



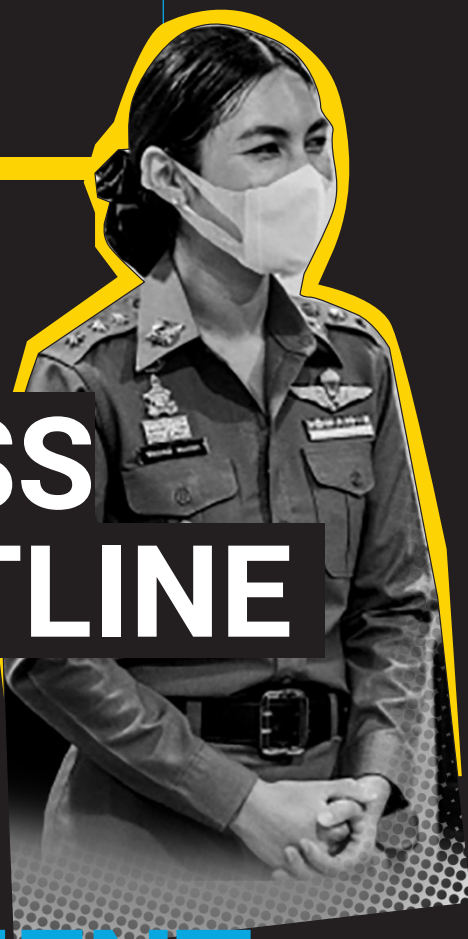
UNODC

United Nations Office on Drugs and Crime



MODULE 1

GENDER AWARENESS FOR FRONTLINE OFFICERS AND LAW ENFORCEMENT TEAMS



Facilitation Handbook

MODULE 1

GENDER AWARENESS FOR FRONTLINE OFFICERS AND LAW ENFORCEMENT TEAMS

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The United Nations Office on Drugs and Crime (UNODC) works with Member States across the globe to address the threat posed by drugs, crime, and terrorism. In Southeast Asia, our organization is uniquely placed to support ASEAN frameworks which address the challenge presented by transnational organized crime and promote justice and the rule of law. These multilateral efforts serve as the foundation for regional cooperation on economic, social, political, and security matters.

With its extensive experience working towards greater political-security cooperation in the region, UNODC is the natural choice to lead the implementation of the Joint Declaration on Comprehensive Partnership between ASEAN and the United Nations. UNODC has researched and developed a technical assistance framework designed to effectively support member states on the promotion of gender equality and women's empowerment within the three pillars of the ASEAN Community.

UNODC recognizes that gender equality and the empowerment of women and girls will make a crucial contribution to progress across all the Sustainable Development Goals. Through our capacity-building activities, we are working to increase participation and leadership of female officers within law enforcement agencies. Furthermore, these activities enable front-line officers to better meet the needs of women and girls in the context of cross-border crime and migrant smuggling.



The United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) is the United Nations entity dedicated to achieving gender equality and the empowerment of women. UN Women supports UN Member States as they set global standards for achieving gender equality, and works with governments and civil society to design laws, policies, programmes and services needed to ensure that the standards are effectively implemented and truly benefit women and girls worldwide. It works globally to make the vision of the Sustainable Development Goals a reality for women and girls and stands behind women's equal participation in all aspects of life. It uses experiences in countries to inform agreement on new gender equality norms and, through its links across the United Nations, put gender equality at the centre of all three pillars of global progress: peace and security, human rights and sustainable development. UN Women also coordinates and promotes the UN system's work in advancing gender equality, and in all deliberations and agreements linked to the 2030 Agenda.

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OVERVIEW

The three modules in this training curricula support the actions of law enforcement agencies to enhance border control officers' overall capacity and effectiveness in responding to gender-based violence and trafficking of women and girls. The content in this curricula aims to mainstream gender across all officer training for knowledge and skills.

Aim

The aim of the three modules is to increase the capacity of law enforcement teams in two overarching ways:

- To support law enforcement teams to be gender-responsive and inclusive in the way they operate both internally and externally.
- To increase the capacity of law enforcement teams for carrying out gender-responsive investigations into the trafficking of human beings and other criminal activity.



Terminal objectives

The overarching terminal objectives of the modules are as follows:

1. To increase gender awareness amongst frontline officers and law enforcement teams.
2. To enable a gender-responsive approach to carrying out investigations with vulnerable people, including victims of trafficking in persons.
3. To foster a gender-responsive working environment. Specifically, supporting staff wellbeing and enabling all members of the team to have the confidence and ability to develop and thrive in their roles.

Modules

The three modules are as follows:

- Module 1: Gender Awareness for Frontline Officers and Law Enforcement Teams¹
- Module 2: Gender-responsive Investigations with Victims of Trafficking in Persons and other Vulnerable Individuals
- Module 3: Gender-responsive Self-confidence and Assertiveness in Law Enforcement Teams

Target audience

The curriculum is designed to be delivered to training groups of up to 20 participants of junior to mid-ranking law enforcement officers. In order to meet the transformative objectives set in these modules, it is recommended that each workshop includes both male and female participants, with a target representation of >35% females. The time and place of the workshops should be planned with consideration to making them accessible for women to attend in the cultural context.

¹ *Module 1 should be delivered as a prerequisite for both Modules 2 and 3.



CURRICULUM DESIGN

Photo: UNODC/ UN Women/ Ngoc Le

The curriculum has been designed in-line with meeting the needs of learners with all three main learning preferences: visual, auditory and kinaesthetic (tactile learning). A mixed methodological approach has been used, including:

- Visual presentations
- Case studies
- Reflection questioning
- Interactive group tasks developed around different skill sets, such as: critical analysis, problem solving and peer learning/sharing

Gender-responsive facilitation

The curriculum advocates a gender-responsive participatory approach; adapting the key ‘Principles of Adult Learning’ as defined by Malcolm Knowles, through a gender lens. In taking this approach it is recommended that the facilitator recognizes the following:

Adults are autonomous and self-directed: The trainer should take on the role of facilitator, supporting the participants (learners) to be proactive partners in the ‘learning journey’ of the course. Activities have been designed to enable this through group problem solving and analysis and to encourage peer learning through group presentations.

This approach requires the participants to feel empowered, in terms of feeling safe, secure and confident to share their opinions, ideas and ask questions. However, gender power dynamics at play in the cultural and professional context may mean that individuals do not feel confident, for example, if the majority of participants are male, females may be self-conscious about sharing their ideas. Another example could be in a patriarchal cultural and professional context, male participants may feel uncomfortable discussing topics that require personal reflection on emotions.

The facilitator should give consideration to these dynamics prior to the training, through:

1. Understanding the profile of the participant group

- a. Be culturally aware of the context in which the training is taking place and how this may impact on participant dynamics.
- b. Where possible, carry out a gender-responsive training needs assessment to gather information on participants’ goals and expectations of the training, as well as prior experience, qualifications, etc. The former can inform adaptations to content or how expectations can be managed. The latter can be used to manage dynamics in terms of encouraging participants with different experience to work with each other; and also

² See notes on ‘Guidance for delivery’, including ‘rules’ to encourage inclusion.

by recognizing and drawing on participants' existing expertise – which supports confidence-building.

- c. At the beginning of every training course gather participant input on expectations for the course and any concerns participants may have so that they can be addressed from the outset.

2. Devising inclusive strategies

- a. The opening session of every training course should include the development of a set of ground rules identified by the participants.² The facilitator should emphasize the importance of women sharing their ideas and knowledge throughout the course.
- b. A facilitator should be constantly aware of the dynamics in the training room, especially the gender dynamics. Recognizing different personalities and how they are interacting with others will inform what strategies to employ to foster inclusion, e.g., the facilitator can gently encourage quieter participants to engage by asking them to respond to questions the facilitator is confident they will be able to answer or giving quieter participants a role, such as being the scribe in a group activity.
- c. The facilitator can use strategies for mixing up participants to form groups to provide opportunities for them to work with others throughout the course:
 - i. Number everyone 1–4, then ask all of the '1s' to work together, '2s', etc.
 - ii. Ask the participants line up based on a variable such as how far they have travelled to attend the training (from the longest distance travelled to the shortest) or the day and month when they were born (from January to December). After everyone has lined up, the facilitator can divide the line into groups, e.g., the first four people are group 1, the second four are group 2, etc.

Adults have an accumulation of life experiences and knowledge that they bring to the training environment: the curriculum is designed to encourage participants to reflect and share their experiences and ideas, when/ if they feel safe to.

Adults are goal-oriented: A course agenda is presented in the introductory session of the course as an overview. Session objectives should be explained at the beginning of each respective session. By keeping participants informed on what their learning outcomes should be it provides them with the scaffolding on which to build/ achieve the learning outcomes.

Adults are relevancy-oriented: The curriculum and facilitator notes encourage reflection on how the content relates to the participants both from a gender perspective and also in their professional roles. The facilitator should find further opportunities to ask the participants how the content relates to their work and how it can be implemented.

Participants need to feel that training is worth their time and engagement. It is recommended that the facilitator offers participants the opportunity to provide feedback on this at the end of each day's session. This practice supports the facilitator in monitoring and adapting the course in an agile needs-responsive way.

Adults are practical: The curriculum encourages participants to think about how to implement their learning. This is done through reflective and group questions as well as action planning tasks. Encourage participants to also think about the challenges with implementing learning, including how gender may impact on challenges for members of their team and how this might be overcome.

Training should always be viewed as a catalyst for capacity development, the key is encouraging participants to develop action plans for implementing learning in the workplace and being agents of change.



Photo: UNODC/ UN Women

Adult learners must be shown respect: This is reflected in the curriculum in terms of providing the opportunity for participants to share their knowledge and experience. However, this is mainly addressed by the approach taken by the facilitator to understand the participants' needs in the training room and the skills the facilitator employs to manage dynamics. For example: When a participant constantly interrupts to make a point they should be dealt with gently rather than chastised, i.e., the facilitator can explain that their point is valid and will be returned to after the person whom they have interrupted has made their point.



CURRICULUM FORMAT

Photo: UNODC/ UN Women/ Ploy Phutpheng

The following defines what is included in each section of the curriculum:

Module summary: This provides an overview of the module, including:

- Aim: the overarching goal of the module.
- Overall learning objectives: the overarching objectives through which to achieve the module aim (these are then dissected in the enabling objectives of each session, described below).
- Course agenda: a timetable overview of how each module will be delivered over the allocated days.
- Note to the facilitator.



Session briefs: Each session brief is a break-down of how the session will be delivered. The elements of each session brief are as follows:

- Aim: based on the module's terminal objectives.
- Learning objectives: a set of learning objectives to achieve the session aim.
- Time: the overall time for the session.
- Resources and preparation guidance: a table which explains the materials needed for the session and any notes that support the facilitator's preparation ahead of the session.
- Activities: each session is then broken down into activities which are further broken down into:
 - Purpose: explaining the purpose of this activity (basically how it relates to the session objectives).
 - Time: the overall time for the activity.
 - Facilitator instructions: step-by-step instructions to deliver the activity, including any respective timing of each component.

Numbering: All materials and resources in the appendix are numbered sequentially according to the day, session and activity in which they are used. For example, the number 2.3.4 indicates:

- Day 2
- Session 3
- Activity 4

GUIDANCE FOR DELIVERY

Photo: UNODC/ UN Women



Guidance for approaching gender

How gender is dealt with will differ between country contexts. In certain countries, the participants will feel comfortable with empathetically exploring gender from a non-binary perspective. If this is the case and the facilitator has the capacity to facilitate discussions, then she/he/they is encouraged to do so; and, to also adapt and add to the curriculum so it may accommodate this more.

Additional input from the facilitator

The session briefs included in this curriculum provide detailed guidance on delivering the sessions themselves, however there are elements of the programme that the facilitator is expected to develop at their discretion, including:

- Opening session for Module 1, carried out on the first morning
- Daily facilitation tasks
 - Morning review, carried out every morning (apart from the first), to review key learning from the previous day
 - Post-lunch energizers, recommended to boost energy levels and cognitive engagement for the afternoon sessions
 - Daily review sessions, carried out at the end of every day (apart from the last when participants may complete a course evaluation)

The following sections provide guidance and tips on developing these elements.

Opening session

The opening session of a training programme (the first day) is left to the facilitator's discretion to develop, however it should include the following elements:

1. Icebreaker: A fun and engaging way for participants to introduce themselves

This should be done even if participants already know each other, as icebreakers support the creation of a safe and inclusive training environment. Facilitators will find plenty of ideas available on the Internet for icebreakers to use with groups of participants who may not know each other or who may be colleagues. Some examples are provided below:

- **Dominoes:**

- Give each participant a piece of A4 paper and a pen. Ask the participants to fold their paper in half and open it again. Each participant can draw a pen line down the fold, so the paper has two clear halves, like a domino.
- Ask participants to draw a picture (no words) on one half to represent their job and a picture on the other to represent their personal life. Give the participants a few minutes to draw the two pictures and then invite everyone to stand in a circle with their domino.
- The facilitator should take the first turn, introducing himself or herself using the drawings on his or her domino and then placing it face up on the floor.
- Ask if any of the participants can relate to either the job or personal life as drawn on the domino. Invite one of them to join his or her domino accordingly and introduce himself or herself.
- Continue until everyone has connected their domino and introduced themselves.

- **Call my Bluff**

- Instruct the participants to write three statements about themselves on a piece of paper. Each person should choose statements that are unusual, hard to guess or humorous, keeping in mind that:
 - One statement must be untrue (the bluff)
 - Two statements must be true
- Participants take it in turns to read their three statements aloud to the group and the other participants try to guess which one is untrue.
- It is recommended that the facilitator should start with his or her own three statements.
- After giving enough time for guessing, each participant should reveal which of their statements was the bluff.

- Desert Island Items

- o Tell the participants that they have each been selected to go on a new reality show where they must spend three months on a desert island alone.

