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 5 ESTABLISHING SGBV INVESTIGATIVE STRUCTURES



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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. 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.

The establishment of specialized SGBV investigative police structures aim to professionalize the police service in investigating and preventing SGBV. They help restore trust between the police and the community and contribute to a change in perception on impunity for SGBV.

These structures need to be staffed by especially trained police investigators. Providing staff with the means to become confident and motivated in their roles as SGBV investigators ensures that victims/survivors are met with a professional and caring police service.

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 preparaing, 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 inmission 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:

- Identify the steps for preparing, constructing, operationalizing, and monitoring and evaluating a project to establish a specialized SGBV police unit
- 2. Produce a concept note and project proposal
- 3. Develop a strategy and action plan
- 4. Create a monitoring and evaluation framework

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

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

Face-to-face training course

Minimum Session Time	Lecture/ Presentation	Questions/ Assessment	Session Activities
1 h 30 min	20 minutes	15 minutes	55 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 Gendert 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
- 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)
- e.g 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

1



UNPOL GENDER TOOLKIT

MODULE 3

LESSON 5

ESTABLISHING SGBV INVESTIGATIVE POLICE STRUCTURES

2

THOU EQUITOR 2010



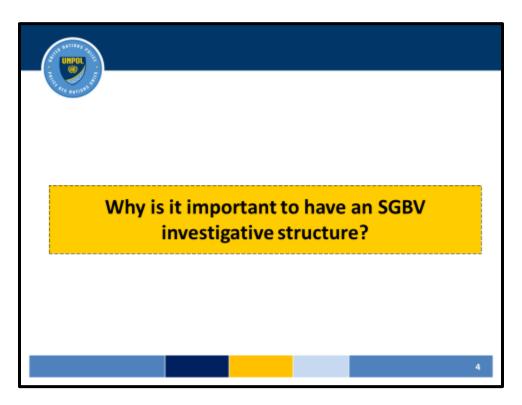
Learning Objectives

- Identify the steps for preparing, constructing, operationalizing, and monitoring and evaluating a project to establish a specialized SGBV police unit
- Produce a concept note and project proposal
- Develop a strategy and action plan
- Create a monitoring and evaluation framework

3

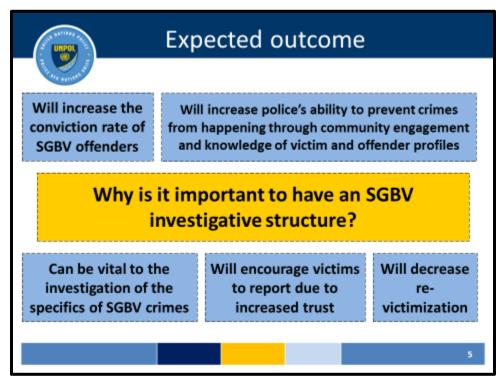


Note to instructor: Explain the learning objectives of this section.



F

Note to instructor: Briefly brainstorm with the big group on responses.



- Due to the specificities of SGBV crimes, specialized SGBV units provide several advantages. Additional information is presented below:
 - Increased confidence of victims in reporting: Victims start perceiving a systematic approach to SGBV and feel supported in pursuing justice and rehabilitation
 - Better quality services: With especially trained officers and coordination with support services, the well being of victims becomes the focus
 - Decreased re-victimization: Comprehensive services such as a one-stop center decrease the number of times victims have to tell their story thus reduces reliving the trauma of their experience.
 - Change in public opinion: An institutionalized approach to SGBV transmits the message that SGBV is a crime that will not be tolerated.
- Due to its success, SGBV specialized units have been set worldwide. Below are some examples:

- Brazil: Established all-female police stations and crisis intervention centers where all officers receive specialized training including gender-awareness. Since its set up in 1985, more than 500 units have been created throughout Brazilian territory.
- Uruguay: Entitled Specialized Services of Attention to Women in Domestic Violence Settings, such units are placed one in each department, offering several social services, such as legal, social and psychotherapeutic services, as well as informational sessions and skills-development workshops.
- Argentina: Similarly to Brazil, since 1988, all-female police stations were created under the law to provide legal services and referral to other services, specialized in violence against women. Currently, the country counts around 50 units and there is an expectation of growth due to their highly positive impacts.
- Northern Ireland: Non-profits and police collaboratively worked in cases of domestic violence by setting up clinics within the structures of non-profits with non-uniformed police officers. As a consequence, confidence in the police and rates of reported cases increased whereas the incidence of repeated crimes decreased.
- Spain: Inside police stations, SGBV units were given a neutral name, such as "Diana Group", and police officers wore plain clothes in order to avoid intimidation, stigmatization of victims and secondary victimization by having to recount their story to different authorities.
- Philippines: The Philippine National Police (PNP)
 established the first Women and Children Protection Desk
 (WCPD) in 1993 through advocacy by women's groups that
 highlighted the specific nature of domestic violence. In 2010,
 there were a total of 1,826 WCPDs across the country. In
 2004, these specialized police structures were strengthened
 with the creation of the Women and Children Protection
 Center (WCPC) as the central PNP office in charge of the
 supervision of all the WCPDs nationwide.
- Timor-Leste: The United Nations Transitional Administration in East Timor Police (UNTAET), mandated by the Security

