



Facilitator's Guide

Training on Gender-responsive Policing

[GAIC - Gender Associations International Consulting GmbH](#) (Gender Associations) is a Berlin-based, globally networked company that supports institutions and individuals to develop their capacities and competencies to promote and ensure gender equality, as well as the human rights of diverse and vulnerable populations in fragile, crisis, conflict- and post-conflict situations. We provide practice-oriented research, policy analysis, capacity-building, training and technical assistance, including monitoring and evaluation of policies and programmes, through an international network of thematic and regional experts. One of our key areas of work is on Women, Peace, and Security (WPS), including assessing the impact and effectiveness of WPS programming and policy implementation.

The [GS-Foundation](#) is a German non-profit dedicated to building effective, accountable, and democratic security infrastructures in conflict-affected countries. With a focus on human security and resilience, the Foundation provides policy advice, training, and fosters dialogue between security agencies and civil society to promote sustainable peace and security. The GS-Foundation offers a team of global experts, many of whom are former senior security officials.

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Auswärtiges Amt

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Preface

This facilitator's guide is one of the results of the EQUALFORCE project led by the GS-Foundation and Gender Associations, with support from the German Federal Foreign Office. The aim of the project is to advance gender equality within and through the security agencies of Ukraine, Moldova and Georgia, with a focus on the Ministries of Interior and police authorities. Through a combination of training, technical support and the exchange of best practices, the project aims to improve the capacity of the target entities to address sexual and gender-based violence, better integrate women into leadership roles, engage in positive cooperation among the three countries and cultivate an organisational culture conducive to gender equality and inclusivity.

This project builds on previous activities implemented in the Republic of Moldova, led by the GS-Foundation and Gender Associations including a train-the-trainer on gender-responsive policing, which this facilitators guide builds on.

Effective policing requires a comprehensive understanding of the diverse needs and experiences of all members of our community. Gender-responsive policing is an essential component of achieving this goal. It recognizes the different ways in which crime and security issues affect people based on their gender. Gender-responsive policing isn't just about external security; it fosters gender equality and non-discrimination within the police system itself. Inclusive and equitable police departments benefit in several ways: enhanced effectiveness due to diverse perspectives; improved public trust from a commitment to fairness; better response to gender-based violence (GBV) through specialized training; career advancement opportunities for women, strengthening leadership; and finally, legal and ethical compliance with national and international standards.

The guide prepares trainers who will facilitate training on gender-responsive policing – effectively cascading learning and empowering their colleagues. The guide utilizes an adult-centred approach, fosters active participation and critical thinking among participants.

Designed as a modular resource, the facilitator’s guide offers flexibility in training delivery. Each module focuses on a specific aspect of gender-responsive policing, allowing trainers to select the modules that best meet the needs of their audience and the available time. Trainers can choose to implement the entire programme for a comprehensive understanding or select specific modules for targeted training sessions. Additionally, these modules can serve as a foundation for trainers to enrich with their own experiences and expertise, creating customised and context-specific training programmes.

The gender-responsive perspective at the heart of this facilitator’s guide supports trainers in challenging participants to not only understand gender concepts but to take action toward dismantling systemic inequalities and building a more just and inclusive security sector.

Abbreviations

24/7	24 hours a day, 7 days a week (all the time)
4Ps	four pillars
ANPCV	National Agency for the Prevention and Combatting of Violence against Women and Domestic Abuse
bi	bisexual
cis	Cisgender (or cis gender)
CEWAD	Convention on the Elimination of All Forms of Discrimination Against Women
CRSV	conflict-related sexual violence
CSW	Commission on the Status of Women
DAIP	Domestic Abuse Intervention Programs
DCAF	Geneva Centre for Security Sector Governance
DV	domestic violence
ECOSOC	UN Economic and Social Council
EIGE	European Institute for Gender Equality
EU	European Union
EVAWI	End Violence Against Women International
FBA	Folke Bernadotte Academy
FGM	female genital mutilation
GBV	gender-based violence
IACDP	International Association of Chiefs of Police
IAWP	International Association of Women Police
ILO	International Labour Organisation
IPV	intimate partner violence
LGBTIQ+	lesbian, gay, bisexual, transgender, intersex, queer and other diverse sexual orientations and gender identities
Lt Gen	Lieutenant General
NGO	non-governmental organisation
OECD	Organisation for Economic Co-operation and Development
OSCE	Organisation for Security and Cooperation in Europe
PTSD	post-traumatic stress disorder
SA	South Australia
SDG	Sustainable Development Goal
SOGIESC	sexual orientation, gender identity and expression, and sex characteristics
UK	United Kingdom
UN	United Nations
UNSCR	United Nations Security Council Resolution
URL	uniform resource locator (also known as “web address”)
US	United States
VAW	violence against women
VAWG	violence against women and girls
WPS	Women Peace and Security
UNODC	UN Office on Drugs and Crime

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DELIVERING GENDER TRAINING

Gender-Transformative Training

Gender training is a powerful catalyst for challenging and dismantling entrenched discriminatory beliefs and practices within the security sector, fostering sustained progress toward greater gender equality. The modules within this facilitator's guide employ a **gender-transformative approach**, which seeks to go beyond merely increasing women's participation in the security sector. It aims to lay the foundation to address and **eliminate the root causes of gender inequality**, such as deeply embedded social norms, stereotypes and power imbalances, by exposing how security institutions can create a more just and inclusive environment for their staff and the populations they serve.

At its core, a gender-transformative approach is designed to prompt critical reflection among participants about the ways gender affects individual experiences, behaviours and opportunities. Rather than simply imparting knowledge, this approach encourages participants to actively question and challenge gendered assumptions within their institutions. By reshaping how participants understand gender roles, norms and power dynamics, the training aims to shift the organisational culture toward **greater inclusivity and equality**.

This approach is rooted in **principles of adult education**, recognising that adult learners bring a wealth of personal and professional experience to the table. It emphasises participatory and experiential learning, where participants are encouraged to reflect on their own experiences and actively engage with the content. The training allows participants to explore the **practical benefits** of gender-responsive approaches, ensuring that learners remain motivated and invested.

Key methodologies used in the training include:

- **Interactive group discussions:** Participants are encouraged to engage in open discussions, particularly around concepts of gender, power and privilege. These discussions foster critical thinking and collective learning.
- **Case studies, scenarios and role-plays:** Realistic scenarios, particularly from the countries in question, are presented to help participants apply theoretical knowledge to practical situations. Role-playing exercises allow participants to experience and reflect on their own behaviours and assumptions in real-world settings.
- **Small group work and collaboration:** Small group-based activities encourage participants to learn from each other's diverse experiences and perspectives. This collaborative environment helps to foster a sense of ownership over the learning process and its outcomes.

Managing Resistance and Disruptions

Understanding that **gender transformation** is a complex and gradual process, there are **practical tips** for trainers on how to manage resistance and disruptions that may arise during sessions. Resistance can take various forms, including denial, defensiveness or passive disengagement.

To overcome this, trainers are encouraged to:

- **Acknowledge concerns** and validate the difficulty of confronting deeply held beliefs.
- **Frame the conversation around institutional benefits** by focusing on improved effectiveness, stronger community trust and legal compliance to help participants see the practical value of gender equality.
- **Use interactive techniques** to keep the group engaged, such as brainstorming sessions or storytelling by other participants' experiences (or your own) to encourage open dialogue and the sharing of diverse perspectives.
- **Encourage self-reflection** by asking participants to think about how gender affects their own lives and work, and how more inclusive approaches can benefit them and their colleagues.

Strategic and Sustained Gender Transformation

Gender transformation within security institutions requires a long-term, strategic approach. It is not a process that can be completed in a single training session, but one that involves continuous learning, reflection and **institutional commitment**. The training in this facilitator's guide highlights and lays the foundation for the importance of sustained efforts to change not only individual attitudes but also **systems, structures and processes** within security institutions.

Training modules encourage reflections on immediate actions that can be taken, such as improving **police procedures** to be gender-responsive, as well as long-term strategies, including promoting **gender-responsive leadership** and establishing **accountability mechanisms**. The training emphasizes the need for **gender mainstreaming**, a multi-faceted approach that integrates gender equality into all aspects of policing – from daily operations to policy development.

An Effective Learning Environment

Thorough preparation is essential to the success of any training. Before the training begins, facilitators must carefully plan every aspect of the event to ensure that the learning environment is conducive to active participation and meaningful engagement.

Use this checklist to guide you through the necessary steps for a smooth and impactful training experience:

- ☒ **Target audience:** Identify the participants for the training, and if possible, assess their existing knowledge and experience with gender-responsive policing, prior to the training. This helps you tailor the training content and activities to meet specific learning needs.
- ☒ **Guest speakers & resource persons:** Determine if any guest speakers or resource persons can bolster the training. If so, identify and contact them well in advance to confirm their availability and finalise their roles in the programme.
- ☒ **Authorizations and invitations:** Prepare and request any required authorizations from the institutions to enable targeted participants to attend the training. Send out invitations with clear information about the training, as well as all administrative instructions (as required and standard for the

institution) to ensure the participants are at ease about their attendance. These details can include the specific location (building and room number), parking, dress code, catering details, breaks and agenda). Provide clear instructions for the participant to confirm their participation, as well as an option for participants to advise you of any specific needs (e.g. dietary, cultural, religious or health needs).



Venue requirements: The selected venue should cater to a variety of learning styles and activities. Key requirements to consider:

Sufficient space for facilitators and participants to walk between tables.

Space for group discussions, presentations and role-plays.

Breakout rooms that are close to the plenary room and easy to find, ideally with printed signs indicating the location (if needed).

Sufficient lighting and ventilation to maintain focus and comfort.

Accessibility for participants with disabilities, including features like ramps, elevators and accessible restrooms.

Security for storing training materials and personal belongings during breaks and lunches. Dining hall for lunches and space for catering during breaks.



Logistics: Compile a list of all the logistical details that you need to confirm, reserve, request authorization and/or provide payment, etc. to ensure that all services and other requirements you have for the training are confirmed in advance. These should be confirmed prior to sending administrative instructions to participants to avoid confusion.



Materials: Prepare all necessary training materials for a smooth training. This includes: Computer/laptop, projector and screen for presentations and videos.

Flipcharts, markers and sticky notes for interactive activities.

Printed handouts with training content, exercises and case studies.

Reliable Internet connection (for accessing videos to project).



Evaluation: Develop an evaluation form to collect feedback from participants on the training's effectiveness. This allows for continuous improvement of future iterations. Ideally, you would give learners a questionnaire to gauge their knowledge before and after the workshop. Using the same questionnaire pre- and post-training will allow you to measure to what extent you have achieved learning objectives. The post-questionnaire could also include questions on any other issues, such as venue, methodology, duration, etc.

Successful Facilitation

The training in this guide adopts an **adult-learning** approach, prioritizing active participation over passive listening. A variety of pedagogical methods can be employed to create a stimulating and engaging learning experience for participants. Therefore, it is important to bear in mind the following:

- **Balance activities and sessions** to effectively manage the time for each session and day. Lengthy presentations and uncontrolled discussions can become repetitive and time-consuming. Prioritize a well-paced schedule that balances different approaches to maximize learning.
- **Actively engage with small groups** to ensure all participants are engaged and understand the instructions by circulating among groups. This allows participants to readily seek clarification and address any questions that may arise, fostering a dynamic learning environment.
- **Enable participation from everyone** who wants to participate in the training. It is easy to allow some participants to dominate discussions, but it is important to make room for broader participation.
- **Facilitate brainstorming sessions** to ensure no one strays from the topic and ensure everyone (who wants to) has a chance to participate.
- **Collective learning** occurs when participants provide each other with insight or reflection. Do not be afraid to allow participants to interject during sessions. These moments can be good learning for the whole group.
- **Use PowerPoint slides** that focus on visuals to complement content. Limit text on each slide and use strong action verbs.
- **Follow-up with participants after showing videos** to ensure understanding and enable participants to share their reflections on how the video relates to the module.
- **Create a supportive environment for role-plays** where students feel comfortable taking risks and making mistakes. After the role-play, hold a debriefing session where participants can discuss their experiences, analyse what worked well and identify areas for improvement.

- **Be mindful of the participants' focus** by recognising signs of fatigue, particularly after lunch or in the afternoons. Incorporate energising activities (“energisers”) or call quick five-minute breaks to maintain a positive and productive learning environment.
- **Strategically schedule energisers in the agenda** to keep participants engaged, boost their energy and refocus attention.
- **Be flexible with your agenda** to ensure that you are not caught off guard if emergencies occur. Even precise planning can fall victim to external factors that may affect your agenda. In such situations, prioritise the most important modules and sessions and keep participants abreast of changes as they occur. In the same vein, if a session requires more time than planned (for learning purposes), do not be afraid to re-arrange the agenda to accommodate this. Ensuring the participants' understanding and learning is more important than keeping time.
- **Organise end-of-day debriefs** when working with a facilitation team. This allows you to learn about the other facilitators' reflections on the day, identify challenges and make corrections for future days.