<h3 style="text-align: center;">CALL MY BLUFF</h3> <p>Name</p> <hr/> <p>Write two true statements and one lie about yourself.</p> <p>1 _____</p> <p>_____</p> <p>2 _____</p> <p>_____</p> <p>3 _____</p> <p>_____</p>	<h3 style="text-align: center;">CALL MY BLUFF</h3> <p>Name</p> <hr/> <p>Write two true statements and one lie about yourself.</p> <p>1 _____</p> <p>_____</p> <p>2 _____</p> <p>_____</p> <p>3 _____</p> <p>_____</p>
<h3 style="text-align: center;">CALL MY BLUFF</h3> <p>Name</p> <hr/> <p>Write two true statements and one lie about yourself.</p> <p>1 _____</p> <p>_____</p> <p>2 _____</p> <p>_____</p> <p>3 _____</p> <p>_____</p>	<h3 style="text-align: center;">CALL MY BLUFF</h3> <p>Name</p> <hr/> <p>Write two true statements and one lie about yourself.</p> <p>1 _____</p> <p>_____</p> <p>2 _____</p> <p>_____</p> <p>3 _____</p> <p>_____</p>

- They are allowed to take one 'luxury' item to the island, which can be anything except photographs of loved ones or a living being. Give the participants a few moments to consider their answer.
- The facilitator should begin with explaining what their luxury item is and why he or she chose it. Then the participants can take it in turn to say what they chose and explain why they chose that particular item.

2. Introduction to Module One

Using the opening presentation slides, the trainer should provide an overview of the module/ course and how the course agenda is mapped out. Explain that handbooks will be provided but ask participants to refrain from reading through the handbooks independently, as the learning journey is better if everyone works through the handbook together as the course progresses.

3. Expectations and Concerns

It is important that the trainer is aware of participant expectations so that they can be managed and also any concerns that participants have about the course content and the methods of delivery. For example, are participants fearful that they will be asked to share personal information? If expectations and concerns are known in advance, the facilitator can deal with them accordingly by managing or affirming expectations verbally in the opening session and reassuring participants about any concerns that were raised.

The feedback mechanism for participants' expectations and concerns must be gentle and anonymous so that participants feel safe in sharing. This information may be available to the facilitator prior to the course, through a needs assessment.

Another option is to use a participatory method during the opening session to reveal hopes and concerns. One example of this is given below.

Hopes and concerns

- Draw a vertical line down the centre of a flip chart page at the front of the room.
- At the top of one column write the word 'Hopes' and at the other write the word 'Concerns'.

- Hand participants adhesive-backed paper notes or alternatively just postcard sized pieces of paper and make adhesive available near the flip chart board so they are able to stick their paper to the flip chart.
- Give each participant 4–6 pieces of paper and ask them to write one idea per sheet.
- For ‘hopes’ they should write what they are hoping to get from the course, e.g., to cover a specific topic, or a learning outcome such as a particular skill acquisition.
- For ‘concerns’ they should write what concerns they have about the course, in terms of course content or andragogy/methodology, e.g., they are concerned it will include role plays or that they will not learn anything new, etc.
- Reassure the participants that this is anonymous and encourage them to write whatever they personally think.
- Once all of the participants have finished sticking their paper to the flip chart board, the facilitator should read through them quietly and see if certain ones can be grouped together generically, e.g., if a few people have identified a particular type of delivery method as a concern etc.
- The facilitator should work through the hopes and concerns, managing expectations, affirming hopes where relevant and addressing concerns.

4. Safeguarding

Every opening session should include an acknowledgement that different people have different ‘triggers’. Assure participants that if they feel uncomfortable at any point during the course, then they are welcomed to leave the room and take a time-out. Also encourage them to request support from the facilitator should they need any. It is also good practice to pre-empt possible triggers for participants prior to the training and seek out information on supportive services that could be sign-posted for the participants. For example, local counselling services, if available, could be sign-posted.

5. Housekeeping

The facilitator should also cover things relevant for meeting basic needs, such as:

- Safety and security, i.e., fire exits and what to do in the case of an alarm.
- Location of toilets and washroom facilities
- Lunch times and any relevant details

6. Ground rules

At the beginning of every course the facilitator should co-develop some ground rules with the participants so that there is an agreed way of working, this is the foundation for mitigating against negative dynamics and managing behaviour such as mobile phone use during training.

Write the ground rules on a flip chart paper at the front of the training room and ask participants to suggest what they should be. Ground rules can include things such as:

- Mobile phones should be kept in bags until break times
- No side conversations while someone is talking in group plenary
- Respect different points of views
- Any personal views or information shared in the training room should remain confidential
- Everyone should be punctual

7. Question park and resource sheet

Hang two pieces of flip chart paper to the wall of the training room. One should be labelled 'Question park' and one 'Resources'.

- Question park: this is a space for participants to post questions they feel have not been answered during the training. The facilitator can add questions that participants ask during the training that they feel can not be answered at that time. The facilitator can then review and address these questions at another convenient time.
- Resources: often either the facilitator or the participants will think of useful resources (books, websites etc.) during the course. To recommend those resources to the group, the participants or the facilitator may



make a note of them on the resource board. At the end of the course, the facilitator may choose to circulate this as an additional resource list for participants.

Daily facilitation tasks

Morning review

Beginning on the second day of the training, the facilitator should open the course with a review of key learning points from the day before. This should be done using a fun activity lasting no more than 15 minutes. This may include:

- Team quiz
- Ball games requiring participants to throw the ball and ask/ answer questions based on the day before
- Pre-made questions written on pieces of paper and folded up in a hat. Participants pick questions at random from the hat and answer them.

The facilitator should ensure that all participants (women, men and persons with other gender identities) participate in the review activities.

Post-lunch energizers

It is widely recognized that participants energy and engagement levels dip after lunch, it is recommended that each afternoon should begin with an energizer, a fun activity to get participants physically moving. There are plenty of ideas available online or the facilitator may choose to creatively reinvent games he or she played in childhood – the secret is to get participants moving.

However, be mindful of not asking participants to do things that would make them feel uncomfortable either physically or emotionally.

Daily review (close)

At the end of every day, the facilitator should allocate 15 minutes for participants to ask questions and to also give anonymous feedback. Feedback can be used to inform how the facilitator delivers the training the following day.

One way of doing this is similar to the method explained in the ‘hopes and concerns’ method described above. Instead of using ‘hopes and concerns’, use the titles ‘What Went Well?’ and ‘Even Better If’ (what would you like done differently). Positioning the board so it faces a wall can provide some anonymity.

How gender is dealt with will differ between country contexts. In certain countries, the participants will feel comfortable with empathetically exploring gender from a non-binary perspective. If this is the case and the facilitator has the capacity to facilitate discussions, then s/he is encouraged to do so; and, to also adapt and add to the curriculum so it may accommodate this more.

Module 1

GENDER AWARENESS FOR FRONTLINE OFFICERS AND LAW ENFORCEMENT TEAMS



Photo: UNODC/ UN Women/ Ploy Phutpheng



MODULE SUMMARY

Photo: UNODC/ UN Women/ Ploy Phutpheng

Aim: To provide law enforcement officers with a conceptual framework of gender. Module 1 also supports the development of learning scaffolding necessary to embed both Module 2 and Module 3 in this suite of curricula.

Overall learning objectives

1. To introduce the concept of gender and how it is socially constructed, maintained and evolves.
2. To explore the impact of gender-socialization
3. To define gender identification and sexual orientation
4. To highlight gender discrimination
5. To discuss the nature of gender-based abuse/ violence
6. To introduce participants to relevant legal frameworks and global commitments, and the concept of taking a human rights-based approach.

Note to the facilitator

The key objective of this module is to catalyse gender-responsive change in both:

- The way teams work with survivors/ victims, and
- The way law enforcement officers function as individuals and as a team

Any type of transformative change takes time and consistency. It would be overly ambitious to expect this outcome to be met in entirety within a four- or five-day training programme. Therefore, this training curriculum provides a catalyst for change and strives to support participants to do the following:

- Recognize the need for gender-responsive change
- Increase empathy towards survivors/ victims, with the aim of motivating participants to strive towards change
- Encourage self-reflection
- Develop knowledge, skills and techniques that can be applied and shared among law enforcement teams

Participants in this course should have a foundational understanding of the following:

- Gender concepts
- Gender norms and conditioning
- Patriarchy
- Gender discrimination.

Course agenda

Day One	Day Two	Day Three
Welcome and Introductory Session	Morning review	Morning review
Session One: Defining Gender (90 minutes)	Session One: Sexual Orientation and Gender Identification (90 minutes)	Session One: Gender-Based Abuse and Violence (90 minutes)
Break (15 minutes)	Break (15 minutes)	Break (15 minutes)
Session Two: Gender Associated Behaviours and Consequences (90 minutes)	Session Two: Intersectionality and Gender (90 minutes)	Session Two: Power Dynamics behind GBA/GBV (90 minutes)
Lunch (60 minutes)	Lunch (60 minutes)	Lunch (60 minutes)
Session Three: Gender Socialization and Patriarchy (90 minutes)	Session Three: Gender Discrimination (90 minutes)	Session Three: Legal Frameworks and a Rights-Based Approach to Gender (90 minutes)
Break (15 minutes)	Break (15 minutes)	Break (15 minutes)
Session Three: Gender Socialization (90 minutes)	Session Four: Discrimination in Context (90 minutes)	Session Four: Review and Action Planning (including end of course evaluation) (60 minutes)
Daily review	Daily review	

Session briefs

This handbook includes the session briefs for Module 1.

The following sessions should be developed by the facilitator:

- Opening session
- Morning review
- Daily review

The section above, 'Guidance for delivery', provides useful resources for developing those sessions.



Photo: UNODC/ UN Women

DAY ONE

Session One

Defining Gender

Aim: To introduce participants to 'gender' as a concept

Learning objectives

By the end of this session participants will be able to...

- Recognize 'gender' as a socially constructed concept (non-biological)
- List at least three examples of the differences between 'gender' and 'sex'

Time: 90 minutes

Resource description	Preparation guidance
Presentation	
1.1.1: Gender vs. Sex	For each group, print one copy and cut the cards apart.
1.1.2: Gender Division of Items, Activities and Roles, Male and Female cards	<p>The Male and Female cards can be printed on plain white paper.</p> <p>The 'Items', 'Activities' and 'Roles' cards should each be printed on a different colour of paper.</p>
Flip chart paper and markers/pens for group work	The facilitator may wish to use two lengths of string to create circular floor shapes.

Session overview

Activity	Purpose	Time (minutes)
1. Gender vs. Sex	To encourage participants to reflect on the differences between 'gender' and 'sex'; and, to start developing a participatory training room environment that supports participants to feel comfortable sharing and learning.	45
2. Gender Division of Items, Activities and Roles	To model the gender division of roles within society.	45

Activity One: Gender vs. Sex

Purpose: To encourage participants to reflect on the differences between 'gender' and 'sex'; and, to start developing a participatory training room environment that supports participants to feel comfortable sharing and learning.

Time: 45 minutes

Facilitation instructions

1.1 Pair work (10 minutes)

Divide participants into pairs and ask them to discuss: "What is the difference between 'gender' and 'sex'?"

After five minutes of discussion, bring the group back together and get feedback on their ideas. The facilitator should capture key points on a flip chart board at the front.

1.2 Group work (15 minutes)

1. Divide the participants into small groups and hand out Activity Pack 1.1.1: Gender vs. Sex.
2. Explain that groups should create two columns, one with the 'Sex' card as the heading and the other with the 'Gender' card. They should then arrange all of the statement cards under the heading that fits best. Give them up to 15 minutes to do this.

1.3 Feedback/ Plenary (20 minutes)

1. After 15 minutes (or all groups have finished sorting the cards into categories), bring the group back together and discuss their category choices. The table below illustrates the categories (the order in which the descriptions are placed under each category is irrelevant).
2. Ask the participants what they think are the key differences between sex and gender. The key learning point here is to identify the fact that sex is biological whereas gender is socially constructed. Allow debate around certain points if it arises, but rather than challenging participants' ideas with a conclusive answer, offer reflection questions.

Sex	Gender
Women have 2 X chromosomes, while men possess one X and one Y chromosome	Women are more emotional than men
Women give birth to babies	Women have longer hair than men
Men have higher levels of testosterone than women	Men are better drivers than women
Women have higher levels of oestrogen and progesterone than men	Women are responsible for taking care of children

Sex	Gender
Women can breastfeed children	Men have most of the high-powered roles in government
Men's voices break in puberty	Boys prefer blue and girls prefer pink
Women begin menstruation during puberty	Women are better at cooking and cleaning than men

For example, if a participant believes the statement: 'men can do more physically strenuous work than women' should fall in the sex/ biological category, then ask the group if they can think of any jobs that women do that require strength, which may include women collecting and carrying large amounts of firewood and water across long distances in many parts of the world. Acknowledge all points and questions that are raised but also explain that these will be further explored throughout the sessions of Module 1.

Activity Two: Gender Division of Items, Activities and Roles

Purpose: To model the gender division of roles within society.

Time: 45 minutes

Facilitation instructions

2.1 Group work (10 minutes)

1. In the middle of the room the facilitator may use string to create two large circles on the floor with enough space to walk in between. In the centre of each circle place the Male and Female cards found in Activity Pack 1.1.2: Gender Division of Items, Activities and Roles.
2. Divide participants into small groups or pairs, depending on the size of the group (allow for each group or pair to have at least six of the cards).

3. Mix up the remaining cards in the Activity Pack 1.1.2: Gender Division of Items, Activities and Roles and hand each group/ pair a selection of cards, until all are allocated.
4. Explain that they have five minutes to decide in which category (male/ female) each card belongs and place it in the respective circle.
5. Reassure participants that they will not be judged on their decisions, but they should act on instinct when they read the cards.