Council with executive authority for law enforcement, created the first Timor-Leste National Police (PNTL) Vulnerable Persons Unit (VPU) in the capital Dili as a response to the problem of domestic violence in 2000. Ten years after, a total of thirteen of VPU offices have been set up covering all of the districts in the country including a National VPU office. The VPUs are administered under the PNTL Criminal Investigations Service.

- Chad: The United Nations Mission in Chad (MINURCAT) UNPOL component started setting up Women and Children Protection Units in Chad Police in 2009. In 2010, the units were operational in six police stations and 12 police posts in the camps for refugees and internally displaced persons. The police posts were staffed by the Détachement Intégré de Sécurité (DIS) officers who patrol the camps. Through colocation UNPOL officers mentored DIS officers on women and children protection issues.
- Kosovo: To respond to the problem of domestic violence, Kosovo Police established the Domestic Violence Investigation Unit under the Directorate for Serious Crimes Investigations in 2002. In 2003, the unit became fully operational when the United Nations Mission in Kosovo (UNMIK) authorized regulation 12/2003 on domestic violence. The unit is structured vertically in three levels with the central, regional and police station levels. Both male and female officers and all Kosovo ethnicities are represented in the three levels.
- Liberia: In 2005, the Liberia National Police (LNP) created the Women and Children Protection Section (WACPS) with the intention to effectively respond to crimes perpetrated among women and children in Liberia. In 2010, the LNP had 58 WACP Units functioning in the fifteen counties of Liberia. The units collaborate with a broad range of stakeholders such as the Ministry of Justice – Specialized Sexual and Gender-based Violence Prosecutor, Specialized Court 'E' on SGBV, Juvenile Court, Ministry of Gender and Development, Ministry of Health and Social Welfare, national and international NGOs, and UNITED NATIONS agencies.
- Sierra Leone: In 2001, Family Support Units (FSUs) were created in the Sierra Leone Police with the assistance of the

- United Nations Mission in Sierra Leone (UNAMSIL). The FSUs collaborate with a referral service for victims called Rainbow Centres. These centres provide medical, psychosocial and legal services.
- South Sudan: Setting up of Special Protection Units (SPU) is a joint initiative of the South Sudan Police Service (SSPS) and UNPOL and supported by UNITED NATIONS Women (formerly UNIFEM), UNFPA, UNHCR, UNICEF and bilateral donors. In 2010, six such units have been established and were fully functional. The establishment of SPUs led to improved family tracing of lost/stranded children, prioritisation of cases regarding women and children, prolonged detention as well as illegal arrest are addressed in the police as well as prison detention cells, increased awareness of the rights of women and children and increased reporting of violations.
- Rwanda: In Kigali, Rwanda a multi-task approach is taken when dealing with victims of sexual and gender based violence. Trained police officers have coordinated with health services to rUnited Nations a 'One stop centre' in the main capital. The centre operates from a health perspective where the interests of the victims of sexual and gender based violence are placed first. While the investigation of any reported crimes remain paramount the systems and methods used create a practical but caring environment that recognises the importance of reducing trauma that can occur when dealing with victims. In turn this means police officers can gather the best evidence while retaining the cooperation of the victim.
- Jordan: Since 1997 the Family Protection Department (FPD), a department within the Jordanian Police service, hasbeen operating with the support of forensic medical doctors, social workers and a psychiatrist within one building. It is the first and only department of its kind in the Middle East.
- Haiti: Since 2011, the Haitian National Police, in collaboration with United Nations Police (UNPOL), has established specialized sexual and gender-based violence units all over the country including a one-stop center that brings together the police with medical, legal and social

support services for victims. Donor countries provided financial support and an UNPOL Specialised SGBV Team managed the project together with UNPOL gender officers.