TRAINING ON GENDER- RESPONSIVE POLICING

Module 1: Introduction

Objectives

- Make participants feel welcomed and create a positive learning environment.
- Set the tone for collaboration and respect between participants.
- Understand participants' expectations and address any concerns.

Time Allotment

60 minutes

Session Outline

1.1. Welcome & Introductions	15 minutes
1.2. Training overview & schedule	10 minutes
1.3. Ground Rules	15 minutes
1.4. Expectations & Concerns	15 minutes
1.5. Wrap-Up & Next Steps	5 minutes

Materials

- Whiteboard, chalkboard or flipchart stand
- Sticky notes (several per participant)
- Flipchart paper
- Markers



1.1. Welcome & Introductions (15 minutes)

- Welcome participants to the training and express appreciation for their participation.
- Conduct an **icebreaker activity** (prepared in advance) that encourages participants to share their names, backgrounds and motivations for attending the training. This could be a quick "two truths and a lie" style introduction or a question-based activity related to gender-responsive policing.

Example: Icebreaker

- Ask participants to pair up with the person sitting next to them.
- Give the participants **5 minutes** to ask each other the following questions:
 - Your name?
 - Your occupation?
 - Your favourite hobby?

- Your favourite quote?
- Who do you admire the most?
- Tell the participants that they will introduce their partner to the entire group.
- Before the participants discuss in pairs, give them **an example** of what the presentation of their partner should look like by introducing another facilitator (or introduce yourself).
- Give each participant **1 minute** to introduce their partner to the group.
- Ensure you adjust your schedule for the day to ensure you have enough time for the icebreaker.

1.2. Training Overview & Schedule (10 minutes)

- Briefly introduce yourself and share what you bring from your past experience to your role as the facilitator for this training. If there are other facilitators, ask each of them to introduce themselves and to share what they bring to the training as well.
- Present a brief overview of the training programme, highlighting the key themes, topics and overall learning objectives.
- Briefly present the schedule for each day and the types of learning activities that will be used, including the different training materials (e.g. handouts, etc.) that you will use.
- Address administrative and logistical details, such as breaks, mealtimes and venue access.

1.3. Ground Rules (15 minutes)

- Emphasize the importance of establishing ground rules for a productive learning environment.
- Ask participants to write out the ground rules they believe are essential for a respectful and productive learning environment on sticky notes (one rule per sticky note).
- Ask participant to use as many sticky notes as they want, and to stick them on the flip chart that has already been posted to a wall or board for everyone to see. (Using flip chart paper makes it easier to transfer the sticky notes to another area of the room once the activity is finished.)
- As participants post their sticky notes, group similar rules together to illustrate to the group the rules that are preferred by more than one person.
- Read through and discuss each rule to ensure consensus among participants. If there is no consensus, discuss as a group which rules will be removed.
- Explain to the participants that the agreed upon ground rules will remain posted in the classroom during the entire course.
- **Note:** A common ground rule is the “**Chatham House Rule**,” where everyone in attendance of the training is free to use information taken from the discussions but

are not allowed to attribute any information to a specific person. This enables more openness in discussions.

1.4. Expectations & Concerns (15 minutes)

- Explain to the participants that you want to know and understand any of their expectations and/or concerns about the training.
- Ask participants to use sticky notes to write down their answers to the following questions: (Ask them to use one sticky note per response)
 - What are your **expectations** for this training? (What do you hope to learn? What do you hope to achieve?)
 - What are your **concerns**, if any, regarding the training? (Concerns regarding the content, the delivery method, etc.)
- Explain that the participants are not required to write their names on the sticky note and to place them on the flipchart already posted on a board or wall.
- As participants post their sticky notes, group the expectations separate from the concerns by re-placing the sticky notes together.
- Within each group of expectations and concerns, group similar responses together to visually illustrate to the participants the responses identified by more than one person.
- Read through and discuss each expectation and concern expressed by the group.
- Make sure to acknowledge and address each concern individually. If there is a concern that cannot be addressed immediately, explain the actions you will take to ensure that it is addressed.
- Explain that the group will revisit the expectations identified at the end of the training to assess how well the training met those expectations.



Facilitator's Note

Make sure to acknowledge that this training includes topics that may be sensitive for some participants, such as gender-based violence, domestic violence, sexual harassment, etc. Encourage participants to take a break from any sessions, at any time, if they feel uncomfortable.

1.5. Wrap-Up & Next Steps (5 minutes)

- Give a brief reflection of the key points covered in the introductory session.
- Answer any final questions from participants.



Facilitator's Note

This session sets the tone for the entire training. Be enthusiastic, engaging and encourage questions throughout the session. The information gathered from the expectations activity can be used to tailor the training content and ensure it addresses the specific needs of the participants.

Module 2: Gender, Sex and Gender Stereotypes

Learning Objectives

- Understand gender as a concept of gender, as well as familiarise and understand other gender-related terms, such as gender identity and intersectionality.
- Understand gender stereotypes and their impact on individuals and society.

Time Allotment

1 hour and 35 minutes

Module Outline

Session 2.1. Gender vs Sex	55 minutes
• 2.1.1. Brainstorming Session	5 minutes
• 2.1.2. Debrief	15 minutes
• 2.1.3. Exercise	20 minutes
• 2.1.4. Debrief	15 minutes
Session 2.2. Gender Stereotypes	40 minutes
• 2.2.1. Gender stereotypes	5 minutes
• 2.2.2. Exercise	30 minutes
• 2.2.3. Debrief	5 minutes

Materials

- Copies of the **Glossary** (see Annex) and handouts for each participant
- PowerPoint presentation (prepared in advance)
- Whiteboard, chalkboard or flipchart stand
- Flipchart paper
- Sticky notes



Session 2.1 Gender vs Sex

(55 minutes)

2.1.1. Brainstorming Session (5 minutes)

- Begin by writing the words SEX and GENDER on the board or flipchart.
- Ask the following questions to the group:
 - What is sex? What does sex refer to?
 - What is gender? What does gender refer to?

- Encourage participants to share their thoughts and ideas freely.
- Write down all responses on the board or flipchart.

2.1.2. Definitions (15 minutes)

- (Optional) For this session, you may want to prepare PowerPoint slides (in advance) to display different representations of gender and/or gender roles throughout history.
- Distribute the **glossary** (see Annex) to the participants noting that you will be referring to this glossary throughout the training.
- With the participants, read through the definitions for “sex” and “gender”.
- Note for the participants the overall similarities and slight variations between the definitions from UN Women, the European Institute for Gender Equality (EIGE) and the UN’s Free & Equal. (The UN’s Free & Equal is a campaign to increase awareness of and support for equal rights and fair treatment of LGBTIQ+ people.)
- Answer any questions the participants have about these definitions.
- Referring again to the **glossary**, with the participants, read through the definitions for the following terms:
 - Gender roles
 - Gender norms
 - Gender identity
 - Sexual orientation
 - Intersectionality
- Make sure to answer any questions from the participants about the terms.
- Emphasize to the participants the following points:
 - While society most often only recognizes two sexes (male and female) and two genders (man and woman), there are other gender identities beyond this binary.
 - In a similar vein, society often only acknowledges one sexual orientation (heterosexuality/straight), there are other sexual orientations that exist.
 - The UN, the Council of Europe and other international institutions refer to **Sexual Orientation, Gender Identity and Expression, and Sex Characteristics (SOGIESC)** to encompass these distinctions. (You can refer the participants to the definition of SOGIESC in the **glossary**.)



Facilitator's Note

For participants learning about SOGIESC for the first time, this training will not be sufficient in answering all of their questions about people of diverse SOGIESC. However, encourage participants to pursue further learning on their own. Some participants may be resistant to discussing diverse SOGIESC. It is important to emphasize to the participants that regardless of their level of knowledge of SOGIESC, or even their personal opinion of SOGIESC, as police officers, it is their responsibility, in accordance with national and international human rights standards, to serve and protect all individuals - including people of diverse SOGIESC.

2.1.3. Exercise (20 minutes)

- Distribute the handout “**Gender or Sex?**” to the participants. (The handout is located at the end of this module.)
- Ask participants to work individually (or in pairs). Instruct them to review each statement in the handout and indicate in the box beside it, whether it pertains to sex or gender. The participants can also use the **glossary** if they want.
- When the participants are ready, review the answers together, and discuss any of the statements that were missed by the participants. See the answers below:

- | | | | |
|--------------------------|------------|------------|------------|
| 1. Gender | 6. Sex | 11. Gender | 16. Gender |
| 2. Sex | 7. Gender | 12. Sex | 17. Gender |
| 3. Sex | 8. Gender | 13. Gender | 18. Sex |
| 4. Gender | 9. Gender | 14. Gender | 19. Gender |
| 5. Sex <u>and</u> Gender | 10. Gender | 15. Sex | |

2.1.4. Debrief (15 minutes)

- Explain why understanding the distinction between sex and gender is crucial to policing:
 - It allows for a more nuanced understanding of people's experiences.
 - It helps in avoiding assumptions and stereotypes based solely on someone's perceived sex or gender identity.
- Reiterate that **gender-responsive policing** is about taking the time and wanting to have a nuanced understanding of people's experiences, as that will better enable them to best serve and protect people.
- Open the floor for further questions and clarifications.

Session 2.2. Gender Stereotypes

(40 minutes)

2.2.1. Gender stereotypes (5 minutes)

- Refer the participants to the **glossary**, specifically the definition for **gender stereotype** and read through the definition together.
- Ask the participants if they have any questions.

2.2.2. Exercise (30 minutes)

- Divide participants into three groups and distribute the handout “**Gender Stereotypes**”.
- Assign four categories of gender stereotypes to each group and ask them to write down as many specific examples as they can of gender stereotypes attributed to men, women or gender-diverse people.
- If a group has completed their assigned categories, encourage them to complete the whole handout.
- In addition to the examples, ask each group to respond to the **discussion questions** listed at the bottom of the handout.
- Ask each group to appoint a rapporteur who will present the examples of stereotypes for the categories they were assigned, as well as the key points from the group’s discussion questions.
- Give the groups 15 minutes to work on the handout.
- Bring the participants back to plenary and ask each rapporteur to present to the group.
- After each presentation, open the floor for questions and clarifications.
- Facilitate a group discussion if needed.

2.2.3. Debrief (5 minutes)

- Ask participants: What is the impact of gender stereotypes in police work?
- Encourage participants to share their responses.
- Note to the participants that **gender-responsive policing** is about not allowing gender stereotypes to affect one’s actions and decision-making.
- **Note:** Consider preparing visual aids in advance of this session, such as photos or images on PowerPoint, that represent symbols of masculinity and femininity.

Handout: Gender or Sex?

Indicate whether the statements below refer to gender or sex.

1. In society, there's an expectation that men should be emotionally stoic and avoid expressing vulnerability.	
2. I identify as a cisgender male, which means my gender identity aligns with the sex I was assigned at birth.	
3. Females generally have the capacity to give birth and breastfeed their offspring.	
4. Stereotypically, boys are encouraged to play with trucks and girls should play with dolls.	
5. My sex assigned at birth was male, but I identify and live as a transgender woman.	
6. Men typically have higher levels of testosterone, which contributes to the development of facial hair and a deeper voice.	
7. In many cultures, women are responsible for managing household chores and childcare.	
8. Gender identity is a deeply personal sense of being male, female, a blend of both, or neither.	
9. In some Indigenous cultures, there are recognized identities such as 'Two-Spirit'.	
10. I identify as a woman.	
11. In many societies, men are expected to be the primary breadwinners.	

12. Females typically have two X chromosomes.	
13. I prefer to use they/them pronouns.	
14. Women are often encouraged to pursue caregiving roles.	
15. Males usually have facial hair due to higher testosterone levels.	
16. I feel comfortable expressing both masculine and feminine traits.	
17. Traditionally, men have been associated with physical strength and labour.	
18. Females typically have reproductive organs such as ovaries and a uterus.	
19. My gender identity aligns with the sex I was assigned at birth.	

Handout: Gender Stereotypes

For each category of gender stereotype, list specific examples of stereotypes for men, women and gender-diverse people.

1. Traditional gender roles	
2. Occupational stereotypes	
3. Physical appearance	
4. Emotional expression	

5. Communication styles	
6. Leadership and ambition	
7. Parenting and caregiving	
8. Sexuality and relationships	
9. Aggression and violence	

10. Intellectual abilities	
11. Household chores and cooking	
12. Fashion and clothing	

Discussion Group Questions

1. How do gender stereotypes affect people in real life?
2. What are the consequences of perpetuating gender stereotypes?
3. How can we challenge ourselves in eliminating gender stereotypes in our lives and communities?

Module 3: Gender Equality

Learning Objective

- Understand the definitions for gender discrimination, gender equality and gender equity.
- Understand the international and regional normative framework for gender equality and explore how it impacts national legislation.