The cards in pack 1.1.2: Gender Division of Items, Activities and Roles are as follows:

Items	Activities	Roles
Make-up	Driving	Teacher
Handbag	Building	Nurse
Newspaper	Cooking	Politician
Necktie	Playing with children	Head of the household
Trousers	Cleaning the home	Child carer
Wok	Sewing	Carers of elderly relatives
Pushchair	Putting petrol in the car	Farmer
Laptop	Shopping	Taxi driver
Car	Dancing	Firefighter

2.2 Feedback/ Plenary (20 minutes)

1. Once the groups have finished allocating their cards to the respective circles the facilitator should ask if they know the significance between the different colours used on the cards. Try to elicit from the participants that there are three different categories represented, 'Items', 'Activities' and 'Roles'.
2. Now the facilitator should encourage a discussion around why participants had made certain decisions in categorizing the cards under male and female. The aim is to get participants to recognize that they are conditioned to associate different items, activities and roles with genders.
3. For each of the choices made the facilitator should ask if there is a biological reason why that item, activity or role is associated with the gender and then probe further to as why the decision was made, questions could include things such as:
 - What images come to mind when they think of any of the items, activities or roles on the cards? Why do they think those particular images come to mind?
 - Do the participants know more people of either gender in a particular job role, and has this changed/is it changing in society?
 - Were the participants discouraged or encouraged toward a particular job role when they were younger? Do they feel it was because of their sex?
 - Are the participants able to do certain activities that they have attributed towards the other gender, e.g., can male members of the group sew? Were they ever taught to do so?
 - Were they ever bought toys that represent certain items, i.e., pushchair and doll or car when they were children?
4. All of these questions are designed to help participants start questioning aspects of gender-socialization.

Close the session by taking any questions.

Session Two

Gender Associated Behaviours and Consequences

Aim: To explore how qualities, emotions and behaviours are assigned to gender categories

Learning objectives:

By the end of this session participants will...

- Be able to provide at least three examples of how qualities, emotions and behaviours are allocated to gender categories
- Be able to provide at least three examples of how consequences of behaviour differ between genders
- Have discussed if/how gender associated behaviours and consequences change over time

Time: 90 minutes

Resource description	Preparation guidance
Presentation	
1.2.1 Gendered Qualities, Emotions and Behaviours Activity Pack A pack of reflection questions and three case studies	Print out one pack per group.

Session overview

Activity	Purpose	Time (minutes)
Gendered Qualities, Emotions and Behaviours and their Consequences	To model the gender division of roles within society.	90

Activity One: Gendered Qualities, Emotions and Behaviours and their Consequences

Purpose: To model the gender division of roles within society.

Facilitation instructions

1.1 Group work (45 minutes)

1. Split participants up into small groups.
2. Give each group a copy of pack 1.2.1 Gendered Qualities, Emotions and Behaviours. Explain that in each pack there is a set of three short case studies along with a task sheet that includes questions to be applied to each of the case studies. Give each group two sheets of flip chart paper.
3. Explain that this task has two components that run parallel to reading and analysing the case studies and that is why they have been given two flip chart papers.

Task

Part One: List adjectives as either male or female

Part Two:

Answer the following questions for each case study:

- Do you think the characters in the case studies are male or female? Explain your answer.
- What could be the possible consequences of the action involved in the case study, including the reaction of family and community and any legal, economic consequences or long-term impact?
- Would the consequences be different if the person committing the action was male or female? If so, how?
- Do you think the associated consequences would be different today than when your parents or grandparents were younger?



Facilitation notes

Part one of task

1. Instruct participants to draw a line down the middle of one of the flip chart paper sheets and write 'male' at the top of one column and 'female' at the top of the other.
2. Explain that as they read through each case study, they should identify adjectives (describing words) and write them into the column they think is the best fit. For example, if one of the case studies includes the adjective 'sensitive' would it best fit into the male or female column? They do not need to record which case study each adjective came from. What is important is that the adjectives are captured under a sex classification.
3. Following the 45-minute group work exercise, each group will hang their adjectives list on the wall.

Part two of task

1. In each of the task packs there is a set of reflection questions through which to analyse each case study:
 - Do you think the characters in the case studies are male or female? Explain your answer.

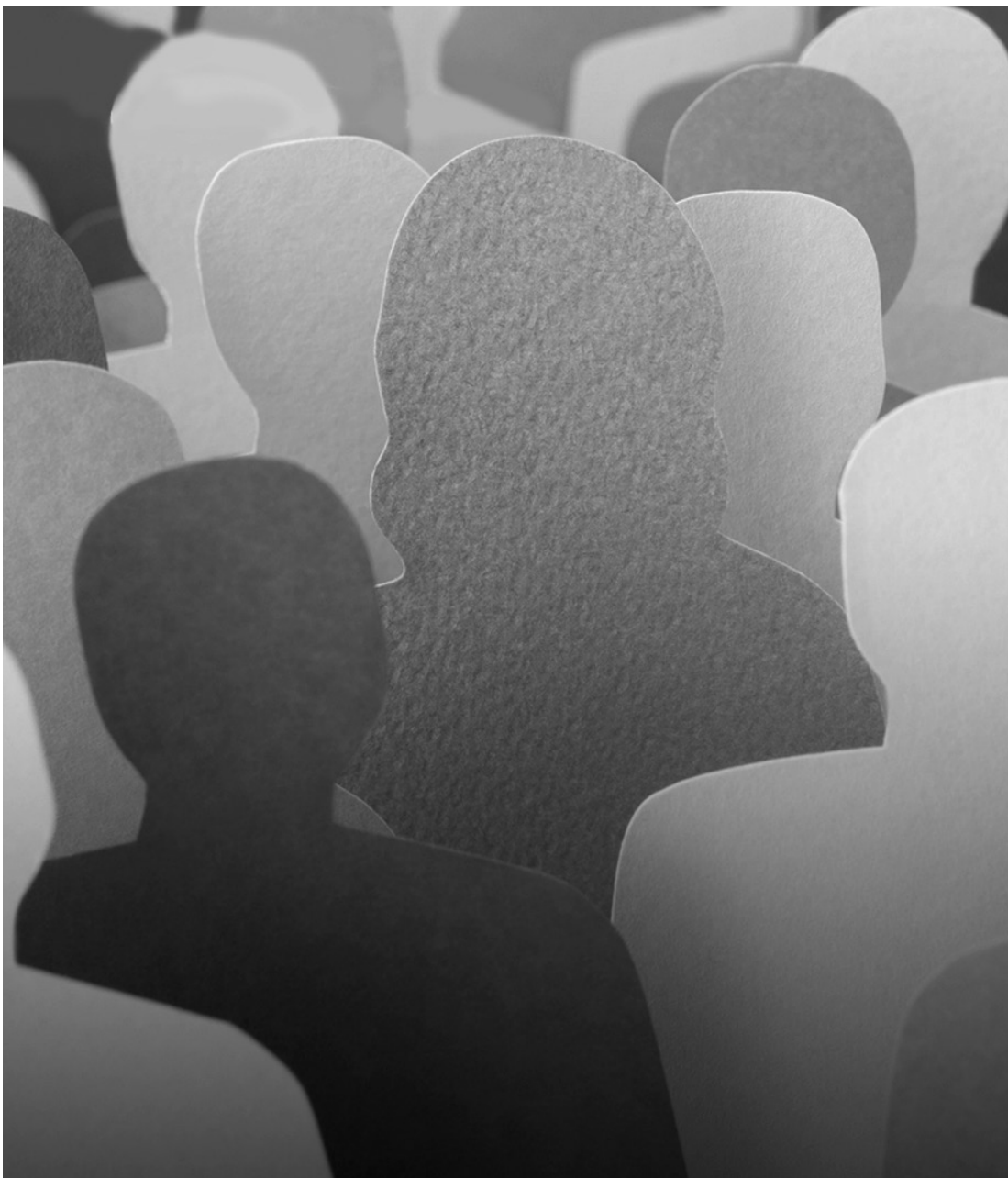
- What could be the possible consequences of the action involved in the case study, including the reaction of family and community and any legal, economic consequences or long-term impact?
- Would the consequences be different if the person committing the action was male or female? If so, how?
- Do you think the associated consequences are different today than when your parents or grandparents were younger?

Give participants 45 minutes to complete the two tasks.

1.2 Plenary (45 minutes)

1. After all the sheets with listed adjectives have been hung on the wall in a row (these will be reflected on later), bring the group back into plenary to discuss the case studies, especially:
 - The reasons why groups associated adjectives from each case study with male or female?
 - The nature of possible consequences and how/why they would differ?
 - If/how associated consequences have differed over time? And what does this tell us? (gender perceptions change over time)
2. Draw the participants' attention to the flip chart paper on the wall with the adjectives they identified. Ask them to reflect on the types of words under each sex. Elicit responses asking questions such as:
 - How would you describe the types of words used under each column?
 - If you were described by someone as being those adjectives, how would it make you feel? (empowered, disempowered, etc.)
 - What other examples do you have where men and women behave differently? For example:
 - Cultural/ religious celebrations
 - Weekends
 - As teenagers

Explain that this morning's activities should have modelled that gender is not biological but instead a social construct that changes over time. The final activity highlighted differences in behaviours expected from or associated with different genders. The next sessions explore the things that help shape gender roles, perceptions, etc., in more depth.



Session Three

Gender Socialization

Aim: To identify the ways in which gender is constructed and shaped within society

Learning objectives:

By the end of this session participants will have...

- Explored the role of traditional proverbs in upholding gender norms
- Identified masculinities and femininities within the cultural context

Time: 90 minutes

Resource description	Preparation guidance
Presentation	Select several examples of gender-specific traditional proverbs, for example “Big boys don’t cry”, “A woman’s place is in the kitchen”.
Flip chart paper (several sheets for each group)	

Session overview

Activity	Purpose	Time (minutes)
Traditional Proverbs	To introduce gender socialization through traditional proverbs.	90

Activity One: Traditional Proverbs

Purpose: To introduce gender socialization through traditional proverbs.

Facilitation instructions

1.1 Identifying proverbs (20 minutes)

1. The trainer should pre-prepare a few examples of gender-specific traditional proverbs, for example “Big boys, don’t cry”, “A woman’s place is in the kitchen”.
2. Introduce the traditional proverbs to the group and ask if they recognize them.
3. Divide participants into small groups and hand out flip chart paper. The groups will use the paper to list all gender-specific traditional proverbs from their culture that they can think of.
4. After 20 minutes ask the groups to share some of proverbs they listed. Invite the groups to add to their lists if traditional proverbs are mentioned that they have not listed already.



Photo: UNODC/ UN Women

1.2 Analysing proverbs (40 minutes)

1. Give each group another piece of flip chart paper and ask them to divide it into two columns, at the top of one column write male and the other female.
2. Explain that they should now read over all of the proverbs and summarize their meaning in a sentence or a few words and write it in the relevant column, for example, from the proverbs:
 - “Big boys don’t cry”, in the column for male, they could write that men should not show emotion.
 - “A woman’s place is in the kitchen”, in the column for female they could write that a woman’s role is to take care of the home.

Tell the groups that they have 20 minutes for this task.

3. After 20 minutes call the groups’ attention and explain that the next stage in the analysis is to read over the summaries and make a list of the most prevalent characteristics valued for men and women. To do this they should read over their summaries, identify themes and count how many times those themes are repeated. For example, one theme may be that men should not show emotion and that theme may have emerged from several of the proverbs, therefore it is a prevalent theme and should go at the top of the male list. The end goal is to have a list of male characteristics and a list of female characteristics.

1.3 Plenary (30 minutes)

1. Call the groups’ attention and get feedback on their lists. Create two collective lists at the front of the training room of the most prevalent male characteristics and female characteristics.
2. Ask the following questions:
 - Do you agree that these traits/ characteristics for males/ females are celebrated in your society?
 - In what ways do the identified traits/ characteristics restrict males/ females?
 - Are there any proverbs about your gender that you particularly dislike? Why?

- In what ways do the identified traits/ characteristics empower males/ females?
- Are there any proverbs about your gender that you particularly like? Why?
- Could any of the proverbs encourage one gender to behave negatively towards another gender?

What is powerful about proverbs is that they are traditional and deeply embedded through the generations.

The facilitator should guide this task in a way that encourages participants to reflect on the impact of these proverbs on how different genders are viewed. Generally the analysis stage encourages participants to start noticing toxic masculinities, such as:

- Men are discouraged from showing their emotions
- Women are encouraged to focus on home and family rather than career
- Women are objectified through their appearance
- Men are under pressure to be physically strong and to be providers

Facilitation notes

Encouraging participants to become aware and conscious of gender socialization and how gender norms are embedded and reinforced is crucial because many people would not have questioned it before. Becoming aware of gender socialization is the first step to developing the participants' ability to engage with the topics covered in the other sessions.

Session Four

Gender Socialization and Patriarchy

Aim: To identify the ways in which gender is constructed and shaped within society

Learning objectives:

By the end of this session participants will be able to...

- Recall aspects of the concept of gender socialization
- Explain what is meant by 'patriarchy'
- Identify different factors in society that influence and shape our perception of gender

Time: 90 minutes

Resource description	Preparation guidance
Presentation	
Task Patriarchal Society, Activity 1.4.1 Flip chart paper for each group Influencer cards for each group	1.4.1 Influencer Cards: For this task the facilitator should select pictures and illustrations that are culturally relevant for the participants' country context.

Session overview

Activity	Purpose	Time (minutes)
Gender Socialization and Patriarchy	To introduce patriarchy and toxic masculinities and further explore gender socialization.	90

Activity One: Gender Socialization and Patriarchy

Purpose: To introduce patriarchy and toxic masculinities and further explore gender socialization.

Facilitation instructions

1.1 PowerPoint presentation (15 minutes)

1. Explain that this session builds upon the previous session that explored gender norms conveyed through traditional proverbs.
2. Show participants the slide and ask them to discuss:



Discuss

“What does Gender Socialization mean?”

3. Invite feedback and consolidate with the slide on gender socialization.

Gender Socialization

"The process by which individuals develop, refine and learn to 'do' gender through internalizing gender norms and roles as they interact with key agents of socialization, such as their family, social networks and other social institutions".



<https://blogs.unicef.org/evidence-for-action/what-is-gender-socialization-and-why-does-it-matter/>

4. Now show the slide about patriarchy and explain the concept to the participants.

Patriarchy

This term refers to a traditional form of organizing society which often lies at the root of gender inequality. According to this kind of social system, men, or what is considered masculine, is accorded more importance than women, or what is considered feminine. Traditionally, societies have been organized in such a way that property, residence, and descent, as well as decision-making regarding most areas of life, have been the domain of men. This is often based on appeals to biological reasoning (women are more naturally suited to be caregivers, for example) and continues to underlie many kinds of gender discrimination

<https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=P&sortkey=&sortorder=>



⁴ <https://blogs.unicef.org/evidence-for-action/what-is-gender-socialization-and-why-does-it-matter/>.