Note to instructor: This activity allows students time to organize the steps they identify as necessary towards achieving the end products of each of the steps presented on the slide. They should be divided in 4 groups, and two of them should work with the phase of preparation and construction. The next slides present the steps according to the handbook.

Material Required:

- Flipcharts
- Markers/Pens

Learning Activity Time Required:

2 minutes	Instructions
10 minutes	Discussion

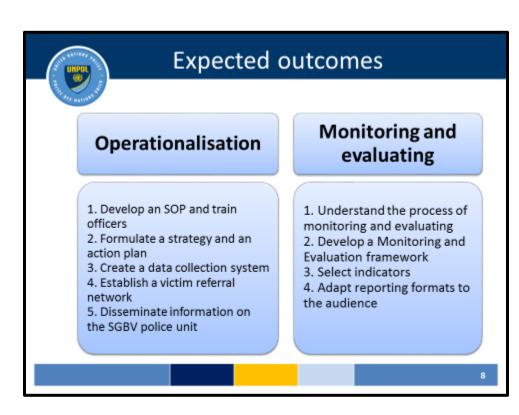
	8 minutes	Presentation and feedback
Total time:	20 minutes	

Activity Guidelines:

- 1. Organize participants in 4 groups and assign two of them the phase of preparation and construction of a specialized SGBV unit.
- 2. Go over the instructions and allow them 10 minutes to discuss.
- 3. While presenting their conclusions, groups should be allowed no more than 1 minute for presentation and another minute for feedback.

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







Group Discussion: Challenges 1. Divide into syndicate groups. 2. Debate according to the card you have received from the instructor. You will have 10 minutes. 3. Share findings with the large group.



Note to instructor: This activity aims at providing participants time to discuss challenges and share solutions regarding establishing a SGBV unit. They should remain in the groups from the previous activity, which will then receive a specific card with assigned questions.

Learning Activity

☐ Cards with questions for each group (provided below)

Group 1 and 2: Preparation and construction

In your group, discuss:

- If you have experience with this phase of establishing SGBV Units, what are challenges you have faced?
- If you do not have previous experience, what challenges could you anticipate while devising the steps?
- Regarding the step of fundraising specifically, what are common challenges/solutions you would like to share?

Group 3: Operationalisation

In your group, discuss:

- If you have experience with this phase of establishing SGBV Units, what are challenges you have faced?
- If you do not have previous experience, what challenges could you anticipate while devising the steps?
- Regarding the step of data collection specifically, what are common challenges/solutions you would like to share?

Group 4: Monitoring and evaluation

In your group, discuss:

- If you have experience with this phase of establishing SGBV Units, what are challenges you have faced?
- If you do not have previous experience, what challenges could you anticipate while devising the steps?
- Regarding the step of indicators specifically, what are common challenges/solutions you would like to share?

Learning Activity Time Required:

2 minutes	Instructions
8 minutes	Discussion
10 minutes	Sharing in the big group
20 minutes	

Total time:

Activity Guidelines:

- 1. Instruct participants to remain in the same groups.
- 2. Go over the instructions on the slides.
- 3. Distribute the cards provided above.
- 4. Provide them with 8 minutes for discussion within their groups.
- Ask them to share their main findings in the big group for 10 minutes.
- 6. Optional complementary information is provided below regarding common challenges.

Challenges regarding funding:

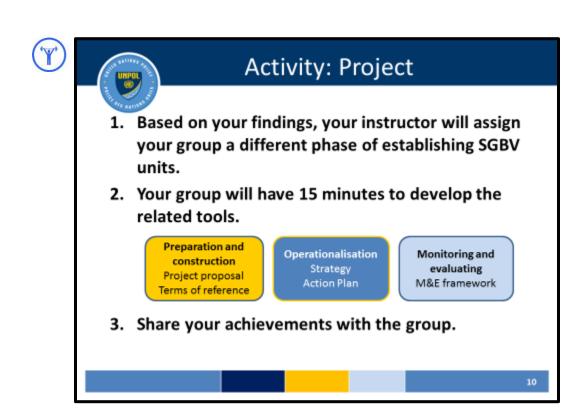
- "Most donors have been donating for a long time and it has been difficult to get new proposals to be accepted." A possible solution would be to look for donors who are supporting gender-related projects, police reform and peace building initiatives.
- "I approached a possible donor twice, but my project was not supported." A possible solution would be, when presenting a proposal to a possible donor, always ask yourself what are the

- benefits for them to be part of your project. In that way, when you present it, make sure you state how they will also gain from it.
- "I have people interested in donating, but they keep telling me to review my proposal and I do not understand what I should change." A possible solution would be to use the templates provided in the handbook, as well as having a co-worker review the language you used to make sure it is clear and complete. Peer review really helps before presenting a proposal.

