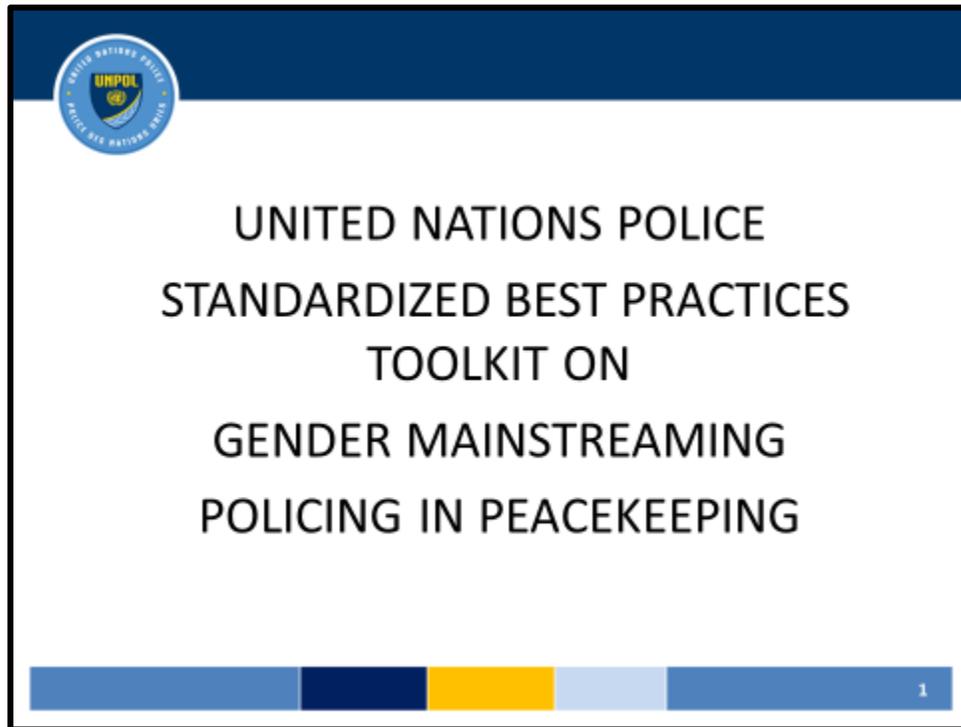
1. Copies of handouts...etc.

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.)

Session Notes





UNPOL GENDER
TOOLKIT

MODULE 3

LESSON 2

CONDUCTING SGBV-RELATED NEEDS ASSESSMENTS



2



Learning Objectives

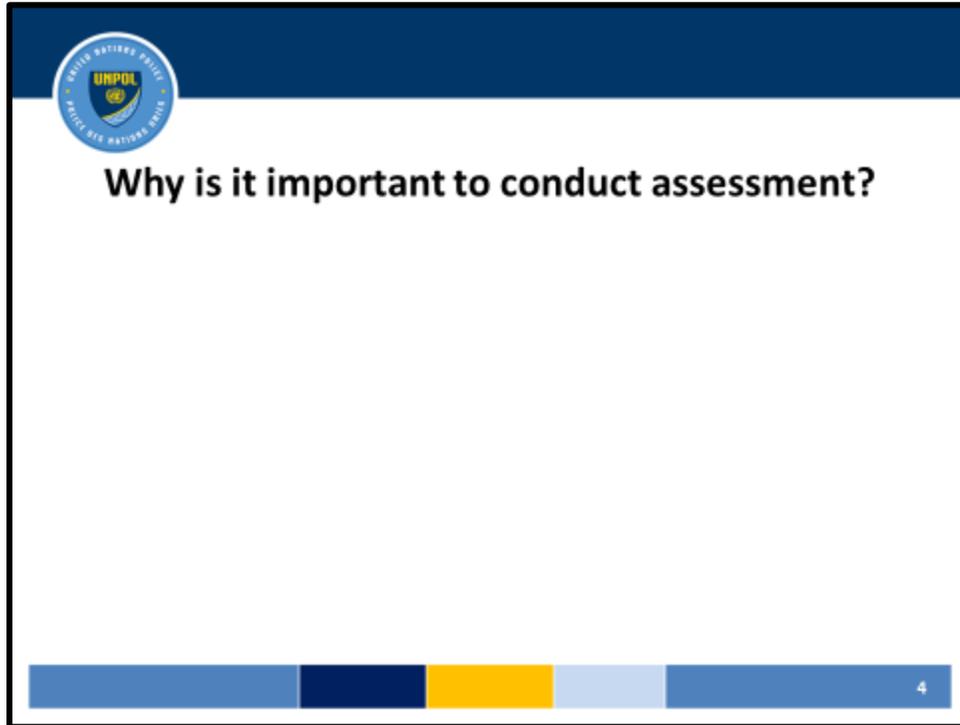
- Synthesize results from desk research
- Map relevant actors
- Analyze and select methods of assessment, including methodology, location and style of questions
- Discuss challenges and risks in carrying out an assessment
- Develop an assessment questionnaire