5. A patriarchal society is upheld by how gender norms are constructed and upheld, as explored in the previous session (Session Three) through the proverbs that illustrated what it meant to be a woman/man in this society.
6. Participants will explore this further through a group task.

1.2 Group work: Influencer cards (50 minutes)

Developing the resource

Resource 1.4.1 Influencer Cards for this task should be developed by the facilitator ahead of training as the pictures they select must be culturally relevant for the participants' country context. The task can be run without the influencer cards, but the use of culturally relevant photographs helps to stimulate group discussion.⁵

The 1.4.1 Influencer Cards should consist of the following:

1. A pack of A4 sized cards, each with one of the following influencer words on:
 - Religion
 - Politics
 - Education
 - Career
 - Media/ Social Media
2. It is recommended that the facilitator supplement each card with a series of pictures that generate discussion about how patriarchy and toxic masculinity are upheld. The facilitator can obtain pictures by copying and pasting from the Internet or other sources. For example:
 - **Religion:** Rules, pictures of male priests (females not allowed), religious dress
 - **Politics:** Statistics of female/male representation, photographs, newspaper headlines.
 - **Education:** Uniforms, photos of testing, statistics

⁵ <https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=P&sortkey=&sortorder=>

- **Career:** Statistics of female/male representation in leadership, photographs, newspaper headlines.
- **Media/ Social Media:** representation of 'perfect body', filters, different social media sites, adverts for certain products aimed at different genders and what the messaging is behind them.

Facilitation notes

1. Split the participants into small groups and give each group a flip chart paper and ask them to create a copy of the spider diagram template on the slide in their groups.

Patriarchy

- This term refers to a traditional form of organizing society which often lies at the root of gender inequality.
- According to this kind of social system, men, or what is considered masculine, is accorded more importance than women, or what is considered feminine.
- Traditionally, societies have been organized in such a way that property, residence, and descent, as well as decision-making regarding most areas of life, have been the domain of men.
- This is often based on appeals to biological reasoning (women are more naturally suited to be caregivers, for example) and continues to underlie many kinds of gender discrimination.

(Source: UN Women)

2. Explain that for each of the five types of influencers, they should discuss the following questions and make notes on their spider diagram and plot their ideas, as shown in the example for Religion.
 - What expectations does this 'influencer' put on males and females?
 - Are there any rules (cultural or legal consequences) that are associated with this influencer that differ between gender? (for example, laws that prohibit women from driving)

Each group should spend 10 minutes on each influencer discussing the questions in its context and plotting their ideas on their spider diagram.

1.3 Plenary (25 minutes)

1. Facilitate task feedback, eliciting the key points that the groups discussed on each of the influencers. Some examples are provided:

Religion

- There are religious dress codes for both men and women
- Certain expectations are put on each gender through marital code/ rules
- Each gender is expected to observe certain rituals, e.g., female genital mutilation/cutting (FGM/C), fasting, isolation during menstruation, etc
- Women are not allowed to take on certain roles in the religion, i.e., leadership
- Language used in religious doctrine is patriarchal 'he' is often used for superiority

Politics

- Women are underrepresented in politics, especially in decision-making roles⁶
- Some cultures do not allow women to take part in political decision-making

Career

- It is difficult for women to progress to positions of leadership
- Some careers are dominated by one specific gender, e.g., women often hold care profession roles and men often work in construction
- Gender balance in law enforcement
- Many women feel they have to make a choice between career and family obligations

⁶ See the following link for regional examples. <http://www.unwomen.org/en/digital-library/publications/2019/03/women-in-politics-2019-map>



Photo: UNODC/ UN Women/ Ploy Phutpheng

Media/ Social Media

- Images of gender stereotypes
- Photograph filters on social media reinforcing gender stereotypes
- Emotive/ divisive language
- Pressure to uphold an expected image of gender, e.g., presenting the 'perfect' life
- Greater access to media with technology

Education

- Messaging delivered in curriculum can uphold gender stereotypes
- Belief system held by the teacher can create a self-fulfilling prophecy on student expectations, behaviour and outcomes – the Pygmalion Effect⁷
- Girls are often forced to leave education earlier than boys, especially in areas with higher poverty levels
- Certain subjects can be aimed at girls vs. boys, e.g., home economic classes aimed at girls

The facilitator should encourage participants to explicitly reflect on the need to challenge and transform gender stereotypes and discriminatory practices; mentioning international conventions that are covered later on in Module 1.

⁷ <https://www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence/teaching-and-learning/pygmalion>

DAY TWO

Session One

Sexual Orientation and Gender Identification

Aim: To explore the meaning of sexual orientation and gender identification

Learning objectives:

By the end of this session participants will...

- Be able to define key LGBTI terminology
- Have discussed legal, societal and cultural attitudes towards the LGBTI community within the regional/ country context

Time: 90 minutes

Resource description	Preparation guidance
Presentation	
2.4.1: LGBTI Definitions Flip chart paper	Print one page for each pair of participants.

Session overview

Activity	Purpose	Time (minutes)
LGBTI Definitions	To identify LGBTI terminology and introduce the LGBTI community in the context of the region/ country.	90

Facilitation notes

This topic needs to be approached with sensitivity; the methodology in this session has been developed to offer a facilitator-guided approach. The discussion should remain close to objective facts at this point rather than a subjective exploration.

This session should be delivered with cultural sensitivity.

Activity One: LGBTI Definitions

Purpose: To identify LGBTI terminology and introduce the LGBTI community in the context of the region/ country.

Facilitation instructions

1.1 Pair work (15 minutes)

Split participants into pairs and give them pack 2.1.1 LGBTI Definitions.

Explain that they have 15 minutes to match the terminology with the definitions.

The definitions were taken from the sources referenced in the table.



Term	Definition
Gay	Refers to a man who has an emotional, romantic and/or sexual orientation towards men. Also a generic term for lesbian and gay sexuality – some women define themselves as gay rather than lesbian.
Lesbian	Refers to a woman who has an emotional, romantic and/or sexual orientation towards women.
Transgender*	Transgender (sometimes shortened to “trans”) is an umbrella term used to describe a wide range of identities whose appearance and characteristics are perceived as gender atypical, including transsexual people, cross-dressers (sometimes referred to as “transvestites”), and people who identify as third gender. Trans women identify as women but were classified as males when they were born, trans men identify as men but were classified female when they were born, while other transgender people do not identify with the gender-binary at all. Some transgender people seek surgery or take hormones to bring their body into alignment with their gender identity; others do not.
Homosexual	This might be considered a more medical term used to describe someone who has an emotional romantic and/or sexual orientation towards someone of the same gender. The term ‘gay’ is now more generally used.

Term	Definition
Heterosexual	Refers to a man who has an emotional, romantic and/or sexual orientation towards women or to a woman who has an emotional, romantic and/or sexual orientation towards men.
Intersex**	Intersex people are born with physical or biological sex characteristics, such as sexual anatomy, reproductive organs, hormonal patterns and/or chromosomal patterns, which do not fit the typical definitions of male or female. These characteristics may be apparent at birth or emerge later in life, often at puberty. Intersex people can have any sexual orientation and gender identity.
<p>Sources: See https://www.stonewall.org.uk/help-advice/glossary-terms *https://www.unfe.org/definitions/ **https://www.unfe.org/definitions/</p>	

1.2 Plenary/ Feedback (15 minutes)

Discuss participants answers and ask the question, “What is the difference between sexual orientation and gender identification?”



1.3 Discussion (30 minutes)

Divide participants into small groups. Inform the groups that they have 30 minutes to discuss the questions on the slide:

Discuss

Discuss the following

- How are sexual relationships between same sex couples viewed in society? (does this vary across regions and different religious/ ethnic communities?)
- Are there any anti-discrimination laws to protect members of the LGBTI community?
- Is it legal to change gender in this country?
- Why is it important for law enforcement officers to be aware of the definitions we have discussed?
- How can it support the work law enforcement teams do?



1.4 Plenary (30 minutes)

Bring the group back together and discuss their answers to the questions. When it comes to why awareness is important for law enforcement teams and how it can support the work they do, take notes at the front of the room on a flip chart and elicit ideas for how to encourage a culture of acceptance and tolerance towards diversity.

Facilitation notes

The main objective is to get participants to recognize the importance of understanding the different definitions and diversity and using it as foundation to guide how they approach analysing needs. Considerations may include how to communicate with victims/ colleagues and community stakeholders and what pronouns are used in communication, along with other needs such as access to personal hygiene products and clothing etc. This will be further explored in session 2.

Session Two

Intersectionality and Gender

Aim: To introduce intersectionality and gender through empathy-focused activities

Learning objective:

By the end of this session participants will have...

- Explored intersectionality in gender

Time: 90 minutes

Resource description	Preparation guidance
Presentation Session Two: Intersectionality and Gender	
2.2.1 Character Cards Activity Pack	Print and cut apart the character cards (prepare enough to have one character card for each participant).
2.2.2 Goal Setting	Print one copy per participant.

Session overview

Activity	Purpose	Time (minutes)
1. Intersectional Gender	To model the intersectionality of gender.	30
2. Empathy Reflection	To generate empathy towards discrimination through reflection.	60

Activity One: Intersectional Gender

Purpose: To model the intersectionality of gender.

Time: 30 minutes

1.1 Power walk (30 minutes)

1. Ask participants to line up across one side of the training room in a side by side formation so that they are shoulder to shoulder with their backs against the wall. There should be a clear path in front of them to allow each participant to take up to 10 steps forward if necessary.
2. Hand out one character card to each participant (from 2.2.1 Character Cards Activity Pack). Ask the participants to keep the character cards with them as they will need them again in the next activity.
3. Tell the participants that you will read out a series of statements and they will make assumptions about the answer, based on the character they are given. If the statement read out applies to their character then they should take a step forward. If it does not apply to them then they should stay standing where they are.
4. Read the following statements out slowly. Allow the participants time after each statement to step forward if the statement applies to them.

Statements

- I can read
 - I go to school
 - I received a secondary school education
 - There are opportunities to work for people of my age
 - I have a job that pays a wage
 - If I am hungry I can always buy food
 - I always have enough money saved to cover small emergencies or luxuries
 - I have a job that I enjoy and pays me well and I can progress to a leadership role if I choose
 - I have a safe place to live
 - I am likely to be sexually assaulted at some point in my life
 - If someone abuses me I feel safe to report the crime
 - I have friends and family who support me
 - There are opportunities for me to socialize and make friends
 - I feel emotionally stable
 - I do not have a history of mental illness
 - It is socially acceptable for me to get divorced
 - It is culturally acceptable for me to have more than one sexual partner in my life
 - I am physically able to take care of my basic needs independently
 - I am able to communicate with people who live in my area
 - I am physically able to leave my home and travel around my village/town independently
 - I am physically able to access all kinds of buildings including ones with steps
5. Ask the participants to stay standing where they have stopped. Ask everyone to take turns reading out their character card. It is interesting to see if those with the same character cards all advanced the same amount. Ask them some of the following probing questions:

- What types of questions helped you to move forward? And what held you back? (As the participants share their ideas about what variables stop someone from moving forward, write down their answers on a flip chart board.)
 - How did it feel when you could not move forward? (Capture ideas on a separate flip chart paper.)
6. Invite the participants to return to their seats. Explain that there will be more discussion of this exercise in the next session.



Activity Two: Empathy Reflection

Purpose: To generate empathy towards discrimination through reflection.

Time: 60 minutes

Facilitation instructions

2.1 Goal setting (20 minutes)

1. Hand out reflection sheet 2.2.2 Goal Setting and explain that the participants will not share what they write down unless they want to.
2. Give the participants 20 minutes to reflect on their goals and complete the goal setting exercise.

2.2 Guided visualization (10 minutes)

For the following visualization the participants are going to use the character cards they received for the previous activity.

The facilitator will encourage the participants to empathize with their character as much as possible. Do not explain the aim at this time, however. The aim is to get the participants to explore the different feelings of empowerment or powerlessness the character may feel.

Take the participants through a guided visualization as follows:

1. Ask the participants to all face the front of the room. They may move their chair to another space in the room if need be.
2. Tell them to relax and close their eyes with their hands resting on their lap.
3. Gently tell them to take in a relaxing breath, which fills their stomach and then exhale. Alternatively ask them to inhale to the count of 3 then exhale to the count of 3, do this a few times until you can see the room relax.
4. Now tell them that you are going to ask them to imagine the character on their card and paint as vivid a picture of this character as possible. To help them do this you are going to give them some prompts, and they should visualize the answer. Slowly read out the following:
 - What does your character look like? (Tall, short, big, small, what colour hair and what clothes do they wear? etc.)
 - How old is your character?
 - Where do they live?
 - Who do they live with?
 - If they live with people what are they like?
 - Did this person have a happy childhood? (why? Why not?)
 - What is an average day like for this person?

- Do they work outside the home or not?
 - What do they do?
 - Do they like doing what they do?
 - Are their basic needs met? (safety, food etc.?)
 - How do they feel about their life?
 - How do they feel about the future and why?
5. After a few minutes of reflection gently ask the participants to open their eyes. If participants have moved their chair, ask them to return to their usual place.

2.3 If I were you... (15 minutes)

Facilitation notes

This exercise should help the participants to experience a range of emotions and reflections. Some of the participants will feel a sense of powerlessness through their characters eyes or even when they reflect on their own capacity to achieve the goals they set for themselves. Some will feel a sense of empowerment either through their own eyes or the eyes of their character.

The objective of the exercise is to explore the dynamic nature of power and powerlessness and the complex mix of variables that can impact on the individual. This will feed directly into the next session, which will define discrimination.

1. Ask the participants to consider the reflection worksheets they just completed on their goals. Ask them to read back through their goals, but this time they should imagine that they are the character they have just visualized.
2. The participants should imagine that although they are now the character on their card, they still have the same goals that they wrote down before.
3. Ask them to read their goals through the eyes of the character, and then answer the questions on the slide for each goal:

2.4 Plenary (15 minutes)

1. Bring the group back together for feedback. If people are comfortable to share their goals encourage them to do so and ask them to elaborate on the reflection with the following probes:
 - a. What tools and challenges did you identify for your goals and how did they make you feel?
 - b. How did this differ when you looked at your goals through the character's eyes? And how did that make you feel?
 - c. What caused those differences?
2. Explain that the next session will revisit this topic.