Challenges regarding establishing the SGBV unit:

- o "I arrived in Carana and there was already an office for specialized SGBV investigations, but it hadn't been used for over two years." Recommendations include: Ensure that the host State police have assigned officers in the SGBV unit, develop a Terms of References for the SGBV unit and Duties and Responsibilities of the host State police officers, develop an action plan for the SGBV unit, and include all relevant actors in all phases of the process and ensure that the host State police are in the lead in planning, designing, implementing, monitoring, and evaluating the activities of the SGBV unit.
- o "I am trying to have gender officers from both UNPOL and the host State police assigned to the SGBV units, but very few people seem to comprehend the importance of gender." Recommendations include: Develop awareness campaigns, research on understanding local culture concerning gender, and establish strategies on gender mainstreaming which could be applied in the context.
- o "I don't think this project can work here because police peacekeepers come from different background and so there are very diverse cultural practices, knowledge and skills on SGBVrelated issues and the duties and responsibilities of the police." Recommendations include: All officers need to take a mandatory gender course and be aware of international standards with regard to SGBV, develop specialised gender and SGBV inmission training to build the capacity of police peacekeepers, and mentor peers where more experienced officers work with less experienced towards achieving specific goals in establishing specialized SGBV units and implementing activities.
- o "I have heard about a recurrence of sexual exploitation and abuse by police officers in the area, so I feel like if that is their attitude, a specialized SGBV unit would never work." Recommendations

include: information gathering, improve reporting system from department to national levels, conduct community awareness programmes, and strengthen police oversight mechanisms.



(3)

Note to instructor: This activity will offer participants an opportunity to practice using the tools provided in the handbook in order to establish SGBV units. Participants should be encouraged to use their handbooks for further assistant, but the next slides also offer relevant information if necessary. The groups for this activity should remain the same, as participants will continue to focus on specific steps of the process.

Material Required:

- Flipcharts
- Markers/pens

Learning Activity Time Required:

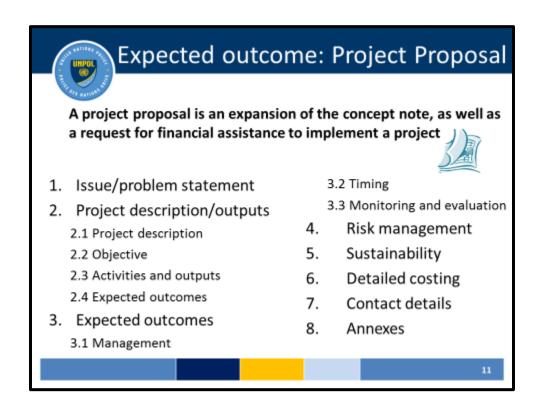
3 minutes	Instructions
20 minutes	Discussion and task performing
12 minutes	Flipchart presentations
35 minutes	

Total time:

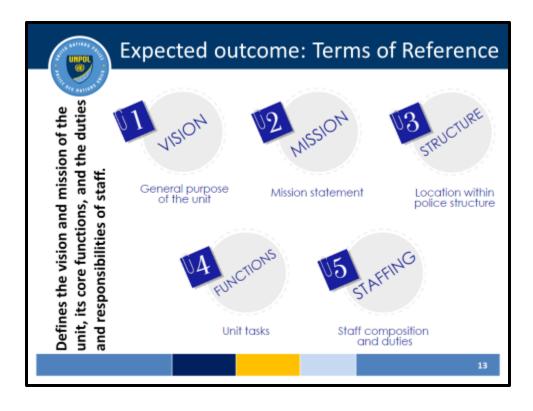
Activity Guidelines:

- 1. Instruct participants according to the slide.
- 2. Since they are expected to remain in the same focus groups, instruct each group on the end products they are expected to produce.
- Allow them 15 minutes to perform the task and make sure instructors are walking around to provide further assistance.
- 4. Once time is up, allow each group 3 minutes to present their accomplishments and receive feedback.

Expected Outcome: As per slides below.









A strategy helps plan and organize resources to optimize the achievement of the proposed goals.

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