Time Allotment

1 hour 25 minutes

Module Outline

Session 3.1. Gender Equality and Other Definitions	50 minutes
• 3.1.1. Definitions	40 minutes
• 3.1.2. Debrief	10 minutes
Session 3.2. International and Regional Normative Framework for Gender Equality and Security	35 minutes
• 3.2.1. International and Regional Normative Framework	30 minutes
• 3.2.2. Debrief	5 minutes

Materials

- Copies of the handout “**International and Regional Framework for Gender Equality**” for each participant
- Laptop and projector (with Internet access)
- Links to videos



Session 3.1. Gender Equality and Other Definitions

(50 minutes)

3.1.1. Definitions (40 minutes)

- Explain to the participants that this session will be heavy on definitions, but that it is important to make sure that the group has a shared understanding of these terms before applying these concepts to policing. Let the participants know that these are terms that are used often, but sometimes in the wrong context, which is why you want to make time and space to clarify any confusion or misunderstandings.

- Refer the participants to the **glossary** to look at the definition for **gender discrimination**.
- Read through the definition together and make sure to answer any questions from participants.
- Ask the participants:
 - How can gender discrimination impact negatively on individuals? Can you provide an example?
 - How can gender discrimination impact negatively on society? Can you provide an example?
- Encourage participants to provide their views and facilitate a group discussion so that others can complement or provide opposing views.
- Move the discussion by asking the participants:
 - Can you think of an example of gender discrimination that occurred within a law enforcement agency? (It can be an example you experienced yourself, or witnessed, or just heard about.) What happened?
 - What can law enforcement agencies do to address and prevent gender discrimination inside their organisations?
- Encourage participants to share their experiences and views.
- Next, refer the participants to the definition for **gender equality** in the **glossary** and read through it together.
- Ask the participants if they have any questions.
- Reinforce to participants that gender equality is not about men and women “being the same”. It is about **equal rights and access** to opportunities and resources.
- Ask participants:
 - What are the benefits of achieving gender equality for individuals? For communities? For society as a whole?
- Reinforce to participants that gender equality **benefits both women and men** (as well as gender-diverse people).
- Next, refer the participants to the definition for **gender inequality** in the **glossary** and read it together.
- Ask the participants if they have any questions.
- Then ask the participants, without them looking at the **glossary**, what is the difference between **gender equality** and **gender parity**?

- Encourage the participants to share their views.
- Then refer them to the **glossary** and read through the definition for **gender parity** together.
- Make sure that the participants understand that difference and answer any questions they have. (If they have questions about **gender mainstreaming**, ask them to hold on to that question since you will cover that later on.)
- Next, ask the participants if any of them know, without looking at the **glossary**, the difference between **gender equality** and **gender equity**?
- Encourage the participants to share their responses.
- Then refer them again to the **glossary** and read through the definition for **gender equity** together.
- Ask the participants if they have any questions about this difference.
- (Optional) If you prefer, show the following video that explains the difference between **equality** and **equity** and general. Then, debrief the video by applying it to gender: <https://www.youtube.com/watch?v=VUJdUYfjT6A>.
- It is common for participants to be confused about this differentiation. Another way to explain this is to say that **gender equity is a means to achieving** gender equality. **Gender equity is the process of ensuring fairness** by meeting the different needs of various groups.
- Ask participants:
 - How can law enforcement agencies promote gender equality or implement gender equity measures in police work and within the police?

Example: Armenian Police

- Display the PowerPoint slide about the Armenia Police (prepared in advance).
- In the 2023 admission competition for positions in the police patrol service:
 - **81.25 %** (out of 368 seats) were allocated for women applicants;
 - **18.75 %** were reserved for male applicants.
- These measures were necessary to restore gender balance in the Armenian police, which had been undermined for many years with the old Soviet order in place, with a **five percent quota for women** to be admitted to the Police Academy.
- **3.1.2. Debrief** (10 minutes)
 - Open the floor for questions and clarifications from participants.
 - End the session with a short video from UN Women about how youth in Moldova want to promoting gender equality:
 - <https://moldova.unwomen.org/en/digital-library/videos/89155>

Session 3.2. International and Regional Normative Framework for Gender Equality and Security

(35 minutes)

3.2.1. International and Regional Normative Framework (30 minutes)

- Ask participants:
 - What international or regional conventions do you know that focus on gender equality and security?
 - Do you know the names of any international bodies or regional bodies that focus on gender equality and security?
- Encourage participants to share what they already know to get a sense of how detailed you will need to explain the various frameworks below.
- Distribute the handout “**Normative Framework**” to the participants. (The handout is located at the end of this module.)
- Read through the handout with the participants and explain that this is not an exhaustive list.
- Ensure to stop to answer questions from the participants, if any arise.
- Encourage participants to use the references from the handout for further reading.
- Ask participants:
 - What examples do you know of that demonstrate how these international and regional instruments and policies are ratified, adopted and included in laws and policies in your country?
 - What are examples of initiatives launched by these international and regional bodies in your country?
 - If you are not aware of any examples, what are some examples that you think could be implemented in your country?
- Encourage participants to share their opinions and facilitate a group discussion.

3.2.2. Debrief (5 minutes)

- Emphasise to participants that policies and actions to promote gender equality within law enforcement agencies are based on national legislation, which is based on international and regional frameworks on gender equality.
- Explain to participants that international and regional frameworks on gender equality are also important tools to justify to law enforcement agency leadership why institutions should have gender-responsive policies.
- Open the floor to any questions or comments.

Handout: Normative Framework

Key international bodies and instruments related to gender equality and security

Commission on the Status of Women (CSW) (1946)	Established by the UN Economic and Social Council (ECOSOC), CSW is the principal, global, intergovernmental body exclusively dedicated to the promotion of gender equality, the rights and the empowerment of women. ¹
Universal Declaration of Human Rights (1948)	Declaration that made gender equality part of international human rights law, adopted by the UN General Assembly. ²
Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (1979)	Often described as the International Bill of Rights for Women. This Convention explicitly defines discrimination against women and sets up an agenda for national action to end such discrimination. The Convention targets culture and tradition as influential forces shaping gender roles and family relations, and it is the first human rights treaty to affirm the reproductive rights of women. ³
Declaration on the Elimination of Violence against Women (1993)	Adopted by the UN General Assembly, this Declaration represented a commitment by States in respect of their responsibilities, and a commitment by the international community at large to the elimination of violence against women in all its forms. ⁴
Beijing Declaration and Platform for Action (1995)	A visionary agenda for the empowerment of women, which remains today the most comprehensive global policy framework and blueprint for action. It is a current source of guidance and inspiration to realize gender equality and the human rights of women and girls, everywhere.

	<p>The Fourth World Conference on Women in Beijing convened representatives of 189 governments and more than 30,000 representatives from non-governmental organisations (NGOs).⁵</p>
<p>UN Security Council Resolutions on Women, Peace and Security (WPS)</p> <p>UNSCR 1325 (2000) UNSCR 1820 (2008) UNSCR 1888 (2009) UNSCR 1960 (2010) UNSCR 2106 (2013) UNSCR 2122 (2013) UNSCR 2242 (2015) UNSCR 2467 (2019) UNSCR 2493 (2019)</p>	<p>UN Security Council Resolution 1325 (2000) was the first resolution to link women to the peace and security agenda and acknowledge that armed conflicts impact women and girls differently from men and boys. It also highlighted the need for women's active and effective participation in peacemaking, including peace processes and peacebuilding.</p> <p>The first group of resolutions promote women's active and effective participation in peacemaking and peacebuilding: 1325 (2000), 1889 (2013), 2122 (2013), 2242 (2015), and 2493 (2019).</p> <p>The second group of resolutions aims to prevent and address conflict-related sexual violence (CRSV): 1820 (2008), 1888 (2009), 1960 (2010), 2016 (2013), and 2467 (2019).</p> <p>UNSCR 1820 (2008) acknowledges that sexual violence, when used as a tactic of war, can be a threat to international peace and security.⁶</p>
<p>UN Women (2010)</p>	<p>In 2010, four distinct parts of the UN that had focused on gender equality were merged to form the UN Entity for Gender Equality and the Empowerment of Women (UN Women). UN Women focuses on four main areas: promoting women's leadership and political participation, empowering women economically, ending violence against women, and supporting women's full and equal participation in peace processes and security efforts.⁷</p>

<p>UN 2030 Agenda for Sustainable Development (2015)</p> <p>UN Sustainable Development Goals (SDGs)</p>	<p>This Agenda, consisting of 17 sustainable development goals (SDGs), was adopted by world leaders to secure the rights and well-being of everyone on a healthy, thriving planet. The SDGs reflect an understanding that sustainable development everywhere must integrate economic growth, social well-being and environmental protection.⁸</p> <p>SDG 5: Achieve gender equality and empower all women and girls</p> <p>Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world.⁹</p>
<p>Yogyakarta Principles (2007)</p> <p>Yogyakarta Plus 10 Principles (2017)</p>	<p>Pertains to the rights of persons of diverse sexual orientations and gender identities and expressions.</p> <p>Yogyakarta Plus 10 Principles strengthen the recognition of intersectionality, and better integrate the needs of intersex persons and those with diverse gender expressions and sex characteristics.</p> <p>While the Yogyakarta Principles do not constitute binding law, they are distilled from the text and legal interpretation of a number of international human rights treaties, which are binding on state parties.¹⁰</p>

Key regional bodies, instruments and policies related to gender equality and security

Organisation for Economic Co-operation and Development (OECD)	<p>The OECD works to shape policies that foster prosperity and opportunity, underpinned by equality and well-being.¹¹</p> <p>The OECD's work on gender and development informs policymaking in countries all over the world and action by OECD providers of development co-operation, measures progress towards equality, and advocates for greater impact.¹²</p>
European Commission	<p>It is the executive body of the European Union whose roles include proposing new laws and policies, monitoring their implementation and managing the EU budget.¹³</p>
EU Gender Equality Strategy 2020-2025	<p>The Strategy presents policy objectives and actions to make significant progress by 2025 towards a gender-equal Europe. The goal is a Union where women and men, girls and boys, in all their diversity, are free to pursue their chosen path in life, have equal opportunities to thrive, and can equally participate in and lead our European society.¹⁴</p>
European Institute of Gender Equality (EIGE)	<p>Produces independent research and shares best practice to promote gender equality and eliminate discrimination based on gender. As the EU agency for gender equality, it helps people achieve equal opportunities so everyone can thrive, independent of their gender and background.¹⁵</p>
Organization for Security and Cooperation in Europe (OSCE)	<p>The OSCE has a comprehensive approach to security that encompasses politico-military, economic and environmental, and human aspects. All 57 participating States enjoy equal status, and decisions are taken by consensus on a politically, but not legally binding basis.¹⁶</p> <p>The following are the OSCE commitments related to gender equality:¹⁷</p>

	<ul style="list-style-type: none"> ▪ OSCE Action Plan for the Promotion of Gender Equality (Ministerial Council Decision No. 14/04) (2004) ▪ Preventing and Combating Violence against Women (Decision Nr. 4) (2018)
Council of Europe	<p>Consists of 46 Member States, encompassing 700 million citizens whose mission is to promote democracy, human rights and the rule of law across Europe and beyond.¹⁸</p> <p>The Republic of Moldova joined the Council in 1995.¹⁹</p>
Istanbul Convention (2014)	<p>The Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence, is also known as the “Istanbul Convention”. Since it entered into force, 38 countries have become party to the Convention. In 2023, the Convention entered into force in respect of the European Union, making it also party to the Convention.²⁰</p> <p>The Republic of Moldova signed the Convention in 2017. With some reservations and notes on territorial application, it was ratified and entered into force in 2022.²¹</p>

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- ¹ UN Women (2024), "Commission on the Status of Women". <https://www.unwomen.org/en/how-we-work/commission-on-the-status-of-women>
- ² United Nations (2024), "Gender Equality". <https://www.un.org/en/global-issues/gender-equality>.
- ³ *Ibid.*
- ⁴ *Ibid.*
- ⁵ UN Women (1995), "Beijing Declaration and Platform for Action – Beijing+5 Political Declaration and Outcome", United Nations, p. 3-4.
https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/CSW/PFA_E_Final_WEB.pdf
- ⁶ United Nations (2024). "Peacemaker – Security Council Resolutions". <https://peacemaker.un.org/thematic-areas/women-peace-security/normative-frameworks/security-council-resolutions>.
- ⁷ United Nations (2024), "Gender Equality". <https://www.un.org/en/global-issues/gender-equality>.
- ⁸ UN Sustainable Development Goals (2024). "The Sustainable Development Agenda". <https://www.un.org/sustainabledevelopment/development-agenda/>.
- ⁹ UN Sustainable Development Goals (2024). "Goal 5: Achieve gender equality and power all women and girls". <https://www.un.org/sustainabledevelopment/gender-equality/>.
- ¹⁰ DCAF, OSCE/ODIHR, UN Women (2019), "Security Sector Governance, Security Sector Reform and Gender", Tool 1 in *Gender and Security Toolkit*. Geneva: DCAF, OSCE/ODIHR, UN Women, p. 18. <https://www.dcaf.ch/tool-1-security-sector-governance-security-sector-reform-and-gender>
- ¹¹ OECD (2024), "Who we are". <https://www.oecd.org/en/about.html>.
- ¹² OECD (2024), "Gender and Development". <https://www.oecd.org/en/topics/sub-issues/gender-and-development.html>.
- ¹³ European Commission (2024), "About the European Commission". https://commission.europa.eu/about-european-commission_en.
- ¹⁴ European Commission (2024), "Gender equality strategy". https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en.
- ¹⁵ EIGE (2024), "Our work". <https://eige.europa.eu/about/our-work>.
- ¹⁶ OSCE (2024), "Who we are". <https://www.osce.org/whatistheosce>.
- ¹⁷ OSCE (2024), "OSCE commitments related to gender equality". <https://www.osce.org/ministerial-councils/268646>.
- ¹⁸ Council of Europe (2024), "The Council of Europe at a glance". <https://www.coe.int/en/web/portal/the-council-of-europe-at-a-glance>.
- ¹⁹ Council of Europe, "Republic of Moldova". <https://www.coe.int/en/web/portal/republic-of-moldova>.
- ²⁰ Council of Europe – Action against violence against women and domestic violence – Istanbul Convention (2024), "10th anniversary of the entry into force of the Istanbul Convention". <https://www.coe.int/en/web/istanbul-convention/10th-anniversary-of-the-entry-into-force>.
- ²¹ Council of Europe – Treaty Office (2024), "Chart of signatures and ratifications of Treaty 210". <https://www.coe.int/en/web/conventions/full-list?module=signatures-by-treaty&treatyenum=210>.