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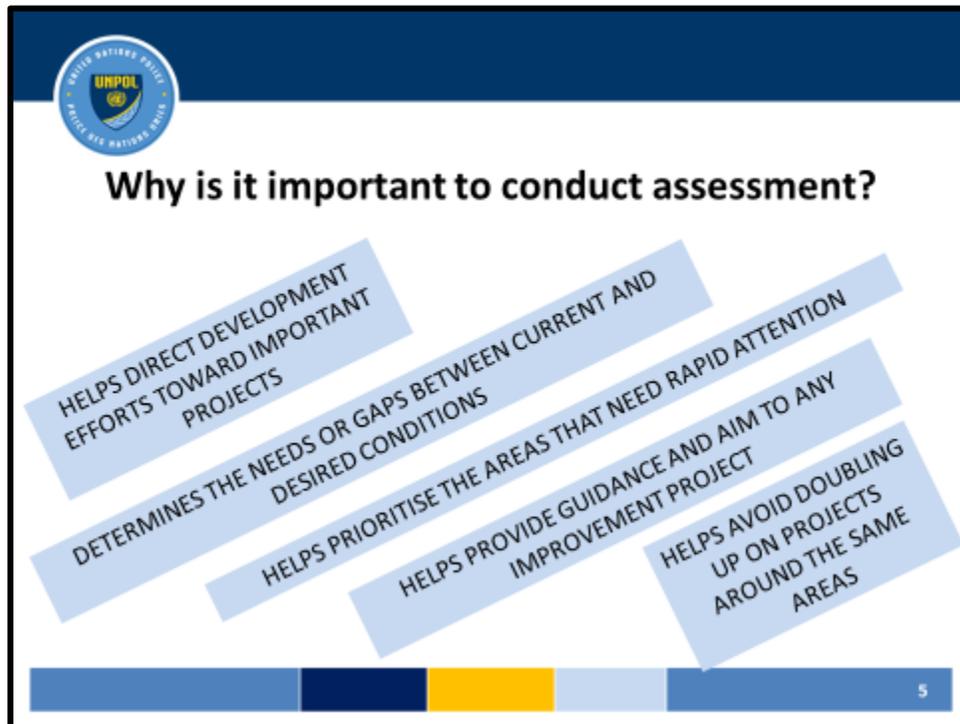


Note to instructor: Explain the learning objectives of this section



Note to instructor: Briefly brainstorm with the big group on responses. For purposes of complementing the participants' contributions, the next slide presents the reasons included in the handbook.

Expected Outcome: See slide below.



- A needs assessment is the process for determining the needs or gaps between current conditions and desired conditions. It is important to conduct needs assessments in order to identify and address these gaps so that we can improve on the current state of SGBV-related issues in the host State. The needs assessment will be able to identify the specific gaps within each host State police organisation so that efforts to improve them can be strategically targeted and effective.
- Without needs assessments any projects aimed at improving the current situation would be largely fumbling in the dark with little aim at exactly what needs to be improved. Thus, the needs assessment helps provide guidance to any improvement project.
- In addition, needs assessments helps prioritise the areas that need rapid attention and helps direct development efforts toward important projects. Needs assessments also help avoid doubling up on projects around the same areas.
- It is important to keep in mind that planning and conducting a needs assessment is only the first step in building the necessary SGBV structure of the host State police. You conduct the needs assessment, which leads in to discovering what areas of SGBV policing needs improvements.



ACTIVITY: PROBLEM TREE ANALYSIS

To get your group started, **apply the problem tree** tool analysis to the core problem of **underreporting of SGBV** in the context of your field mission.

Be prepared to **present it** to the big group.

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Note to instructor: *This activity aims at prompting groups to already identify general areas which have gaps in need to be addressed. It also prepares them for next one, as it provides them with a focus beforehand. Because participants have already learned how to perform a problem tree, this lesson does not include the teaching of the technique. Nonetheless, if necessary, the following two slides illustrate it to help instructor if necessary.*

Material Required:

- Flipcharts
- Markers/Pens
- Post-its (4 different colors)

Learning Activity Time Required:

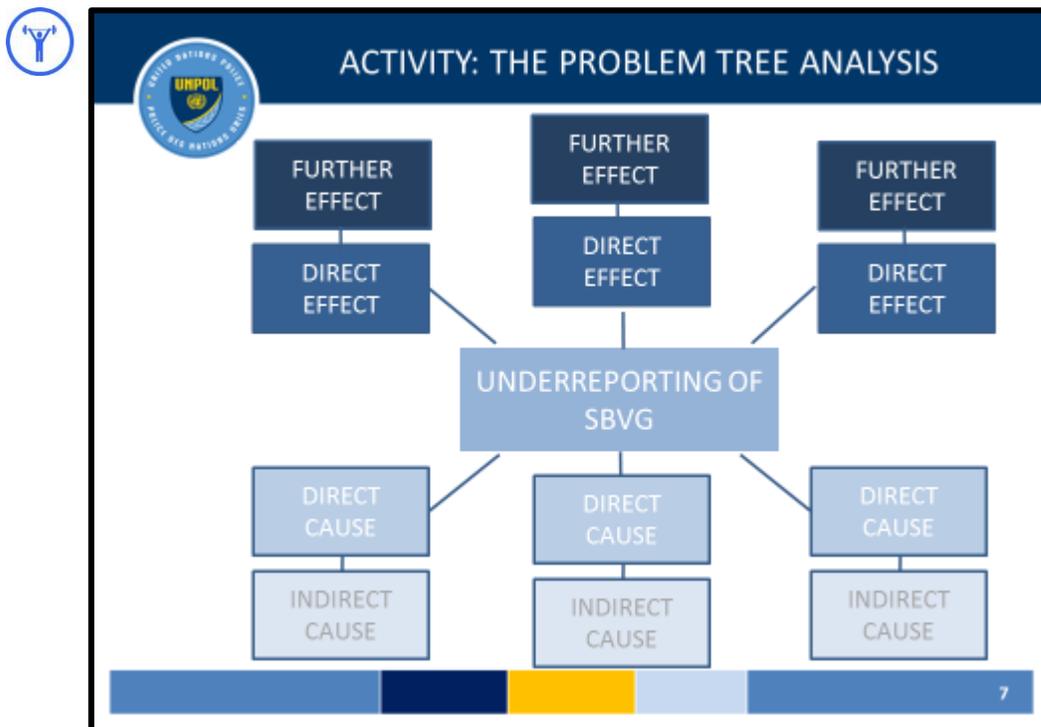
2 minutes	Instructions
30 minutes	Problem tree analysis

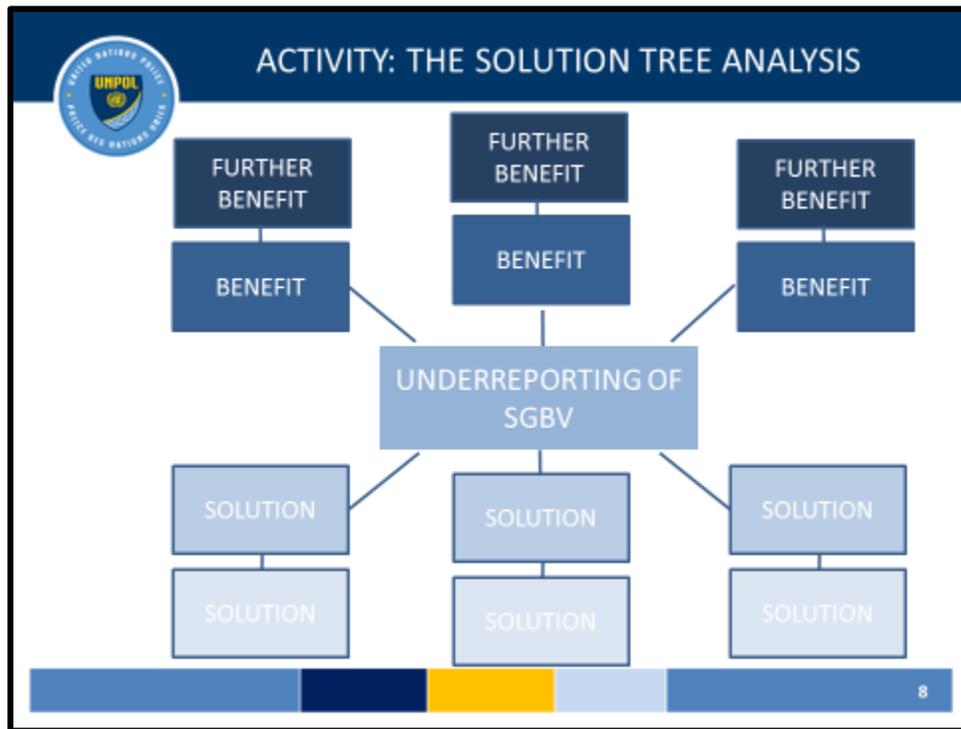
	8 minutes	Presentation and feedback
Total time:	40 minutes	

Activity Guidelines:

1. Instruct participants to organize according to their group divisions.
2. Go over the instructions. Briefly remind participants of what a problem tool analysis is if necessary.
3. Allot participants 30 minutes to perform the problem tree analysis and organize their presentation.
4. Ask participants to share main findings in the large group.
5. Inform participants to keep their results since they will use them in other activities.

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







Group Discussion

In your groups,

1. **Synthesize the documents brought by the group**
2. **Choose one of the thematic areas below to assess**
3. **Identify gaps within police work**



Capacity building needs of the police service in general



Victim support network and prevention strategies



Logistical support and availability of facilities in specialized SGBV units

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-  **Note to instructor:** *This activity aims at allowing participants time to be organized with their groups to collectively organize the documents asked to be collected prior to their arrival in the course. Encourage participants to choose different thematic areas to assure a diversified presentation later on.*
-  Before you can assess the situation in the field, you need to be aware of the relevant information that is already available. It is essential to be prepared before any action is taken. Therefore, it is highly recommended that the Assessment Team be knowledgeable about SGBV-related statistics, existing human and structural capabilities, available resources, relevant international and national laws, conventions and resolutions, previous assessment reports, stakeholder networks and related projects by other UNITED NATIONS organisations and NGOs.
-  All of this information does not require field work and can be gathered by conducting desk research, such as collecting relevant documents including national legal and political documents, government papers, host State police policies, SOPs and strategies, and existing assessment reports and research. To find these documents, address the team members and the networks they provide who have knowledge and expertise on the various subjects.

