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 4 ADOPTING A VICTIM-CENTRED
APPROACH

First edition
2015
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. 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.

Providing support services for victims / survivors is essential to ensure their dignity and rights are respected and fulfilled. Therefore, the police need to be aware of the special needs of victims and witnesses and, where appropriate, their families, and provide them with all necessary referral information and assistance regarding medical care, psychosocial support and legal aid. This not only minimizes the risk of re-victimization but also empowers victims and encourages reporting.

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 an understanding for a victim-centered approach in SGBV cases. This includes increasing sensitivity to the rights of victims.

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. Outline the benefits of adopting a victim-centred approach
2. Apply the guiding principles of a victim-centred approach
3. Map referral pathways for police action in your field mission
4. Discuss existing challenges and solutions to establish, work and maintain efficient coordination with victim support services

**Training Sequence**

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

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

**Duration**

**E-learning training course**

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

**Additional off line exercises for facilitated sessions**

<table>
<thead>
<tr>
<th>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>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>
<th>Additional Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 hrs 15 minutes</td>
<td>20 minutes</td>
<td>15 minutes</td>
<td>1 h 40 minutes</td>
<td>Mission Specific</td>
</tr>
<tr>
<td>Additional Options</td>
<td>Optional Film</td>
<td>Optional Activity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Methodology**
This module 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 module 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.)
Session Notes

UNITED NATIONS POLICE
STANDARDIZED BEST PRACTICES
TOOLKIT ON
GENDER MAINSTREAMING
POLICING IN PEACEKEEPING
MODULE 3

LESSON 4

ADOPTING A VICTIM-CENTRED APPROACH

This lesson includes

• Definition of a victim-centred approach
• Rights of the victim
• Types of referral services
• Possible service pathways
All sections aim at providing peacekeepers with standardised procedures and tools to mentor, train and assist host State counterparts in adopting a victim-centred approach and sustaining an effective police coordination with victim support services.

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.

Learning Outcomes

- Outline the benefits of adopting a victim-centred approach
- Apply the guiding principles of a victim-centred approach
- Map referral pathways for police action in your field mission
- Discuss existing challenges and solutions to establish, work and maintain efficient coordination with victim support services
Structure of the lesson

Section 1: Victim-centred approach

Section 2: Referral networks

SECTION 1:

VICTIM-CENTRED APPROACH
Discuss with the participant next to you:

How would you define the victim-centred approach?

Note to instructor: After providing them with a brief opportunity to discuss, ask volunteers to provide their definitions. There is no right or wrong answers as it is a slide to prompt participants to reflect on characteristics.
What are the benefits of using a victim-centred approach?

Note to instructor: This is a brainstorming activity to provide participants with an opportunity to reflect on the benefits of a victim-centered approach.

Material Necessary:

- Sheets of paper
- Markers/pens

Learning Activity Time Required:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>2 minutes</td>
<td>Instructions and group settings</td>
</tr>
<tr>
<td>3 minutes</td>
<td>Discussion</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Comparison and sharing in the big group</td>
</tr>
<tr>
<td>Total time:</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

Activity Guidelines:

1. Instruct participants they have 3 minutes to come up with as many answers as possible to the question on the slide.
2. After time is over, ask them to compare with the ones displayed on the next slide

3. Ask them to share examples of the benefits or any additional benefit that is not listed on the slide.

**Expected Outcome:** The next slide, illustrated below.

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**Expected Outcomes**

Benefits include, but are not limited to:

- Avoids further harm and re-victimization
- Helps victims in coping with fear of negative reactions due to social stigma
- Assists victim in making choices and seeking help, if desired
- Empowers survivors, their families and witnesses
- Victims and witnesses are more likely to cooperate in the investigation if they feel safe and secure, and their needs are understood and appropriately addressed

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United Nations Police Gender Toolkit
First Edition 2015
Note to instructor: This is an introductory slide of the principles. Further information is provided on the next slide.
The guiding principles

Be mindful to guard the information you receive to avoid threats, harm, or social stigmas

Right to information, to choose, not to undergo treatment or intervention, to be accompanied, and the rights of the child

Confidentiality

Respect for the rights of victims

Physical safety of the victim

Always be aware of the security risks a victim might be exposed to

Non-discrimination

It is key to treat all victims equally, independent of sex, background, race, ethnicity, or the circumstances of the accident

Note to instructor: As you go over the information on the slide, it is recommended you prompt participants for examples.
Note to instructor: This activity aims at providing participants with an opportunity to identify good practices when communicating with a victim through a victim-centered approach through an experience which mirrors a realistic experience from their work environment. The activity is divided in two parts – and two slides-, the second one to be shown after the role play is over.