Module 4: Gender-Responsive Policing

Learning Objective

- Understand the concept of gender-responsive policing and its relationship to gender equality.
- Understand gender mainstreaming as a tool to achieve gender-responsive policing.

Time Allotment

2 hours

Module Outline

Session 4.1. Gender-Responsive Policing	45 minutes
• 4.1.1. Brainstorming Session	15 minutes
• 4.1.2. Gender-Responsive Policing	30 minutes
Session 4.2. Gender Mainstreaming	1 hour 15 minutes
• 4.2.1. Gender Mainstreaming	15 minutes
• 4.2.2. Exercise	50 minutes
• 4.2.3. Debrief	10 minutes

Materials

- White board or flip chart
- PowerPoint slides (prepared in advance)
- Laptop (with Internet access) and projector to play videos.



Session 4.1. Gender-Responsive Policing

(45 minutes)

4.1.1 Brainstorming Session (15 minutes)

- Explain to the participants that up to this point, they have explored gender as a concept, as well as other terminology related to gender equality. They have also explored the international and regional normative framework for gender equality. This module will look more closely at how this applies to policing.
- Ask participants:

- How are the security risks for men and women different?
 - Is there a difference?
 - What are examples of security risks (or security needs) of women and of men?
- Use the board or flip chart to make two columns, one for men and the other for women (like the table below).
 - Encourage participants to give their responses, writing each example in its appropriate column.
 - Facilitate a group discussion if some of the participants disagree with some of the responses.
 - If the participants are having trouble, you can use the responses in the table below to help them:

Women	Men
<ul style="list-style-type: none"> • More women die in post-conflict situations. • More vulnerable to indirect causes of conflict. • Majority of women greatly fear being sexually assaulted. • Women find the prospect of a physical intrusion more alarming than burglary. • More exposed to domestic violence. • Security needs may be less visible/public due to a lack of participation in decision-making. 	<ul style="list-style-type: none"> • Die more during conflict. • More vulnerable to direct causes of conflict. • Only a quarter of men feel fear of being sexually assaulted. • Greatly fear having their home burglarized. • More exposed to public violence. • Members of security organisations at all levels. • Active engagement in public dialogue on security.

- Explain to the participants that this was a quick exercise about the security risks – in general – between some women and some men. This exercise does not consider other social factors that may impact their security needs, such as socio-economic class, age, religion, profession, sexual orientation, political affiliation, etc.
- Remind participants of the concept of **intersectionality** (or the fact that women and men are not homogenous groups).

3.1.2. Gender-Responsive Policing (30 minutes)

- Ask participants:
 - In your opinion, what does “**gender-responsive policing**” mean?

- Encourage participants to give you their responses and write their ideas on the board or flip chart.
- Use PowerPoint slides (prepared in advance) to present the following:

Gender-responsive policing is an approach to policing that is committed to gender equality and non-discrimination. By applying a gender perspective (or mainstreaming gender), police can better account for the differences in the lives of men, women and gender-diverse people, and how policing affects them differently.¹

Characteristics of gender-responsive policing:²

- Policing is service-oriented and focused on crime prevention that is in partnership with communities.
- Crimes against all people are treated seriously, in coordination with other support services.
- Law enforcement agencies are diverse – their personnel reflect the population they serve.
- The organisational culture inside law enforcement agencies is one that values diversity, equality and inclusion, despite chain of command.
- Internal oversight inside law enforcement agencies is effective at ensuring that personnel are accountable.
- Law enforcement agencies welcome independent oversight of their work to ensure transparency.
- Leadership of law enforcement agencies are role models for the characteristics above.

Additional characteristics of gender-responsive policing when responding to violence against women and girls (VAWG):³

- Investigations use a victim-centred approach.
- Policing strategies are trauma informed.
- Law enforcement agencies use a multi-sectoral approach (collaboration with the justice, health, social service and non-profit sectors) to create a holistic and coordinated response to VAWG.

Gender-responsive policing increases operational effectiveness.

¹ Adapted from UN Women, UNODC, IAWP and Australian Aid (2021), “The Handbook on Gender-Responsive Police Services for Women and Girls Subject to Violence”, p. 253. <https://www.unwomen.org/en/digital-library/publications/2021/01/handbook-gender-responsive-police-services>.

² Adapted from DCAF, OSCE/ODIHR, UN Women (2019), “Policing and Gender”, in *Gender and Security Toolkit*. Geneva: DCAF, OSCE/ODIHR, UN Women, p. 17-19. <https://www.dcaf.ch/node/13591>.

³ Adapted from “The Handbook on Gender-Responsive Police Services for Women and Girls Subject to Violence”. <https://www.unwomen.org/en/digital-library/publications/2021/01/handbook-gender-responsive-police-services>.

- Some points to raise while presenting the information above: ⁴
 - Policing should be understood as being **for** the community, not policing **of** the community.
 - Cases of domestic violence and other crimes committed in private spaces by intimate partners or family members are regarded as core police work (and not regarded as “family matters”).
 - Reports of all forms of sex-related crimes are taken seriously.
 - Women and other minorities are represented at all levels and ranks, as well as across policing functions, including operational roles.
 - Police still respect chain of command while being inclusive.
- Refer the participants back to the slide that says: “Gender-responsive policing increases operational effectiveness.” Ask them if they agree with this statement and why.
- Encourage the participants to share their views and facilitate a group discussion if they are eager to discuss it in detail.
- If not already mentioned by the participants, explain that gender-responsive policing improves their relationship with communities, which will make them more effective overall.
- Clarify to the participants that different actors internationally – other law enforcement agencies and other security actors – may use other terms for **gender-responsive policing**. Instead of using **gender-responsive**, they may use:
 - Gender perspective.
 - Integrating (or advancing) gender equality.
 - Mainstream gender.
 - Gender lens.
 - Gender dimension.
 - Gender-sensitive policing.
 - Gender-transformative policing.
- Emphasize that while there may be various ways to refer to **gender-responsive policing**, it is not the label used that determines whether policing is gender-responsive or not. It is **how** law enforcement agencies – and individual police

⁴ Adapted from DCAF, OSCE/ODIHR, UN Women (2019), “Policing and Gender”.

personnel – conduct police work that will determine whether it is gender-responsive or not.

- Open the floor to questions or points of discussion for the participants.
- Facilitate a group discussion if you see signs that some participants are resistant to the concept of gender-responsive policing.
- Present the following videos on **gender-responsive policing**:
 - DCAF (2020), “Policing and Armed Forces - Why Gender Matters”. <https://www.youtube.com/watch?v=2zjoJn14TIM>.
 - UN Women Europe and Central Asia (2021), “What happens when you report violence?”. <https://www.youtube.com/watch?v=Plz6aCxluOo>.
- Open the floor to any questions or comments.

Session 4.2. Gender Mainstreaming

(1 hour 15 minutes)

4.2.1 Gender Mainstreaming (15 minutes)

- Explain to participants that a tool used to ensure that police work is gender-responsive is **gender mainstreaming**.
- Present PowerPoint slides to the participants (prepared in advance) with the following definition:

Gender mainstreaming

Gender mainstreaming means integrating a gender equality perspective at all stages and levels of policies, programmes and projects. Women and men have different needs and living conditions and circumstances, including unequal access to and control over power, resources, human rights and institutions, including the justice system. The situations of women and men also differ according to country, region, age, ethnic or social origin, or other factors. The aim of gender mainstreaming is to take into account these differences when designing, implementing and evaluating policies, programmes and projects, so that they benefit both women and men and do not increase inequality but enhance gender equality. Gender mainstreaming aims to solve - sometimes hidden - gender inequalities. It is therefore a tool for achieving gender equality.

(Council of Europe)

- Read through the definition with the group, focusing on, or repeating sections if needed for the participants’ comprehension.

- Emphasize to the participants the following:
 - At the individual level, you **mainstream gender** in every action or activity you undertake, and in every decision you make.
 - This applies to all aspects of police work – in operations and in community engagement, etc. – but it also applies to internal issues of law enforcement agencies, such as training, recruitment, codes of conduct, etc.
 - Since **gender mainstreaming** is a tool for achieving gender equality, it is also a tool to ensure that police work does not create, or perpetuate, **gender discrimination** or **gender inequality**.
 - Individual or group efforts to mainstream gender in their work is important. However, at an institutional level, the best way for law enforcement agencies to ensure that their work is gender-responsive is for all levels of the organisation to be mainstreaming gender – from the top leadership to middle management – and for it to be used by all personnel in their daily tasks.
- Open the floor to questions from participants and facilitate a group discussion if needed.

4.2.2. Exercise (50 minutes)

- Divide the participants into three groups and distribute the handout **Gender Mainstreaming**.
- Assign two tables from the handout to each of the three groups. (e.g., Group 1 takes #1 and #2, Group 2 takes #3 and #4, and Group 3 takes #5 and #6).
- Explain to the participants that at the top of each table on the handout is a statement. Based on that statement/situation, they discuss and write out considerations (be they needs, impacts, expectations, etc.) beside each type of person (man, woman, girl or boy).
- For example: Table 1 is “Interviewing a victim of rape”. What are the considerations for a victim who is a woman? Or a man? Boy? Or girl?
- Ask the groups to work on the tables they were assigned first, since they will present their answers to the whole group.
- If they finish their assigned tables, they can work on the other tables.
- In plenary, ask each of the groups to present their answers for the tables they were assigned.
- At the end of each table:
 - Ask the other groups if they have any other considerations to add. If needed, facilitate a group discussion to talk through any differences in responses or questions.

- Ask the whole group: Based on these considerations, if you were the commander of that unit or department, what measures would you take to ensure that these considerations are taken into account?
- Invite participants to share their responses and views. Facilitate a group discussion if needed.

3.2.3. Debrief (10 minutes)

- Present the following video to the participants:
 - South Australia (SA) Leaders for Gender Equity (2023), “Grant Stevens – SA Leaders for Gender Equity Testimonial Video – SA Police”.
<https://www.youtube.com/watch?v=iFigjamhDcl>.
- Remind participants that, when done effectively, gender mainstreaming is done systematically in all aspects of work. At first, it may feel time consuming. But eventually, it will become automatic.
- Open the floor to the participants for questions, comments or reflections.

Handout: Gender Mainstreaming

Based on each statement (or situation), discuss and write the considerations (be they needs, impacts, expectations, etc.) beside each type of person (man, woman, girl or boy).

1. Interviewing a victim of rape	
Woman (victim)	
Man (victim)	
Girl (victim)	
Boy (victim)	

2. Considering a deployment abroad	
Woman (personnel)	
Man (personnel)	

3. Reporting sexual harassment to a commander

Woman
(victim)

Man
(victim)

4. Pre-trial detention

Woman
(detainee)

Man
(detainee)

Girl
(detainee)

Boy
(detainee)

5. Interviewing a victim of domestic/family violence

Woman (victim)	
Man (victim)	
Girl (victim)	
Boy (victim)	

6. Attending basic training

Woman (recruit)	
Man (recruit)	

Module 5: Gender-Based Violence

Learning Objectives

- Understand how gender, intersectionality and power affect an individual's safety and security.
- Understand the definition, forms, causes and impact of gender-based violence (GBV).

Time Allotment

1 hour 55 minutes

Module Outline

Session 5.1. Power Walk Exercise	45 minutes
• 5.1.1. Setting up the Exercise	15 minutes
• 5.1.2. Conduct the Exercise	15 minutes
• 5.1.3. Debrief	15 minutes
Session 5.2. What is Gender-Based Violence?	1 hour 10 minutes
• 5.2.1. Definition and Quick Facts	10 minutes
• 5.2.2. Forms of Gender-Based Violence	30 minutes
• 5.2.3. Causes of Gender-Based Violence	15 minutes
• 5.2.4. Impact of Gender-Based Violence	15 minutes

Materials

- A large space to conduct the Power Walk exercise (arranged in advance)
- Handout **Power Walk Identity Cards** (the individual cards cut out)
- Laptop (with Internet access) and projector to play videos.
- PowerPoint slides (prepared in advance)
- Handout 7 (Forms of GBV)
- Board or flip chart
- Sticky notes



Session 5.1. Power Walk Exercise

(45 minutes)

5.1.1. Setting up the Exercise (15 minutes)



Facilitator's Note

This exercise requires a lot of room and may not be adequate for the training room. Find a location for this exercise in advance, to ensure its availability. This is a good exercise to do outdoors, in an empty parking lot, or an esplanade. This is also a good exercise that is an energizer at the same time.

