GENDER, POLICING, AND GENDER-RELATED CRIMES

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## REFERENCES
This gender training manual, developed with the support of UN Women, aims at addressing the many challenges that law enforcement agencies experience in the prevention, detection, and investigation of gender-related crimes. Gender-based violence has serious physical and psychological ramifications for survivors.

The rise in gender-related crimes, coupled with the fact that the majority of cases are committed in domestic settings by people who are well known to the victims, calls for a holistic and systematic approach that safeguards the integrity of investigations. Faced with myriad such challenges, the Eastern Africa Police Chiefs Cooperation Organization (EAPP CO) realized the need to develop an all-inclusive manual that not only advances the rights of victims and marginalized groups, but also enhances the professionalism of police investigators.

This manual, through the various modules—particularly Module 4 on processing and managing gender-based violence and gender-related cases and Module 5 on gender and transnational organized crime—provides law enforcement officials in this region with the requisite skills to adequately deal with this problem, including the provision of psychosocial support to survivors.

With the right approach to investigations and with prosecutions leading to convictions, the authorities will send a strong message to perpetrators of gender-based violence that this crime is no longer tolerated.

The manual further takes the lead in ensuring gender balance, in maximizing the leadership, participation, and contribution of women police officers in crime management, and in harmonizing and standardizing gender-related crime investigations across the region.

I wish to express my sincere and profound gratitude to UN Women for their great support and guidance during the development of this manual and urge all member countries to make good use of it. I reiterate that the INTERPOL Regional Bureau in Nairobi will take the lead role in facilitating the full implementation of this manual.

Sosthenes Makuri
Ag. Head of INTERPOL Regional Bureau
Nairobi
The United Nations General Assembly established the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) in July 2010, with the mandate to assist countries and the United Nations system to progress more effectively and efficiently towards the goal of achieving gender equality and women's empowerment and upholding women's rights.

One of UN Women's key priority areas is the Women, Peace, and Security pillar, which works to consolidate and support women's participation, leadership, and empowerment in conflict prevention, conflict resolution, recovery and reconstruction processes, and peacebuilding efforts at the global, regional, and national levels. Our engagement in peace and security processes is to ensure consistency and sustainability in addressing gender equality concerns across the peace/security–development spectrum.

In fulfilment of United Nations Security Council Resolution (UNSCR) 1325 (which calls for increased leadership and participation of women in peace processes), the subsequent resolutions that have been passed in keeping with UNSCR 1325, and the Kenya National Action Plan on UNSCR 1325, the UN Women Kenya Country Office has supported the development of this training manual, which adapts international protocols on the importance of women's leadership and participation in the security sector to the Eastern African context. Inclusivity is a prerequisite for achieving sustainable peace and development, in keeping with the recently endorsed Sustainable Development Goals – with a stand-alone goal (Goal 5) on gender equality and also recognizing that all targets (including Goal 16 on promoting peace, justice, and strong institutions) are interlinked and indivisible.

The agenda of the manual is to increase the capacity of national police service organizations within the Eastern African region to better understand and address gender issues within the sector, increase meaningful female participation in police services, and mitigate gender-related crime.

The process of developing the manual was the culmination of hard work of the Gender Sub-committee that was constituted pursuant to Article 10 of the Eastern Africa Police Chiefs Cooperation Organization (EAPCCO) Constitution. This training manual has been developed primarily for use by member countries of EAPCCO for capacity-building purposes on the use of tools that guide the integration of gender concerns and responses to gender-based violence in peace and security programming.

It is our hope that the content of this manual and the training given to beneficiaries and partners will enhance efforts to deal comprehensively with all aspects of gender equality and the empowerment of women in the security sector. As UN Women, I would like to reaffirm our commitment and collective resolve to live up to the ideals of equality and empowerment and bring women to the centre of development interventions. It is possible – with leadership, resources, and social transformation, in partnership with men and boys and guided by women’s and girls’ voices – to make great strides towards gender equality and sustainable peace and development.

Zebib Kavuma
Country Director
UN Women Kenya
The Eastern Africa Police Chiefs Cooperation Organization (EAPCCO) was established under Article 2 of its constitution. The current membership comprises the Republics of Burundi, Comoros, and Djibouti; the State of Eritrea; the Federal Democratic Republic of Ethiopia; the Republics of Rwanda, Kenya, Seychelles, Somalia, South Sudan, and Sudan; the United Republic of Tanzania; and the Republic of Uganda.

The objectives of EAPCCO are set out under Article 3 of its constitution and include the following: ‘Harmonize, promote, strengthen and perpetuate cooperation and joint strategies for the management of all forms of cross-border and related crimes with regional implications.’ The promotion of security in the region safeguards the economic aspirations of the Eastern Africa union.

Article 3 of the EAPCCO constitution further recognizes that capacity building of police officers is key in realizing its objectives, and therefore provides that it will examine training needs in the region and identify and coordinate trainings for police officers of the member states. Accordingly, a training needs assessment was conducted in the member states in 2011. The assessment identified the need to build the capacity of police officers on gender issues and gender-related crimes. It also revealed that in most of the countries women were under-represented in the police services, especially in higher positions. There was therefore a need increasingly to advocate for the adoption of measures to increase female participation in the police services.

It is in this vein that EAPCCO resolved to develop a training manual on gender and gender-related crimes. The Gender Subcommittee was constituted pursuant to Article 10 of the EAPCCO constitution, and it has provided technical leadership in the development of the manual. The process has been arduous but rewarding, and it is with great pleasure that EAPCCO now presents this manual to the member countries.

The manual sets out to standardize training on gender within the member countries and also build the capacity of the respective national police service organizations so as to ensure that gender issues are incorporated within the structures and processes.

The manual borrows from and is informed by international, regional, and national norms on gender and policing. In recent years, there has been an upsurge in transnational organized crime, thereby necessitating the adoption of collaborative strategies. In fact, the EAPCCO constitution recognizes that collaboration among the member countries is necessary for countering the ever-increasing threat organized crime poses to member country economies. In this regard, gender presents a different dimension within which to consider the various strategies that continue to be formulated.

EAPCCO urges member states to build a pool of trainers on gender. The institutionalization of gender experts within the police services will contribute greatly towards the entrenchment of positive gender-sensitive practices within the police.

It is the expectation of EAPCCO that the use of this manual will contribute towards improved policing standards within the region.
INTRODUCTION

The manual is comprised of five modules, each with a number of sessions.

PART ONE: GENDER IN POLICING

Module 1: Guide to Training Methods and Techniques
The first module is a facilitator’s guide aimed at familiarizing the trainer with the suggested methods of effectively conducting a training on gender using this manual. The module aims at building the capacity of trainers to conduct trainings on gender through sensitization on appropriate language, setting, examples, and content.

Module 2: Understanding Gender and Gender Perspectives
The second module comprises an introduction to basic gender concepts and stereotypes. Trainees are invited to question their presumptions, and the capacity of trainees is developed to undertake basic gender analysis and apply the basic concepts. The module also sets out various regional and international instruments that provide the normative framework for gender equality.

Module 3: Women in Policing
UN Security Resolution 1325 provides the basis for the increased participation of women in policing. Each of the member countries has ratified international and regional conventions that promote gender equality and non-discrimination. In addition, the constitutions and constitutive acts of the respective police services/forces in the member countries provide a framework for improving gender representation. The module sets out the various impediments to attaining the increased participation of women, and invites participants to identify measures that can be taken to address this challenge. The ultimate goal of this module is to build capacities and institutionalize the participation of women in the police services of EAPCCO member countries.

PART 2: GENDER-BASED VIOLENCE AND GENDER-RELATED CRIMES
The second part of the manual aims at building institutional capacity to address gender-based violence and transnational organized crime.

Module 4: Processing and Managing Gender-based Violence and Gender-related Cases
In each member country, there is an increase in the incidence of gender-based violence and crime. It is necessary to build the capabilities of police officers so that they are able to detect and effectively respond to crimes of this nature. The module addresses how to manage reporting, investigation, and evidence in relation to gender-based violence.

Module 5: Gender and Transnational Organized Crime
Transnational organized crime negatively affects the economies of member countries. The module provides a basic introduction to the various types of organized crime, with specific attention to pertinent gender issues, such as the role and participation of women and their vulnerability in relation to this category of crime.
This module is meant for facilitators, giving them an overview of how to prepare for training sessions, how to conduct a training, the methodology and resources to use during training, and the techniques of effective facilitation. It is therefore to be used by the facilitators for their own learning or to train other trainers.

**MODULE OBJECTIVES**

At the end of this session, participants will be able to do the following:

1. Identify steps to be taken in preparing and delivering training on gender and related concepts
2. Identify various training techniques

**Content**

1. Introduction to Gender Training
2. Preliminaries – Setting the Stage for Effective Training
3. Facilitating Training Sessions
4. Quality Control

**Materials Needed**

- Flip chart
- Laptop
- Projector
- Screen
- Felt pens
- Notebooks
- Sticky notes
- Pens and writing materials

Commence the session with participants introducing themselves using an icebreaker (allotted time: 30 minutes).
INTRODUCTION

Training is not teaching. Training is expansion or consolidation of technical skills to put knowledge into practice. It is not lecturing, with its emphasis on the transmission of theoretical knowledge and ideas. The participants (both trainers and trainees) are the main resource and their experiences are the main training material. The methods and material are designed by drawing on actual incidents, events, or insights of the participants. These trainings are to be conducted for officers who are in the service or who are joining the service. This means that many of them may already be familiar with the issues herein, and may have valuable contributions to make. It is therefore very important to encourage discussions and note the views and experiences of the participants. The participants learn with and from each other as they identify and implement solutions to challenges, problems, or other developmental issues. They could also set their own objectives and be responsible for a learning assessment.

ASPECTS OF GENDER TRAINING

It is possible to isolate four objectives for gender training:
1. Awareness raising and sensitization (participants increase their understanding of gender and gender stereotypes)
2. Increasing knowledge (participants are brought up to speed on existing normative frameworks and structures related to gender and various forms of violence against women)
3. Skills transfer (participants are equipped with the skills that enable them to undertake gender analyses of the various aspects of their work)
4. Behaviour change or motivation to be an agent of change (participants take the responsibility to ensure that there are changes and improvements within the institution so as to promote gender sensitivity in the work processes and procedures)
KEY FACTORS FOR SUCCESSFUL GENDER TRAINING

1. The leadership must be transformative, and there should be structures within the institution that facilitate application of the learning.
2. Deliberate measures should be taken to ensure that training programmes are of high quality. Such measures include: investing in the capacity building of the trainers; maintaining a pool of trainers within the institution so that there is not overreliance on external resource persons; allocation of adequate resources to ensure that the trainings have quality content and a sufficient number of officers are trained.
3. Gender and gender training should not be treated as an isolated issue, and action must be taken to integrate gender perspectives into all aspects of the institution.
4. Trainers need to be flexible and adaptable regarding the particular circumstances of the institution or trainees in order to deliver the training in an appropriate manner.
5. Finally, keep in mind adult learning principles such as the following:
   • Adults learn best when they want to.
   • Adults learn best when information is given to them in a logical order and consists of small units.
   • Adults learn best when they are treated like adults.
   • Adults learn best when they do something.
   • Adults learn best when they get an opportunity to practice what they are learning.
   • Adults learn best when they know how well they are doing and when they get some feeling of success.
   • Adults learn best when the training and topics are of use in their daily lives.
   • Adults learn best when there is repetition.
   • Adults learn best when the trainer recognizes that they have experience and makes use of this experience in the training.

SUMMARY
Effective gender training results in transformation and the institutionalization of gender sensitivity and gender equality.
SESSION 2: PRELIMINARIES – SETTING THE STAGE FOR EFFECTIVE TRAINING

ALLOTTED TIME: 1 HOUR

SELECTION OF PARTICIPANTS

Careful selection of participants is crucial to a successful training course or programme. The instructor plays a critical role in communicating clearly the objectives of the training and how they will address the identified needs of the institution. Careful thought should be given to who should attend, who they represent, and how they will be encouraged to attend.

Training is easier if the group is homogeneous (with regard to needs and skills). Where the group is not homogeneous, training ought to be designed to take into account the different abilities, needs, and receptivity of the trainees. If the training is not designed specifically for the groups to be trained, there is no guarantee that it will work.

EXERCISE 1

Divide participants into groups of five and distribute copies of a letter of invitation to a training course at Kuja Police Training College:

To whom it may concern,

We are conducting a training for Police Officers at Kuja Police Training College. Kindly nominate two officers to attend the training. The training will be held between 13 and 15 August.

Yours sincerely,

XYZ
Course Coordinator
In order to design and implement gender training for security sector personnel, an essential first step is to conduct a training needs assessment. This assessment is a systematic data-collection process that aims to do the following: provide an understanding of current training needs; identify the training objectives, content, and methodology; and create a baseline for future monitoring and evaluation. Training needs assessments are important for the following reasons:

1. Getting to know the trainees (including their institutional context, level of knowledge of the subject matter, and prevalent stereotypes/attitudes) in order to design target group–specific training
2. Increasing trainee engagement and buy-in and the credibility of the training
3. Beginning the process of awareness raising
4. Determining the goals and mandate of the “host” institution
5. Risk management
6. Understanding the cultural context of participants
7. Gauging who would be the most appropriate trainer (gender, age, rank, etc.)

A comprehensive training needs assessment should cover the following areas:

- Trainees’ gender training background (to determine whether they have had gender training in the past and their understanding of gender issues)
- How the knowledge will be applied in the trainees’ daily work
- The level of awareness of local and regional gender mechanisms among trainees (i.e. gender equality laws, anti-discrimination laws, and gender-focused civil society networks)
- Past trainings the trainees may have attended, specifying positive and negative experiences
- What the trainees hope to achieve through the training
- Existing gender attitudes/stereotypes trainees have
- Accessibility of the training (e.g. childcare services, public transportation, safety issues, time/day)
- Gender of the trainees

**Trainer’s Notes**

Each group, after reviewing the letter, should discuss the inadequacy in this invite and draft an appropriate invite that would lead to the proper selection of participants. (Time: 20 minutes)

Select one group to present its revised letter to the plenary and allow the other groups to add their own inputs. At the end of the exercise, display the agreed-upon letter in the room. (Time: 30 minutes)

The ideal letter should contain the following:

1. Need that the training is addressing
2. Cadre of officers that is preferred
3. Objectives and outcomes of the training
4. Type of training (one-off or part of a series)
5. Duration of the training
6. Logistics, including information on whether the training includes accommodation
7. Ideally, course reference material should also be forwarded with the invitation
Defining the Scope of the Training

As the trainer develops and consolidates the training content and material, the following questions are useful:

**What are the objectives of the training?**
These should be set out clearly at the beginning and reiterated throughout, so as not to lose focus and to allow for self-evaluation by the participants.