-  In the Compendium of Project Tools you will find examples of relevant resources and documents on international conventions, definitions and laws that form the framework to keep in mind when conducting a needs assessment.
-  Regarding the areas of assessment, one could add that:
-  The type of information that is relevant to an SGBV needs assessment can range from cultural beliefs to capacity-building needs. You can assess local cultural practices and systems of beliefs concerning SGBV. It is important to understand the local opinions of SGBV in order to assess the challenges that will be faced when new policies are introduced or when rolling out educational programmes in the community.
-  You can also assess the capacity-building needs of host State police organisations to investigate and handle crimes related to SGBV. These needs include adequately staffed police stations with SGBV-trained officers. If there is a specialised SGBV unit already in place you could assess the logistical support and availability of facilities necessary in a specialised SGBV unit, such as private interview rooms for victims.
-  Further, you can assess the availability and efficiency of any victim support services and the relationship between the police and medical, legal and social services that can help victims during and after the police investigation. You should also assess the presence of community awareness programmes.

Learning Activity Time Required:

	2 minutes	Instructions
	8 minutes	Discussion
Total time:	10 minutes	

Activity Guidelines:

1. Instruct participants to organize according to their group divisions.
2. Go over the question on the slides with them.
3. Allow them 8 minutes to perform the task.
4. As they discuss, make yourself available around the classroom in case they need any assistance.

Expected Outcome: Participants identify gaps in at least one of the thematic areas so that they can then start working on more focused activities.



Activity

Who is involved?

In your groups, map the people you think can provide you with relevant information regarding police and SGBV in the host state

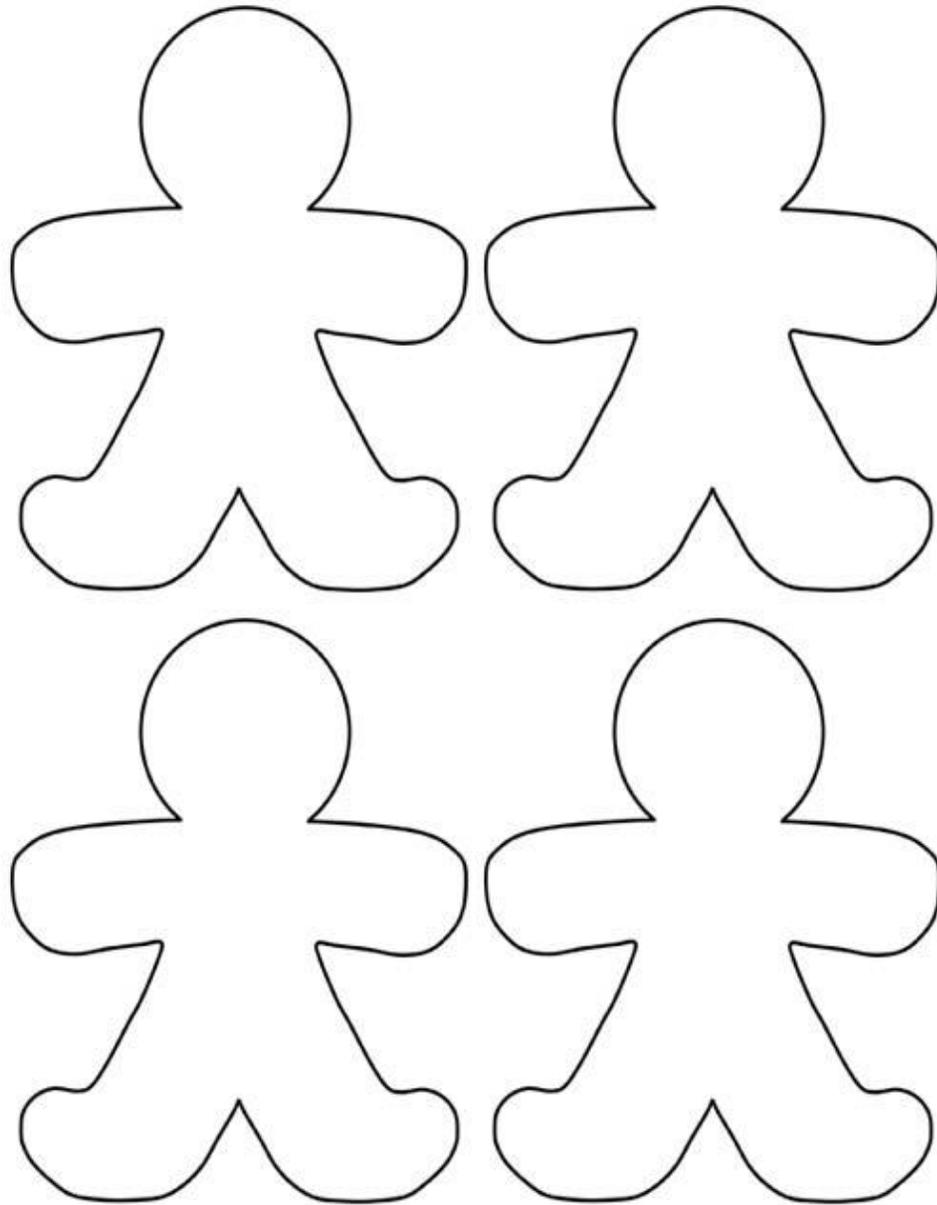
10



Note to instructor: *This activity aims at providing participants with an opportunity to map the relevant actors to be potentially contacted during the performance of the assessment. Even though examples of potential actors are presented in the next two slides, also provide them with the space to complement based on their own field mission experiences.*