- **Note:** The **Power Walk** exercise is used to illustrate how power dynamics and privilege impact different people within the society. It helps participants understand how societal factors affect individuals' experiences and opportunities (intersectionality).
- Ask the participants to stand in a row (shoulder to shoulder, facing you) in the middle of a large space, where there is about 8-10 meters in front and behind the row of participants so they can move comfortably.
- Randomly distribute the individual **Power Walk Identity Cards** so that every participant has one identity. (See handout at the end of this module and cut them out in advance). If there are more participants than identity cards, print out more cards to ensure every person has a card. The exercise still works if more than one participant has the same identity.
- Ask participants to keep their identity card and not show it to others. Ask them to read the statement about their identity and try to imagine that they are that person, even though they don't have a lot of information.
- Explain that once the exercise starts, you will be reading out a statement. Ask the participants to think about that statement and whether their identity would answer **yes** or **no** to the statement and follow the instruction – stepping forward if the answer is **yes** and stepping backwards if the answer is **no**.
- To demonstrate this, use the first statement as an example. Read the first statement loudly to make sure all the participants can hear you:
 - Take one step forward if you can easily afford medical treatment. Take one step backward if you struggle to afford medical treatment.
- Stop to make sure that **all the participants** have understood the instructions (taking one step forward, or backward) before starting. Remind the participants that there is not a perfect answer, it is their opinion, based on what they know. The point is that they take at least one step forward or backward. If they really don't know, they can stay in one place.
- Once all the participants understand the instructions, tell them that you will now start and continue with more statements. They stay where they are and continue either taking a step forward, backward (or stay in the same place).

5.1.2. Conduct the Exercise (15 minutes)

- Read the following statements: (Skip the first one, since you used that as an example)

Statements:

1. Take one step forward if you can easily afford medical treatment.
Take one step backward if you struggle to afford medical treatment.
2. Take one step forward if you usually feel safe walking home alone at night in your neighbourhood.
Take one step backward if you usually feel unsafe walking alone at night.
3. If you were victim of a sexual assault, take one step forward if you feel like you could report it to the police.
Take one step backward if you would feel like you could **not** report a sexual assault to the police.
4. Take one step forward if you had access to education in your childhood. Or if you are a child, you are enrolled in school.
Take one step backward if, most likely, you did not go to school in your childhood. Or if you are a child, you are **not** enrolled in school.
5. Take one step forward if you earn enough money to eat well and pay your bills. If you're a child and your parent or caretaker can afford to feed you, take one step forward.
Take one step backward, if you often have to choose between buying food and paying your bills. If you're a child and your parent or caretaker cannot feed you every day, take one step backward.
6. Take one step forward if you have a stable place to sleep.
Take one step backward if you are often changing the place where you sleep at night or if you have experienced homelessness.
7. Take one step forward if, in your job, you would feel comfortable asking your boss for a salary increase. If you're a child, take one step forward if your parent or caretaker would feel comfortable doing so.
Take one step backward, if you would be worried about asking your boss for a pay increase or if you are unemployed. If you're a child and your parent or

caretaker could not ask their boss for a pay increase, or they are unemployed, take one step backward.

8. Take one step forward if you can physically access a government office or read government documents with ease.

Take one step backward if you use a wheelchair or have other mobility needs to visit a government office. Or, you are someone who would need brail or audio services to read government documents.

9. Take one step forward if you have confidence that you could seek legal assistance and receive a fair trial.

Take one step backward if you do not have confidence that you could seek legal assistance and doubt that you could receive a fair trial.

10. Take one step forward if you believe that your gender identity would be respected by the police.

Take one step backward if you fear the police would not respect your gender identity.

11. Take one step forward if you feel comfortable approaching the police for help.

Take one step backward if you're often afraid to seek assistance from the police.

12. Take one step forward if you have the identity documents required to visit a neighbouring country.

Take one step backward if you do not have the identity documents required to visit a neighbouring country.

- Now ask all the participants to stay where they are and look around at their colleagues and where they are all standing. Ask them to reflect on the unequal distribution of where they are all standing in the space.
- Ask the participants:
 - Look around, how do you feel about where you are standing and where others in the space are standing?
 - [Looking at those in the front] how does it feel to be one of the farthest in the front? (Ask one of them to answer and read their identity out loud).
 - [Looking at those in the back] how does it feel to be one of the farthest in the back? (Ask one of them to answer and read their identity out loud).

- Invite participants to keep their identity cards and return to the training room to finish the debrief there.

5.1.3. Debrief (15 minutes)

- Ask the participants:
 - This exercise is called the “**Power Walk**”. Why is that? (What does this have to do with power?)
 - What does this kind of power (or privilege) mean for someone’s safety and security?
 - What does this mean for policing?
- Open the floor to discuss their responses. Encourage them read their identities as they respond to the question.
- Remind participants:
 - While some people have a tremendous amount of power (or privileges), others have no power (or privilege) at all. There are also some people who will have more power (or privilege) in some situations, but not in others. This will impact the extent to which they feel a sense of safety and security.
 - In addition to sex and gender, other social factors create groups of people, such as age, class, religion, etc.). But these groups are not homogeneous (intersectionality). (E.g. Not all women are the same.)
- Ask the participants: Thinking about policing and communities, what does this exercise teach us about how to keep communities safe?
- Open the floor to the participants’ views and facilitate a group discussion if there is interest.
- If not already mentioned, emphasize to participants that police must remember that the safety and security needs of people will be different for each person (depending on the different social factors that affect them).



Facilitator’s Note

Acknowledge that while trying to imagine the identity of another person is one way to try to understand their experience, we risk falling into stereotypes. In reality, the best way to understand someone else’s experience is to ask them.

Session 5.2. What is Gender-Based Violence?

(1 hour 10 minutes)

5.2.1. Definition and Quick Facts (10 minutes)

- Present PowerPoint slides (prepared in advance) to the participants that contain the following:

Gender-based violence (GBV)⁵

Refers to any type of harm that is perpetrated against a person or group of people because of their factual or perceived sex, gender, sexual orientation and/or gender identity.

- Similar terms with GBV: **violence against women (VAW)** and **gender-based violence against women**.
- Most violence against women is perpetrated by men for gender-based reasons. GBV affects women disproportionately.
- LGBTIQ+ people (lesbian, gay, bisexual, transgender and other people who do not fit the heterosexual norm or traditional binary categories) also suffer from violence which is based on their factual or perceived sexual orientation, and/or gender identity.
- Men can also be targeted with GBV. Statistically, the number of cases is much smaller than women, but should not be neglected.
- GBV is based on an imbalance of power and is carried out with the intention to humiliate and make a person or group feel inferior and/or subordinate.
- GBV is deeply rooted in the social and cultural structures, norms and values that govern society, and is often perpetuated by a culture of denial and silence.
- GBV can happen in both the private and public spheres.
- GBV, as with any type of violence, is an issue involving relations of power.

(Council of Europe, 2019)

- While presenting the slides, explain to the participants:
 - Along with the acronym VAW, you will also see it with VAWG (violence against women and girls).
 - There are different forms of GBV that we will explore in a few minutes.

⁵ Council of Europe (2019). "Gender Matters – A manual on addressing gender-based violence affecting young people." Second edition. Hungary: Council of Europe, p. 17-18. <https://rm.coe.int/gender-matters-a-manual-on-addressing-gender-based-violence-affecting-/16809e1c34>.

- Present another set of PowerPoint slides (prepared in advance) containing the following points:

Quick Facts in Europe

In Europe, if 10-20 women were sampled:

- **2 in 10 women** have experienced physical and/or sexual violence by a partner or a friend.
- **3 in 10 women** have experienced physical and/or sexual violence by a relative or family member.
- **10 in 20 women** have experienced sexual harassment.
- **At least 2 women** are killed every day in the EU by an intimate partner or family member.

Among women in Europe:

- **32% of their perpetrators** of sexual harassment are at work.
- **Over 80%** who experience violence do not seek professional help.
- **44%** have suffered psychological violence from a partner in their lifetime
- **Only 22%** who experience intimate partner violence reports it.

The cost of gender-based violence in Europe is €290 billion (approx.), of which:

- **67%** criminal justice
- **14%** health services
- **12%** social welfare
- **4%** personal costs
- **2%** civil justice
- **1%** specialised services

The perception of EU citizens about gender-based violence: (approx. 447.7 million inhabitants)

- **85%** do not believe that domestic violence is a private matter
- **88%** believe that GBV is “unacceptable and should always be punishable by law”
- **84%** believe that violence against **women** is “unacceptable and should always be punishable by law”
- **80%** believe that violence against **men** is “unacceptable and should always be punishable by law”
- **98%** condemn domestic violence against **women**
- **97%** condemn domestic violence against **men**

(European Parliament, European Commission, and EU Barometer)^{6,7}

⁶ European Council – Council of the European Union (2024). “Ending Violence Against Women”.
<https://www.consilium.europa.eu/en/infographics/figures-gender-based-violence/#0>.

⁷ The website above is an infographic that you can use in pieces for the PowerPoint slides (with sources).

- Open the floor to any questions or comments from the participants.

5.2.2. Forms of Gender-Based Violence (30 minutes)

- Explain to the participants:⁸
 - Violence in general is often only associated with physical violence.
 - It's important to remember that **non-physical forms of violence** can have just as significant impacts on the victim and on society.
 - There are many forms (or types) of GBV and – in general – we can use five inter-related categories to think about them: (1) Physical violence, (2) Verbal violence (including hate speech), (3) Sexual violence, (4) Psychological, and (5) Socio-economic violence.
- Split the participants into five groups and distribute the handout **Forms of GBV**. (Located at the end of this module.)
- Assign each group with one category and ask them to discuss and list as many forms of GBV as possible that relate to the category they were assigned.
- Explain that a representative of their group will present the different forms to the whole group (for the category they were assigned).
- If some groups are finished before others, they can work on the other categories.
- Bring the attention of all the groups back to plenary.
- Ask each group to present the forms that they found for their category.
- Ensure to ask the group to explain what the form is if you notice that other participants do not understand what it is.
- After each group presents, ask the other participants if they have any questions or have other forms that they would add to that category.
- **Note:** There are many forms that will fall under more than one category. That's fine. The most important part is that the participants discuss their justification for why it would fall under one category or the other.
- Present PowerPoint slides (prepared in advance) showing the following information:

⁸ Council of Europe (2019). "Gender Matters – A manual on addressing gender-based violence affecting young people," p. 23.

Different Forms of Gender-Based Violence⁹

(non-exhaustive list)

Physical Violence

- Beating
- Burning
- Kicking
- Punching
- Biting
- Maiming (mutilate or disfigure)
- Killing
- Use of weapons
- In some cases, human trafficking, slavery, domestic violence, intimate partner violence, or street violence (when the violence happens in public or “on the street”)
- Any form that causes or results in pain and/or physical injury

Verbal Violence (including hate speech)

- Any kind of verbal attack
- Put-downs (in private or in front of others)
- Ridiculing
- Use of swear-words
- Saying bad things about the other’s loved ones
- Threatening with other forms of violence (against the victim or against somebody dear to them)
- Jokes about women or about women as sex objects
- In some cases, verbal attacks targeting the background of the victim, such as their religion, culture, language, (perceived) sexual orientation or traditions, bullying.
- Negative use of words such as “queer” or “fag”
- Some verbal violence is classified as “hate speech”, such as words, videos, memes or pictures that are posted on social networks, or carrying a violence message threatening a person or a group of people because of certain characteristics
- Gender-based hate speech mainly targets women and LGBTIQ+ people based on sex, gender, sexual orientation or gender identity

Sexual Violence

- Non-consensual penetration by another person or using any body part or object
- Non-consensual acts of a sexual nature with a person
- Causing someone else to engage in non-consensual acts of a sexual nature with a third person
- Marital rape
- Attempted rape

⁹ Council of Europe (2019). “Gender Matters – A manual on addressing gender-based violence affecting young people,” p. 23-27.

- Forcing somebody to masturbate in front of others
- Forced unsafe sex
- Sexual harassment (and sexual harassment in the workplace)
- Forced pregnancy
- Forced abortion
- Forced sterilisation
- Female genital mutilation (FGM)
- Date rape
- Forcing other(s) to watch or imitate pornography
- Conflict-related sexual violence (CRSV)

Psychological Violence

Note: All forms of violence have a psychological aspect, but some cannot be placed in other categories.