**What is the content?**
Be clear on the content, prepare adequately prior to sessions, and be sufficiently familiar with the training material. Let the methods and techniques of facilitation also be content appropriate.

**What is the allocated time frame for training?**
Depending on the time allocated for the entire training, plan and coordinate the sessions to ensure that all the content and activities fit the allocated time and are carried out as expected. This is key to the successful implementation of each training session.

**What resources are to be used for the training?**
As stated earlier, the resources and props used in training teach in a profound way. Consider availability, adequacy, appropriateness, and innovation while choosing the resources.

**Seating arrangement**
Ensure that seating is arranged in a way that puts the participants at ease, allows them to see each other easily, and enables them to participate more actively in the learning process. The trainer may vary the seating arrangement from time to time to suit the content and technique.
Training is meant to impart a particular skill set to an individual or a group of individuals. In most cases, the individuals already have the potential for the skill, and all they need is for that to be pointed out or brought out. That is why training has to be learner centred. The role of the trainer is to create an environment where the participants are able to learn from themselves and their peers through various activities and discussions. This way they become responsible for their own knowledge sharing.

**FACILITATION TECHNIQUES**

The training environment itself teaches in a peripheral and suggestive way. The training space therefore needs to be alive with art, metaphoric images, and symbolic representations that convey a message of their own. A table with a display of natural objects, sample models, and art supplies stimulates impromptu creativity.

The environment that participants walk into may invite immediate energy, excitement, and participation or create ‘dead’ energy that is unreceptive or averse to learning. The following sections outline several key aspects of conducting effective training that will create an enabling learning environment at the start and throughout the training.

**TRAINING CLIMATE**

Successful training is dependent on the trainer, the trainees, and, more importantly, the training climate. It is therefore advisable to start any session by establishing a climate that is optimal for learning. This puts the participants at ease and makes them ready to learn.

Activities to create a positive climate include icebreakers and a discussion of expectations and fears.

**NOTE**

What the participants encounter on first entering the training space has a lasting impact. It can invite wonder, curiosity, and a sense of safety, or it can repel the participants and discourage engagement.
Icebreakers

As the name suggests, icebreakers enable the learners to break the “tension” of unfamiliarity and to get acquainted and comfortable with each other, and therefore ready to learn.

Suggestions for icebreakers:
1. Introduction and objectives – Ask each participant to say their name, their occupation, and what they are passionate about. Ask them to state the name they would like to be called during the sessions. Ask them to take the first letter of that name and give an adjective that starts with that same letter that best describes them (for example, Astute Angela, Exciting Eric, Resourceful Richard, Patient Pamela).

2. Distribute pens and writing materials to all the participants. Pair up participants and ask them to find out the partner’s name, occupation, expectations of the training, and contribution they hope to make. They should note these down on a sticker pad. Allow time for the interview (this will be determined by the size of the group and could range between three and five minutes). The trainer should also have a participant as a partner. Allow each participant to introduce his or her partner and give their profile. Pin up all the profiles on a board until the end of the training.

3. Distribute paper slips to participants that contain statements on women’s issues. These strips must already have been cut in half in various ways so that each piece can only be matched with its original mate. Example statements:
   - If you have not heard her story, you have heard only half of history.
   - Men can take care of children as well as women.
   - Technical skills can place men and women on an equal footing.
   - If we want society to view us differently, we must first view ourselves differently.
   - Women do two-thirds of the work but only receive one-tenth of the total income.
   - Women can work as hard as men.
   - Educate a woman, educate a nation.

When the participants find the matching half, they form a pair with the person who has the matching piece. Each person then interviews the other to establish answers to the following questions (ten minutes):
   - What is your name?
   - What is its meaning?
   - Who gave it to you?
   - What name do you prefer to be called?
   - What work do you do?
   - Do you have a hobby?
   - Why are you at this workshop?
   - Do you agree with this statement? Why/why not?

Each person in each pair will then introduce his or her partner to the group.

4. Ask each learner to indicate which animal (other than human) they would like to be and why. This icebreaker and the third one may be quite interesting for gender training. The results are likely to show that men would want to be animals that are traditionally known to be domineering, strong, or physically superior, such as a lion or an eagle, while women might want to be animals that are traditionally considered beautiful, calm, and loving, such as an ostrich, cat, or rabbit. Men are also likely to prefer characteristics that emphasize strength and status, while women prefer more accommodating characteristics such as peace and affection. Note these down and let the participants know later that these preferences are a product of socialization.
5. Years of experience: Have the group stand in a circle, then using the “throwing the ball” method or any other random method, have each person call out the number of years of work experience they have. As each person says a number, write it on a flip chart. After everyone has finished, add up the numbers to get the total number of years of experience in the room. Explain that this is why it will be a group of people learning from each other, rather than just the trainees learning from the trainer.

NOTE
Prepare your icebreakers well, with clear instructions that are easy to carry out. Make them interesting and appealing to different levels of learners. Feel free to go beyond the above suggestions. It is also advisable to have icebreakers that are relevant to the topic of discussion, as this provides a more interesting way of introducing it. Always be aware of the cultural sensitivities of the participants.

Expectations and Fears
At the beginning of every training session, the participants have expectations of things they are hoping to learn. Give them an opportunity to state the expectations and fears they have for the training. This is important for you as the trainer, as it will help you to know how to make the training more relevant. Depending on the size of the group, you may go through the expectations one by one with the participants and link them to the training objectives. However, this may not be possible for larger groups.

Point out what expectations may or may not be met. It is also important to inform the participants that, as adult learners, there is much they already know based on their life and work experiences. Inform them to feel free to make contributions, as there are no right or wrong answers. All answers are relevant.

Let the participants also express their sentiments and anxieties about the training and the topics involved. Clarify or dispel their fears in order to reassure them and put them at ease during the training.

At the end of the training, revisit the list of expectations and fears. Remove the expectations that were met and the fears that did not materialize. This serves as an additional evaluation of the training delivery.

EXERCISE 2

Proposed activity for participants to list expectations and fears:
Hand each participant two sets of sticky notes (different colours). Instruct them to list expectations in one colour and fears in another. After they have listed their expectations and fears on the sticky notes, have them paste these in a designated area in the room. Cluster the expectations and fears in groups. Discuss each of these. At the end of the training, remove the expectations that were met and the fears that did not materialize or were addressed.

TRAINING OBJECTIVES
These are the desired achievements of the training. They should be clearly stated at the beginning of the training to let the participants know the information or the skills they are hopefully going to get from the training.

Stating the training objectives from the outset has the dual effect of creating positive anticipation in the learners and helping the trainer appear organized.
GROUND RULES

Setting the ground rules for the training session from the outset will regulate group behaviour during the training. These rules work best if set or suggested by the participants themselves at the beginning of the training session. This way, they become the collective responsibility. Allow the participants to volunteer their own rules, and then display them at a conspicuous position for all to see. Refer to them from time to time.

TEAM BUILDING

Team building enhances social relations by engaging the members of a group in games or solution-oriented activities that enhance team functionality. This creates an environment of togetherness, mutual trust, and respect among the participants. It enables them to express their opinions and concerns freely. Introducing team games and problem-solving tasks from time to time can enable effective team building.

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Rules can be set on any of the following issues, or additional ones:
• Time management – let a timekeeper volunteer or be appointed from the group
• Mode of training
• Language to use
• Mode of participation
• How to call for attention – for example, by raising one’s hand
• Action to be taken against rule breakers and how the rules will be enforced
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ENERGIZERS

Energizers are fun breaks; these jokes or stories are relevant to the topic and may be built into the training session and not necessarily conducted as a separate activity.

Energizers require the trainer to be able to read the mood and concentration span of learners, especially when they are tired or bored. This being a training session on gender, the facilitator should be careful not to use subject matter or activities that are insensitive to the cultural setting.

Examples include spelling a name, the word “gender”, or another word with body movements, and various other funny games or songs.

FACILITATION

The facilitator is the focal point of the entire training session. His/her command of the subject, level of motivation, and prior preparation will greatly affect the outcome of the training. Further, the attitude that the facilitator projects will influence the learning environment.

In order to establish a group and learning spirit throughout the training programme, here are several tips to consider:
1. Encourage learners to share experiences.
2. Allow for positive and open criticism, but ensure that learners’ contributions are respected.
3. Create and maintain a spirit of belonging among learners.
4. Allow learners to express themselves at their own pace.
5. Try to build consensus on matters discussed.
6. Encourage learners to be responsible for their own learning.
7. Have participants display their names so that you are able to refer to them by name.
8. Be deliberate about ensuring participation of all the trainees.
9. Do not allow any trainee to dominate the class.
10. With regard to female trainees, facilitators should be aware that it might be necessary to draw them out so that they participate. This, however, should not be done by calling attention to them in a manner that embarrasses them. Examples of inappropriate language include the following:
   a. I haven’t heard the women speak, and this is a gender training.
   b. Where are our ladies?
   c. Let us now allow gender to speak.
11. In addition, remain alive to disruptive behaviour in order to maintain focus and a sense of purpose during the training. When it does happen, take it as a cue to introduce an energizer or team-building activity. Disruptive behaviour may arise out of the following situations:
   a. When learners become bored or restless
   b. When some get into arguments with either the trainer or other participants
   c. When learners are not answering questions
   d. When there is poor participation in discussions
   e. When some learners are monopolizing discussions

Attributes of the Facilitator

Training is an acquired skill that can be learned and improved with time. The trainer must deliberately inculcate the following attributes:
1. Possessing adequate knowledge of gender and policing, gender-based violence, and gender-related crimes
2. Having the ability to engage a group
3. Being an effective communicator
4. Being empathetic
5. Being respectful of other peoples’ opinions
6. Having the ability to create confidence
7. Being flexible and accommodating
8. Being a good role model
9. Being non-judgemental
10. Having a good sense of humour

Facilitation Methods

Facilitation of a training programme requires a variety of methods. A trainer should prioritize participatory and interactive methods. The methods chosen should enable the participants to analyse content areas, reflect on their experiences, solve problems, and apply what they learn to relevant situations. The method used is key in determining
how well information is retained. The triangle diagram depicts the retention rate after using various training methods.

**CASE STUDY**

This is an account of a real-life situation, scenario, or problem that is used or analysed to illustrate a principle. A case study offers clues on how to solve the problem or provokes the listener's ability to solve the problem. Keep your case studies interesting, appealing, and relevant to the learners’ imagination and the topic of discussion.

Case studies are useful when the trainer:
- Is handling technical issues
- Wants to arouse the participants’ emotions
- Wants the participants to identify and internalize the concepts and issues raised in the case
- Wants the participants to be able to apply the same skills to similar problems they may encounter
- Wants the participants to appreciate that others also go through similar challenges

Prepare the case studies well before the training session. The following procedure should be used to conduct a case study:
1. Present the case study.
2. Spell out the tasks.
3. Divide participants into groups.
4. Allow adequate time for a full analysis.
5. Call for a presentation of the opinions to the whole group.
6. Summarize the points and key messages to be learned.

**ROLE PLAY**

This is an enactment of a real-life situation. Utilize role playing when you want:
- The participants to develop a specific set of skills such as presentation
- To clarify new and unfamiliar concepts
- To demonstrate how a skill can be applied in a given situation
- To discuss sensitive issues which the trainer may feel uncomfortable with

Role plays need little preparation and are not necessarily rehearsed. Make them spontaneous, and think of the best moments to use them in facilitation. For role plays to be effective, there is need to do the following:
1. Ask for volunteers. (Some people may feel uncomfortable acting in front of others, but the trainer should encourage as many people as possible to take part. Role plays should be done in small numbers or in small groups to allow for more participation.)
2. Explain to the volunteers what is needed and go over the role play with them.
3. Assign or let them pick roles.
4. Allow for internalization of the role and rehearsal if need be.
5. Allow them adequate time to act.
6. Stop them at the appropriate time.
7. Ask questions based on the role play.
BRAINSTORMING

Brainstorming involves the spontaneous expression of ideas and opinions on a given topic, issue, or situation. It is used when:

- Seeking different views or opinions on a given situation or topic
- Seeking ways of solving a problem
- Establishing the entry behaviour of the learners
- Exploring new concepts
- Encouraging the involvement of all learners
- Building consensus or agreement
- Generating ideas

The trainer should do the following:

1. Ask a question or pose a problem.
2. Let the learners give answers, opinions, or ideas spontaneously.
3. Note down all the suggestions for the group to see.
4. Allow the free flow of ideas, while discouraging criticism.

Towards the end, let the group evaluate the ideas together based on given criteria.

GAMES

These are interesting and exciting activities with set rules. They can be used when:

- Clarifying difficult issues
- Discussing sensitive issues
- Learning and practising new skills
- Enhancing the quality of interaction in the group
- Increasing the learners' knowledge of each other
- Making presentations interesting
- Energizing the participants

The suggested procedure for using games is as follows:

1. Identify the concept to be learned.
2. Identify an appropriate game.
3. Establish the rules and routine.
4. Identify the learners.
5. Establish the setting and have the appropriate materials and resources.
6. Conduct the game.
7. Have a follow-up activity where the issues raised in the game are discussed and concluded.

DISCUSSION

This is the sharing of ideas, experiences, facts, and opinions on given topics. It can be used in large or small groups when:
• Clarifying concepts
• Gathering opinions from others
• Building consensus
• Generating ideas

Discussions can be held in the following way:
1. Identify the topic of discussion.
2. Establish discussion points.
3. Divide the learners in groups.
4. Carry out the discussion.
5. Encourage all members to participate.
6. Let the learners present their discussion to the larger group.
7. Summarize the discussion.

Discussions can also be spontaneous, arising out of a trainer’s presentation. They might not be planned, but should be handled well when they do arise.