Reflect: If I were you...

Read your goals through the eyes of the character you have chosen and answer the following:

- How confident are you now that you can achieve each goal?
- What tools (knowledge, skills, experience, contacts etc) do you have to help you achieve it?
 - How does it make you feel when you think of these tools?
- What challenges stand in your way?
 - How does it make you feel when you think of the challenges?

Session Three

Gender Discrimination

Aim: To explore gender discrimination and the power dynamics within patriarchal societies and the complex nature of intersectional gender

Learning objectives:

By the end of this session participants will...

- Be able to define what is meant by intersectional gender
- Have analysed examples of discrimination

Time: 90 minutes

Resource description	Preparation guidance
Presentation	
Flip chart paper	

Session overview

Activity	Purpose	Time (minutes)
1. Discrimination	To introduce the theoretical concepts of gender intersectionality and discrimination.	30
2. Stories of Discrimination	To explore different types of discrimination in practice through personal experiences.	60

Activity One: Discrimination

Purpose: To introduce the theoretical concepts of gender intersectionality and discrimination.

Time: 30 minutes

Facilitation instructions

1.1 Presentation (30 minutes)

Facilitation notes

Use the following slides to consolidate the previous session and introduce the concepts that underpinned the activities.

Gender Intersectionality

The concept that people are not defined only by gender but by a combination of all of the social groups one belongs to and identities one has, such as: age group, ethnicity, education attainment, sexual identification, income, etc.



Discrimination

A person being treated unfairly because of who they are or characteristics that they have, such as: age group, ethnicity, education attainment, sexual identification, income, etc.

Discrimination Against Girls and Women

"Discrimination against women shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field".⁸ (CEDAW)

<https://www.un.org/womenwatch/daw/cedaw/cedaw.htm>



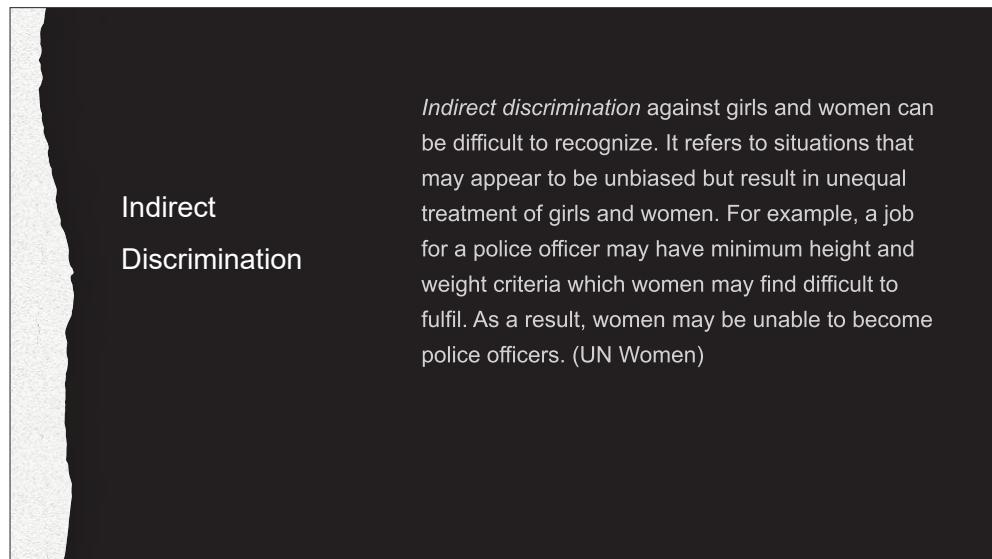
Direct Discrimination

Direct discrimination against girls and women is generally easier to recognize as the discrimination is quite obvious. For example, in some countries, women cannot legally own property; they are forbidden by law to take certain jobs; or the customs of a community may not permit girls to go for higher education. (UN Women)



Minimum Height Requirement
1m60

⁸ <https://www.un.org/womenwatch/daw/cedaw/cedaw.htm>

**Facilitation notes**

The aim is to highlight that people belong to many different groups and they can be discriminated against from a combination of angles. Thus, two women from the same country are not necessarily going to face the same discrimination.

Activity Two: Stories of Discrimination

Purpose: To explore different types of discrimination in practice through personal experiences.

Time: 60 minutes

Facilitation instructions**2.1 Experience sharing (20 minutes)**

1. Ask the participants to work in pairs for this activity.
2. Ask them to discuss with their partner any example of a time when they have either personally experienced gender discrimination or witnessed it.



Photo: UNODC/ UN Women/ Ploy Phutpheng

3. Give participants 15 minutes to discuss and then bring the group back together for the remaining 5 minutes. Ask to hear a few examples (not too many, as there will be opportunity to share after the next part of the activity).
4. This activity provides an opportunity for participants to reflect on discrimination within the local context. The ideas generated in this activity will feed into Day 3, session 3, when the participants will be asked to apply a human rights-based approach.

2.2 Analysis of experience in the socio-political context (20 minutes)

Ask participants to now think about the examples that they discussed and identify what caused or enabled this kind of discrimination to happen. The facilitator should model this through providing an example. They could use the experience they shared in the previous activity and explain how the combination of a lack of protective government legislation and organizational policy enabled it and draw upon the causes behind the person behaving in a particular way.

2.3 Plenary (20 minutes)

Ask the group for feedback and capture key points on a flip chart paper. Explain that these will be referred to again in on Day 3.

Session Four

Discrimination in Context

Aim: To explore gender discrimination and the power dynamics within the country context

Learning objectives:

By the end of this session participants will have...

- Discussed personal examples of discrimination in their country context
- Identified possible 'pressure points' open to gender discrimination within the law enforcement profession

Time: 90 minutes

Resource description	Preparation guidance
Presentation	

Session overview

Activity	Purpose	Time (minutes)
Discrimination in Context	To explore gender discrimination and the power dynamics within the country context.	90

Activity One: Discrimination in Context

Purpose: To explore gender discrimination and the power dynamics within the country context.

Time: 90 minutes

Facilitation instructions

1.1 Statistics (20 minutes)

Before the training course the facilitator should select several statistics relevant to gender discrimination in the country context. These should be presented to the participants on a slide, showing only the numbers. The facilitator should read out statistical indicators (such as “number of cases of domestic violence per year”) that relate to the numbers on the slide. The participants may guess which number matches each statistical indicator.

1.2 Identifying ‘pressure points’ (40 minutes)

1. Divide the participants into small groups and hand out flip chart paper and pens.
2. Open the activity by explaining that law enforcement has historically been male dominated and although there is a drive to increase the number of women in the profession (including the programme that this training curriculum is part of), there is a long way to go. As mentioned in the previous session there are both direct and indirect examples of gender discrimination. The task in groups is to identify possible ‘pressure points’ in the system that are open to gender discrimination towards women, thus forming a barrier/deterrent for more women entering the profession. Examples of this include the following:
 - Height restriction for certain roles;
 - Requiring women officers to wear a skirt uniform, restricting physical movement;
 - A lack of maternity benefits;
 - Unfair pay scales;



Photo: UNODC/ UN Women

- Toxic masculinity affecting fair recruitment and/or dynamics within law enforcement teams.

1.3 Plenary (30 minutes)

1. Bring the groups back together and share examples.
2. Discuss some ideas where possible about how recognizing these pressure-points can help inform strategies to mitigate discrimination. More will be done on this during Day 3, Session 3.
3. Pin group work on the training room wall to be used on Day 3.

Facilitation notes

The examples will be dependent on the policy, practice and culture within the country context, thus it is recommended that the facilitator prepare some context-specific examples beforehand.

DAY THREE

Session One

Gender-Based Abuse and Violence

Aim: To enable participants to understand gender-based abuse and violence

Learning objectives:

By the end of this session participants will be able to...

- Define gender-based abuse and violence
- Provide at least three examples of gender-based abuse and violence

Time: 90 minutes

Resource description	Preparation guidance
Presentation	
3.1.1 Types of Gender Violence	Prepare two sets. Print out and cut apart.

**Explain that Module 2: Carrying Out Gender-Informed Investigations with Victims of Trafficking in Persons and other Vulnerable Individuals, focuses on how to operationalize a gender-responsive approach to investigations. This session focuses on exploring what is meant by gender-based abuse and violence and its root causes.*

Session overview

Activity	Purpose	Time (minutes)
1. Violence against ...	To explore different types of gender-based violence.	50
2. Law Enforcement – Tackling the Numbers	To create an awareness of the scale of the problem and generate discussion about the role of the law enforcement teams.	40

Activity One: Violence against...

Purpose: To explore different types of gender-based violence.

Time: 50 minutes

Facilitation instructions

1.1 Group work (20 minutes)

Split participants into two groups and distribute the Activity Pack 3.1.1 Types of Gender Violence to each group.

Explain to the participants that they will arrange a puzzle on the floor. Show the task slide.

Task

1. Create a table like this using the cards:

Men	Women	Both

2. Now arrange the gender-based violence/ abuse cards where you think they best fit.



Assemble the cards from Activity Pack 3.1.1 on the floor. Create a table like this:

Men	Women	Both

Each group will receive a set of gender-based violence/ abuse cards to arrange where they think they best fit.

1.2 Plenary (30 minutes)

Call the attention of the groups and invite them to look at how the other group arranged their cards. Encourage participants to share thoughts and ask questions.

Choose one group and stand around their floor puzzle, pick out different examples of gender-based abuse and violence and ask probing questions, such as:

- What is this type of violence? What type of thing would it involve?
- Who is more likely to be the perpetrator/ victim here and why?
- Are there any differences between the types of violence women and men are victim to?
- Which of these do you think the LGBTI community are most susceptible to and why?

Module Ten: Gender Based Violence

Gender-based violence is a phenomenon deeply rooted in gender inequality, and continues to be one of the most notable human rights violations within all societies. Gender-based violence is violence directed against a person because of their gender. Both women and men experience gender-based violence but the majority of victims are women and girls⁹



Facilitation notes

The facilitator could use the video in the footnote to support this slide.¹⁰

⁹ <https://eige.europa.eu/gender-based-violence/what-is-gender-based-violence>

¹⁰ <http://www.unwomen.org/en/what-we-do/ending-violence-against-women>

Gender Based Violence

Any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life. Violence against women shall be understood to encompass, but not be limited to, the following:

Physical, sexual and psychological violence occurring in the family, including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, intimate partner violence, non-spousal violence and violence related to exploitation; Physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment in public spaces and sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced prostitution; Physical, sexual and psychological violence perpetrated or condoned by the State, wherever it occurs.

Source: Articles 1 and 2 of the United Nations General Assembly. Declaration on the Elimination of Violence Against Women. In: 85th Plenary Meeting, December 20, 1993. Geneva, Switzerland; 1993.



Common Tactics Used by Abusive Partners

• Psychological

- Threats
- Gas-lighting
- Mind games

• Economic

- Withholding access to finance
- Spending all victims money
- Ruining credit

• Sexual

- Forced sex
- Violent sex
- Controlling birth control

• Physical

- Physical violence
- Putting in physical danger



Common Tactics Used by Abusive Partners

• Isolation

- Stopping/ restricting access to family and friends

• Legal

- Lying to criminal justice system about the victim

• Children

- Denying access
- Lying to children to alienate them
- Threatening to or harming children

• Stalking

- Physical and psychological stalking

• Relationships

- Defamation of character
- Denying access

• Property and pets

• Harming or denying access to either



Activity Two: Law Enforcement – Tackling the Numbers

Purpose: To create an awareness of the scale of the problem and generate discussion about the role of the law enforcement teams.

Time: 40 minutes

Facilitation notes

Prior to the training event the facilitator should select key statistics on gender-based abuse and violence, including both country-specific and global statistics. The following resource can be used for some global statistics:

<http://www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures>

The facilitator should list only the numbers on a slide and keep a list of the indicators in his or her notes.

Facilitation instructions

1. Explain to the participants that you will read some indicators to them and they should guess which number on the slide is related to it.
2. The trainer should encourage discussion around key statistics by asking questions, such as:
 - Are there high levels of a specific type of gender-based abuse and violence in their area?
 - What are the sociocultural issues in their country that increase gender-based abuse and violence?
 - Are violence and abuse seen as ‘normal’ behaviour in some communities?
 - Why is it that instances of violence and abuse are not always reported to the police?

Encourage participants to share their experiences with dealing with gender-based abuse and violence

Ask participants if they have any examples of best practice for law enforcement teams working to reduce gender-based abuse and violence.

Facilitation notes

It is recommended that the facilitator should prepare some examples of best practice to share with the group ahead of the session. It is particularly effective if the facilitator shares pictures or videos to support the examples.



Photo: UNODC/ UN Women/ Pathuumporn Thongking

Session Two

Power Dynamics Behind Gender-Based Abuse and Violence

Aim: To generate empathy towards survivors of gender-based abuse and violence

Learning objectives:

By the end of this session participants will have...

- Explored power and control
- Discussed challenges for survivors of gender-based abuse and violence in reporting gender-based abuse and violence to law enforcement teams

Time: 90 minutes

Resource description	Preparation guidance
Presentation	
3.2.1 Power and Control Task	Prepare in advance three simple, achievable tasks that each take about 10 minutes to complete, along with written instructions for the participants to follow. Bring enough materials so each participant can complete one of the three tasks.

Session overview

Activity	Purpose	Time (minutes)
1. Power and Control	To explore the dynamic of power and control that happen in a relationship where there is gender-based abuse and violence.	60
2. Facilitator-led Presentation and Plenary	To talk participants through the different strategies of power and control used by perpetrators.	30

Activity One: Power and Control

Purpose: To explore the dynamic of power and control that happen in a relationship where there is gender-based abuse and violence.