- Isolation or confinement
- Withholding information
- Disinformation
- Threatening behaviour
- Purposeful ignorance
- Neglect of another person

Socio-Economic Violence

- Making women generally more economically vulnerable than men (feminization of poverty)
- In the case of men, conflicts about status and emasculation in abusive relationships
- Taking away the earnings of the victim
- Not allowing the victim to have a separate income
- Forcing a victim to work in a family business without a salary
- Making the victim unfit for work through targeted physical abuse
- Denial of access to education or paid work
- Denial of access to services and exclusion from certain jobs
- Denial of the victim's enjoyment of civil, cultural, social, and political rights
- In the case of LGBTIQ+ people, they may be subject to criminalisation, making them particularly vulnerable to this form of violence
- Creating a situation where the victim is forced to be economically dependent on the other

(Council of Europe)

- Explain to the participants (about sexual violence in particular):
 - Sexual violence is a common form of gender-based violence and a critical aspect of sexual violence is the absence of **consent**. Thus, understanding the concept of consent is crucial.

- Show the following **video** called **Consent is Simple as Tea** that was created through a partnership between the police and civil society organisations in England and Wales:¹⁰
 - <https://www.youtube.com/watch?v=pZwvrxVavnQ>
- Engage participants in a 10-minute discussion about its meaning, highlighting the following concepts:
 - Affirmative consent
 - Consent applies to each interaction independently
 - Consent can be withdrawn at any point
 - Consent requires a legally sound state of mind: that is why children or persons in an impaired state of mind cannot legally give consent
- Show the participants a PowerPoint slide (prepared in advance) with the following information:

The Istanbul Convention mentions the following types of violence:¹¹

- psychological violence (Art. 33)
- stalking (Art. 34)
- physical violence (Art. 35)
- forced marriages (Art. 37)
- sexual violence, including rape (Art. 36)
- female genital mutilation (Art. 38)
- forced abortion and forced sterilization (Art. 39)
- sexual harassment (Art. 40)
- aiding or abetting and attempt (Art. 41)
- unacceptable justifications for crimes, including crimes committed in the name of so-called honour (Art. 42)

(Council of Europe)

- While reading through the slide, remind participants:¹²

¹⁰ For more information on the video, go to <https://www.consentiseverything.com/#Home>; Versions of the video exists in Romanian and Russian (unverified): <https://www.youtube.com/watch?v=pj1rFhVJI7w> (Romanian) and <https://www.youtube.com/watch?v=vHLvIK5tTRQ> (Russian).

¹¹ Council of Europe (2019). "Gender Matters – A manual on addressing gender-based violence affecting young people," p. 23.

¹² *Ibid.*, p. 47-48.

- The official name of the Istanbul Convention is: The Council of Europe Convention on preventing and combating violence against women and domestic violence.
 - The Convention entered into force in 2014 and recognizes gender-based violence against women as a violation of human rights and a form of discrimination.
 - Moldova signed the Convention in 2017. With some reservations and notes on territorial application, it was ratified and entered into force in 2022. (Refer back to the handout on the international and regional normative framework.)
 - It is the first international document that contains a definition of gender.
 - It calls for state agencies and services to work in a coordinated way – between the criminal justice system, health services and civil society.
- Present the following video of Viorica Timbalari, the General Director of the National Agency for the Prevention and Combatting of Violence against Women and Domestic Abuse (ANPCV) (a newly created agency in Moldova) about the impact of the Istanbul Convention in Moldova:
 - <https://www.coe.int/en/web/istanbul-convention/10th-anniversary-of-the-entry-into-force>.
 - Open the floor to any questions or comments.

5.2.3. Causes of Gender-Based Violence (15 minutes)

- Explain to the participants the following:
 - Obviously, the main cause of gender-based violence is the perpetrator – the person (or people) committing gender-based violence.
 - If we look deeper, the root cause of gender-based violence is gender inequality.
 - If we break it down, there are different factors in society that contribute to perpetrators committing gender-based violence: (1) Cultural factors, (2) Legal factors, (3) Economic factors, and (4) Political factors.
- On the board (or flip chart) make four columns with the following headings:

Cultural Factors	Legal Factors	Economic Factors	Political Factors

- Ask the participants to think about these four categories of factors and write as many factors as possible on sticky notes (one cause per sticky note) and then place it under the appropriate category.
- Start with an example. Write on a sticky note: **GBV is often not reported to the police** and place it under **Legal Factors**.
- If the participants are having trouble finding factors, you can give them other examples:¹³

Cultural Factors

- Patriarchal and sexist views
- Gender stereotypes and prejudice
- Normative expectations of femininity and masculinity
- Socialisation of gender within the home
- Societal acceptance of violence in the public sphere (e.g. It is “normal” for women to be sexually harassed on the street)
- Societal acceptance to use sexual violence to resolve conflict or assert oneself
- Religious or historical traditions and/or customs that allow physically punishing women (e.g. “honour killing”)
- Cultural beliefs around “owning women”
- Cultural norms around sexuality and sexual orientation
- Lack of education
- Harmful media (including social media)

Legal Factors

- GBV is often not reported to the police
- Some police do not take reports of gender-based violence seriously (no investigations) – lack of law enforcement
- Criminal justice processes favour the perpetrator
- Unfair criminal justice processes for LGBTIQ+ people

Economic Factors

- Lack of economic resources (poverty)
- Unemployment

Political Factors

- Underrepresentation of women and LGBTIQ+ people in politics

¹³ Council of Europe (2019). “Gender Matters – A manual on addressing gender-based violence affecting young people, p. 21-22

- Gender-based violence is not deemed to be an important political issue, in particular, domestic violence
- Women's and LGBTIQ+ movements raising public awareness around gender or GBV
- In cases of war and conflict – used as a weapon of war and displacement
- While the participants are placing their sticky notes on the board, sort them so that similar answers (under each column) are grouped together.
- Once they are finished, in plenary go through the sticky notes together, looking at each column at a time and discuss the responses.
- Open the floor to any questions from the participants.

5.2.4. Impact of Gender-Based Violence (15 minutes)

- Ask the participants:
 - Reflecting on the different forms and the causes of gender-based violence, what do you think are the impacts of gender-based violence for the victim?
 - ...for the families of the victim?
 - ...for the community?
- Invite the participants to share their views, reminding them to identify whether the impact they are sharing is at the individual-, family-, or community-level.
- As participants share their answers, facilitate a group discussion to ensure that they understand each other's responses.
- If the participants are having difficulties coming up with ideas, the following are examples you can share or add to the discussion:¹⁴

Victim / Individual level

- Violation of their human rights
- Undermines their sense of self-worth and self-esteem
- Negative impact on physical health – physical injuries (bruises, cuts, fractures, etc.), chronic pain conditions, etc.
- Negative impact on reproductive health – unintended pregnancies, sexually transmitted infections, etc.
- Negative impact on mental health – trauma, post-traumatic stress disorder (PTSD), self-harm, isolation, depression, suicidal ideation
- Social isolation

¹⁴ Adapted from: Council of Europe (2019). "Gender Matters – A manual on addressing gender-based violence affecting young people, p. 17-20.

- Inability to function in the family, community and society in general
- Obstacle to self-realization and self-development
- Feelings of inferiority or helplessness
- Severely negative views on one's sexual orientation or gender identity
- Disruption of education and employment opportunities
- Loss of employment/income
- Homelessness
- Addictions

Family level

- Repeated (or mirrored) forms of gender-based violence by other members of the family
- Negative physical and/or psychological impacts on the children of victims (or other family members)
- Children growing up in a culture of violence that is normalised
- Loss of employment/income of family members
- Loss of shelter/homelessness
- Inter-generational trauma

Community level

- Perpetuates myths of “what happens at home should stay at home” or “it is nobody's business what happens in the family”
 - Economic costs for different services – medical, psychological, criminal justice system
 - Costs of shelter services (if they exist)
 - Impunity for perpetrators.
- In the group discussion, invite participants to specify how these impacts affect **different types of victims**, in particular, children, LGBTIQ+ people, men, or others.
 - Open the floor to questions or comments.

Power Walk: Identity Cards

<p>Teenage girl. 17 years old. Lives with parents and siblings. They are part of an ethnic minority group.</p>	<p>Young woman. 21 years old. Widow with three young children. She earns a low income.</p>
<p>Boy. 14 years old. He frequently witnesses his father's violence towards his mother.</p>	<p>Transgender woman. 27 years old. Unemployed. Volunteer activist for transgender rights.</p>
<p>Elderly man. 87 years old. Lives with his son's family, who neglect him or physically abuse him.</p>	<p>Woman. 45 years old. Immigrant living on allowance. Speaks Russian. Difficult to find a job.</p>
<p>Man. 40 years old. Community leader. Married, with two children. Well-connected politically.</p>	<p>Man. 35 years old. Police officer. Unit commander in criminal investigations.</p>
<p>Woman. 55 years old. Married. Member of Parliament for a wealthy constituency.</p>	<p>Man. 24 years old. Single. No children. Just released from prison. No education.</p>

<p>Woman. 35 years old. Surgeon at the biggest hospital in the city. Single. No children.</p>	<p>Woman. 45 years old. Divorced. No children. Living on allowance with physical disability.</p>
<p>Woman. 45 years old. Housewife. She does not have her own income. She is abused by her husband.</p>	<p>Man. 65 years old. Powerful politician. He is part of a well-known family in the country.</p>
<p>Man. 55 years old. Successful business executive. Married, but he secretly has sexual encounters with men.</p>	<p>Man. 60 years old. Respected religious leader. Works positively with community leaders.</p>
<p>Man. 35 years old. Celebrity. Artist. Single. No children. Active on social media.</p>	<p>Man. 20 years old. Blind. Student in university in social science. Lives with his parents.</p>
<p>Girl. 15 years old. Part of the Roma community. Her parents have removed her from school.</p>	<p>Male. 25 years old. Refugee from conflict. Does not work. Does not speak the language.</p>
<p>Boy. 15 years old. Wheelchair user. Lives with his parents, who are from a wealthy family.</p>	<p>Woman. 45 years old. Successful lawyer, with two teenage children. Divorced.</p>

Handout: Forms of GBV

Physical Violence

Verbal Violence (including hate speech)

Sexual Violence

Psychological Violence
Socio-Economic Violence

Module 6: Domestic Violence

Learning Objectives

- Understand the characteristics of domestic violence, other terms related to domestic violence, as well as the current situation of domestic violence in Moldova.
- Understand societal perceptions of domestic violence, the use of power and control by perpetrators of domestic violence, and how it appears in the Istanbul Convention.
- Understand the importance of a victim-centred approach and trauma-informed interviewing when working with victim-survivors of domestic violence.

Time Allotment

3 hours 45 minutes

Module Outline

6.1. Domestic Violence	1 hour 30 minutes
6.1.1. Definition and Quick Facts	15 minutes
6.1.2. Perceptions about Domestic Violence	20 minutes
6.1.3. Power and Control in Domestic Violence	40 minutes
6.1.4. Domestic Violence in the Istanbul Convention	15 minutes
6.2. Victim-Centred Approach	55 minutes
6.2.1. Definition	15 minutes
6.2.2. Exercise – Taguhi’s Story	40 minutes
6.3. Trauma-Informed Interviewing	1 hour 20 minutes
6.3.1. What is Trauma-Informed Interviewing?	10 minutes
6.3.2. Videos – Trauma-Informed Approach	25 minutes
6.3.3. Trauma-Informed Interviews	10 minutes
6.4.3. Exercise – Role Play	35 minutes

Materials

- Copies of all the handouts for each participant (located at the end of this module)
- PowerPoint slides (prepared in advance)
- Laptop/computer (with Internet connection) and projector
- Videos



Session 6.1. Domestic Violence

(1 hour 30 minutes)

- To start, explain to the participants that domestic violence is a sensitive topic and extremely common. Acknowledge that this material may bring up emotions for some of them. Tell them that they can, at any time, leave the room if they need to. If that is the case, remind them that they do not have to ask permission to leave. They can simply leave and come back when they are ready.
- Explain to the participants that for the purposes of this module, you will almost always refer to perpetrators of domestic violence as men, since most cases of DV are those where the man is the abuser. But this does not negate the fact that it is possible for men to be victims of DV as well (as discussed in the last session).

6.1.1. Definition and Quick Facts (15 minutes)

- Explain to the participants:¹⁵
 - The most common form of gender-based violence is domestic violence.
 - It requires special attention because it is a **relational type of violence**, which means that the dynamics between perpetrator and victim is very different from violence that occurs among strangers.
- Present to the participants PowerPoint slides (prepared in advance) with the following information:

Domestic Violence

Domestic violence shall mean all acts of physical, sexual, psychological or economic violence that occur within the family or domestic unit or between former or current spouses or partners, whether or not the perpetrator shares or has shared the same residence with the victim. (**Istanbul Convention**, Article 3 (b)).

Intimate Partner Violence (IPV)

Physical, sexual, psychological or economic violence between current or former spouses as well as current or former partners. It constitutes a form of violence which affects women disproportionately and which is therefore distinctly gendered. (**EIGE**)¹⁶

¹⁵ Council of Europe (2019). "Gender Matters – A manual on addressing gender-based violence affecting young people," p. 27-28.