Material Required:

- Stakeholder cut outs (provided below)
- Flipcharts
- Markers/pens
- Scotch tape



Learning Activity Time Required:

	2 minutes	Instructions
	8 minutes	Mapping
	5 minutes	Flipchart presentations
Total time:	15 minutes	

Activity Guidelines:

1. Instruct participants to organize according to their field missions.
2. Go over instructions on the slide with them.
3. Allow them 8 minutes to label the cut outs according to their relevant actors and stick them to the flipchart.
4. Each group will have the maximum of 1 minute to present their flipchart.

Expected Outcome: As per slides below.



Expected outcomes

- UN Police database
- Host-state police database
- UN agencies
- NGOs, community groups and religious groups
- Ministry or Department that deals with health related matters




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Expected outcomes

- Local medical practitioners including midwives
- Local teachers/educational facilities
- Local lawyers, prosecutors, judges, etc.
- Women in the community
- Others?



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- After determining the type of information you are after, it is then necessary to decide who will be interviewed and what areas should be visited, so that the interviews can be scheduled. People likely to be interviewed are police station commanders, host-state police investigators, prosecutors, judges, lawyers, local community groups, women in the community, and UNPOL officers.



Group discussion

- 1. What methodology will be used?**
- 2. What locations will be visited?**
- 3. Provide 5 sample questions.**

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Note to instructor: *This activity proposes a group discussion according to their assigned field missions so that they can organize the main information to be decided regarding an assessment. As this is the final activity of the lesson, they will present the final product by the end, which is a general presentation of their assessment plan, based on all previous discussions they have had. Furthermore, the following slides provide examples of expected outcomes, as well as additional information for the preparation of the instructor, and should be used to complement participant's or clarify questions when appropriate.*

Material Required:

- Flipcharts
- Markers/pens

Learning Activity Time Required:

5 minutes	Instructions
15 minutes	Mapping
10 minutes	Flipchart presentations

Total time:	30 minutes	
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Activity Guidelines:

1. Instruct participants to remain in their groups.
2. Go over instructions on the slide with them.
3. Allow them 15 minutes for decision-making and presentation preparation.
4. Allot a maximum of 2 minutes per group for presentations.

Expected Outcome: As per slides below.

The slide, titled "Expected outcome", is part of a presentation by the United Nations Police (UNPOL). It outlines three methodologies for data collection: Observations, Surveys, and Interviews. Each methodology is accompanied by a representative photograph. The slide is numbered 14.

- Assessment can be undertaken in a number of ways and you can combine different methods to achieve more accurate results. The three most common methods of collection are questionnaires, observations and interviews. For example, you can make use of skills assessment and training skills questionnaires, observations through co-location with the host-state police officers, and interviews and feedback group discussions.

- 🗨️ **Questionnaires:** Questionnaires or surveys are documents that can be distributed to a large number of people at a low cost with generic questions to try to gauge the situation of a specific component. The advantage with questionnaires is that you can get a large number of responses with relatively little time since the questions are responded to simultaneously by many people. Due to the low need for financial or human resources this could be an excellent option in order to get a general overview of needs.
- 🗨️ The disadvantage is that it is easy for people to misinterpret the questions so many answers may be confusing or irrelevant. In addition, it does not allow for the questions to narrow in on specific problems because there is no one there to detect an interesting or worrisome answer. Furthermore, when people are writing on a piece of paper they might not be as honest as if they are faced with another person asking the questions.
- 🗨️ **Observations:** Another way to collect information for assessment is through observation. This means that the assessment can be conducted by observing the current SGBV practices. For example, observe the interaction between a host-State police officer and an SGBV victim to assess where the gaps are between current practice and ideal practice. In this scenario you will also be able to assess the level of training and knowledge that the officer has and the availability of victim support services according to what is offered to the victim by the officer. The observation technique could be used during a police training session or a community awareness session to assess the quality of these programmes in terms of content, attendance and so on.
- 🗨️ The advantage of the observation method is that the information collected is usually very reliable because it comes straight from the source and because the experts are able to observe the gaps directly, rather than reading about them from other sources. However, this is both labour and time demanding work as schedules need to align and several hours have to be dedicated to simply observing day-to-day interactions.
- 🗨️ **Interviews:** It is also possible to perform needs assessment through interviews. This method allows you to sit down with officers to ask direct questions and delve deeper into areas of interest. Conducting interviews has the advantage of being able to ask follow-up questions if it is needed and to get a deeper understanding of the problems within the police organisations and the areas that need improvement. However, this method is also both labour and time intensive as you can often only interview one or two people at a time.