**BUZZ GROUPS**

Participants form pairs or groups of three to quickly discuss (buzz) some aspect of what the speaker has been saying. It helps to break up the monotony of input and is a good way to get discussions going in a large group. Buzz groups can report back to the large group or “snowball” by each group talking to another pair and then the four talking to another four until the group is back together.

**RESOURCE PERSONS**

This refers to the utilization of individuals with specialized knowledge, skills, or expertise to supplement the trainer’s efforts. Resource persons can be used when:
• Demonstrating a new or specialized skill
• Explaining a new concept
• Reinforcing a learned topic
• Convincing learners about specialized areas or a controversial issue
• Handling issues the trainer may not be comfortable with
• Discussing a technical area

What follows is the suggested procedure for using resource persons:
1. Identify the topics.
2. Identify the resource person.
3. Explain to the resource person about the target group and the key messages you want passed.
4. Prepare the learners for the resource person.
5. Organize for the materials and equipment needed.
6. Arrange the room or hall where the session will be taking place.
7. Allow adequate time for the presentation.
8. Let learners ask questions.
9. Summarize the key points and clarify any issues raised.
Examples of resource persons include the following:

- Lawyers
- Gender specialists
- Security personnel
- Doctors
- Social workers

**STORYTELLING**

Stories provide a wealth of knowledge that can be used in different ways to develop life skills. Participants enjoy listening to interesting and appealing stories. The stories can be composed or collected and might be based on specific life skills themes such as assertiveness, negotiation, and decision making.

**REFLECTION EXERCISES**

These are activities that allow individuals to take time to think through issues, consider available options or choices, and identify the consequences that may follow decisions. They help individuals to settle on one side of an issue after considerable soul searching. The activity should not take more than five minutes.

**RECAP**

This is to refresh the participants’ memories on what has been learned up to that point. Ideally, the recap should be done at the start of each new day. There are a number of proposed ways to do this:

1. At the commencement of the training, explain to the participants that there shall be a recap every morning, and ask for volunteers to conduct these.
2. Have the class stand in a circle, and have an object (marker pen, ball, etc.) ready. The object is passed randomly around the circle. When a participant receives the object, they should state something that they learned the previous day.
3. The facilitator can start with a summary of the previous day’s learning and explain how it is connected to the learning planned for the day.
SESSION 4: QUALITY CONTROL

ALLOTTED TIME: 45 MINUTES

EVALUATION

This is an assessment of the extent to which the set objectives have been realized. Evaluations can be done through various means:

- Questionnaire
- Oral test
- Written test
- Group discussions and presentation of views

It is recommended that the facilitator conduct an end-of-day evaluation daily for the duration of the training, and a final evaluation at the end of the training.

The following are suggestions for end-of-day evaluations:

1. Issue to each participant two memo cards in different colours. Explain that on one card they should write “what went well”, and on the other “ideas for improvement”.
2. Issue participants two memo cards in different colours. Explain that on one card they should write one new thing they learned, and on the other card they should write what they’d like to hear more about.
3. Ask them to draw a face expressing how they feel at the end of the day. For example, a smile would signify they are happy, a frown that they are unhappy, and a blank face that they have no opinion.
4. The evaluation at the end of the training should be more elaborate in order to gauge the effectiveness of the training. This final evaluation is useful in assisting the trainer to improve the design of the programme and also gauge to what extent the objectives of the training have been realized. So, for instance, a questionnaire on the key components of the training could be administered both before and after the training.
MODULE 2: UNDERSTANDING GENDER AND GENDER PERSPECTIVES

ALLOCATED TIME: 3 HOURS

MODULE OBJECTIVES

At the end of this session, participants will be able to:
1. Identify and explain gender concepts
2. Distinguish between sex and gender roles in society
3. Enumerate the international, regional, and national legal framework for gender equality

Content
1. Understanding Gender
2. Definitions of Key Gender Terms and Concepts
3. Legal Framework on Gender Equality

Methodology
Short lectures
Case studies
Small groups and plenary discussions
Reflection exercises
Role plays

Learning Resources and Materials Needed
Resource persons (gender experts)
Newspaper extracts
Video
Laptop and projector
Writing pen and paper
Markers
Flip chart
Manila paper
Manila flash cards
INTRODUCTION

Equality is at the heart of human ideals and can be a major contribution towards development and progress. Unfortunately, society is characterized by discrimination and inequalities. Gender provides a useful lens through which to examine and address this reality. Equality and non-discrimination affirm the principle of the inherent value of all human beings, while international, regional, and national legal instruments provide the legal framework for the achievement of gender equality.

The purpose of this module is to guide the participants in an examination of gender and gender perspectives, and to enable them to distinguish between the concepts of gender and sex. This training will lay the foundation for the rest of the training, which will discuss other gender-related concepts such as gender integration in policing and gender-based violence. It is therefore important for the participants to grasp these concepts at this initial stage of the training.

Understanding gender is important, as it makes it possible to challenge beliefs that are prejudicial or limiting to either gender. The session on the legal framework for gender equality is useful because it delves into the state’s obligation to promote gender equality.
SESSION 1:
UNDERSTANDING GENDER

ALLOTTED TIME: 1 HOUR 30 MINUTES

REFLECTION EXERCISES

Exercise 1
(Allotted time: 45 minutes)

Step 1: Show a short video (for example, The Impossible Dream https://www.youtube.com/watch?v=t2JBPBIFR2Y)

Step 2: Small Groups Reflection Questions
- How have the roles of men and women in your family and community evolved over time?
- Are these roles the same as during your parents’ time?
- What is the woman’s dream?
- Is the dream impossible?

Step 3: Plenary (depending on the number of participants)
Ask the small groups to share insights from their discussions.

Exercise 2
(Allotted time: 45 minutes)

Divide the class into groups.
Have each group define gender and sex and give at least two differences between the terms (15 minutes).
Have each group display their response on the wall or make a presentation.
Have a discussion on the responses.

TRAINER’S REFLECTION EXERCISE NOTES

The video clip is a depiction of a family that contrast the man’s day with that of the woman and their children. Note the roles that the woman, man, girl, and boy play at home and away from home. Are the roles balanced? Discuss the woman’s dream (revealed at the end of the video). Is the dream impossible?
**TRAINERS NOTES**

**Definition of Gender**

Gender refers to the socially constructed roles for men and women that govern how men and women behave or how they are expected to behave in society. Gender is distinct from sex.

These roles and characteristics are constructed by a society or a culture and assigned to men and women. These roles have a profound impact on people’s identities, status, responsibilities, opportunities, and relationships.

Gender is not the state of being male or female from a biological perspective. Gender roles are learned and socialized (for example, men as breadwinners and constructors of houses).

Since these roles are socially constructed, they vary from one society to another, and change with time.

**Gender**

Gender refers to the social and cultural differences between females and males (rather than the biological ones). It defines and differentiates the roles, rights, responsibilities, and obligations of women and men. The innate biological differences between females and males are interpreted by society to create a set of social expectations that define the behaviours that are appropriate for women and men and that determine women’s and men’s differential access to rights, resources, and power in society. Although the specific nature and degree of these differences vary from one society to the next, they typically favour men, creating an imbalance in power and a gender inequality that exists in most societies worldwide.

**Definition of Sex**

This refers to the genetic and physical identity of a person. Traditionally, the term sex is used to refer to the biological and physiological differences between males and females. Sex is universal, gender is contextual; sex is innate, gender is learned. The term sex, as used in this context, is to be distinguished from sexual orientation and sexual identity (for a more detailed discussion on the terms, see sources such as http://geneq.berkeley.edu/lgbt_resources_definition_of_terms). Distinguishing between sex and gender allows us to distinguish between the aspects of our lives that are socially conditioned and those that are biological imperatives.

**Differentiating between Sex and Gender**

Unlike gender, sex is fixed. It is determined by biology and refers to the physical/biological attributes of males and females.
Sex roles are
• Biological
• Innate
• Natural
• Universal
• Unchangeable
• Unvarying from culture to culture over time

Examples:
• Women give birth
• Women breastfeed children
• Women get pregnant
• Men’s voices change at puberty

Gender roles are
• Socially constructed
• Learned
• Cultural
• Changeable
• Varying from culture to culture and from time to time

Examples:
• Women care for children
• Men work away from home
• Boys go to school
• Girls don’t fight
• Women cook
• Men are protectors
Social Construction of Gender

This refers to how society values and allocates duties, roles, and responsibilities to men, women, boys, and girls. It determines how the capabilities and potential of men and women are utilized. Through various agents of gender socialization – such as family, religion, education, and culture – society creates a gender differentiation that in turn affects division of labour and power relations and reinforces gender roles.

Examples of socialization:
1. Family – Differential reception of different sexes of children upon birth (e.g. more ululations for a boy than a girl)
2. Religion – Different status reserved for men and women in leadership positions, with women often not allowed to hold certain positions
3. Education – Different career guidance for male and female students (e.g. men encouraged to be engineers and women encouraged to be nurses)

Gender arises through interactional and organizational practices. Gender is a pervasive, organizing, and differentiating feature of social life and is woven into all aspects of life, both inside and outside the workplace.

Gender and Culture

Culture is a people’s way of life. It consists of a belief system, values, rituals, interaction patterns, and socialization. This in turn determines the attributes, roles, responsibilities, and expectations of persons in a society.

Culture determines what the society wants or expects of men, women, girls, and boys. It also affects their power relations. Gender specifications are a result of the culture and socialization in a society.

Culture + Socialization = Gender

Examples:
• Preference for a boy over a girl child as a status symbol
• Men being heir to property
• Naming systems
• Initiation ceremonies
• Marital practices
• Gender-based violence
This session is to be delivered as a lecture and is anticipated to take 45 minutes. It should also be given to participants as a handout.

The following terms are referred to often in gender-related discussions.

**Affirmative Action**

Affirmative action is a policy or programme of taking steps to increase the representation of designated groups seeking to redress discrimination or bias (usually both current and historical) through active measures in areas such as education and employment. It is usually achieved through preferential treatment or “positive action” for those groups.

**Gender Mainstreaming**

Gender mainstreaming is a strategy for promoting gender equality. Mainstreaming involves ensuring that gender perspectives and the goal of gender equality are central to all activities – policy development, research, advocacy-dialogue, legislation, resource allocation, and the planning, implementation, and monitoring of programmes and projects (Report of the Economic and Social Council 1997 A/52/3). It is the process of integrating gender equality perspectives into development process at all stages and levels. It is also about identifying concrete actions to promote gender equality.

The 1997 UN Economic and Social Council report on gender mainstreaming described it as follows: *Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.*
Gender Equality

Gender equality is the absence of discrimination on the basis of one’s sex in the allocation of resources or benefits or in access to services. It refers to the equal treatment of women, men, boys, and girls so that they can enjoy the benefits of development, including equal access to and control of opportunities and resources.

Gender Parity

Gender parity refers to equal numbers of men and women at all levels of an organization. It must include the significant participation of both men and women, particularly at senior levels (UNDP Gender Parity Report 2001).

Gender Blind

A gender-blind situation is one where, potentially, the differential policy impacts on men and women are ignored.

Gender Integration

This is the identification of gender differences and inequalities through a process called gender analysis. These are then addressed during programme or activity design, implementation, monitoring, and evaluation. The inequalities may be experienced by either sex. To reduce gender inequalities, one needs to include appropriate indicators in the project management cycle.

Gender Analysis

This is a qualitative and quantitative assessment to determine the differential impacts of activities on men and women and the effect that gender roles and responsibilities have on development efforts, and to trace the political, economic, social, and cultural explanations for this.

Gender Stereotypes

Stereotypes are beliefs about the personal attributes, behaviours, or roles of a specific social group. They are mostly based on false or unproven beliefs, and they tend to elevate or undermine the status of women or men in society. They are usually biased and exaggerated images of men and women that are used repeatedly in everyday life.

Examples of gender stereotypes:
- Only men can make good engineers.
- Women make good nurses.
- Men make decisive leaders.
- Women are weak leaders.
Gender Roles

Gender roles are activities ascribed to men and women on the basis of their perceived differences, which are reinforced through gender division of labour. Individuals are socialized in these roles from the early stages of life to adulthood by being identified with specific characteristics associated with being either male or female.

Gender Division of Labour

This relates to the different types of work that men and women are assigned or undertake as a consequence of their socialization and accepted patterns of work within a given context.

Gender Equity

This means fairness between men and women. This requires measures to be put in place to compensate for historical and social disadvantages that prevent men and women from otherwise operating on a “level playing field”.
**Gender Issue**

A gender issue is a point of gender inequality that is undesirable and therefore requires an intervention. It results from some form of gender discrimination or oppression. It arises when there is inequality, inequity, or differentiated treatment of an individual or a group of people purely on the basis of the social expectations and attributes of gender. This is also referred to as a "gender concern".

**Gender Responsiveness**

This is the planning and implementation of activities that address identified gender issues/concerns in order to promote gender equality.

**Gender-responsive Budgeting**

Gender-responsive budgeting is the process of preparing a budget while ensuring that gender concerns are considered throughout (and incorporated into) the entire process.
Over time, upon the realization that gender issues biased against women were not being resolved, the international community saw the need to come up with frameworks that would be used to promote gender equality. This led to the development of multiple international, regional, and national instruments that seek to promote gender equality.

**SESSION 3: LEGAL FRAMEWORK ON GENDER EQUALITY**

**ALLOTTED TIME: 1 HOUR**

Note the treaties, conventions, declarations, and national laws and policies that are applicable to the participants’ countries and focus on them. Appreciate the participants’ familiarity on this subject, and take advantage of it in this session by continuously posing questions and encouraging discussions.

The trainer needs to be acquainted with the provisions of the various instruments to be able to engage the participants in a discussion where necessary. As this part is very lecture-oriented, it is important to keep engaging the participants and using energizers if need be. The facilitator should conclude the session by affirming the need to promote gender equality within the respective national police services.

Trace through the following evolution of commitments on gender equality and women’s rights.

**1948 Universal Declaration of Human Rights**

The United Nations General Assembly adopted the Universal Declaration on Human Rights in 1948 after the Second World War. It was the first global declaration of rights to which all human beings are inherently entitled.