¹⁶ European Institute for Gender Equality (EIGE) (2024). "Glossary and Thesaurus". <https://eige.europa.eu/publications-resources/thesaurus/terms/1198>.

Victim

Victim shall mean any natural person who is subject to the conduct specified in points (a) [violence against women] and (b) [domestic violence]. (**Istanbul Convention**, Article 3 (e)).

Survivor

Woman who has been subjected to gender-based violence. (**EIGE**)¹⁷

- While reviewing the slides, explain the following:
 - Domestic violence (DV) and intimate partner violence (IPV) are terms often used interchangeably. The older term is DV and referred often to married couples. But over time, it was recognized that this type of violence also happens between common law partners and other types of relationships, including same-sex relationships. The couple does not have to be married.
 - Other terms used to mean the same thing: “domestic abuse”, “dating abuse”, or “relationship abuse”.¹⁸
 - The terms “victim” and “survivor” refer to the same person, most often, women. Both terms have their place and serve different purposes. “Victim” is a legal definition necessary within the criminal justice system. “Survivor” is a term of empowerment to convey that a person has started the healing process and may have gained a sense of peace in their life. Most often, law enforcement and prosecutors will use “victim”, while community-based advocates will use “survivor”. Different victim-survivors will have different preferences, it is best to use the term they prefer.¹⁹
- Make time to answer questions or facilitate a group discussion if there are any questions about the terms.
- Continue presenting to the participants PowerPoint slides (prepared in advance) containing the following:

¹⁷ EIGE, <https://eige.europa.eu/publications-resources/thesaurus/terms/1315>.

¹⁸ National Domestic Violence Hotline (2024), “Abuse defined”. <https://www.thehotline.org/identify-abuse/understand-relationship-abuse/>.

¹⁹ Sexual Assault Kit Initiative (SAKI), “Victim or Survivor: Terminology from Investigation Through Prosecution,” <https://sakitta.org/toolkit/docs/Victim-or-Survivor-Terminology-from-Investigation-Through-Prosecution.pdf>.

Characteristics of Domestic Violence^{20,21,22}

- Most often perpetrated against women by men, but also occurs in same-sex relationships just as frequently as in heterosexual relationships. There are also cases of women abusing their male partners.
- A pattern of behaviours used by one partner to maintain power and control over another partner in an intimate relationship.
- Includes behaviours that physically harm, intimidate, manipulate, or control a partner or otherwise force them to behave in ways they don't want to. This can happen through physical violence, threats, emotional abuse, or financial control.
- Leads to severe physical and mental suffering, injuries and often death.
- Inflicted against the will of the victim, with the intention to humiliate, intimidate and exert control over her or him.
- Often involves isolation of the victim from family and friends, deprivation of personal possessions, manipulation of children, threats of reprisals against the individual, against children, or against other family members.
- Can take various forms, but the most common are: (1) Physical violence (such as hitting, kicking, or pushing, to cause injury to the victim), (2) Sexual violence (such as sexual assault, rape, and sexual harassment), (3) Psychological violence (including verbal insults, humiliation, and manipulation), (4) Economic violence (to restrict the victim's ability to access resources or support systems), and (5) Stalking (persistent and unwanted attention or contact that causes fear or distress to the victim).

(National Domestic Violence Hotline; Council of Europe, Just Access)

- While presenting the slides, explain to the participants:
 - The emotional and psychological abuse, such as verbal insults and controlling behaviour, can be just as damaging as physical violence.
 - Those affected by domestic violence are left with low self-esteem and feelings of helplessness.
 - The harmful impact of domestic violence extends beyond the individuals involved, affecting families, communities and society at large.

²⁰ National Domestic Violence Hotline (2024), "Abuse defined". <https://www.thehotline.org/identify-abuse/understand-relationship-abuse/>.

²¹ Council of Europe (2019). "Gender Matters – A manual on addressing gender-based violence affecting young people," p. 28.

²² Just Access (2023), "The Issue of Domestic Violence in the Republic of Moldova", <https://just-access.de/the-issue-of-domestic-violence-in-the-republic-of-moldova/#sdfootnote4anc>.

- Society also bears the impact of domestic violence through the economic costs of healthcare, legal expenses and lost productivity.
 - Domestic violence perpetuates gender inequality by reinforcing power imbalances, limiting opportunities for victims, particularly women, to participate fully in society.
 - Addressing domestic violence is essential to creating healthier, more equitable communities.
- Continue presenting to the participants PowerPoint slides (prepared in advance) containing the following:

Quick Facts about Domestic Violence in Moldova^{23,24}

According to a study conducted in 2012:

- **Half of the women** experienced social isolation and control by their husband, often manifested through demands for their whereabouts or anger when speaking to other men.
- **64% of women** experienced violence from their husband or partner at some point in their lives.

In another study from 2019:

- A **third of all women** personally knew someone who suffered from domestic violence.
- **40% of women** experienced physical and/or sexual violence from their partner or non-partner since the age of 15.

On average...

- **Every third woman** has been slapped.
- **Every fourth woman** has been pushed or otherwise assaulted.
- **Every fifth woman** punched or hit.
- **Every tenth woman** beaten or kicked.
- **5% of women** suffered from strangulation or attempted strangling.

In 2023, out of 69 cases of domestic violence...

- **34 cases** resulted in the death of the victim – of which 21 women died and 13 men died.
- **30%** constitute femicide – where none of the victims were employed.
- **6 cases** that resulted in death (or grievous bodily harm) occurred in the presence of minor children.
- **6 victims** were stalked before the crime occurred.

²³ Just Access (2023), “The Issue of Domestic Violence in the Republic of Moldova”, <https://just-access.de/the-issue-of-domestic-violence-in-the-republic-of-moldova/#sdfootnote4anc>.

²⁴ Ministry of Interior [Moldova] (2024), “Fatality Review Report – of cases examined by the Commission in charge of monitoring and analysing of domestic violence cases resulting in a victim’s death or serious bodily integrity in 2023”, p. 53-55. <https://cdf.md/en/category/publications/>.

- **40%** of family abusers had a criminal history.
- **40%** of cases resulted in a conviction.

(Just Access; Ministry of Interior [Moldova])

- While presenting the slides, open the floor to the participants to ask questions or make comments. Make time for a group discussion if needed.

6.1.2. Perceptions about Domestic Violence (20 minutes)

- Explain to the participants that you will explore together different perceptions about domestic violence (or intimate partner violence).
- Present to the participants PowerPoint slides (prepared in advance) with the statements below. Place one statement per slide, so that you can ask participants if the perception is “true” or “false” and discuss why. (See the responses in the notes below.)

Perceptions about Domestic Violence²⁵

1. “If it was that bad, she’d leave.”
2. “Domestic abuse always involves physical violence.”
3. “Alcohol and drugs make men more violent.”
4. “He can be a good father even if he abuses his partner – the parents’ relationship doesn’t have to affect the children.”
5. “She provoked him.”
6. “Domestic abuse is a private family matter, and not a social issue.”
7. “Men who abuse women are mentally unwell.”
8. “Men who abuse their partners saw their fathers abuse their mothers.”
9. “Domestic abuse is a “crime of passion”, a momentary loss of control.”
10. “Women are more likely to be attacked by strangers than by those who claim to love them.”

(Women’s Aid)

- This exercise will allow you to determine the level of knowledge of DV of the participants to gauge the speed at which you can move through this module.

²⁵ Women’s Aid (2024), “Myths about domestic abuse”. <https://www.womensaid.org.uk/information-support/what-is-domestic-abuse/myths/>.

- As you go through each slide (perception), use the following notes to engage in discussion with the participants to discuss “why the statement is false” before moving on to the next slide:²⁶

1. **“If it was that bad, she’d leave.”** – FALSE.

- Women stay in abusive relationships for many different reasons, and it can be very difficult for a woman to leave an abusive partner – even if she wants to.
- Abuse rarely starts at the beginning of a relationship, but when it is established, it is often harder to leave.
- A woman may still be in love with her partner – she may be frightened for her life or for the safety of her children if she leaves.
- A woman may have nowhere to go, or she may have no financial independence.
- Women in abusive relationships need support and understanding – not judgement.

2. **“Domestic abuse always involves physical violence.”** – FALSE

- DV does not always include physical violence, the abuse can be psychological, emotional, sexual, or financial.

3. **“Alcohol and drugs make men more violent.”** – FALSE

- Alcohol and drugs can make existing abuse worse or be a catalyst for an attack – but they do not cause domestic abuse.
- There are people who use alcohol or drugs and do not abuse their partner, so it should never be used as an “excuse” for violent or controlling behaviour.
- The perpetrator alone is responsible for his actions.

4. **“He can be a good father even if he abuses his partner – the parents’ relationship doesn’t have to affect the children.”** – FALSE.

- Many children whose mothers are abused witness the abuse and the effects are traumatic and long-lasting.
- When a child witnesses domestic violence – this is child abuse.
- In England and Wales, an estimated 90% of children whose mothers are abused witness the abuse of their mothers and between 40-70% of these children are also victims of the abuse.

²⁶ *Ibid.*

5. **"She provoked him."** – FALSE.
 - This is a myth about DV that is widespread and deep-rooted. It is often based on the belief that the man, as the head of the family, can punish his partner or children if they act in a way he doesn't approve of.
 - Any reference to "provocation" means that we are blaming the woman and relieving the abuser of responsibility for his actions.
 - Abuse or violence of any kind is never the victim's fault. Responsibility always lies with the perpetrator and with him alone.
6. **"Domestic abuse is a private family matter, and not a social issue."** – FALSE.
 - DV results in high costs for society – in hospital treatment, medication, court proceedings, lawyers' fees, and imprisonment. Not to mention the psychological and physical impact on those who experience it.
 - All too often, when women disclose their abuse, no one listens to them, and no one asks them what they would like to happen next. That's why it's important to put the survivor at the heart of the response.
7. **"Men who abuse women are mentally unwell."** – FALSE.
 - There is no research that supports this myth. Abuse and violence are a choice and there is no excuse for them.
 - DV happens throughout every level of society – regardless of their health, mental health, wealth or status.
8. **"Men who abuse their partners saw their fathers abuse their mothers."** – FALSE.
 - DV is prevalent throughout society, and because of this, many people have grown up witnessing DV.
 - Many people who grew up with DV never become perpetrators of DV in their own relationships, so it is never an excuse for DV.
9. **"Domestic abuse is a "crime of passion", a momentary loss of control."** – FALSE.
 - DV is rarely about losing control but taking control.
 - Perpetrators rarely act spontaneously when angry. They consciously choose when to abuse their partner – when they are alone.
10. **"Women are more likely to be attacked by strangers than by those who claim to love them."** – FALSE.
 - The opposite is true. Women are far more likely to be assaulted, raped and murdered by men known to them than by strangers.
 - In England and Wales in 2022, 9 out of 10 rapes against women were carried out by someone they knew. On average, one woman is killed by a male partner (or ex-partner) every week in the UK and Wales.

- Explain to the participants that this was in fact a list of “**myths about domestic violence**” compiled by a civil society organisation in England and Wales that supports survivors of domestic violence.
- Open the floor to the participants for any questions or comments.

6.1.3. Power and Control in Domestic Violence (40 minutes)

- Distribute a copy of the handout **Power & Control Wheel** to each participant.
- Explain to the participants how it works using the following points:²⁷
 - The **Power & Control Wheel**²⁸ is a model that was developed in the US in the early 1980s by advocates for women survivors of domestic violence.
 - On the outer side of the wheel, you see physical and sexual violence. On the inside, you see eight different tactics and ways in which abusers achieve dominance over their partners.
 - Abusers will use one or a combination of all these tactics on his victim, which are usually not visible to people outside of the relationship unless they witness it for themselves.
 - These tactics usually end in physical or sexual violence (the outer ring). Often, when victims try to defend themselves, they are extremely vulnerable to physical or sexual violence (the outer ring).
 - It is still domestic violence **even if no physical or sexual violence** is used by the abuser. Remember the definition of DV. If a pattern of one or a combination of the tactics (inside the wheel) are used to gain power and control over the victim, it is domestic violence.
- Ask participants if they have any questions about the wheel and explain that they will work on an exercise to practice using the wheel.
- Divide participants into three groups and distribute flip chart paper and markers for each group.
- Distribute handout **Emma and David’s Story** to each participant.
- Give the participants the following instructions for the exercise:
 - Read Emma and David’s Story.

²⁷ The Duluth Model (2016), “Power and Control Wheel – Understanding the Power and Control Wheel” [video]. Transcript. <https://www.youtube.com/watch?v=5OrAdC6ySiY>.

²⁸ Domestic Abuse Intervention Programs (DAIP) (2024), “Home of the Duluth Model”. Wheel Library. <https://www.theduluthmodel.org/wheel-gallery/>.