Expected outcomes

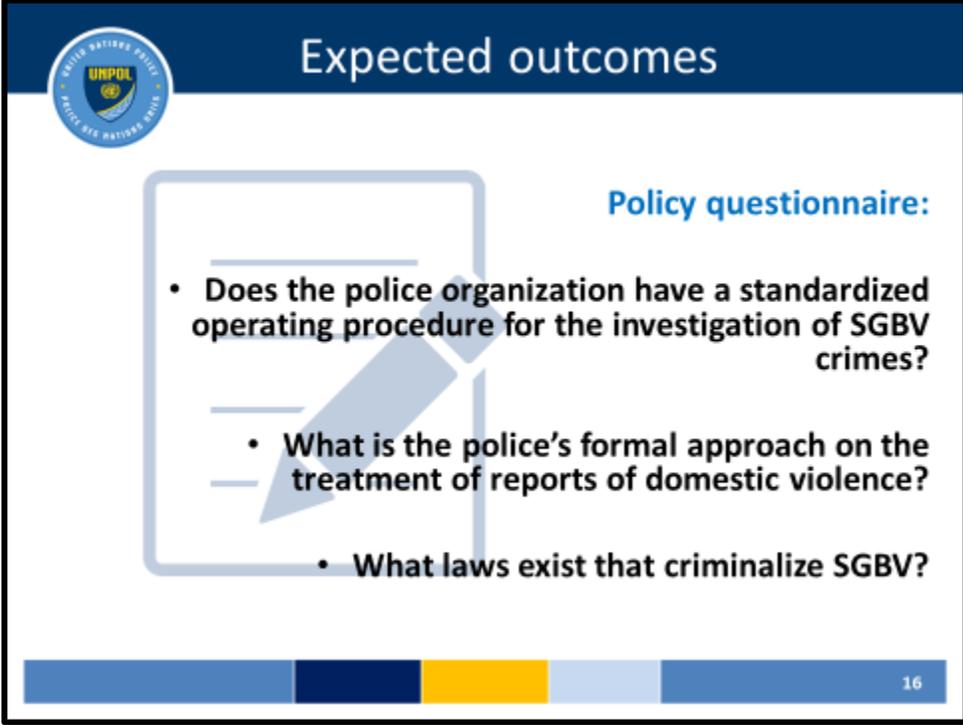
Areas to be visited:

- Areas with high-rates of SGBV
- Existing SGBV specialized units
- International and national partners working on SGBV



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- It is recommended that the team takes into consideration the areas with a high rate of sexual and gender-based violence, the location of existing specialized police units dealing with crimes related to SGBV, and the areas where international and national partners are involved in related projects.



Expected outcomes

Policy questionnaire:

- Does the police organization have a standardized operating procedure for the investigation of SGBV crimes?
- What is the police's formal approach on the treatment of reports of domestic violence?
- What laws exist that criminalize SGBV?

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- The policy and standard operating procedure are the guidelines and framework the police must adhere to when investigating SGBV crimes. There are many elements of the policy situation that must be assessed in the questionnaire. The policy assessment questionnaire should examine the official SGBV terms and definition of crimes related to SGBV in the penal code. The definitions must be thorough, precise and wide enough to encapsulate the many different forms of sexual and gender-based violence. It is necessary to include the key elements of the crimes in the definition so that there is no confusion as to what acts constitute crimes such as rape, domestic violence and sexual harassment.
- Further, the policy assessment should explore the scope of SGBV and the extent to which it is criminalised under the current system. If SGBV is not dealt with in an appropriate manner, the assessment must reflect a need to strengthen the legal and policy framework around criminalising SGBV crimes. Therefore, the assessment should also look in to national laws and regulations related to women's rights.
- In addition, the assessment needs to consider the existence and scope of standard operating procedures (SOPs) for investigations, victim-centred approaches and victim support as these are areas of policing that are highly specialised when it comes to handling SGBV crimes. The assessment needs to examine the existence of SOPs for coordinated

response with different national and international partners, as this can also be helpful in developing best practices.

- Finally, the policy assessment should determine the obstacles to investigations, prosecutions and convictions. These obstacles are unique to SGBV crimes and might be unique to the local culture and beliefs systems as well.