Time: 60 minutes

Facilitation instructions

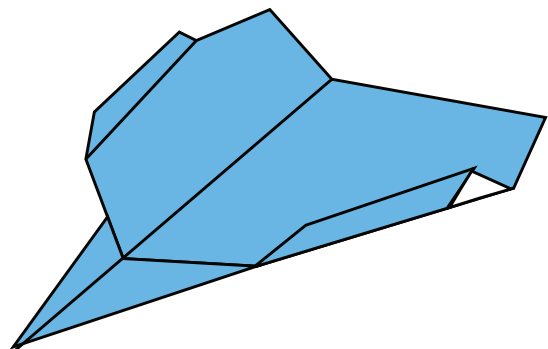
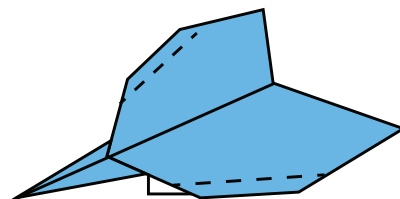
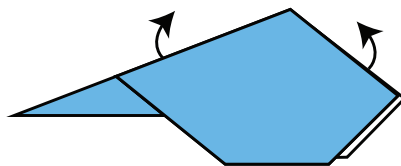
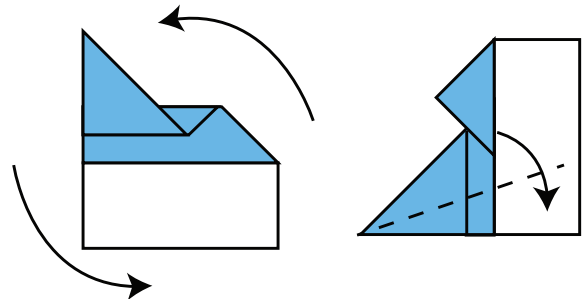
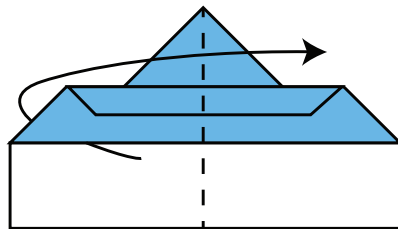
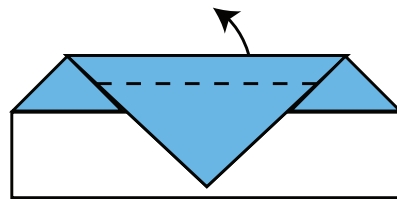
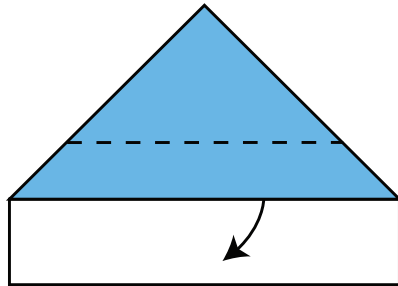
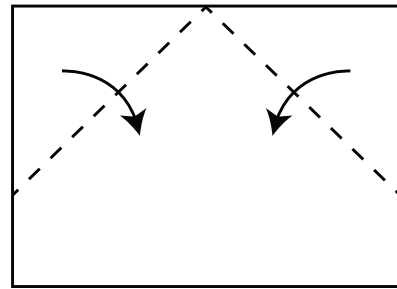
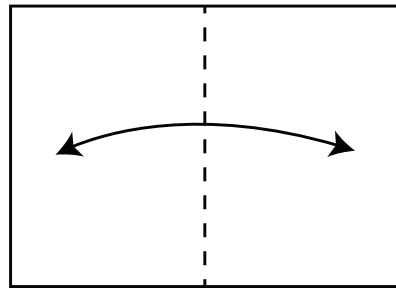
1.1 Group work (45 minutes)

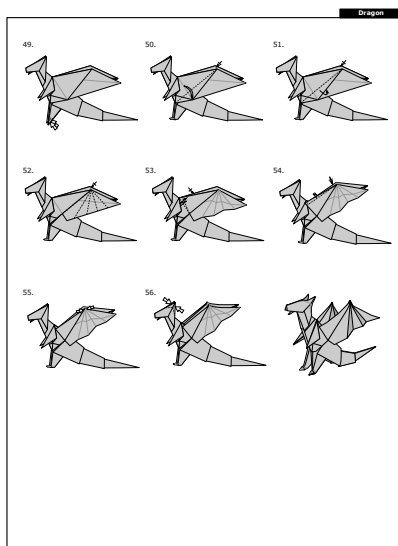
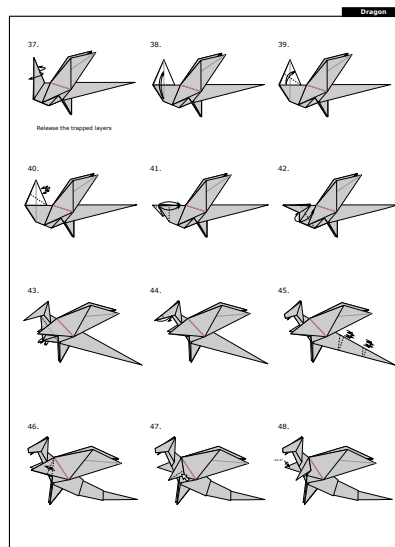
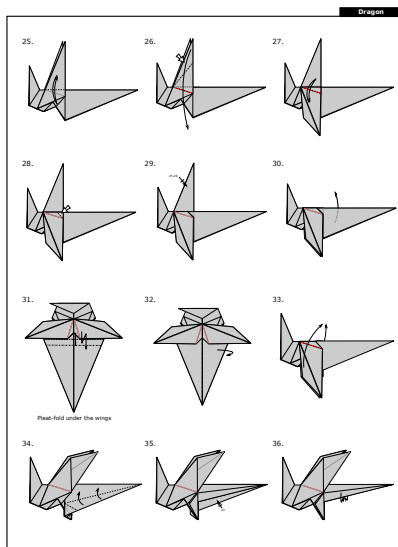
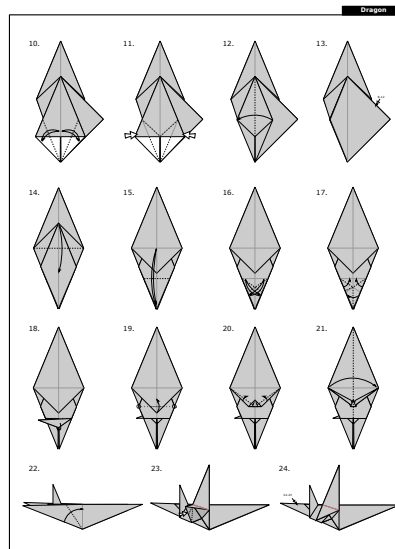
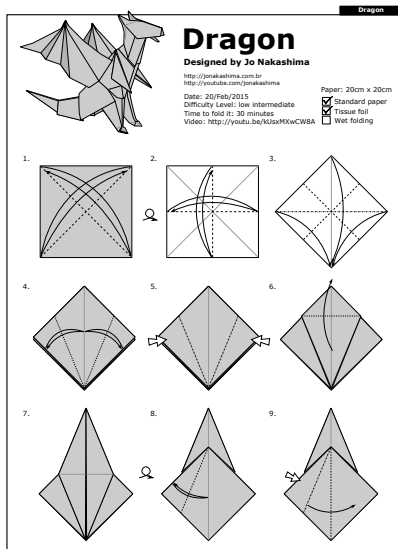
Preparation

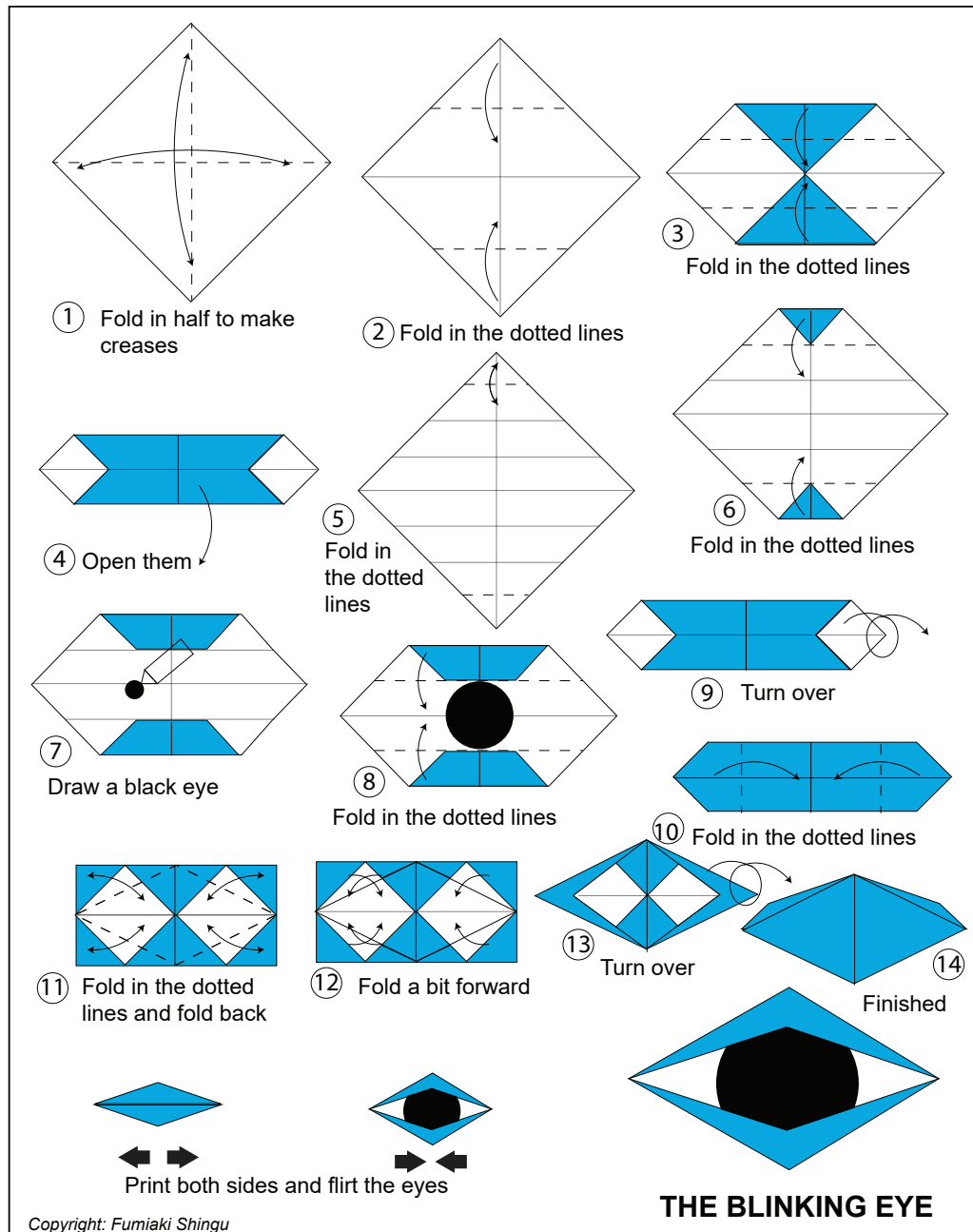
The facilitator should prepare three simple, achievable tasks ahead of time. The tasks should produce a practical output and require an element of concentration. Each one should take about 10 minutes to complete. The trainer should prepare/ print out from the Internet the set of instructions that guide the task. Tasks could include, for example:

1. Making a paper aeroplane
2. Tying two objects together using a specialized knot
3. Making an origami animal
4. Following instructions to build something out of children's building bricks or modelling clay.

The facilitator will put the instructions for the task into individual envelopes ahead of time so that the participants cannot read until it is their turn to complete the task.







Method

Divide the participants into groups of three. Give each group handout 3.2.1 Power and Control.

Explain that there are three roles, and members of the team will rotate through the roles. Thus, they will do this activity three times so that each member of the team will have the chance to play each of the roles.

The roles are as follows:

1. **Survivor/ victim:** The person in this role will follow written instructions to complete a practical task.
2. **Perpetrator:** The person in this role will spend the first 7 minutes saying negative things to the survivor/ victim and 3 minutes saying positive, encouraging things to them.
3. **Observer:** The person in this role will watch the interaction between the survivor/ victim and perpetrator and make observations about the interaction and also how it feels to watch the interaction.

Each role play and task will last 10 minutes. The facilitator should monitor the time and give 'perpetrators' a cue when it is time to switch from negative statements to positive statements.

Explain to the participants that this activity is purposely designed to make them feel uncomfortable, for it to be effective explain that they should allow themselves to step into the roles.

Next, give the group one each of the three instruction sets enclosed in envelopes. Explain that they should not open their envelope until they are instructed to, and only when it is their turn to play the survivor/ victim.

Run the activity three times, so that each of the participants takes a turn at playing each of the three roles.

1.2 Discussion (15 minutes)

Once the activity is finished, show the slide and give participants 10 minutes to discuss the questions on it.

In the remaining 5 minutes, ask the participants for feedback.



Discuss

How did it feel to be the survivor/ victim?

- a. When the feedback was negative?
- b. When the feedback became positive?
 - How did it feel to be the perpetrator?
 - How did it feel to be the observer?
- c. What did you notice about the interactions between the two different characters?
- d. How did it feel to watch them from an observation viewpoint?

Facilitation notes

The aim of this task is to explore the dynamics of power and control in a situation of gender-based abuse and violence.

Often people cannot understand why an individual would stay in an abusive relationship the reasons are complex, as we will explore through the slides, but what this activity aims to do is to get participants to think about the impact of gender-based abuse and violence on a person's self-confidence. Explain that if someone is constantly told that he or she is not good enough then it is natural to start believing it. If people constantly live in fear of violence then it impacts on how they see themselves and their trust in those around them. This impacts on a person's capacity to approach law enforcement teams.

Activity Two: Facilitator-led Presentation and Plenary

Purpose: To talk participants through the different strategies of power and control used by perpetrators.

Time: 30 minutes

Facilitation instructions



2.1 Power and control presentation (15 minutes)

Use the slide to talk the participants through different strategies perpetrators use to exert power and control over survivors/ victims.