It states in Article 2 that everyone is entitled to enjoy their rights and freedom “without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status”. Further, Article 7 stipulates that all are equal before the law and are entitled without discrimination to equal protection of the law.
**1979 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)**

CEDAW was adopted by the UN General Assembly in 1979 and has often been described as an international bill of rights for women. This was the first international human rights instrument after the Universal Declaration of Human Rights exclusively to address violence against women. It defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination.

CEDAW calls for the following, among other things:
- Elimination of all forms of discrimination against women in political, economic, social, civil, cultural, or any other field
- Elimination of discrimination in public and private life
- Elimination of discrimination in customs and practices
- Promotion (by states) of gender equality through legislative and other measures

**1985 Nairobi Forward-looking Strategies for the Advancement of Women**

These strategies were adopted at the 1985 United Nations World Conference to Review and Appraise the Achievements of the United Nations Decade for Women, which commenced in 1975. The forward-looking strategies were a significant achievement because they were adopted with the consensus of all the governments present. Here, they agreed and acknowledged that women all over the world share common concerns, and pledged to pursue the advancement of women in their own countries and on a global scale within the next 15 years.

The five chapters of the forward-looking strategies address equality, development, peace, areas of concern, and international and regional cooperation. Each chapter identifies the obstacles to progress, basic strategies to overcome these obstacles, and a range of specific measures to implement these strategies. Subsequently, more documents were adopted for the implementation of the strategies, including the Declaration on the Elimination of Violence against Women, Beijing Platform for Action (1995), and other UN resolutions.

**1993 Declaration on the Elimination of Violence against Women**

This declaration was meant to strengthen and complement the implementation of CEDAW and the Nairobi forward-looking strategies, especially with regard to the elimination of violence against women. It defines violence against women as any act of 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. The declaration recognized that violence against women is an obstacle to the achievement of equality, development, and peace and further called for the upholding of the rights and freedoms of women.

**1995 Beijing Platform for Action**

The Beijing Platform for Action, adopted in 1995 at the Fourth World Conference on Women, acknowledged that the status of women had advanced in some respects but that this development was uneven. It reported that inequalities between men and women persisted, with serious concerns for the well-being of women.
sought to address the remaining concerns and obstacles to equality. The declaration reaffirmed the commitment to ensure the full implementation of the human rights of women and the girl child as an inalienable, integral, and indivisible part of all human rights and fundamental freedoms.

The Beijing Platform for Action is an agenda for women's empowerment. It aims at accelerating the implementation of the Nairobi Forward-looking Strategies for the Advancement of Women and removing all the obstacles to women’s active participation in all spheres of public and private life through a full and equal share in economic, social, cultural, and political decision making. This means that the principle of shared power and responsibility should be established between women and men at home, in the workplace, and in the wider national and international communities. Equality between women and men is a matter of human rights and a condition for social justice, and is also a necessary and fundamental prerequisite for equality, development, and peace. A transformed partnership based on equality between women and men is a condition for people-centred sustainable development. A sustained and long-term commitment is essential, so that women and men can work together for themselves, for their children, and for society to meet the challenges of the 21st century.

1997 UN Economic and Social Council Report on Gender Mainstreaming

This report summarized the agreed conclusions on the concept of mainstreaming gender into all the activities of the United Nations. It recognized that a gender perspective had not yet been fully integrated into mainstream UN activities, and therefore sought to promote a coordinated and coherent policy of gender mainstreaming and the central principles associated with it. It also made recommendations to all actors across the UN system.

The report defined the concept of gender mainstreaming and set out the principles of mainstreaming, such as the following:
- Responsibility for translating gender mainstreaming into practice is system-wide and rests at the highest levels.
- Accountability for outcomes needs to be monitored constantly.


Resolution 1325, adopted by the UN Security Council in 2000, was a major milestone for women. It established four major perspectives on women in peace and security. It recognized women's roles in the prevention and resolution of conflict, peace negotiations, peacekeeping, humanitarian work, and post-conflict reconstruction. It stresses the importance of women's participation and their full involvement in all efforts to maintain security.

This resolution has been summarized as the “four Ps”:
1. Participation of women in peace and conflict
2. Protection of women during conflict
3. Prevention of conflict
4. Prosecution of gender-based violence and gender-related crimes

Since its adoption, five additional resolutions (1820, 1888, 1889, 1960, and 2122) have been adopted, creating what is known as the UN’s women, peace, and security framework. This framework forms the basis for advocacy, education, reform, and capacity building on gender equality and women’s rights as they relate to peace and security operations.
2003 Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa

Also known as the Maputo Protocol, this protocol seeks to ensure that the rights of women are promoted, realized, and protected in order to enable them to enjoy fully all their human rights. Article 2(1) obliges all state parties to combat all forms of discrimination against women through appropriate legislative, institutional, and other measures. Specifically, this article requires the following:

a. Inclusion of the principle of equality in constitutions and other legislative instruments
b. Enactment and implementation of appropriate legislative or regulatory measures, including those prohibiting and curbing all forms of discrimination
c. Integration of a gender perspective into policy decisions, legislation, development plans, programmes, and activities, and in all other spheres of life
d. Correction and positive action in those areas where discrimination against women continues to exist
e. Supporting local, national, regional, and international initiatives directed at eradicating all forms of discrimination against women
2004 African Union Solemn Declaration on Gender Equality in Africa

This declaration sought to reaffirm the commitment of African states to gender equality, as enshrined in various regional and national instruments. Parties agreed to accelerate the implementation of gender-specific economic, social, and legal measures aimed at combatting HIV/AIDS and other related infectious diseases.

It also sought the following:

- Full participation and representation of women in the peace process, as stipulated in Resolution 1325
- Campaigning against gender-based violence, recruitment of child soldiers, and sexual slavery
- Ensuring the education of girls and the literacy of women, especially in rural areas

Under Article 12, the state parties also committed themselves to report annually on the progress made on gender mainstreaming, to support and champion all issues raised in the declaration, both at national and regional levels, and regularly to provide one another with updates on progress made in ordinary sessions.

Other instruments on gender equality include the following:

- 1994 Dakar Platform for Action
- 1999 African Plan of Action to Accelerate the Implementation of the Dakar and Beijing Platforms for Action for the Advancement of Women
- 2002 Durban Declaration on Gender Mainstreaming and the Effective Participation of Women in the African Union
- 2003 Maputo Declaration on Gender Mainstreaming and the Effective Participation of Women in the African Union
- 2007 Nairobi Declaration on Women’s and Girls’ Rights to a Remedy and Reparation

National instruments, including the constitution, the gender policy (if it exists), and equality laws, should also be discussed.

SUMMARY

Summarize the session by highlighting the following:

1. There are numerous international and regional instruments that provide for gender equality and also provide the mechanisms through which countries can progress towards gender equality.
2. As members of the international community and regional bodies, countries have an obligation to act in accordance with the principles of the instruments that they have ratified.
3. National norms and standards for gender equality (discuss in detail) exist and should be compared and contrasted with international and regional standards (discuss the similarities and differences in detail).
MODULE 3: WOMEN IN POLICING

ALLOTTED TIME: 3 HOURS

MODULE OBJECTIVES

At the end of the session, the participants will:

1. Be aware of the level of representation of women in the national police agency
2. Identify the existing legal framework for the promotion of women’s participation in the police service
3. Identify existing practices that discriminate against women and impede the participation of women in the police sector
4. Identify measures towards addressing historical barriers to women’s participation in the national police service
5. Identify actions and recommendations on increasing the number of women in the police sector with regard to recruitment, promotion, deployment, and training
Content
1. Participation of Women in the Police Service – Facts and Figures
2. Factors that Limit or Impede the Participation of Women in Policing
3. Challenges that Women Face in the Police Service and Measures to Increase their Participation

Methodology
Short lectures
Case studies
Discussions
Role plays

Learning Resources
Police service gender policies
Laws and policies on gender in policing
Police service standing orders
Police Act
Resource persons (gender and policing experts)
Newspaper extracts
Video
Writing pen and paper
Markers
Manila paper
SESSION 1: PARTICIPATION OF WOMEN IN THE POLICE SERVICE – FACTS AND FIGURES

Notwithstanding the firm legal frameworks that are in existence for balanced gender representation in the police service, the ratio of male officers to female officers remains skewed against women. It is now well established that effective policing requires that police institutions fully integrate all personnel and ensure that they are effectively utilized, thereby tapping into the full complement of available capabilities and skills. Historically, however, police institutions have tended to have women serve in peripheral areas of policing.

In this module, participants shall be invited to reflect on the status of promoting equality in participation. Further, there shall be an analysis of factors (external and internal) that contribute to the marginalization of women in police institutions. At the end of the session, the participants will identify actions that can be taken towards contributing to a facilitative work environment that is conducive to full, equal participation.

The facilitator should have handouts on current gender-disaggregated statistics on the composition of the national police service. Share this with the class so that participants are aware of the status of gender representation within the police service. The facilitator should lead a discussion on the situation of women in the police service:

- Structure of the police service
- Data on the police service (numbers of males and females)
- Representation of women in the police service in the various arms/levels
- Existing gender equality frameworks in the country (international, regional, national, and institutional)
SESSION 2: FACTORS THAT LIMIT OR IMPEDE THE PARTICIPATION OF WOMEN IN POLICING

Step 1: The facilitator can conduct the following two exercises, which are aimed at gauging individual and societal perceptions that contribute towards the diminished role of women in the service.

EXERCISES

Activity 1: Inform participants that this activity is a drawing game. Distribute written instructions (prepared ahead of time) that they are to read silently. Tell them that they are not allowed to ask questions. Suggested instructions: Think of a busy police station with a large number of violent crimes reported there. Imagine the daily routine of a police officer stationed at this police station. Draw the police officer at the station with whatever background you choose, illustrating clothing, work environment, tools of work, etc. After finishing the picture, please write down the officer’s name and your name. Ask the participants to pin up on the wall the pictures that they drew and discuss the images. Note: Highlight the roles that are ascribed to female and male officers in the drawings. Where there is an apparent bias, the trainer should draw attention to this, but be sensitive about it. Facilitate a conversation that explores the perceptions manifested.

Activity 2: A mother and her four-year-old son are walking down the street. Suddenly he exclaims, “Mommy, look, a policeman lady!” Why did the boy say this? Have the participants discuss this in small groups for five minutes and then share their responses with the larger group.

Step 2: Reflection Exercise

- Ask the participants to list the roles of the police and the nature of police work.
- Note these and put them up on a board.
- Go through each of the roles and let the participants determine if both a man and a woman can perform it.
- Invite the participants to list gender stereotypes within the police service as well as other factors that have contributed to women’s current representation in the police service.
- Facilitate a discussion on the culture within the police service.
CHALLENGES FACED BY FEMALE OFFICERS IN THE POLICE SERVICE

Tokenism

Tokenism is the practice of making only a symbolic effort to do a particular thing, for example by recruiting a small number of people from the under-represented groups in order to give an appearance of gender or racial equality within a workforce.

Since women are few in number, they are highly visible as tokens, which leads to pressures that leave little margin for error. Tokenism also leads to negative attitudes from male employees, who may view them as hired not on merit but as a reward, or as a “correction of a wrong” or affirmative action. This is also a stressor for female police officers.
Paternalistic Treatment

Women are expected to do less than the men, are extravagantly praised for doing an average job, and are denied opportunities to take initiative or are criticized for doing so (acting like a man). Women supervisors may have to deal with the refusal of male subordinates to acknowledge their rank. Beyond the negative attitudes of individual men, the work culture is characterized by drinking, crude jokes, and sexism, and demands that women who enter it subsume male characteristics to achieve limited acceptability (Martin 1996).

Pressure to Conform to Gender Stereotypes

In some cultures, women are perceived as mother, little sister, or seductress, which limits their behavioural flexibility. An error of an individual women is exaggerated and generalized to all women as a class. Conversely, positive efforts to organize a women’s association or advance an individual woman, regardless of her accomplishments, raises concern about women getting “favoured treatment”. The dynamics of language, sexuality, appearance, and demeanour lead women in the sector to wonder whether they should tolerate being called mrembo (Swahili word for beautiful) or “sweetheart” by colleagues.

“There is a certain finesse a woman has to have, a certain feminine grace. If you tell it like it is and don’t watch your figure or fix yourself up or have what the men expect, you won’t be given preference.” (Martin 1996)
Sexual Harassment

Sexual harassment includes propositions and threats, unwanted touching, and comments that call attention to women’s sexuality or express anti-women sentiments (Martin 1996). Sometimes in these situations, women do not unite and take coordinated action to press for change. Instead, they tend to reproach each other, asserting that those who get sexually harassed “ask for it” through their demeanour or behaviour.

STRATEGIES TO INCREASE WOMEN IN THE POLICE SERVICE

Gender Mainstreaming

Definitions of gender mainstreaming (see Module 2) include the following:
• Strategies to achieve gender equality
• Identifying concrete actions to promote gender quality
• The 1997 UN Economic and Social Council report comprehensive definition

Gender mainstreaming consists of two components: incorporation of gender perspectives and attention to the goal of promoting gender equality.

Taking a gender perspective enables one to see how a policy, project, or activity affects women or men in different ways in order to make the policy, project, or activity more effective and to achieve better results. An important part of applying a gender perspective is conducting a gender analysis.

A gender perspective requires the following:
• Recognizing the differences between men and women – their specific situations, conditions, and priorities
• Viewing both men and women as potential actors in the field of policing
• Looking at the different impacts of activities, programmes, and policies
• Designing programmes, activities, policies, and interventions that are gender sensitive and that will take into account those differences

A gender analysis is an analytical framework for understanding the differences between men and women, which in turn can lead to more effective, efficient, and targeted policy formulation and programming, as well as more informed decision making for the benefits of both men and women. Once one has acquired the gender perspective, through conducting a gender analysis, one can now proceed to develop a policy and programme that promotes gender equality.

NOTE

A gender perspective is not a separate thing that is only to be taken into account for specific gender projects. It should be integrated into every project, policy, and activity.
Gender Equality in Policing

Making policies and programmes that adopt a gender perspective means taking into account the differences and inequalities between men and women when designing interventions.

National Laws and Policies

National laws and policies are key in providing the framework for taking steps and actions towards gender equality.

Key laws may include the following:
- The constitution
- National policy relating to gender equality
- National laws that constitute the national police service/force
- Police service standing orders

There are already laws and policies on women’s integration into the service/force. As we have seen, the culture and the organizational structure in many police forces are neither welcoming nor supportive of women’s growth. In addition to affirmative action and quotas, there are various other approaches that can progressively improve the integration of women into the police force.