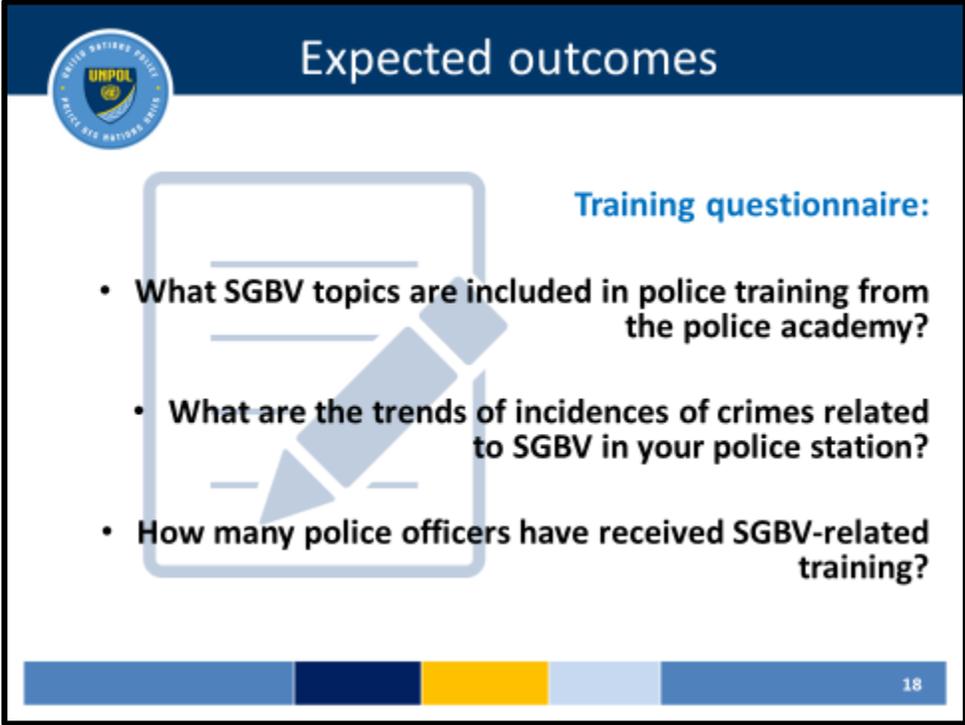
The slide features the UNPOL logo in the top left corner. The title 'Expected outcomes' is centered at the top. Below the title, the section 'Facilities questionnaire' is highlighted in blue. A list of three questions is presented, with a graphic of a document and a pen in the background. The questions are:

- **Do the police have separate and confidential facilities for victims to report cases?**
- **Are there female police officers to interview victims?**
- **Do the police have a database on the profile of victims and offenders?**

The slide number '17' is located in the bottom right corner.

- The SGBV office facilities and resources are important components of a police organisation's ability to effectively respond to reports and investigations of SGBV crimes. Therefore, the office assessment questionnaire needs to ask questions about elements such as the investigative procedures and the collection of evidence, police office facilities and working environments, police equipment, materials and logistical arrangements.
- Particularly important is the availability of victim-sensitive structures, such as private interview rooms, availability of victim support services, skilled police investigators with victim-sensitive expertise. The SGBV office is often the first point of contact of an extremely painful and sensitive process for SGBV victims and it needs to be a place where victims feel safe and understood.

- The office also needs to be able to handle the material of an SGBV investigation with care. Therefore, the assessment should judge the existence of case recording and tracking mechanisms and the case file management. It should also examine the practice of evidence chain of custody, note-taking and report writing.



Expected outcomes

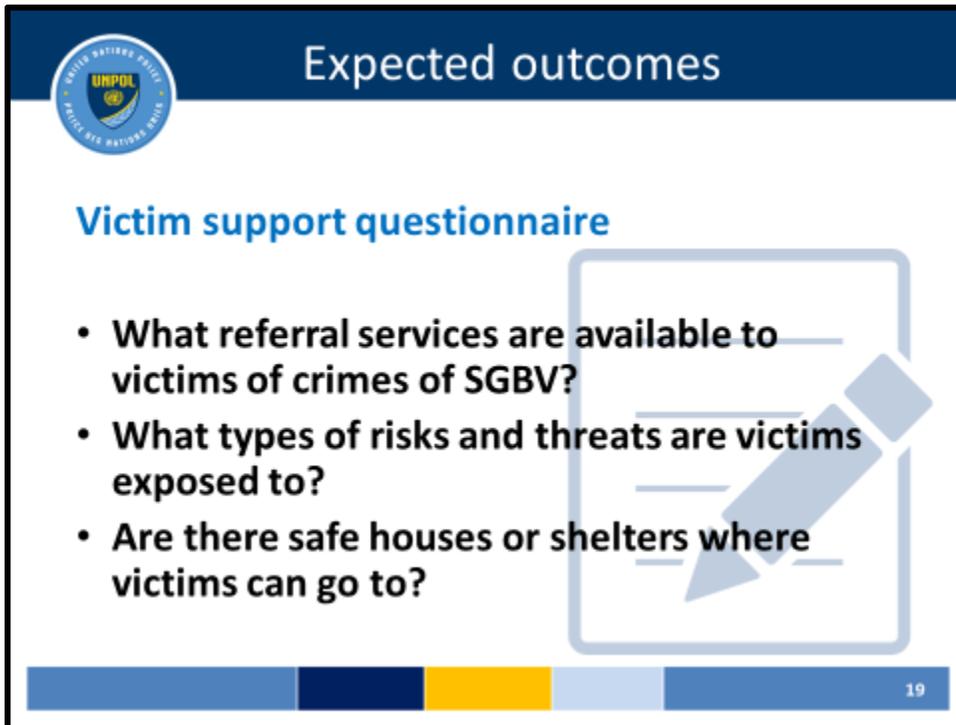
Training questionnaire:

- **What SGBV topics are included in police training from the police academy?**
- **What are the trends of incidences of crimes related to SGBV in your police station?**
- **How many police officers have received SGBV-related training?**