2.2 Plenary (15 minutes)

Power & Control

- Using intimidation (threats, coercion or display of violence)
- Using isolation
- Minimising or denying the abuse
- Blaming the victim for abuse
- Using the children to make the victim feel guilty
- Using male privilege to act like the 'master of the house'
- Using economic abuse



1. Ask the whole group about obstacles survivors/ victims face that may stop survivors/ victims from approaching law enforcement teams for support.
2. Ask the group what ideas they have for how law enforcement teams can help break down obstacles and influence a positive culture where survivors/ victims feel supported to reach out for support.
3. The facilitator should prepare country-specific examples of projects that law enforcement teams are doing to influence a positive culture where survivors/ victims feel supported to reach out for support. Examples could include:
 - Community outreach to educate members about gender-based abuse and violence and services for survivors
 - Media campaigns
 - Working with community leaders

Session Three

Legal Frameworks and a Rights-Based Approach to Gender

Aim: To familiarize participants with legal frameworks and a rights-based approach to gender equality

Learning objectives:

By the end of this session participants will be able to...

- Recognize key conventions and legal frameworks supporting gender equality
- Explain what is meant by a rights-based approach
- Recall at least three articles from CEDAW and how they apply to the law enforcement context

Time: 90 minutes

Resource description	Preparation guidance
Presentation	
3.3.1 CEDAW	Print one per participant.

Session overview

Activity	Purpose	Time (minutes)
1. Overview of Legal Frameworks	To provide participants with an overview of the key legal frameworks for gender equality.	30
2. Applying a human rights-based approach using CEDAW	To generate ideas about the application of human rights-based approach through CEDAW in a law enforcement team context.	60

Activity One: Overview of Legal Frameworks

Purpose: To provide participants with an overview of the key legal frameworks for gender equality.

Time: 30 minutes

Facilitation instructions

1.1 Presentation (30 minutes)

Ask participants what is meant by 'human rights'.

Human Rights

- International Human Rights Law (Universal Declaration of Human Rights, the two protocols)
- Convention on the Elimination of All Forms of Discrimination against Women (1979)
- Convention on the Rights of the Child (1989)
- Refugee law
- Convention on the Rights of Persons with Disabilities (2006)
- Convention of the rights of Migrant workers



Facilitation notes

Explain that gender equality is at the heart of human rights, the International Bill of Human Rights calls for ‘equal rights for men and women’.

All of the subsequent treaties are underpinned by the call for gender equality.

However, as we have seen over the course, deeply entrenched cultural practices and social injustice mean that women are sometimes discriminated against and their rights violated.

For example:

- Gender-based violence affects at least 30 per cent of women globally¹¹

And in some countries:

- Laws and policies prohibit women from equal access to land, property and housing
- Economic and social discrimination results in fewer and poorer life choices for women, rendering them vulnerable to trafficking
- Women are denied their sexual and reproductive health rights

¹¹ <https://www.ohchr.org/EN/Issues/Women/WRGS/Pages/WRGSIndex.aspx>.

- Women human rights defenders are ostracized by their communities and seen as a threat to religion, honour or culture
- Women's crucial role in peace and security is often overlooked, as are the particular risks they face in conflict situations
- Moreover, some groups of women face compounded forms of discrimination – due to factors such as their age, ethnicity, disability, socioeconomic status, or sexual orientation – in addition to their gender
- Effectively ensuring women's human rights requires, firstly, a comprehensive understanding of the social structures and power relations that frame not only laws and politics but also the economy, social dynamics and family and community life
- Harmful gender stereotypes must be dismantled so that women are no longer viewed in the light of what women “should” do and are instead seen for who they are: unique individuals, with their own needs and desires

Discuss

What is the difference between equality and equity?

Equality vs. Equity

“Gender equality, equality between men and women...does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they were born male or female. Gender equity means fairness of treatment for men and women according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations, and opportunities.”¹²

United Nations Educational, Scientific and Cultural Organization ([UNESCO](https://unesdoc.unesco.org/ark:/48223/pf0000121145))

<https://unesdoc.unesco.org/ark:/48223/pf0000121145>



Substantive Equality

- Recognizes that not all have the same advantages to reach the same results given the same opportunities, i.e., individuals start off on uneven playing fields, for example coming from a marginalized community or having a physical disability.
- Substantive Equality recognizes that specific measures may be needed to rectify an imbalance in a system so that all individuals are offered the same opportunity and will also have equal chance of achieving the same results/ outcomes.



¹² <https://unesdoc.unesco.org/ark:/48223/pf0000121145>.

CEDAW

Convention on the Elimination of all forms of Discrimination Against Women

Established in 1979

Described as the International Bill of Rights for Women

30 Articles

Defines Discrimination as:

"...any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights

and fundamental freedoms in the political, economic, social, cultural, civil or any other field."



CEDAW Commitments

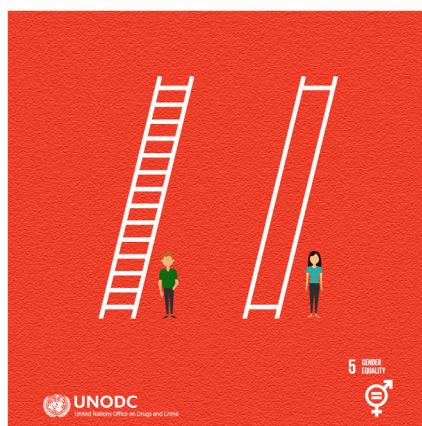
By Signing the Convention Governments Commit to the following¹³

- Incorporate the principle of equality of men and women in their legal system, abolish all discriminatory laws and adopt appropriate ones prohibiting discrimination against women;
 1. Establish tribunals and other public institutions to ensure the effective protection of women against discrimination; and
 2. Ensure elimination of all acts of discrimination against women by persons, organizations or enterprises.

<http://www.un.org/womenwatch/daw/cedaw>



**5 GENDER
EQUALITY**



¹³ <http://www.un.org/womenwatch/daw/cedaw>.

Facilitation notes

All Governments in the South-East Asia have made a commitment to advance women's human rights and remove discrimination against women through the ratification or accession to CEDAW, and Cambodia, the Philippines, Thailand, and Timor-Leste have also progressed in ratifying or acceding to the Optional Protocol to CEDAW.

Yet there are reservations to CEDAW:

INDONESIA	Article 29 (1)
MALAYSIA	General: if “do not conflict with the provisions of the Islamic sharia law” and the Constitution Article 5 (a) Article 7 (b) Article 9 (2) Article 16 (1) (a)(c)(f)(g) + Article 11 interpreted as “prohibition of discrimination on the basis of equality between men and women only”
MYANMAR	Article 29
THAILAND	Article 29 (1)
VIET NAM	Article 29 (1)

International Legal Frameworks

- Beijing Platform for Action¹⁴
- United Nations Security Council Resolutions 1325 and 1820¹⁵
- Sustainable Development Goals¹⁶
- National Strategic Plan for the Advancement of Women (NSPAW)¹⁷

<https://www.un.org/womenwatch/daw/beijing/platform/>
<http://www.peacewomen.org/why-WPS/solutions/resolutions>
<https://sustainabledevelopment.un.org/?menu=1300>
<https://www.agipp.org/en/issuesthataffectwomensparti/national-strategic-plan-advancement-women>



Facilitation notes

It is not necessary for participants to explore the legal frameworks in great depth in this training course. The aim is to introduce the legal frameworks and provide an overview of their context, content and purpose, so that the participants recognize the drive for gender equality internationally and nationally. The ultimate aim is to motivate the law enforcement officers to take action towards becoming more gender responsive in their work through recognizing the legal requirements and to build moral and psychological motivation. Other sessions in the course aim to catalyse this motivation.

The facilitator should therefore have an understanding of the legal framework that allow them to provide an overview of the context, content and purpose. Links to information sources are provided in the footnotes.

¹⁴ <https://www.un.org/womenwatch/daw/beijing/platform/>

¹⁵ <http://www.peacewomen.org/why-WPS/solutions/resolutions>

¹⁶ <https://sustainabledevelopment.un.org/?menu=1300>

¹⁷ <https://www.agipp.org/en/issuesthataffectwomensparti/national-strategic-plan-advancement-women>

Human Rights Based Approach (HBRA)

What is a human rights-based approach?

A human rights-based approach is a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. It seeks to analyse inequalities which lie at the heart of development problems and redress discriminatory practices and unjust distributions of power that impede development progress.¹⁸

https://www.unicef.org/policyanalysis/rights/index_62012.html.



Facilitation notes

It is likely that the majority of the participants will not be in roles where they make decisions on policy and practice; and, even if they are, supporting the development of a rights-based approach to law enforcement work would require a capacity development initiative rather than a three-day training course. The aim of this activity is to introduce participants to the concept of a rights-based approach and how human rights should be mobilized to guide strategy approach. The facilitator should emphasize that in reality developing a human rights approach is complex as it requires a full analysis and understanding of the socio-political factors at play within the country context in which the approach is being developed.¹⁹

The activity in this session is a simplistic method of introducing a rights-based approach as a concept.

¹⁸ https://www.unicef.org/policyanalysis/rights/index_62012.html.

¹⁹ <https://www.un.org/womenwatch/daw/news/savitri.htm>.

²⁰ http://www.scottishhumanrights.com/media/1409/shrc_hrba_leaflet.pdf.

PANEL Principles for HRBA

20

Participation

People should be involved in decisions that affect their rights.

Accountability

There should be monitoring of how people's rights are being affected, as well as remedies when things go wrong.

Non-Discrimination and Equality

All forms of discrimination must be prohibited, prevented and eliminated. People who face the biggest barriers to realizing their rights should be prioritized.

Empowerment

Everyone should understand their rights and be fully supported to take part in developing policy and practices which affect their lives.

Legality

Approaches should be grounded in the legal rights that are set out in domestic and international laws.

http://www.scottishhumanrights.com/media/1409/shrc_hrba_leaflet.pdf



Activity Two: Applying a human rights-based approach using CEDAW

Purpose: To generate ideas about the application of human rights-based approach through CEDAW in a law enforcement team context.

Time: 60 minutes

Facilitation instructions

2.1 Task: Applying CEDAW (30 minutes)

Split participants into groups and give each participant a copy of handout 3.3.1 CEDAW (see appendix) to read through, and some flip chart paper and pens. Show the task slide.

Task: CEDAW

Read through the summary of CEDAW and with your group discuss the following:

- Which articles apply to the work law enforcement teams do?
- How could these be used to guide your work?
- Which articles apply to the way law enforcement teams operate as an employer?
- How could these be used to guide your work?



2.2 Plenary (30 minutes)

Get participant feedback, there are lots of different interpretations that could arguably apply for the first two questions, below are some of the more prominent points.

Article	Application in law enforcement teams
3. Guarantee of basic human rights and freedoms Governments must take actions in all fields – political, social, economic, and cultural – to ensure girls and women can enjoy basic human rights and freedoms.	Law enforcement teams are responsible for overseeing that rights are being observed and practised, both for citizens and also within the teams themselves
5. Roles based on stereotypes Governments must work to change stereotypes about girls and women and boys and men, especially if these roles are based on boys and men being considered better than women and girls.	This should be reflected in the recruitment policies of enforcement teams

Article	Application in law enforcement teams
6.Trafficking and prostitution Governments must take action, including making new laws, to end trafficking and exploitation of prostitution of girls and women.	Enforcement teams lead on response and investigation
7. Political and public life Women have the same right to vote and be elected to government positions. Girls and women have the right to take part in the decisions a government makes and the way it carries them out. They have the right to participate in non-governmental organizations (NGOs).	During elections enforcement teams can sometimes be involved in keeping the peace and ensuring that citizens have access to poll stations
11. Employment Women have a right to work just like men. They should be able to join a profession of their choice. Women must have the same chances to find work, get equal pay, promotions and training and have access to healthy and safe working conditions. Women should not be discriminated against because they are married, pregnant, just had a child or are looking after children. Women should get the same assistance from the government for retirement, unemployment, sickness and old age.	This needs to be reflected in HR policy, both explicitly and implicitly (i.e., if a recruitment policy stipulates a physical attribute such as height, that is difficult for most women to achieve)

Article	Application in law enforcement teams
12. Health Governments must make sure that girls and women are not discriminated against in health care. Girls and women must get health care on the same terms as boys and men. In particular, women have the right to services related to family planning and pregnancy	This interlinks with trafficking in persons cases and victim after-care
13. Economic and social life Girls and women have the same rights as boys and men in all areas of economic and social life, like getting family benefits, getting bank loans and taking part in sports and cultural life.	Ensuring that fair working practices are adhered to and that women and girls are not subjected to poor/illegal work practices
15. Law Girls and women and boys and men are equal before the law, including laws about freedom to go where they choose, choosing where to live, signing contracts and buying and selling properties. Women have the same 'legal capacity' as men.	Instrumental to ensuring that rights are upheld

Article	Application in law enforcement teams
<p>16. Marriage and family life</p> <p>Women have the same rights as men to choose whom they marry, the number of children they want to have and to care for them when they are born. Women also have the equal right to the property that they get with their husband while they are married. To end child marriage, governments must set a lowest age for marriage and make sure this is followed. All marriages must be registered (officially recorded with the government).</p>	<p>Instrumental to ensuring that rights are upheld, especially relevant in trafficking in persons cases</p>

The facilitator should prepare some international and international examples of where CEDAW and other human rights instruments are being used to operationalize a human rights-based approach in law enforcement.

Session Four

Review and Action Planning

Aim: To review the course and develop an action plan for implementing learning

Learning objectives:

By the end of this session participants will...

- Review the content of Module 1
- Recall key learning points from the course
- Have developed an action plan for implementing learning

Time: 60 minutes

Resource description	Preparation guidance
Review Module 1	Prepare a review activity.
Participant Evaluation of Module 1	Facilitator may use his or her preferred method.
3.4.1 Action Plan Reflection Questions	Print one per participant.

Session overview

Activity	Purpose	Time (minutes)
1. Review and Evaluation	To review key learning points from the course and develop an action plan for implementing learning.	30
2. Action Planning	To develop an action plan for implementing learning.	30

Activity One: Review and Evaluation

Purpose: To review key learning points from the course and develop an action plan for implementing learning.

Time: 30 minutes

Facilitation instructions

1.1 Review of Module 1 (20 minutes)

There are lots of ways the facilitator can approach this, one suggestion is the 'question out of the hat' technique.

Prior to the session the facilitator should write questions (enough for one question per participant) about the course content on small pieces of paper and fold them up and put them in a hat or bowl.

Ask the participants to stand in a circle, take a question from the hat and answer it.

1.2 End of course evaluation (10 minutes)

The facilitator should solicit participant feedback at the end of this Module, through the evaluation methodology and format recommended by their institution.