Policies and Programmes

A number of measures can be taken to promote the participation of women in the police service.

Recruitment and Selection
- Recruitment should be open to both men and women, with equal opportunity; measures should be taken to achieve proportional gender representation at all levels. The proposed gender composition per country should be observed.
• In cases where one gender is under-represented, special recruitment programmes can close the gap.
• The recruitment criteria should be broad, focusing not only on physical and technical skills, in which men are likely to have an initial advantage, but also other skills important in policing, such as interpersonal skills and conflict resolution, at which women are more likely to excel.
• Policies and procedures geared towards increasing the number of women in the police force, especially in middle and senior management positions, should be adopted. The target should be not less than a third, if not 50 percent. Where this has already been adopted, work should focus on implementation.
• Career development programmes for women in the force need to be promoted.
• Gender focal points should be recruited and trained to advocate for gender mainstreaming in the force.
• Qualified male and female officers should be considered equally for promotion to middle and senior management positions.
• Where one gender is under-represented in senior positions, policies on effective accelerated promotions that also secure quality skills in policing should be adopted.
• Pregnancy should not bar female officers from in-service training or other training and development opportunities, but this may be deferred until after delivery.
• Male and female officers in the same position should receive equal remuneration and benefits.

Training
Skewed access to training opportunities may foster inequality, as those who do not have access to core training opportunities will be seen to lack the core competencies required for senior positions. Deliberate measures should be taken to remove policy and administrative barriers that limit female officers’ access to training (for instance, training schedules that disadvantage pregnant officers).

Assignments
Unless care is taken, allocation of assignments may compound the gender imbalances within the police service. For instance, traditionally women are assigned to work stations and desks, as opposed to patrols and other assignments outside the office.

Both formal rules and informal practices hinder women’s careers in policing by pressing them to take certain less desirable assignments – for example, by assigning them more routine cases, while the high-profile investigations are reserved for men.

Performance Evaluation and Promotion
Institutionalizing performance evaluation is a key tool towards ensuring gender mainstreaming policies within the service. It provides the basis for advancement based on merit. The approach enhances accountability and also allows for gender-sensitive, gender-responsive measures to be taken at the supervisors’ level.

Formulation and Implementation of Gender Policies
One objective of the gender policy is to increase women’s access to the police service, and improve their performance and retention therein. The strategies to achieve this include the following:
• Increasing the representation of female police officers by using affirmative action during recruitment
• Career advancement courses for female police officers
• Improvement of welfare standards for female police officers
• Opening space for professional posts for female police officers
Approaches to Enhancing Gender Policy Strategies

- Gender mainstreaming, which aims at integrating gender issues into planning, programmes, activities, monitoring, evaluation, and budgets at all levels within the police service
- Capacity building on women’s empowerment
- Affirmative action, which aims at correcting past gender imbalances through the promotion of women within the structure of the police service
- Gender services such as services to respond to and prevent gender-based violence

Operational Strategies

- Making sure the equipment and infrastructure is friendly for women in policing: Are there bulletproof jackets that fit women? Do they have the right shoes for women?
- Deploying more women to the operational side of policing, in addition to the “softer” side of policing; both male and female officers can assigned or deployed to any part of the country.
- Encouraging the deployment of married couples to the same location.
- Currently, technology allows for operations to be carried out from far away; it has nothing to do with carrying heavy weaponry. If there is a fear that fighting equipment is too heavy, women can operate equipment such as patrol cars and fighter jets.
- The police sector should engage the government to manufacture equipment that is gender rationalized.
- Ensuring that policy frameworks, programmes, and activities are gender responsive.

Sexual Harassment

- Ensuring strict implementation of the sexual harassment policy of zero tolerance, and where none is in place, adopting one.
- Reports of sexual harassment complaints should be taken seriously and acted upon.
- All police officers are responsible for keeping their own workplace free of sexual harassment.

Other Policy Recommendations

- Review all policies, plans, and programmes of the police service for gender impact, and make the relevant adjustments.
- Make budgetary allocation for gender equality implementation programmes.
- Keep reviewing and updating the gender composition statistics to enable proper planning and implementation of the above approaches.

I am battle scarred but am wiser and well understand my position in the police culture. I understand those who harass me, why they do it and how they do it. I understand them better than they understand me.

Now I glory in my womanhood. I do not try to conform to a masculine culture, nor do I wish to. Each time I am attacked, I draw strength from my attacker. Each time I am attacked, it gives me validation of my ability as a police officer. I am part of the future, if I can endure...

Wendy Austin, *The Socialisation of Women Police: Male Officer Hostility to Female Police Officers* (NSW Police Service, 1996)
Notwithstanding the strong legal frameworks for increased representation of women in security, the percentage of women in the police service remains low, with negligible representation in positions of leadership. The reasons for this are both historical and structural. Deliberate measures need to be taken to enhance the representation of women and increase the number of women in senior ranks.

Implications of the Social Constructions of Gender in Policing

- With reference to Activity 2 in Session 1, point out to the participants that traditionally police have mostly been men. As a product of socialization, the boy can only conceive of the appropriate name for anyone working as a police officer being “policeman”. The gender of the traditional worker and the name of the job have been conjoined, hence the boy calls the policewoman a “policeman lady”.
- Despite entry into the police force by women, law enforcement remains one of the most male-dominated and masculine occupations. Similar to other male-dominated professions such as firefighting and the military, the gendered nature of these organizational structures shape the behaviour of men and women; gender role expectations condition people’s responses.
- Traditionally, since the norms and expectations of appropriate behaviour for police are associated with enacting masculine behaviour, women entering the occupation encounter dilemmas. As police, they are expected to display masculine behaviour in interacting with fellow workers as peers; as women, they are expected and pressured to display feminine behaviour. When does one act like a police officer and when does one act like a lady?

Gender Roles and Policing

Society has traditionally viewed men as responsible for activities that require their physical strength, such as house building. On the other hand, since only women can bear children, many societies use this biological role as the basis upon which to allocate other roles, such as caring for children and doing domestic chores.

Policing has traditionally been an occupation where physical, violent labour has been accepted, required, and valued. Consequently, policing is seen as dependent upon physical abilities such as running, climbing, and fighting, and is potentially a legitimate outlet for aggression at work.

Police Culture and Stereotypes


Police culture is a type of organizational culture that contains unwritten rules and social codes that dictate the way a person within the culture will function, as well as building a strong sense of solidarity among the group and a will to conform. Police culture deals specifically with the behaviour of officers within the force. There are social, interactional, and micro-political activities that have cast policing as a masculine profession:

- These gender stereotypes and assumptions have been used to exclude women from becoming fully participating, vested police officers with job roles and responsibilities similar to those of their male counterparts.
- These stereotypes extend into policies and programmes in the force.
- Even when there are proper policies in place, the implementation is still hampered by the stereotypes.
- Even when these stereotypes have been overcome, and women have joined the force, the stereotypes are still reflected in the low numbers of women in the force or by the differential deployment and role assignment in the force.
Men drink together after work and participate in team sports and other recreational activities. Women’s limited participation in this informal off-duty socializing deprives them of an important source of information and feedback, and the opportunity to make contacts, cultivate sponsors, and build alliances that contribute to occupational success (Martin 1980).

Women will mostly be assigned to specialist positions to deal with traditionally “soft” issues, such as relating to women and children. This becomes a vicious cycle, as the men in the police force disregard these roles and refer to them as women’s work, while regarding highly those that require physical strength.

**Crime fighting = real police work = more glamorous and rewarding = men**
**Service and order maintenance tasks = peripheral = less glamorous = women**

While the number of women in the force remains dismally small, these numbers also decrease as you go up the ranks. Women thus remain under-represented in upper-level management, reproducing the gendered power relations that exist in society at large.

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**SUMMARY ACTIONS**

Possible measures to tackle police culture:

- Educate female officers on police culture to equip them with the skills needed to deal with it and build support networks.
- Engage with communities in order to change social and cultural perceptions of the police.
- Changing police culture to reduce the marginalization of women in the force requires the men to be trained on and made aware of gender issues.
MODULE 4: PROCESSING AND MANAGING GENDER-BASED VIOLENCE AND GENDER-RELATED CASES

ALLOTED TIME: 3 HOURS

MODULE OBJECTIVES

At the end of the session, the learners should be able to do the following:

• Define gender-based violence and gender-related crimes
• Identify the key legislative framework for prevention of and protection against gender-based violence
• Identify effective strategies to handle the reporting, investigation, and evidence management of gender-based violence and gender-related crimes

Content
1. Definition of Gender-based Violence
2. Legislative Framework for Handling Gender-based Violence
3. Role of Police in Addressing Gender-based Violence

Methodology
Lectures
Discussions
Case studies
Role plays

Learning Resources
Standard operation manuals/procedural provisions
Police force standing orders, where appropriate
Penal code and penal provisions
Relevant acts of parliament, such as the Evidence Act, Sexual Offences Act, Child Protection Act, and act/law establishing the National Police Service
Handouts
INTRODUCTION

Gender-based violence is a global issue of pandemic proportions that has an impact on all societies. It violates the rights and fundamental freedoms of survivors. Such violence can have a devastating effect on the lives of survivors, their families, and their communities. Studies conducted across the world suggest that no society can consider itself immune from such violence. Violent practices that victimize women and girls transcend social, cultural, ethnic, and religious boundaries. At least one in every three women around the world has been beaten, coerced into sex, or otherwise abused in her lifetime – with the abuser usually someone known to her.

Police are at the frontline of the criminal justice system. They are often called upon to intervene when an act of violence is in progress or shortly after it has occurred. Police work with survivors, offenders, witnesses, and various forms of evidence. Their attitude and response to all involved can have a dramatic impact on ensuing developments, including the prevention of future violent acts and the protection of survivors. For example, in situations of recurring acts of domestic violence, the police response can help survivors leave a violent relationship or, conversely, the survivor, believing that nothing and no one can assist them, may remain in an abusive, violent setting.

Through enhanced practices, ensuring greater access to services such as shelters, counselling, and legal assistance, improved presentation of evidence at trial, and application of effective measures to protect survivors and witnesses, police can play a significant role in bettering the lives of all women. Police have long been under criticism for not doing enough to protect women from violence and for an often apathetic attitude towards the problem. However, police are only part of a much larger system: the cooperative, coordinated, and effective involvement of courts, prisons, communities, non-governmental organizations (NGOs), and civil society is required to protect women against violence.

This module is designed to assist police officers by familiarizing them with the relevant international laws, norms, and standards relating to violence against women and informing them about some promising practical approaches to effective police response to acts of violence against women.

It is hoped that police – as first-responders, investigators, supervisors, and managers – will benefit from the descriptions they will find in this module of good strategies, procedures, and practices that thereby enhance the safety and security of women in their communities.
SESSION 1: DEFINITION OF GENDER-BASED VIOLENCE

ALLOTED TIME: 1 HOUR 30 MINUTES

NOTES FOR THE TRAINER

1. Obtain copies of the relevant statutes (for example, statutes that relate to domestic violence, the penal code, etc.) for distribution to all participants.
2. Photocopy enough copies of the handouts.
3. Distribute handouts as indicated in the manual.

ACTIVITY

Invite participants to brainstorm on the following

• Meaning of gender-based violence
• Different forms of gender-based violence
• Causes of gender-based violence

List each of the responses on a flip chart (1 hour). Discuss the various responses (30 minutes).

TRAINER’S NOTES

Definition of Gender-based Violence

1. Gender-based violence is an act or practice that results in physical, sexual, or psychological harm or suffering.
2. The violence is meted out primarily on account of the victim’s gender.
3. Women and girls are disproportionately affected.
4. It is meted out with a view to controlling, intimidating, and humiliating the victim or forcing them into subordinate positions.
Characteristics of Gender-based Violence

1. It is driven by unequal power relationships between males and females.
2. The violence is mostly directed against females on account of their gender.
3. Forms include the following:
   • Spousal violence, domestic violence, battering
   • Sexual violence, including spousal rape
   • Forced prostitution
   • Trafficking in women
   • Female genital mutilation
   • Harmful cultural practices – for example, early marriage, femicide, widow inheritance

Domestic Violence

Physical, verbal, emotional, psychological, and/or sexual abuse of a woman or man by her/his partner or spouse. It includes the following:
• Threatening or intimidating words
• Abusive or demeaning language
• Isolation
• Rape or other sexual violation
• Denial of financial access or control
• Cruelty towards the partner and/or other people and things that they cares about

Domestic violence occurs in the following circumstances:
1. Where the victim and perpetrator are in or were in a familial relationship (husband/wife; parent/child; in-laws; siblings, etc.).
2. The perpetrator and victim are related by marriage, adoption, or kinship.
3. The perpetrator and victim share the same residence.
4. The victim is an employee of the perpetrator.

Gender-based violence is incompatible with the dignity and worth of the human person. Its occurrence stems from the fact that society confers on women a lower status than men.

Causes of Gender-based Violence

• Unequal power relations between men and women
• Women’s subordinate social, economic, and legal status
• Women’s (socialized) lack of assertiveness
• Societal conditioning that supports the superiority of the male
• Social norms that tolerate and justify violence against women
• Inter-generational continuity (it is documented that those who experienced violence as children are likely to be abusers when they grow up)
• Alcohol and drug abuse
a) Economic Abuse
This refers to the deprivation of all or some economic or financial resources which the victim requires out of necessity, including the following:

- Controlling access to money – for example, selling the victim’s property and refusing to give them the money
- Depriving the victim of necessities such as food or rent, or denying them access to land for the cultivation of food, etc.
- Denying the victim access to property such as a car
- Eviction from the matrimonial home or bed
- Refusal to pay rent in a shared household
b) Emotional Abuse
This refers to a pattern of degrading and humiliating actions towards a victim, aimed at hurting their feelings and diminishing their stature, including the following:

- Repeated insults, ridicule, and name calling
- Repeated threats to cause emotional pain
- Repeated possessiveness or jealousy aimed at invading the victim's privacy, liberty, integrity, or security

c) Sexual Abuse
This refers to any harm that compromises a person's control over his or her sexuality. It includes any conduct of a sexual nature that abuses, humiliates, degrades, or otherwise violates the dignity of another person, including the following:

- Forced sex (including marital rape)
- Having sex of any kind against the will of the partner
- Engaging in risky sexual conduct that exposes the partner to sexually transmitted diseases
- Inserting foreign objects into the victim's private parts

d) Physical Abuse
This refers to any act or conduct that causes bodily pain, harm, or danger to life, limb, or health, or which impairs the health or development of the victim, such as assault, strangling, hitting, slapping, burning, or kicking.