Material Necessary:

☐ Role play cards (below)
VICTIM

You are a 19 year old girl, youngest daughter of a low-income family of 9. To assist your family, you work in a cocoa harvest in a nearby field, accessible through a road known to be monitored by coupers de routes (road bandits). Last night, the truck that brings you and other workers back to the village where you live, Moyen Cavally in the Western Côte d’Ivoire, was roadblocked. Because you did not have any money to give them, you were raped with other girls in a bush guarded by other bandits. You did not tell your parents for fear they would blame you but you told an older sister because you were scared, in pain, and also afraid you could be pregnant.

Even though you do not trust the police since you have heard of them abusing other girls before, you decide to give it a chance as you have no other option and your sister convinces you it could help since she saw an office was open specifically to deal with sexual violence. She was certain this was sexual violence but she could not go with you because she had to work in a nearby village and your parents could be suspicious. You decide to go by yourself even though you feel ashamed of what happened and you are afraid the police could be involved with the criminals. You just entered the office and a police officer offers you a seat. You have 5 minutes to report your story and answer the questions.

Information retrieved from report entitled Afraid and Forgotten Lawlessness, Rape, and Impunity in Western Côte d’Ivoire, published in 2010 by Human Rights Watch.
POLEIC OFFICER

You have been deployed to Western Côte d'Ivoire, more specifically to Moyen Cavally. Two months ago there was a recent reescalation of violence due to an absence of rule of law and the delayed presidential elections. Known as the “wild west” by humanitarian organizations and journalists, Moyen Cavally presents a high level of impunity for the rape of women, girls, and babies. An SGBV investigative unit has recently been built in the area and you have been placed to work as an investigator. Among your responsibilities, you are expected to take reports from victims when they first arrive in the unit. A victim just entered the office, ask her to have a seat and carry out an initial conversation to gather main information as well as inform her of her rights and referral networks.

Here are some victim support service partners.

Health unit: Provide basic health care, HIV infection prevention, treatment of injuries, prevention of tetanus, STIs, and contraception. Medical-legal certificates are emitted, but they cost 15 West African CFA franc.

Women United NGO: Offers psychosocial care, initial counseling helps stabilize their symptoms and prepare them for the medical consultation. Does not open on Fridays or weekends.

Our Future NGO: Offers daycare during the day in a nearby village. Walking could take up to 30 minutes, but education and care are provided from 6 am to 6 pm. No fees are charged and there is no limit of children accepted everyday.

You will have 5 minutes.

Information retrieved from report entitled Afraid and Forgotten Lawlessness, Rape, and Impunity in Western Côte d'Ivoire, published in 2010 by Human Rights Watch.

NOTE TAKER

As an observant, your role is to check if the rights of the victims are being respected in the interaction. You will be observing if the way the police officer is communicating with the victim encompasses the guiding principles of victim-centered approach. On your notes, make sure to quote the participants as examples of your perceptions. To assure spontaneity and authentic feedback among participants, you are also asked to not share with your colleagues what you will be observing in detail or make any comments during the role play.
□ Flipcharts
□ Markers/pens/crayons

Learning Activity Time Required:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Instructions, group settings and distribution of role play cards</td>
</tr>
<tr>
<td>3 minutes</td>
<td>Participants read the cards and ask questions if any</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Performance of role play</td>
</tr>
<tr>
<td>2 minutes</td>
<td>Instructions for discussion</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Group discussion</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Creation of posters</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Presentations</td>
</tr>
</tbody>
</table>

Total time: 30 minutes

Activity Guidelines:

1. Organize participants in groups of 3 or 4
2. Distribute role play cards to participants. Each group should have 1 police officer, 1 victim and 1 to 2 note takers.
3. Participants have 5 minutes to role play the scene. The note taker is out of the scene, taking notes only.
4. Instructor moves to the next slide.
5. After that, participants are asked to regroup and discuss the questions on the board for 5 minutes.

6. Participants are instructed to create a poster listing the guiding principles of the victim-centred approach and examples from their own interaction.

7. Instructor shows expected outcome slides and, as they go over each right, groups are prompted to provide examples from their posters.

**Expected Outcome:** The next slides, illustrated below.
Expected Outcomes

SAFETY OF THE VICTIM

“Do you have children?”
“Do you have a place where you feel safe that you could go to?”
“There is a non-profit nearby who offers shelter for people who went through what you have. Would you be interested?”
“Does your ex-husband (the offender) still have the keys to the house where you are living?”