Activity Two: Action Planning

Purpose: To develop an action plan for implementing learning.

Time: 30 minutes

Facilitation instructions

2.1 Action planning (20 minutes)

Give participants the handout 3.4.1 Action Plan Reflection Questions and explain that it includes a series of reflection questions and an action plan template.

Give them 20 minutes to self-reflect and complete the template.

2.2 Plenary (10 minutes)

Invite participants to share their action plans if they feel comfortable and answer any final questions.

APPENDIX

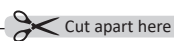
Training Materials

1.1.1 Gender vs. Sex

Sex	Gender
Women have 2 X chromosomes, while men possess one X and one Y chromosome	Women are more emotional than men
Women give birth to babies	Women have longer hair than men
Men have higher levels of testosterone than women	Men are better drivers than women
Women have higher levels of oestrogen and progesterone than men	Women are responsible for taking care of children
Women can breastfeed children	Men have most of the high-powered roles in government
Men's voices break in puberty	Boys prefer blue and girls prefer pink
Women begin menstruation during puberty	Women are better at cooking and cleaning than men

1.1.2 Gender Division of Items, Activities and Roles

Female



Cut apart here


Male




Cut apart here

1.1.2 Items

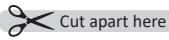
Make-up

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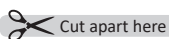
Handbag

Cut apart here 


Newspaper




Necktie



Trousers

Cut apart here 

Wok

Cut apart here 

Pushchair



Cut apart here


Laptop




Cut apart here

Car


Driving

 Cut apart here


Building

 Cut apart here

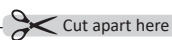
Cooking

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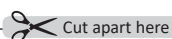
Playing with children

Cut apart here 


Cleaning the home




Sewing



Putting petrol
in the car

Cut apart here 

Shopping


Cut apart here 

Dancing


Cut apart here

1.1.2 Roles

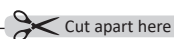
Teacher

Cut apart here 

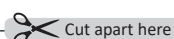
Nurse

Cut apart here 


Politician




Head of the
household



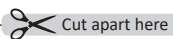
Child carer

Cut apart here 


Carers of older
relatives

Cut apart here 


Farmer



Firefighter

Cut apart here 

Taxi driver

Cut apart here 

1.2.1 Gendered Qualities, Emotions and Behaviours

Reflect on the following questions as you read the case studies in this Activity Pack.

1. Do you think the characters in the case studies are male or female? Explain your answer.
2. What could be the possible consequences of the action involved in the case study, including the reaction of family and community and any legal, economic consequences or long-term impact?
3. Would the consequences be different if the person committing the action was male or female? If so, how?
4. Do you think the associated consequences are different today than when your parents or grandparents were younger?

Case Study A: News Story

Police are looking for two 16-year-olds, named Red and Blue. Both individuals are accused of breaking into a local community hall and spending the night there. There were also empty bottles of alcohol and condom wrappers found at the scene.

A local resident found the two youth at the centre and challenged them as to why they were there. It is reported that Blue became aggressive towards the resident until Red had begged Blue to stop behaving in this way, then both youth ran off.

Red has been described as being vulnerable and coming from a challenging family background, where as Blue's school reported that they were surprised at this behaviour as Blue is a very talented sportsperson.

Case Study B: Newspaper Article

A suspected terrorist has been arrested after breaking into a shopping mall and threatening to shoot innocent shoppers on Saturday afternoon.

A witness described the event: "I was terrified, I ran and screamed when I saw the terrorist enter the mall. I was lucky as there was a large sign that I managed to hide behind so they couldn't see me."

The terrorist was stopped by a heroic shopkeeper, who threw a baseball at the terrorist's head and managed to knock them unconscious.

A group of friends told our journalist that they were extremely grateful for the shopkeeper's brave deeds.

"We were at a bar in the shopping mall drinking lager and watching a football match. We went outside to smoke a cigarette when we saw the terrorist running towards us. Luckily it was at that moment when the shopkeeper threw the baseball at the terrorist's head and knocked them out."

Case Study C: Movie Review

The Love Story brings together two characters called Green and Red.

‘Green’ is a lonely single parent who left an abusive relationship and moved to a new town to start over again.


‘Red’ is a successful lawyer who seems to have everything they ever wanted in their life, but under the surface Red suffers with deep emotional scarring left behind from living through a war; and as a consequence has an alcohol problem.

The two characters come together one snowy night as Green walks home from work and sees Red stumbling out of a bar drunk and getting mugged by two hooded youths. Green steps in to save Red by taking a stick from the floor and running towards them.

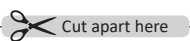
After helping Green to sober up and get their wounds cleaned up, the two strike up an unlikely friendship that leads to love.

1.4.1 Influencer cards

Religion

Cut apart here 

Politics



Education

Career



Cut apart here

Media/ Social Media

2.1.1 LGBTI Definitions

Match the terms to the correct definition below:

Gay Heterosexual

Homosexual Intersex**

Lesbian Transgender (sometimes shortened to “trans”)*

Term	Definition
	Refers to a man who has an emotional, romantic and/or sexual orientation towards men. Also a generic term for lesbian and gay sexuality – some women define themselves as gay rather than lesbian.
	Refers to a woman who has an emotional, romantic and/or sexual orientation towards women.
	Term used to describe a wide range of identities whose appearance and characteristics are perceived as gender atypical, including transsexual people, cross-dressers (sometimes referred to as “transvestites”), and people who identify as third gender. Trans women identify as women but were classified as males when they were born, trans men identify as men but were classified female when they were born, while other transgender people do not identify with the gender-binary at all. Some transgender people seek surgery or take hormones to bring their body into alignment with their gender identity; others do not.
	This might be considered a more medical term used to describe someone who has an emotional romantic and/or sexual orientation towards someone of the same gender.
	Refers to a man who has an emotional, romantic and/or sexual orientation towards women or to a woman who has an emotional, romantic and/or sexual orientation towards men.
	Refers to people born with physical or biological sex characteristics, such as sexual anatomy, reproductive organs, hormonal patterns and/or chromosomal patterns, which do not fit the typical definitions of male or female. These characteristics may be apparent at birth or emerge later in life, often at puberty. These people can have any sexual orientation and gender identity.

Sources: See <https://www.stonewall.org.uk/help-advice/glossary-terms>

*<https://www.unfe.org/definitions/>

**<https://www.unfe.org/definitions/>

2.2.1 Character Cards

A 10-year-old girl from an ethnic minority group living in remote rural areas of the country recently hit by severe flooding.	A 35-year-old male, who requires a wheelchair after an industrial accident (no compensation). Father of five children.
A 45-year-old male Chief Executive of a successful business. No family and only a few friends.	A 25-year-old girl with hearing impairment and learning difficulties. Part of a large close family.
A 25-year-old female university student who is also a sex-worker.	A 15-year-old orphaned boy who must take care of his 10 year old and 8 year old siblings.
An 80-year-old female widow who earns less than \$1 a day.	A 35-year-old female politician, who is pregnant and recently widowed.
A 16-year-old girl who has been trafficked to work in a massage parlour.	The male CEO of a company worth x million.
A woman teacher who is regularly beaten by her husband.	An-18-year old woman who is doing domestic work illegally in another country.


2.2.2 Goal Setting

Identify five goals that you would like to achieve in the next three years, and rate how confident you are in your ability to achieve each of them.


Goal description	Rate your confidence that you will achieve the goal. 1 = Not at all 5 = Extremely confident	What tools do you have to help you achieve the goal? What obstacles are there?
	1 2 3 4 5	Tools: Obstacles:
	1 2 3 4 5	Tools: Obstacles:
	1 2 3 4 5	Tools: Obstacles:
	1 2 3 4 5	Tools: Obstacles:
	1 2 3 4 5	Tools: Obstacles:

3.1.1 Types of Gender Violence


Women

Cut apart here 


Men

Cut apart here 


Both

Cut apart here 


Threats

 Cut apart here


Physical violence

 Cut apart here


Gas-lighting

 Cut apart here


Putting in physical danger
(i.e., driving a vehicle too
fast/ dangerously)

Cut apart here 

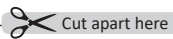
Mind games

Cut apart here 

Forced sex

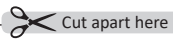
Cut apart here 

Stopping/ restricting
contact with family and
friends



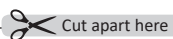
Cut apart here

Withholding access to
finance




Cut apart here

Lying to criminal justice
system about the victim




Cut apart here


Spending all victim's
money

Cut apart here 


Denying access to
children

Cut apart here 


Lying to children to
alienate them

Cut apart here 

Violent sex

 Cut apart here


Threatening to or
harming children

 Cut apart here


Controlling birth control

 Cut apart here


Stalking, physical and
psychological stalking

Cut apart here 

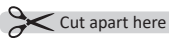
Defamation of
character

Cut apart here 

Ruining victim's credit

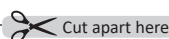
Cut apart here 

Denying access to
property and pets



Cut apart here

Harming either
property or pets



Cut apart here

3.2.1 Power and Control Task

Each individual in the team will take a turn at playing each of the roles.

Perpetrator

It is your job to oversee the task that the survivor/ victim is doing. for the first 7 minutes of the task, you should say negative comments to the survivor/ victim, for example:

- You're a bit slow, can't you speed up?
- I don't like the way you're doing that.
- Can't you do better than that?

Survivor/Victim

You have 10 minutes to complete the task you are given. It is the perpetrators responsibility to watch you do the task and make sure you do it well.

Observer

It is your role to watch the interaction between the victim and perpetrator, notice the dynamics and how it feels to be the observer.

3.3.1 CEDAW

Articles of the Convention on the Elimination of All Forms of Discrimination against Women²¹

Article	Summary
1. Definition	Discrimination against girls and women means directly or indirectly treating girls and women differently from boys and men in a way which prevents them from enjoying their rights.
2. Policy measures	Governments must not allow discrimination against girls and women. There must be laws and policies to protect them from any discrimination. All national laws and policies must be based on equality of girls and women and boys and men. There should be punishment for not following the law.
3. Guarantee of basic human rights and freedoms	Governments must take actions in all fields – political, social, economic, and cultural – to ensure girls and women can enjoy basic human rights and freedoms.
4. Special measures	Governments should take special measures or special actions to end discrimination against girls and women. The special actions that favour girls and women are not a way of discriminating against boys and men. They are meant to speed up equality between girls and women and boys and men. These specific measures should last until equality between girls and women and boys and men is achieved.
5. Roles based on stereotypes	Governments must work to change stereotypes about girls and women and boys and men, especially if these roles are based on boys and men being considered better than women and girls.

²¹ www.unicef.org/gender/files/CEDAW_In_Brief_For_Adolescent-Web_Version.pdf.

Article	Summary
6.Trafficking and prostitution	Governments must take action, including making new laws, to end trafficking and prostitution of girls and women.
7. Political and public life	Women have the same right to vote and be elected to government positions. Girls and women have the right to take part in the decisions a government makes and the way it carries them out. They have the right to participate in non-governmental organizations (NGOs).
8. Participation at the international level	Girls and women have the right to represent their country at the international level and to participate in the work of international organizations [such as the United Nations, the European Union, and the International Committee of the Red Cross, among many others].
9.Nationality	Girls and women have the right to have a nationality, and to change it if they want. A woman's nationality must not be changed automatically just because she got married, or because her husband changed his nationality. Women can pass on their nationality to their children, the same as men.
10. Education	Governments must end discrimination against girls and women in education. Girls and women have a right to education, just as boys and men do. Girls and women should have access to career guidance and professional training at all levels; to studies and schools; to examinations, teaching staff, school buildings, and equipment; and opportunities to get scholarships and grants, the same as boys and men. Girls and women have the right to take part in sports and physical education, and to get specific information to ensure the health and well-being of families. Governments should make sure girls do not drop out of school. They should also help girls and women who have left school early to return and complete their education.

Article	Summary
11. Employment	Women have a right to work just like men. They should be able to join a profession of their choice. Women must have the same chances to find work, get equal pay, promotions and training and have access to healthy and safe working conditions. Women should not be discriminated against because they are married, pregnant, just had a child or are looking after children. Women should get the same assistance from the government for retirement, unemployment, sickness and old age.
12. Health	Governments must make sure that girls and women are not discriminated against in health care. Girls and women must get health care on the same terms as boys and men. In particular, women have the right to services related to family planning and pregnancy.
13. Economic and social life	Girls and women have the same rights as boys and men in all areas of economic and social life, like getting family benefits, getting bank loans and taking part in sports and cultural life.
14. Rural girls and women	Governments must do something about the problems of girls and women who live in rural areas and help them look after and contribute to their families and communities. Girls and women in rural areas must be supported to take part in and benefit from rural development, health care, loans, education and proper living conditions, just like boys and men do. Rural girls and women have a right to set up their own groups and associations.
15. Law	Girls and women and boys and men are equal before the law, including laws about freedom to go where they choose, choosing where to live, signing contracts and buying and selling properties. Women have the same 'legal capacity' as men.

Article	Summary
16. Marriage and family life	Women have the same rights as men to choose whom they marry, the number of children they want to have and to care for them when they are born. Women also have the equal right to the property that they get with their husbands while they are married. To end child marriage, governments must set a lowest age for marriage and make sure this is followed. All marriages must be registered (officially recorded with the government).
Articles 17–22	These articles set up the Committee on the Elimination of Discrimination against Women (the CEDAW Committee) to review what progress has been made by countries. These articles say how the Committee works.
Articles 23–30	These articles deal with the administration (or management) of the Convention. The articles say how the United Nations and governments should work together to make sure rights of girls and women are protected. The articles also say how disagreements between governments about girls' and women's rights can be settled.

3.4.1 Action Planning Reflection Questions

1. What three key learning points are you going to take away from this training and try and implement in your work?
 - a.
 - b.
 - c.
2. How do you intend to implement the key learning points you identified in the question above (provide time limits)?
 - a.
 - b.
 - c.
3. What/ if any areas would you like to learn more about?
4. How do you plan on learning more about areas you identified in question 3?

Module 1

GENDER AWARENESS FOR FRONTLINE OFFICERS AND LAW ENFORCEMENT TEAMS



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