Consequences of Gender-based Violence

- Death
- Psychological harm to the victim and their family
- Mental illness
- Lack of peace in the family
- Poor nutrition, chronic illness, miscarriage, delivery of low birth weight children, etc.
- High cost of medical care for survivors
- Exposure to sexually transmitted infections
- Withdrawal, anxiety, and depression
- Aggression among children, and the increased chance that they will become abusive as adults

NOTE
It is important to note that survivors of domestic violence are often caught up in a cycle of violence, and unless afforded sufficient protection and support, they are likely to return to the dangerous environment.
The cycle of violence goes through the following stages:

1. **Tensions Building**
   Tensions increase, breakdown of communication, victim becomes fearful and feels the need to placate the abuser

2. **Incident**
   Verbal, emotional, and physical abuse; anger, blaming, arguing, threats, intimidation

3. **Reconciliation**
   Abuser apologizes, gives excuses, blames the victim, denies the abuse occurred or says it wasn’t as bad as the victim claims

4. **Calm**
   Incident is "forgotten"; no abuse is taking place; the "honeymoon phase"

Pose the following question: Why do people remain in violent relationships/situations? Participants are likely to respond as follows:

- They are threatened with death or dire consequences.
- They are afraid that their children will grow up without one parent.
- They keep on hoping that the perpetrator will change.
- They fear the stigma of being separated.
- They are not economically independent.

Once the police understand this, they will be better able to take decisive action against perpetrators without being swayed by requests to settle the matter out of court. In order to break the cycle of violence, the survivors should report to the police or seek help from a family member or friend.
# Myths and Stereotypes about Perpetrators of Gender-based Violence

<table>
<thead>
<tr>
<th>MYTH</th>
<th>REALITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender-based violence only happens to poor and marginalized women.</td>
<td>Gender-based violence happens among people of all socio-economic, educational, and racial profiles.</td>
</tr>
<tr>
<td>Men cannot control themselves. Violence is simply part of their nature.</td>
<td>Male violence is not genetically based. It is perpetuated by a model of masculinity that permits and even encourages men to be aggressive.</td>
</tr>
<tr>
<td>Most women are abused by strangers. Women are safe when they are home.</td>
<td>Studies consistently show that most women who experience gender-based violence are abused by people they know; often the perpetrators are those they trust and love.</td>
</tr>
<tr>
<td>Women who experience gender-based violence provoke the abuse through their inappropriate behaviour. Within many societies, there is a widespread belief that women often deserve or provoke the violence they receive — for example, that disobedient wives deserve to be beaten by their husbands or that women who were raped were probably “asking for it” because of the way they dressed or acted.</td>
<td>As community leaders/advocates/health providers/educators/police, it is extremely important to examine our own individual values and beliefs about gender roles. Blaming the victim can cause great harm to a survivor and reflects a failure to acknowledge gender-based violence as a violation of human rights.</td>
</tr>
<tr>
<td>Violence stops when a woman becomes pregnant.</td>
<td>Worldwide, as many as one in every four women is physically abused during pregnancy.</td>
</tr>
</tbody>
</table>

Ask participants to brainstorm on why men are violent and write the responses on a flip chart. The following are possible responses:
- Unmet demands and expectations
- The belief that they are engaging in “disciplinary action”
- Jealousy
- Stress at work
- Unmet sexual needs
- “She asked for it”
- Drunkenness
Gender-based violence is best discussed within the framework of human rights. An understanding of human rights is the greatest protection against a violation of individual integrity such as gender-based violence. This section takes the participants through international and regional instruments, the national constitution, and various legislation touching on gender-based violence and women’s rights. It is important to understand the legal framework in order to ensure justice for survivors.

TRAINER’S NOTES

Key Reference Material

**International Instruments**
The Universal Declaration of Human Rights, 1948
The Convention on the Elimination of all Forms of Discrimination against Women, 1979 (CEDAW)
The UN Declaration on the Elimination of Violence against Women, 1993 (DEVAW)

**Regional Instruments**
The Solemn Declaration on Gender Equality in Africa, 2013

**National Instruments**
Constitution, Bill of Rights
Penal Code
Children Act
Domestic Violence law
Sexual Offences Act
1. State responsibility with regard to individual rights: respect, promote, and protect.
2. State responsibility on signing onto regional and international instruments: must act in accordance with the spirit and letter of the instrument.
3. Like all human beings, women and girls are right holders and are entitled to have their rights respected, promoted, and protected.
4. The rights of women and girls are an integral part of universal human rights, which include the participation of women in political, civil, economic, social, and cultural life.
5. **CEDAW**
   - Focuses on women’s rights
   - Prohibits all forms of discrimination against women
   - Defines discrimination as any distinction made on the basis of sex that has the effect of impeding the enjoyment by women of their human rights and fundamental freedoms
   - According to Article 16(1), state parties are expected to take all appropriate measures to eliminate discrimination against women in all matters related to the following:
     a. Marriage and family relations
     b. Ensuring equality for men and women
6. **DEVAW**
   - Speaks directly to violence against women
   - Defines violence against women and its various forms
   - Requires governments to take measures to prevent and protect against violence against women, and ensure that when it happens there are appropriate remedies, protection for survivors, and sanctions against perpetrators
   - Ensures that key agencies are resourced to address violence against women

**SUMMARY**
SESSION 3:
ROLE OF POLICE IN ADDRESSING GENDER-BASED VIOLENCE

ALLOTTED TIME: 1 HOUR 30 MINUTES

INTRODUCTION

Gender-based violence touches people’s personal lives and is a sensitive issue that requires professional handling. Survivors have various needs, and it is important for police officers to know what to do, how to do it, and where to refer survivors to for specialized assistance or treatment.

ACTIVITIES

Activity 1: Invite participants to list common gender-based violence reported at their respective police stations (paste these on the wall).

Activity 2: Set up a role play where one group of participants depict a station that mishandles a gender-based violence case reported to the station and another group handles the matter professionally.

KEY PRINCIPLES FOR POLICE IN CREATING THE CORRECT ENVIRONMENT

1. Respect for and protection of human rights and dignity
2. Confidentiality
3. Safety of the survivor (do no harm/do not expose to further danger) – in appropriate cases, refer survivors to other actors who can provide counselling, medical aid, legal aid, protection in a safe house, etc.
4. Professionalism/objectivity
GUIDELINES FOR DEALING WITH GENDER-BASED VIOLENCE SURVIVORS

• Be non-judgmental (do not blame the victim).
• Be patient with the survivor; allow the survivor to narrate the incident at his/her pace.
• Ensure privacy for the survivor and assure them of confidentiality.
• Release information relating to the survivor only to authorized persons.
• Be sensitive to the survivor’s stress and fear.
• Establish whether an offence has been created by referencing the relevant statute.
• Be aware that the survivor may be suicidal because of depression, trauma, and desperation.
• If the survivor has injuries, these should be examined by an officer of the same gender.
• Connect the survivor to available support services (medical, legal, counselling, shelter, etc.) when required.

STEP-BY-STEP PROCEDURE FOR HANDLING GENDER-BASED VIOLENCE

The step-by-step guidelines are useful, as they ensure that all bases will be covered. However, where there is a risk to the health or life of the victim, this should take priority and warrant a diversion from the step-by-step procedures. This is an abridged guide, and the respective standing operating procedures will provide more detail. Reference should therefore be made to these where they exist.

NOTE
Survivors of gender-based violence and citizens report to police stations because they believe that the police will prosecute the perpetrators and assist the victim to get specialized treatment.

Step 1:
Survivor arrives at the station, either alone or with an escort, and goes to the reception.

Step 2:
Owing to the nature of the case, the officer at the reception desk should refer the survivor to the specialized desk or a private room. It is here that the statement is taken and a determination made on whether an offence has been committed that would warrant investigation.

The officer should first establish rapport by welcoming the survivor, introducing himself/herself, and explaining the process that will follow. If the survivor is unable to make a statement (e.g. has mental illness), the escort can make the statement on their behalf. After the statement has been recorded, the survivor should be given a reference number. If the equipment is available, the escort/witness can be recorded on video as they make the statement. The survivor signs the statement after confirming that it has been recorded accurately by the officers. Along with the details in the occurrence book, the specialized desk should maintain a record of the report and details from the interview.
If the survivor is a child, special measures should be taken to ensure that the child is protected. Good practice dictates that the child should be interviewed by an officer of the same gender. The specialized desk should maintain serialized records with disaggregated data to create a statistical record that is summarized monthly, quarterly, and annually.

Pre-interview Assessment
Before the actual interview, it helps to establish the following:

- The survivor’s psychological and mental stability
- The survivor’s physical well-being
- The survivor’s age and capacity to comprehend questions and discussion
- The survivor’s capacity to endure an interview at the time
- The most appropriate questions to ask in light of the survivor’s mental status
- The survivor’s immediate safety and protection needs

If the health of the survivor is at risk, Step 6 should take precedence.
**Step 3:**
If the survivor was accompanied, the statement of the escort, if relevant, should be recorded, along with contacts.

**Step 4:**
It is prudent to undertake a risk assessment so that the necessary measures are taken to protect the survivor and provide for their needs.

**Golden rule:** The life and protection needs of a survivor and witnesses are of paramount importance. At no time should their life, safety, or well-being be compromised. The survivor and witnesses should be informed of what is and is not possible in terms of support and protection measures. An officer should never make promises that they cannot keep, or that other officers or actors cannot keep.

Indicators of survivors who are at high risk of further harm:
1. Serious injuries (e.g. strangulation, life-threatening injuries)
2. Abuse (when the survivor is a child or spouse)
3. Use of weapons or evidence that the aggressor has access to weapons (a gun, a cane, a spear, a bow and arrow, etc.)
4. Threats of killing or serious harm
5. History of violence
6. Substance abuse
7. Fear (from the survivor) of a violent reaction from the suspect or his family following the report to the police

**Step 5:**
After finalizing the recording of the statement, the officer issues the survivor a medical form to be completed.

**Step 6:**
In appropriate cases, where it is observed that the health of the survivor is precarious, the survivor should as a matter of priority be referred to a health institution for the following:
- Physical examination
- Treatment of injuries
- Prevention of sexually transmitted infections such as HIV
- Prevention of unwanted pregnancy
- Collection of forensic evidence
- Medical documentation

**Step 7:**
For all sexual and gender-based violence cases, a medical form must be completed by a police surgeon as soon as possible. A police officer of the same gender should accompany the survivor. After the medical form is completed, it should be returned to the officer who issued it. The police should ensure that measures are taken to protect against HIV infection, including the administration of HIV post-exposure prophylaxis (PEP). The survivor’s file should be updated with the findings of the police surgeon. The privacy of the survivor is
There is an obligation to ensure that the survivor is well informed of all procedures and at all times their prior and informed consent is obtained for any contemplated action, especially medical intervention.

**Step 8:**
Investigations should commence immediately, even if the completed medical form has not yet been returned. The scene of the crime must be visited and preserved, and where possible pictures should be taken. Incriminating evidence must not be lost, as it could be tampered with. Exhibits should be handed over to the police for safekeeping; these include clothes that the victim was wearing at the time of the assault. If possible and appropriate, further statements can be recorded by the investigating officer.

**Step 9:**
In addition to physical injuries, the victim is likely to have suffered trauma and be in need of psychosocial attention. In this event, they should be referred to specialists for appropriate action. Depending on their circumstances, they may also require temporary shelter and legal aid.

**Step 10:**
Where there is sufficient evidence, the officer should proceed and arrest the alleged assailant, inform them of the alleged offence, and advise them on the options available. The suspect should also be referred to the police surgeon for medical examination, especially to determine HIV status. Caution must be taken not to infringe on the rights of the suspect relating to privacy. After compiling the file, the investigating officer can forward the file to the officer in charge of the station for advice. If the officer in charge advises prosecution, then the suspect should be presented to court within the stipulated timeline.

**RECORDS**

The record kept at the gender desk (or specialized desk) should capture the following:

- Serial number of the entry being made
- Date and time when report was made
- Language in which the statement was taken
- Survivor data – name, age, gender, occupation, tribe/race, residence/address, telephone number, and ID number where applicable
- Offender data, if known to the survivor – name, description, relationship to the survivor
- General condition of the survivor – e.g. any visible injuries or blood stains
- Detailed description of where and how alleged offence took place
- Names and contacts of witnesses, if any
- Items of evidence availed – these should be clearly marked for ease of identification
- Whether the offence is a repeat offence and, if so, previous reports made and results thereof
- Site/scene of crime visits, if any; recoveries made, if any, and related data
- Certificate of translation, if any (where the statement was recorded in one language then translated to a second language)
- Signature of the person taking the statement must be on every page
- Disaggregated data on gender-related crimes from the general reports of the station
PRESERVATION OF EVIDENCE

The investigator should take steps to preserve the following:

• Sensitive evidence that may deteriorate as time goes by – e.g. bloodstains and other stains
• Forensic investigation and test results (necessary to retain the value of articles of evidence)
• Photographic records of crime scenes and other relevant articles
• All documentary evidence related to the crime
• Any electronic evidence and data obtained from service providers in relation to the offence
• All articles provided in the office by the complainant relevant to the investigation

Again, reference should be made to respective standard operating procedures for detailed guidance.

PROCESSING CASE FOR PROSECUTION

In preparing the complaint for possible prosecution, the investigating officer should do the following:

• Record the survivor correctly and in detail. The complainant must be given the space and time to record in their own words the statement and particulars of the complaint.
• Note particulars of the crime reported, as most gender-based violence crimes are lost in the maze of common assault.
• Ensure the privacy of the survivor, using a separate room or facility for each survivor.
• Record facts; do not seek explanation or challenge the survivor, as that causes further trauma.
• Issue standard forms, such as the police medical form, and explain the process of their completion.
• Maintain a record (chain of custody) of critical pieces of evidence.
• Keep a clear record of the phases of investigation, the parties/experts involved, and their contacts.
• Avoid any steps that may be construed as tampering with evidence before forensic investigation.
• Maintain an exhibit store separate from the general store of the station.