CONFIDENTIALITY

“The information you gave me will only be accessible to me.”
“All your information is kept in locked files, so please take your time and describe what happened as detailed as possible.”

NON-DISCRIMINATION

“You do not have to explain yourself. Regardless if your partner is a woman or a man, no one deserves violence.”

Expected Outcomes

Rights of the victim

RIGHT TO INFORMATION

Be clear about your role and the type of assistance you can offer
Make sure you are well-informed about the options for referral and their available services
Explain to the victim her/his rights

RIGHT TO CHOOSE

Understand that the victim has gone through a lot, but still holds capabilities to make personal choices

RIGHT NOT TO UNDERGO TREATMENT OR INTERVENTION

Do not use verbal or non-verbal action that expresses any type of judgement if victim expresses a desire to not move forward with a legal actions

“The health unit nearby also offers therapy. If you are interested, you don’t need to have an appointment, just drop by every Monday early after 7 am. Make sure you are early as there are only 10 slots.”

“Would you feel safer in your friend’s house or in a shelter tonight?”

“I can see you are uncertain of what to do. Are you ok? Would you like a break?”
**Note to instructor:** If you believe participants need further information, below are suggestions of content for presentation.

**Consider the safety of the victim:** Hold all conversations, assessments and interviews in a safe setting. Try, as much as the context and your position allow you, to assess the situation of the victim.

**Ensure confidentiality:** Refrain from sharing information about victims without their consent, restrict access to medical information to authorized health care providers, and guard information to avoid threats or reoccurrence of violence.

Confidentiality exceptions include suspicion of child abuse or neglect, emergency or life-threatening situations, health care workers’ and counsellors’ information exchange for technical advice and police/prosecution records.

**Rights of the victims:** Respect the wishes, the rights and the dignity of the victims and consider the best interests of the child. Ensure attention for all needs of the victim, medical and psychological, as well as material and the need for justice.
- Right to information: The victim should receive appropriate information to allow informed decision-making.

- Right to choose: Respect the strength and capacities of the victims to cope with what happened. After they have been informed about all options for support and referral, they have the right to make the choices they want.

- Right to not undergo treatment or intervention: Victims should not be forced to undergo any treatment, examination, or other intervention against their will. Decisions for health care, counselling, legal aid, etc. are personal ones and can only be made by the victim.

- Right to be accompanied: Victims also have the right to decide whether, and by whom, they want to be accompanied when they receive information, are examined or receive other services.

- Rights of the child: Where children are concerned, extra precautions should be taken to ask for consent and to consult their legal guardian.

Do not discriminate: It is key for the victim-centred approach to treat all victims equally regardless of sex, background, race, ethnicity, or the circumstances of the incidents.

Reflecting attitudes are as follows:

- Treating the victim with dignity: show that you believe the victim, that you don’t question the story or blame the victim and that you respect his/her privacy.

- Assuring a supportive attitude: show empathy, sensitivity, understanding, and willingness to listen to the story of the victim. Retain a caring attitude, regardless of the type of intervention you make.

- Providing information and managing expectations: make sure you are well-informed about the options for referral (medical, psychosocial, economic, judicial) and available services. Always be clear about your role and the type of assistance you can offer.
SECTION 2:

REFERRAL NETWORKS

Benefits

Victims are likely to report cases to the police when safety, security and welfare are assured.

Increase of confidence in the police and other service providers.

Avoids victims reliving the ordeal every time a service is sought for.

The importance of coordinating victim support services.
Note to instructor: This slide aims at providing examples of the benefits of coordinating with victim support services. Ask participants if they can think of any other benefits they would like to add to the list.

Providing support services for victims of SGBV are essential to ensure the dignity and rights of victims are respected and fulfilled.

In that way, if they are provided with all necessary assistance, support and information without discrimination, the risk of re-victimization is minimized.

Activity: Referral pathway

1. Get together in mission-specific groups
2. In your field mission, what institutions provide support services for victims?
3. Label the cut outs and stick them to the flipchart.
4. Use the different colors of thread and scotch tape to trace the most common pathways victims take when looking for assistance in your field mission
5. Present them to the rest of the group

Note to instructor: This activity aims at providing participants with an opportunity to reflect on the types of institutions available in their area, as well as the services provided by each one, as well as the most common pathways taken by victims in their field mission. It is important to notice that not all groups will be dealing with the same type of victims. Groups should be divided in 4, where 2 groups will focus on an adult female victim while 2 others will focus on child victims.
Referral networks aim to promote a complete approach to supporting victims of violence through a range of services.