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- Officers dealing with sexual and gender-based violence cases and victims need to have received proper training. The training assessment questionnaire should assess the existence and scope of specialised training within the police academy on investigations of SGBV crimes as well as the existence of follow-up training throughout a police officer's career. In addition, the questionnaire should explore any psychological, social and cultural effects of receiving the necessary SGBV training.
- Special SGBV training must include training on legal definitions, national laws and relevant international conventions, the different forms, causes and effects of SGBV and child abuse. The training should aim on instilling in police officers an understanding of the concept of victimisation and how to support victim-centred strategies and techniques. Police officers must know how to respond to cases of domestic violence, rape, sexual assault, human trafficking and sexual harassment in a sensitive and effective way. They must also learn

criminal investigation techniques specific to SGBV crimes, such as evidence collection, victim handling, victim after care, and much more.



Expected outcomes

Victim support questionnaire

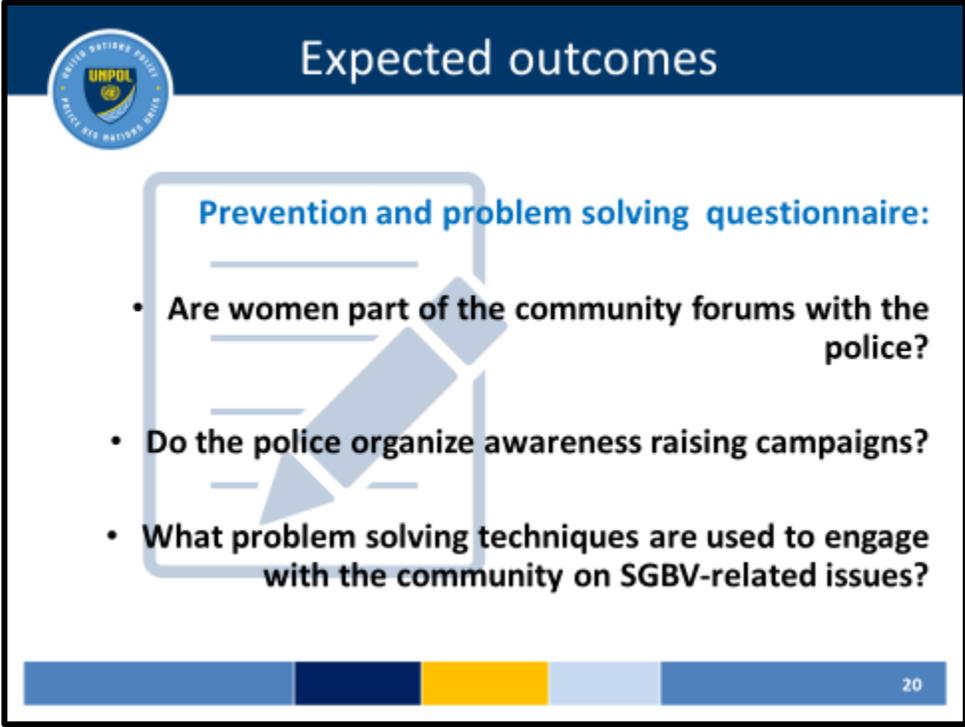
- **What referral services are available to victims of crimes of SGBV?**
- **What types of risks and threats are victims exposed to?**
- **Are there safe houses or shelters where victims can go to?**

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- One of the most unique aspects of SGBV crimes is the sensitive handling that is required when dealing with the victim. These are people who have gone through painful and humiliating ordeals and are extremely vulnerable when they come into contact with the police. It is essential that police officers know how to interact with victims in order to secure their trust and offer them the support and help that they need.
- The victim support assessment questionnaire should explore the various risk and threat factors that victims are exposed to in that specific community and how these factors can be minimised. The assessment must estimate the existence and viability of the referral services available to victims, including medical, social, psychological, legal and housing services.
- The assessment should also explore the existence or availability of awareness raising sessions within the community in order to sensitise the people to the realities of SGBV. The assessment should also explore the extent to which the community, the victims and the police officers are

aware of victim's rights and needs, and the rights and needs of their families.

- Furthermore, the assessment must examine the situation in the community, particularly whether it is safe and secure for vulnerable groups, such as women and children. In addition, the assessment should attempt to establish victim and offender profiles as it relates to the particular community being assessed.



Expected outcomes

Prevention and problem solving questionnaire:

- Are women part of the community forums with the police?
- Do the police organize awareness raising campaigns?
- What problem solving techniques are used to engage with the community on SGBV-related issues?

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- Prevention efforts are tightly linked to community engagement and utilising problem solving techniques. The prevention assessment should look into the level of engagement between police and the community. There should ideally be a high level of collaboration between the police and the community in order to curb SGBV trends.
- The questions should assess the specific victim risk factors in that area, such as when the crimes take place, where they take place, any environmental conditions that play a role, and then how to minimise the risk using the knowledge gathered. An example is to install lights that turn on at night if SGBV crimes tend to occur in dark alleys at night.

- An important element of prevention is to keep records of previous SGBV cases so that they can be compared to future cases and the police can learn from them. Therefore, the assessment should explore the existence of a record-keeping database or something similar.