DETENTION OF SUSPECTS AND SURVIVORS

The law and standing procedures govern the detention of adults suspected of crime. No special considerations require the attention of officers investigating gender-based crimes. However, the officer should take the earliest opportunity to obtain the necessary samples for forensic investigation.

It may be necessary to take into protective custody survivors of gender-related crimes who are minors. Such survivors should be presented to court at the earliest opportunity for placement in appropriate institutions.

PROSECUTION AND RELATED MATTERS

There is a children’s court within the judicial system of most member countries. There is, however, no court that is dedicated to gender-related offences; these are handled by the magistrate’s court together with other offences. The investigating officer must take the following steps in the prosecution of cases in member countries that use the common law system:
• Identify the offence suggested by the complainant’s statement.
• Ensure the offence falls within the parameters of a gender-related crime.
• Draft a charge for the approval of the state prosecutor.
• Arraign the suspect in court.

After this comes the residual role of preparing the complainant and witnesses to testify. Though not influential in the movement of the case through the court system, the investigating officer is critical in ensuring the attendance and preparation of the testimony of the witnesses. She/he is a crucial link with expert witnesses who have no contact with the survivor or the prosecutor at this stage.

CHECKLIST FOR PREPARING FOR TRIAL IN GENDER-RELATED CASES

Discussion point: Have participants share their experiences in preparing files for trial. What are the necessary steps to ensure the case proceeds on the due date?

DIVERSIONS AND NETWORKING

Because the police cannot provide everything that a survivor requires, in many instances it will be necessary for them to refer cases to other actors for specialized attention.

The nature of gender-related crimes often requires the services of professionals outside the security sector. Recovery from physical injury and trauma often requires the removal of the survivor from the environment.
of the crime. The gender desk should maintain contacts and addresses of institutions and individuals within and without official circles that offer certain services:

- Counsellors
- Safe houses
- Medical facilities
- Human rights defenders
- Individuals engaged in efforts to eradicate gender-related crimes

Conclude the session by distributing the exercises below among the groups. Have the groups discuss them and then present to the plenary.

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**TRAINER’S NOTES**

The investigating officer should ensure that the following elements are in place as the trial date approaches:

- Statements of all witnesses
- Reports of all experts that will testify in the case
- All official records that are relevant to the case and that will be produced in evidence – e.g. records of previous convictions, certificates awarded or withdrawn, etc.
- Investigation diary/records for the prosecution
Case Studies on Gender-based Violence

Case 1
Mrembo, a 35-year-old single mother, went to a graduation party of a daughter of one of her friends within the neighbourhood. There were many people and plenty to eat and different types of drinks. At around 9:00 p.m. Mrembo started walking back home. Simba, a man from the same neighbourhood, joined her on her journey home. On reaching an isolated corner, Simba attempted to rape Mrembo, but Mrembo fought hard and raised the alarm in order to rescue herself. In the process, Mrembo managed to twist Simba’s hand and punch his face, therefore enabling her to escape. Mrembo suffered a fractured hand and also had injuries on her face.

The following day, Mrembo went and reported the case to the police, who drove to Simba’s house and took him to the police station for investigation. While at the police station, Simba denied having attempted to rape Mrembo, but she proved that he (Simba) did it, citing evidence of the visible injuries to his face and hand.

During the interviews of both of them, Simba’s wife arrived and started accusing Mrembo of telling lies about her husband to get him imprisoned. She also accused Mrembo of being a prostitute who takes other people’s husbands. On hearing this, the police officer who was handling the case told Mrembo that she was going to embarrass herself if she opts to continue with the case. She told her that, after all, she is a grown woman and that, apart from the fractured hand and scratches on her face, she was not too badly injured. She also told Mrembo that she should accept whatever money Simba can afford to give her for her treatment and close the case. Mrembo unwillingly accepted not to proceed with the case.

Case 2
Bidii has been married to Shujaa for ten years and has four children with him. Bidii became a leader of a women’s development group in her village and started organizing meetings at a church once a week. She also started participating in workshops organized for leaders of community-based organizations in her sub-county.

Misunderstandings started in the family from the time Bidii assumed the leadership role. Shujaa suspected that Bidii has men whom she meets whenever she goes for the meetings. Leaders of women’s groups in this sub-county were given two exotic goats to enhance their economic capacity, and as soon as Bidii brought her goats home, Shujaa started telling people in the village that the goats were his and that Bidii, who is his “property”, came with nothing into the marriage and cannot claim to own anything. Every week, the couple would fight about these issues.

One fateful day, Bidii was told when she was returning from a meeting that her husband had sold the goats. She started looking for him and found him at the home of his second wife. Bidii complained that Shujaa had sold her goats and demanded the money. This sparked a quarrel. Villagers intervened and convinced Bidii to return to her home.

In the night, Shujaa returned to Bidii’s home. The quarrel resumed and resulted in a serious fight. Shujaa beat up Bidii and bruised her face, and also fractured the hand of his son, who had gone to his mother’s rescue.

Neighbours intervened and stopped the fight, but Shujaa insisted that Bidii and her children leave his home and threatened to kill them if he sees any of them again.
Bidii and the children went to the police station and reported the case. The police arrested Shujaa, who was violent and continued saying that he would kill Bidii and her children. The following day, Bidii and her children went to the police station again. The police had arranged to send Shujaa to court. Bidii feared the reaction of the extended family if Shujaa went to prison and withdrew the case.

Before releasing Shujaa, the police instructed him to cover the expenses for his son’s medical treatment and to give Bidii the money from the sale of her goats. Shujaa sold his bicycle to top up the money he paid Bidii for her goats and also accepted to cover his son’s medical expenses. A police officer counselled the couple and told Bidii that if she is to continue having meetings with her development group, she should hold them at her home; otherwise, she should withdraw from the group’s activities.

**Case 3**

Schana is a daughter of Mjane, a widow. Schana was defiled by a teacher in her school and informed her mother about the incident. The mother went to the police along with her daughter and reported the incident. The daughter narrated what had happened to her while at school. She also disclosed that while at school she had informed the head teacher, who abused her for accepting to take books to the teacher’s quarter. She further disclosed that the head teacher had told her never to tell anybody and had instructed her to return home. After recording their statements, the police officer told Mjane and her daughter to return home and wait until they are invited back to the police post after the arrest of the suspect.

Mjane had been encouraged to report the case to the police because of an earlier similar case. Taabu, the son of Jasho, a casual worker in the village, had attempted to defile a girl in the village, but was arrested and prosecuted – and was still in prison.

Fearing that some teachers in the school would seek revenge against her daughter, Mjane stopped sending Schana to school. After hearing nothing from the police for two weeks, Mjane and her daughter walked back to the police post. The police officer handling the case informed them that they had taken a statement from the teacher (the suspect), but had let him continue teaching due to the scarcity of teachers in the school. The police officer assured them that they would be contacted when the court hearing is fixed so that they could testify against the suspect.

After waiting for a month, Mjane and her daughter walked back to the police post to find out when the case was likely to be heard. The police officer handling the case informed Mjane and Schana that they had received information a week ago that the teacher who defiled Schana had run away from the school and no one knew where he was.

Have each group do the following:

- Identify the offences.
- List the stereotypes that are at play in the case.
- Evaluate the police handling of the case.
- List the positive actions.
- List the areas of concern.
- Make recommendations on how the matter could have been handled better.
MODULE 5: GENDER AND TRANSNATIONAL ORGANIZED CRIME

ALLOTTED TIME: 3 HOURS 30 MINUTES

MODULE OBJECTIVES

At the end of the session, the learners should be able to enumerate gender stereotypes and their implications for combatting transnational organized crime.

**Content**
- Definition of Transnational Organized Crime
- Gender Stereotypes and Transnational Organized Crime

**Methodology**
- Lectures
- Buzz groups
- Case studies
- Group discussions

**Learning Resources**
- International and regional legal instruments
- EAPCCO manual on transnational organized crime
- Relevant laws
- Handouts
- Flip charts and marker pens
- Metadata cards
- Resource persons (experts on transnational organized crime)
SESSION 1: DEFINITION OF TRANSNATIONAL ORGANIZED CRIME

ALLOTED TIME: 1 HOUR 30 MINUTES

INTRODUCTION

The purpose of this module is to expose participants to current understandings of how gender relates to transnational organized crime. Participants shall interrogate gender stereotypes and how they may impact efforts to prevent and combat transnational organized crime. It is recommended that the trainer commence the session by airing a clip on child trafficking.

DEFINITION OF TRANSNATIONAL ORGANIZED CRIME

Divide the participants into groups and have them write down definitions of the following (5 minutes):

- Terrorism
- Cybercrime
- Trafficking in persons
- Environmental crime
- Drug trafficking
- Piracy
- Trading in counterfeit drugs

After a discussion on the answers, have the resource person deliver the lecture.
This session should be conducted by an expert – preferably an officer with practical experience – through a lecture. The expert should prepare and distribute handouts to the participants for continued reference.

The lecture should cover the following topics:

1. International, regional, and national frameworks on transnational organized crime
2. The nature of transnational organized crime and its manifestations, including illicit trafficking of drugs, arms, and humans; money laundering; cybercrime; poaching; piracy; and the unlawful trade of fake products
3. Challenges in combatting transnational organized crime, including corruption, advances in technology, sophistication of criminal gangs, and limitations facing security agencies, among other issues
4. Strategies for combating transnational organized crime, including mutual legal assistance and extradition, strengthening law enforcement cooperation (particularly border control), public education, and poverty alleviation and literacy programmes

**SUMMARY CHART**

![Summary Chart Image]
SESSION 2: GENDER STEREOTYPES AND TRANSNATIONAL ORGANIZED CRIME

ALLOTTED TIME: 2 HOURS

Show a clip or documentary such as one in the list that follows (there are numerous video clips available online, particularly those prepared by International Organization for Migration):

- https://www.youtube.com/watch?v=IlF2j1gWWCI (child trafficking – the story of Salama)
- https://www.youtube.com/watch?v=aOXBXBLEFlM (All that Glitters is not “Diamond”)
- https://www.youtube.com/watch?v=TV_n4aixv0M (Australian senior citizens who win a free trip to Canada become drug mules)

After watching the clip/s, do the following:
1. Revisit the definition of gender stereotypes.
2. Challenge common stereotypes that conceal the vulnerability of women as victims of crime and how unfamiliarity with these can result in the survivor being treated as an offender.
3. Challenge stereotypes that provide camouflage for women as active participants in the commission of a crime.
4. Explore factors that contribute to women and girls being victims of crime.
5. Explore factors that contribute to women participating in organized crime such as trafficking in drugs and persons.
6. Discuss the impact of organized crime on survivors – for example, death, injury, vulnerability to sexual violence, and negative impacts on health such as emotional trauma (e.g. young people being separated from their families) and sexually transmitted diseases.
7. Discuss the special needs of victims of transnational organized crime, such as medical care and placement in safe houses and rehabilitation programmes.

Divide the participants into groups and distribute the following exercises.
Exercise 1
Sergeant Jasho and his team receive a report to the effect that five minors are being held in a house in Surprise Estate. On proceeding to the estate, they find the girls, who look tired and frail. They are unable to converse with the girls, as they do not understand any local languages. They call in an interpreter, and through the interpreter they learn that they are from a different country. When they prepare a briefing note to you as the officer in charge of the station, Sergeant Jasho and his colleagues advise that the minors should be charged with being in the country illegally and should be deported. What action would you take to confirm that this is the appropriate charge and action to take in relation to these girls?

Exercise 2
Taabu’s relatives report to Okoa Police Station to inform the police that she has called them from the country of Gizani. She had been taken there by a local recruitment company with the promise of a bright future. Taabu has informed her relatives that immediately upon arrival in Gizani, her employers confiscated her passport and kept her under lock and key. She is very fearful. The family seeks the assistance of Okoa Police Station to return her home. Discuss as a group, and identify steps that can be taken to secure the return of Taabu. Name key offices that would be instrumental in securing her return (e.g. the embassy in Gizani). Advise on possible actions that may be taken against the recruitment company.

TRAINER’S NOTES

Definitions and General Characteristics of Transnational and Organized Crime

Terrorism
There is no definition of terrorism that has been agreed on internationally. In some accepted definitions, terrorism has four characteristics: (1) the threat or use of violence; (2) a political objective and the desire to change the status quo; (3) the intention to spread fear by committing spectacular public acts; and (4) the intentional targeting of civilians.

Trafficking in Persons
Trafficking in persons is “the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs” (Protocol to Prevent, Suppress, and Punish Trafficking in Persons, Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime).

The purpose of this trafficking is predominantly for labour. Children and women are also trafficked for sexual services.

There are various factors that contribute to trafficking. These can be classified as “push” and “pull” factors. These include the offenders’ exploitation of the desire by potential victims to migrate. While exploiting this desire, the offenders are able to recruit and gain initial control or cooperation. Once the victims have been moved to another state or region, the methods are replaced by more coercive measures.

Key factors that push victims and increase their vulnerability include poverty, oppression, lack of human rights enforcement, lack of social or economic opportunity, dangers from conflict or instability, and similar conditions. Political instability, militarism, civil unrest, internal and armed conflict, and natural disasters may result in an increase in trafficking. The practice of entrusting poor children to more affluent friends or relatives may create vulnerability. Some parents sell their children, not just for the money but also in the hope that their children will escape a situation of chronic poverty and move to a place where they will have a better life and more opportunities (UNODC 2006).

Other factors that contribute to the problem include porous borders, corrupt government officials, the involvement of international organized criminal groups or networks, and the limited capacity of or commitment by immigration and law enforcement officers to control borders.
**Trafficking in Organs/Body Parts**

Body part trafficking is a subset of human trafficking, as defined by the United Nations Trafficking in Persons Protocol to Prevent, Suppress, and Punish Trafficking in Persons, Especially Women and Children, supplementing the United Nations Convention Against Transnational Organized Crime (Article 3a). Body part trafficking includes “the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of the removal of organs or other body parts.”