Such networks are police partners that diminish victim’s reluctance to report cases.

**Material Necessary:**

- Victims cut outs (below)
☐ Flipcharts
☐ Scotchtape
☐ 3 different colors of threads

**Learning Activity Time Required:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 minutes</td>
<td>Instructions, group settings and distribution of cut outs</td>
</tr>
<tr>
<td>3 minutes</td>
<td>Participants label the cut outs and stick them to the flipcharts</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Thread tracing exercise</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Presentations</td>
</tr>
</tbody>
</table>

**Total time:** 20 minutes

**Activity Guidelines:**

1. Divide in syndicate groups.
2. Provide half of them with the cut out of an adult female victim and the other half with the cut out of a child accompanied by an adult.
3. Instruct them to label the institution cut outs with as many types of institutions they have in their field mission which offer victim support services.
4. Ask participants to distribute and stick them to the flipchart.

5. Explain each colour of thread represents a common pathway taken by victims in the host State. They should tape them to illustrate the 3 most common pathways – each one represented by a different colour – but are not obliged to have 3 different examples.

6. After that, participants present their work to other groups. At the same time, the next slide is shown on the board for comparison as well.

**Expected Outcome:** The next slide, illustrated below to be displayed while participants walk around the room.
Note to instructor: This activity aims at promoting discussion between participants within their field-specific mission regarding the challenges faced in establishing and/or working with a network of referral. This activity is divided into two parts – hence two slides – and depends highly on proper instructions from the facilitator.

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>5 minutes</td>
<td>Discussion in small groups</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 minutes</td>
<td>Placing of groups in front of their flipcharts around the room</td>
</tr>
<tr>
<td>3 minutes</td>
<td>2nd part of instructions</td>
</tr>
<tr>
<td>12 minutes</td>
<td>Solution stations activity</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Regrouping and organization of information</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Sharing in the big group</td>
</tr>
</tbody>
</table>

**Total time:** 40 minutes

**Activity Guidelines:**

1. Organize participants in mission-specific groups.
2. Show them questions on slide and provide participants with 5 minutes to discuss them and also write the challenges they come up with on the left column of the chart drawn on their flipcharts.
3. Place groups in front of their flipcharts around the room in a way the participants can freely move in circles.
4. Show the next slide, displayed below.

![Activity – 2nd part](image)

As your instructor announces, your group will move to the next flipchart.

- Choose two challenges
- Write one solution to each on the right column of the flipchart
- You will have 3 minutes
- Game stops once your group reaches its own flipchart again
5. Explain to participants they will have 3 minutes to move to the next flipchart, read the challenges, select two and write down one solution for each based on their experience in the field on the column on the right on the flipchart, entitled “solutions”.

6. Game keeps going until group returns to their own flipcharts.

7. Groups are given time to regroup and discuss findings.

8. Groups are then provided with 1 minute to present their main ideas to the big group.

**Expected Outcome:** Slide below, as well as the tools displayed in the next slides, presented below.

![Expected outcome](image)

**Checklist on how to establish and work efficiently with referral networks**

**Note to instructor:** This activity aims at promoting discussion between participants within their field-specific mission. The next two slides show the tools available and are supposed to be shown as expected outcomes by the end of the activity as complementary information. Also, the instructor is expected to explain each tool to the participants.
• Service Provider Contact Sheet template

Contact Sheet
[NAME OF ORGANISATION]

Services
Provide the types of services provided.
- [For example: Shelter for victims]
- [For example: Counseling services]
- [For example: Provision of vocational training]
- [For example: Facilitating repatriation of victims]

Client type
Provide the types of persons who qualify for the services – women, men, children, specific groups (e.g.弱势 women, elderly women, etc.)
- [For example: Women and children]

Criteria
Provide specific criteria for the client type – for example the maximum / minimum age
- [For example: Children up to 15 years old]
- [For example: Children of a specific country of origin or residing]...

General Contacts
- Contact names (First name, Last name) and specific role for which the person is responsible (e.g. Counseling, or ‘Shelter’)
- Physical address (e.g. street address)
- Telephone number (include full contact number with the international indicative)
- Fax number (if the full contact number with the international indicative)
- Email address

Locations
Provide a list of locations for this organisation
- [For example: Shelter services located in village [village] and [village]...]

• Service Provider Form

<table>
<thead>
<tr>
<th>Service provider</th>
<th>Strategy to build a partnership</th>
<th>Work procedure for the police and service provider</th>
<th>Referral in order of priority</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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