The black market is permeated with the illegal exchange of body parts. The typical body parts bought and sold on the black market are tissue, organs, bones, and blood. These body parts are either forcibly taken or bought from vulnerable persons, primarily those in extreme poverty, and sold to a variety of buyers, including university programmes, hospitals/county morgues that perform autopsies, and crematoriums and funeral homes. In some places, body parts are stolen or sold for human sacrifice or to create medicine.

**Drug Trafficking**

Drug trafficking generally refers to the sale and distribution of illegal drugs. Penalties for drug trafficking convictions vary according to the quantity of the controlled substance involved in the transaction. Common drugs include heroin, cocaine, and marijuana.

**Cybercrime**

Cybercrime is defined as a crime in which a computer is the object of the crime (hacking, phishing, spamming) or is used as a tool to commit an offense (child pornography, hate crimes, identity theft). Cybercriminals may use computer technology to access personal information or business trade secrets, or use the internet for exploitive or malicious purposes. Criminals can also use computers for communication and document or data storage. Criminals who perform these illegal activities are often referred to as hackers.
Cybercrime may also be referred to as computer crime. Cybercrime is an emerging form of transnational crime. The complex nature of the crime as one that takes place in the borderless realm of cyberspace is compounded by the increasing involvement of organized crime groups.

**Environmental Crime**
This includes large-scale poaching and illegal logging; as a result, 50 percent of the world’s species are facing the fastest human-made mass extinction. Given the diversity of locations where poaching, harvesting, transit, purchase, and consumption of wildlife occurs, illicit trafficking in endangered species is a transnational crime. Countries can be affected at source, transit, or destination points. Wildlife crime threatens national security and may endanger human and domestic livestock health through the spread of virulent diseases. Trafficking in natural resources such as timber generates billions of dollars in criminal revenues annually and contributes to deforestation, loss of species and their habitats, and climate change and rural poverty.

Organized criminal syndicates are moving poached or illegally harvested wildlife with the help of the same sophisticated techniques and networks used for illicit trafficking in persons, weapons, drugs, and other contraband. There are many challenges posed by the poaching and illicit trafficking of wildlife, including the involvement of number of related crimes such as fraud, counterfeiting, money laundering, violence, and corruption (UNODC 2006).

**Piracy**
Piracy off the Horn of Africa has become an increasingly serious problem. Recent years have seen an increased number of attacks, with pirates becoming more organized and more aggressive as they arm themselves with more advanced weapons. The methods of pirates, with the use of “mother ships” on which they can be based, allow them to hijack larger vessels over bigger distances, hundreds of kilometres off the coast. Piracy increasingly is linked to other forms of organized crime, given sophisticated intelligence collection networks and systematic corruption of local officials. Meanwhile, piracy is a key source of income for many communities, who receive funds from ransoms.

Lack of governance fuels piracy, which in turn perpetuates lack of security and economic disempowerment and undermines the rule of law regionally and globally.

**Nature of Organized Crime**
Organized crime threatens peace and security, violates human rights, and undermines the economic, social, cultural, political, and civil development of societies around the world.

As discussed above, transnational organized crime manifests in many forms, including as trafficking in drugs, firearms, and even persons. Organized crime groups exploit human mobility to smuggle migrants and undermine financial systems through money laundering. The vast sums of money involved can compromise legitimate economies and directly affect public processes by “buying” elections through corruption. It yields high profits for the culprits, but is very risky for the individuals who fall victim to it. Every year, countless individuals lose their lives at the hand of criminals involved in organized crime, succumbing to drug-related health problems, injuries inflicted by firearms, or the unscrupulous methods and motives of human traffickers and smugglers of migrants.

Organized crime has diversified, gone global, and reached macro-economic proportions: illicit goods may be sourced from one continent, trafficked across another, and marketed in a third. Transnational organized crime can permeate government agencies and institutions, fuelling corruption, infiltrating business and politics, and hindering economic and social development. And it is undermining governance and democracy by empowering those who operate outside the law.
The transnational nature of organized crime means that criminal networks forge bonds across borders as well as overcome cultural and linguistic differences in the commission of their crime. Organized crime is not stagnant, but adapts as new crimes emerge and as relationships between criminal networks become both more flexible and more sophisticated, with ever-greater reach around the globe.

In short, transnational organized crime transcends cultural, social, linguistic, and geographical borders and must be met with a concerted response (UNODC 2006).


This is the only international convention which deals with organized crime. It was a landmark achievement, representing the international community’s commitment to combatting transnational organized crime and acknowledging the UN’s role in supporting this commitment. The adoption of the convention at the fifty-fifth session of the General Assembly of the United Nations in 2000 and its entry into force in 2003 also marked a historic commitment by the international community to counter organized crime.

The convention offers states parties a framework for preventing and combatting organized crime and a platform for cooperating in doing so. States parties to the convention have committed to establishing the criminal offences of participating in an organized crime group, money laundering, corruption, and obstruction of justice in their national legislation. By becoming parties to the convention, states also have access to a new framework for mutual legal assistance and extradition, as well as a platform for strengthening law enforcement cooperation. States parties have also committed to promoting training and technical assistance to strengthen the capacity of national authorities to address organized crime.

The convention does not contain a precise definition of “transnational organized crime”. Nor does it list the kinds of crimes that might constitute it. This lack of definition was intended to allow for a broader applicability of the convention to new types of crime that emerge constantly as global, regional, and local conditions change over time.

The convention does contain a definition of “organized criminal group” in Article 2(a):

a. a group of three or more persons that was not randomly formed;

b. existing for a period of time;

c. acting in concert with the aim of committing at least one crime punishable by at least four years’ incarceration;

d. in order to obtain, directly or indirectly, a financial or other material benefit.

Since most “groups” of any sort contain three or more people working in concert and most exist for a period of time, the true defining characteristics of organized crime groups under the convention are their profit-driven nature and the seriousness of the offences they commit.

The UN Transnational Organized Crime Convention covers only crimes that are “transnational”, a term cast broadly. The term covers not only offences committed in more than one state, but also those that take place in one state but are planned or controlled in another. Also included are crimes in one state committed by groups that operate in more than one state, and crimes committed in one state that have substantial effects in another state.
The implied definition “transnational organized crime” then encompasses virtually all profit-motivated serious criminal activities with international implications. This broad definition takes account of the global complexity of the issue and allows cooperation on the widest possible range of common concerns.

Gender and Organized Crime

Most theories of crime either ignore gender entirely or merely focus on why females fail to resemble males in their behaviour. Women’s lesser involvement in crime is largely attributed to their unique biology, stressing, for example, their lack of courage, their piety, maternity, want of passion, sexual coldness, weakness, and undeveloped intelligence. The past 50 years, however, have seen gender, rather than biological sex, come to the fore in criminology, as in most social sciences, in increasingly sophisticated ways. Feminist scholars increasingly draw attention, for example, to the role of sex-role stereotypes and gender differentials of social control.

There is need to address both why women (especially those from developing countries) constitute an increasing proportion of criminals and also why they are still in the minority. A gender-conscious approach to studying organized crime cannot be limited to the mention of the impact of presumptively male criminals on women victims; nor can it pretend that women’s role in committing organized crime necessarily mirrors men’s. It should also recognize that these factors vary with modern socio-economic changes, especially women’s access to resources. Given that gender remains the single most powerful determinant of criminality (far more even than socio-economic or employment status), failure to adequately engage with it compromises the effectiveness of strategies formulated to prevent and combat transnational organized crime.

In order to combat these crimes effectively, it is necessary to not only focus on a particular incident but also undertake further investigations to gain insights into the network that is involved and hopefully bring the masterminds and financiers to account.

3 Sourced at https://www.issafrica.org/iss-today/a-new-look-at-women-and-organised-crime
ANNEX 1: DAILY EVALUATION

1. Evaluate the degree to which the daily objectives were achieved. Please circle the appropriate number (1 indicating 'not achieved' and 5 indicating 'fully achieved').

   Objective I: 1 2 3 4 5
   Objective II: 1 2 3 4 5

2. Rate the usefulness of the training day to your work as a police officer or trainer. Please circle a number (1 indicating 'not useful' and 5 indicating 'fully useful').

   1 2 3 4 5

3. Which activity contributed most to your learning?

4. Which activity contributed least to your learning?

5. Is there something that you feel you should be added to this day of training?
ANNEX 2: END-OF-WORKSHOP EVALUATION A

1. Were the workshop materials clear and easy to understand?

2. Please tell us what you found most useful in the workshop and why?

3. How will you use the knowledge and skills gained from the workshop in your work?

4. Please comment on the workshop methodology.

5. How might we improve on the workshop in the future?

6. Additional comments or suggestions.
ANNEX 3: END-OF-WORKSHOP EVALUATION B

We are interested in your feedback regarding the entire training you have undergone. Please answer the following questions.

1. How would you rate the relevance of the training on __________ that you have obtained in the last _____ days? Please circle the appropriate word or phrase.
   - Very relevant
   - Relevant
   - Somewhat relevant
   - Irrelevant

2. Which topics did you find useful for your work?

3. Which topics were least applicable to your work?

4. What have you learned from the training that you will apply to your work?

5. Please rate the following by ticking the appropriate box below.

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6. Additional comments.

Thank you for your response.
ANNEX 4: PRE-TEST

Anonymous number ____

1. What is gender?

2. How is gender different from sex?

3. Name three legal instruments that provide for gender equality.

4. Name three measures that can be taken to increase the representation of women in the police service.

5. What is gender-based violence?

6. Name three types of gender-based violence.

7. Name three types of transnational organized crime.
## ANNEX 5: TRAINING PLAN TEMPLATE

**TRAINING:**

**DATE/TIME:**

**RESPONSIBLE:**

**OBJECTIVES:**

**MATERIAL NEEDED:**

**LOGISTICAL REQUIREMENTS:**

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ANNEX 6: SAMPLE PROGRAMME

**TRAINING WORKSHOP ON GENDER, POLICING AND GENDER RELATED CRIMES**

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<td>Registration</td>
<td>Organizers</td>
</tr>
<tr>
<td>8:30–9:30 am</td>
<td>Welcome</td>
<td>Organizers</td>
</tr>
<tr>
<td>9:30–10:30 am</td>
<td>Introduction of participants</td>
<td>Organizers/Facilitators</td>
</tr>
<tr>
<td></td>
<td>Ice breaker</td>
<td></td>
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<tr>
<td></td>
<td>Expectations and fears</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agreeing on workshop code of conduct</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electing participants' representative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Workshop objectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Administrative issues</td>
<td></td>
</tr>
<tr>
<td>10:30–11:00 am</td>
<td>Health break and group photograph</td>
<td></td>
</tr>
<tr>
<td><strong>PART ONE: GENDER IN POLICING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00–11:45 am</td>
<td>Module 1: Guide to training methods and techniques</td>
<td></td>
</tr>
<tr>
<td>11:45 am – 1:00 pm</td>
<td>Session 1: Introduction to gender training</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Session 2: Preliminaries – setting the stage for effective training</td>
<td></td>
</tr>
<tr>
<td>1:00–2:00 pm</td>
<td>Health break</td>
<td></td>
</tr>
<tr>
<td>2:00–3:00 pm</td>
<td>Session 3: Facilitating training sessions</td>
<td></td>
</tr>
<tr>
<td>3:00–3:45 pm</td>
<td>Session 4: Quality control</td>
<td></td>
</tr>
<tr>
<td>3:45–4:00 pm</td>
<td>Evaluation</td>
<td></td>
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<tr>
<td></td>
<td>End of Day One</td>
<td></td>
</tr>
<tr>
<td><strong>DAY TWO</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30–9:00 am</td>
<td>Recap of Day One</td>
<td></td>
</tr>
<tr>
<td>9:00–10:30 am</td>
<td>Module 2: Understanding gender and gender perspectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Session 1: Understanding gender</td>
<td></td>
</tr>
<tr>
<td>10:30–11:00 am</td>
<td>Health break</td>
<td></td>
</tr>
<tr>
<td>11:00–11:45 am</td>
<td>Session 2: Definition of key gender terms and concepts</td>
<td></td>
</tr>
<tr>
<td>11:45 am – 1:00 pm</td>
<td>Session 3: Legal framework on gender equality</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td></td>
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</tr>
<tr>
<td>1:00–2:00 pm</td>
<td>Health break</td>
<td></td>
</tr>
</tbody>
</table>
| 2:00–3:00 pm | Module 3: Gender in policing  
|             | Session 1: Participation of women in the police service – facts and figures  
| 3:00–4:30 pm | Session 2: Factors that limit or impede women participating in policing |
| 4:30–5:00 pm | Evaluation  
|             | End of Day Two                                                            |

**DAY THREE**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30–9:00 am</td>
<td>Recap of Day Two</td>
</tr>
<tr>
<td>9:00–10:00 am</td>
<td>Session 3: Challenges women face in the police service and measures to increase their participation</td>
</tr>
</tbody>
</table>
| 10:00–10:30 am | Module 4: Processing and managing gender-based violence and gender-related crimes  
|             | Session 1: Definition of gender-based violence                             |
| 10:30–11:00 am | Health break                                                              |
| 11:00–11:30 am | (cont.) Session 1: Definition of gender-based violence  
| 11:30 am – 12:15 pm | Session 2: Legislative framework for handling GBV  
| 12:15–1:00 pm | Session 3: Role of police in handling GBV                                  |
| 1:00–2:00 pm | Health break                                                              |
| 2:00–3:00 pm | (cont.) Session 3: Role of police in handling GBV                          |
| 3:00–3:30 pm | Evaluation  
|             | End of Day Three                                                          |

**DAY FOUR**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30–9:00 am</td>
<td>Recap of Day Three</td>
</tr>
</tbody>
</table>
| 9:00–10:00 am | Module 5: Gender and transnational organized crime  
|             | Session 1: Definition of transnational organized crime                     |
| 10:00–10:30 am | Session 2: Gender stereotypes and transnational organized crime            |
| 10:30–11:00 am | Health break                                                              |
| 11:00 am – 12:30 pm | (cont.) Session 2: Gender stereotypes and transnational organized crime  
| 12:30–1:00 pm | End of training evaluation  
|             | Close of workshop / issuance of certificates                              |
REFERENCES


Eastern African Police Chiefs Cooperation Organization Constitution


Ministry of Gender, Children and Social Development (Kenya), *Training Manual on Gender Mainstreaming*, June 2008


Siwal, B. R., “Basic Framework and Strategy for Gender Training”