- As a group, identify together the parts in the story where David used power and control over Emma.
 - Use the flip chart to write out the parts in the story – and the type of tactic used.
 - Then, identify together the parts in the story that resulted in physical and/or sexual violence.
 - Use the flip chart to write these parts out as well.
 - Nominate a rapporteur to present your answers to the whole group.
- Give the participants about 20 min to complete the exercise. Give them more time if needed.
 - Bring the participants' attention back to plenary and ask each group to present their responses.
 - After each group presents, open the floor to the other participants to ask questions or debate any of the points presented before moving on to the next group.
 - If the participants are having trouble, you can use the following points as responses:
 - [Tactic] Using male privilege:
 - "When he came home, he complained that Emma was not doing her part to keep up the household."
 - "David believed that his job was to make money and hers was in the home, and Emma understood that was how David showed his love for them."
 - [Tactic] Using intimidation: "He picked up anything out of place and threw it across the room, sometimes pretending to throw it at her."
 - [Tactic] Using emotional abuse: "He said that she was a bad mother and a sorry excuse for a wife."
 - [Tactic] Using economic abuse:
 - "Emma's maternity leave ended, but David said she could not handle work and Billy, so Emma quit her job."
 - "She was depressed and wanted to leave, but she didn't know how because she didn't have any money."
 - [Tactic] Minimizing, denying and blaming: "He yelled at her saying that he would not have to hit her if she was not so useless."
 - [Tactic] Using children: "But David mocked her and said she would never see Billy again if she did that."

- **[Tactic] Using coercion and threats:** “Emma threatened to leave again, but David begged her to stay. He said he would kill himself if she left.”
- **[Tactic] Using isolation:** “They even tried to invite her for coffee, or dinner with their families, but Emma always had an excuse for not going.”
- **Physical violence:**
 - “He picked up anything out of place and threw it across the room, sometimes pretending to throw it at her.”
 - “Alone with the doctor, Emma wanted to tell her that she bled because David beat her so hard she fell down the stairs.”
 - “Part of her was relieved that she would not have another child to protect from David.” [Could be interpreted as David physically abusing Billy.]
 - “She focused instead on Billy and did her best to shield him from his father’s rage.” [Could be interpreted as David physically abusing Billy.]
- **Sexual violence [marital rape]:** “She did not want to have another one, but David forced her to have sex.”
- When all the groups have presented their responses, open the floor to the participants about any other questions or comments about Emma and David’s Story.
- Ask participants:
 - With an understanding of how domestic violence works, how does this affect how police officers should interact with victims-survivors of domestic violence?
 - And if the victim-survivor is a man? Or if the victim-survivor identifies as LGBTIQ+?
- Open the floor to the participants to discuss and respond to any final questions or comments on the story.

6.1.4. Domestic Violence in the Istanbul Convention (15 minutes)

- Present PowerPoint slides (prepared in advance) with the following information:

Istanbul Convention and Domestic Violence

Official name: “Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence”

Domestic Violence

Domestic violence shall mean all acts of physical, sexual, psychological or economic violence that occur within the family or domestic unit or between former or current spouses or partners, whether or not the perpetrator shares or has shared the same residence with the victim. (**Istanbul Convention**, Article 3 (b)).

- Remind the participants that you already showed them this definition at the start of the module.
- Explain to the participants the following points:
 - Recall that the Convention entered into force in 2014.
 - Recall that Moldova signed the Convention in 2017. With some reservations and notes on territorial application, it was ratified and entered into force in 2022. (Refer to Handout 4 from previous module).
 - Even though domestic violence is a form of gender-based violence, it is unique in that it is characterized by the relationship between the victim-survivor and abuser (either married or in an intimate relationship). This is why it is named separately in the Convention.
- Distribute the handout **Istanbul Convention – 4Ps** to the participants and review the handout together.
- Ask participants:
 - Based on the measures listed in the four pillars, in your view, which of these already exist in Moldova? Can you share any examples?
 - If none of these exist yet, in your view, which ones could be implemented fairly quickly? What would need to happen for that to take place?
- Facilitate a group discussion on these questions so that the participants learn from each other on what is currently in progress in country.
- Ensure to underline the examples the participants provide relating to the police.

- Remind and encourage participants to learn more within their area of work since the Convention requires coordinated policy and inter-agency cooperation.
- To end the session, show the participants a video from **UN Women Moldova** about one woman's experience. <https://www.youtube.com/watch?v=NieqZkgNYaU>.
- Open the floor to any final questions.



Facilitator's Note

The source for this session includes the URL for an infographic the Council of Europe created for the four pillars of the Istanbul Convention. If you prefer, you can use the infographic to create PowerPoint slides for the session that you can present while reviewing the handout.

Session 6.2. Victim-Centred Approach

(55 minutes)

6.2.1. Definition (15 minutes)

- Ask the participants:
 - [Without them looking at the glossary] What is a victim-centred approach?
- Refer the participants to the **glossary** to read the definition of **victim-centred approach** together.
- Distribute the handout **Principles of a Victim-Centred Approach** to the participants.
- Read through the handout with the participants together. But for each bullet point ask the group if that is something that the police would normally do. If the answer is no, facilitate a group discussion for the group to understand why.
- Once you've gone through the entire list, facilitate a group discussion, asking the participants:
 - Based on this, does the police use a victim-centred approach?
 - Or do the Moldovan police use the approach but don't refer to it as a victim-centred approach?
 - If no, why? Are there requirements they have that prevent them from using this approach?
 - Is a victim-centred approach used only for victims of domestic violence or intimate partner violence?
- During this discussion, explain to the participants the following points:
 - When working with victim-survivors, it is important to use a victim-centred approach to **minimize re-traumatization**.
 - A victim-centred approach should be used for **all victims of gender-based violence, and especially of domestic violence and sexual violence**, due to the nature of this type of violence. But, in reality, a victim-centred approach should be used with all victims.

6.2.2. Exercise – Taguhi’s Story (40 minutes)

- Distribute the handout **Taguhi’s Story** to the participants and divide the participants into three small groups.
- Instruct the participants to read through Taguhi’s story and respond to the questions that you will show them on a PowerPoint slide.
- Present a PowerPoint slide (prepared in advance) showing a list of questions:

Group Questions:

1. Did the police use a victim-centred approach? Provide specific examples to demonstrate your answer.
2. If the police **did** use a victim-centred approach, what could they have done to improve?
4. If the police **did not** use a victim-centred approach, what could they have done to use this approach?

- Ask the participants to choose a rapporteur to present their answers.
- Give the groups about 15 minutes to work.
- If the groups are having trouble, ask them to go through the handout on the principles of a victim-centred approach to answer the questions.
- Bring the groups back to plenary and ask each rapporteur to present their group’s answers.
- After each group, ask the plenary if they have questions or comments. Depending on their responses, facilitate a group discussion.
- Open the floor to any questions or comments on the exercise.

Session 6.3. Trauma-Informed Interviewing

(1 hour 20 minutes)

6.3.1. What is Trauma-Informed Interviewing? (10 minutes)

- Ask the participants to explain their understanding of **trauma**.
- Open the floor to the participants to provide their responses.
- Present to the participants PowerPoint slides (prepared in advance) with the following information:

Trauma-Informed Interviewing

Interviewing techniques that are based on an accurate understanding of trauma that allow police investigators to ask questions in ways that are more consistent with how traumatic memories are often encoded, stored, and retrieved. Trauma-informed interviewing can elicit more complete and accurate information, which can lead to more thorough evidence-based investigations. These techniques also support investigators to avoid misinterpreting and “make sense” of a victim’s narrative or behaviour, which may otherwise seem confusing.²⁹

What is trauma?

Trauma is an emotional response to a terrible event like an accident, crime, natural disaster, physical or emotional abuse, neglect, experiencing or witnessing violence, death of a loved one, war, and more. Immediately after the event, shock and denial are typical. Longer term reactions include unpredictable emotions, flashbacks, strained relationships, and even physical symptoms like headaches or nausea. (American Psychological Association)³⁰

Trauma-informed interviewing...^{31,32}

- Understands the critical importance of building rapport with the victim-survivor.
- Understands that victim-survivors of trauma may have poor, inaccurate or inconsistent memories of the details of the incident. Some may not be able to recall any details at all.
- Understands that victim-survivors, based on their account of events, may seem to lack credibility.
- Understands that the same traumatic event might be experienced as traumatic for one person and not another.
- Understands that different variables will influence how the traumatic event affects a victim-survivor, such as the severity and frequency, whether it was repeated or ongoing, characteristics of the victim-survivor (e.g. age, personal history, beliefs, values, coping skills), mental health, and available support system.

²⁹ Kimberly A. Lonsway, Jim Hopper, Sgt. Joanne Archambault (2022). “Becoming Trauma-Informed: Learning and Appropriately Applying the Neurobiology of Trauma to Victim Interviews.” End Violence Against Women International (EVAWI), p.8. https://evawintl.org/wp-content/uploads/2019-12_TB-Becoming-Trauma-Informed-Trauma-to-Victim-Interviews.pdf.

³⁰ American Psychological Association (2024), “Trauma”. <https://www.apa.org/topics/trauma>.

³¹ Kimberly A. Lonsway, Jim Hopper, Sgt. Joanne Archambault (2022), p. 12-16.

³² Sexual Assault Kit Initiative (SAKI) (2015), “Trauma-Informed Communication: What to expect when interacting with victims of sexual assault and trauma”. <https://sakitta.org/toolkit/docs/Trauma-Informed-Communication-Pamphlet.pdf>.

- Will use a victim-centred approach.
- Understands that, in cases of sexual violence, a victim-survivor's power and choice were taken away from them during the assault. The way police investigators interact with them, can help them restore some control.
- Understands that if a victim-survivor is not comfortable with the interviewer or the surroundings of the interview, they most likely will not share information.

******There are many deeply held societal expectations about how victims **should** respond to a traumatic event. Since each victim-survivor is unique and every traumatic event is unique, every individual's response will be unique.³³

- Read through the slides with the participants and leave room for them to pose questions.
- Ask the participants if the Police use trauma-informed interviewing in cases of gender-based violence.
- Open the floor to the participants to explain their views. It may be possible that they already do some of this, but don't call it trauma-informed interviewing.
- Explain to the participants that it is especially important to use trauma-informed interviewing with victim-survivors of domestic violence and sexual violence.

6.3.2. Videos - Trauma-Informed Approach (25 minutes)

- Explain to the participants that you will be showing them two videos produced by the **Michigan Domestic and Sexual Violence Prevention and Treatment Board** in the U.S.
- Acknowledge to the participants that the video is a bit old and that it refers to the American justice system. But ask the participants to focus on what each person says about how trauma affects victim-survivors.
- The videos are titled: **Sexual Assault: A Trauma-Informed Approach to Law Enforcement First Response to Sexual Assault:**

Part 1: <https://youtu.be/CnlXzD2pYSA?feature=shared>. (13:39)

Part 2: <https://youtu.be/O00m695cHjg?feature=shared>. (9:19)

- After the Part 1 video and before playing Part 2, ask the participants if they have any comments about the video. Then do the same after the second video.
- If you see that the participants want to discuss both videos in more detail, facilitate a group discussion to enable them to learn from each other.

³³ Kimberly A. Lonsway, Jim Hopper, Sgt. Joanne Archambault (2022), p. 16.

6.3.3. Trauma-Informed Interviews (10 minutes)

- Explain to the participants the following points:³⁴
 - When starting interviews with victim-survivors, acknowledge that some of the questions might seem unusual but it's to help understand the victim's experience of the event.
 - Investigators should encourage the victim-survivor to ask questions at the beginning and throughout if they need clarification regarding the process or the purpose of interview questions.
 - The phrasing of questions during victim-survivor interviews is important.
 - Depending on how a question is asked, it might be perceived by the victim-survivor as blaming them for their actions, or for what they may be unable to recall.
 - Reframing direct questions (in the way investigators are traditionally trained to do) helps victim-survivors feel more supported and increases the likelihood that they stay involved in the criminal justice process.
 - Questions such as "Where would you like to start?" or "Would you tell me what you are able to about your experience?" sets a supportive tone for the interview.
 - Asking questions in this way also invites the victim to describe what happened, their thoughts, and their feelings in their own words, which is valuable evidence to document in the case report.
 - In general, investigators should consider reframing questions that start with "why", directives such as "explain to me...", and prompts such as "and then what happened?"
 - Using open-ended questions and requests, when possible, gives the victim-survivor the opportunity to share more information about what they are able to recall. This method helps their brain retrieve information from a traumatic event and offers them more control as they recount a time when they were violated and had no control.
- Distribute the handout **Interview Questions** (located at the end of this module).
- Ask the participants to take a few minutes to read through the handout silently for 5-10 minutes.
- Ask the participants, those who are investigators, if they already use this type of framing for questions?

³⁴ International Association of Chiefs of Police (IACP) (2017), "Successful Trauma Informed Victim Interviewing", p.1. <https://www.theiacp.org/sites/default/files/2020-06/Final%20Design%20Successful%20Trauma%20Informed%20Victim%20Interviewing.pdf>.

- Open the floor to any questions or comments.



Facilitator's Note

If you have the time, consider inviting an expert in neuroscience or psychology who can scientifically explain the impact of trauma on behaviour. This person could also provide more insight, from a scientific point of view, about how trauma affects memory, decision-making, and response to stress. They could present in-person or virtually (if the Internet connection available to you allows it).

6.3.4. Exercise – Role Play (35 minutes)

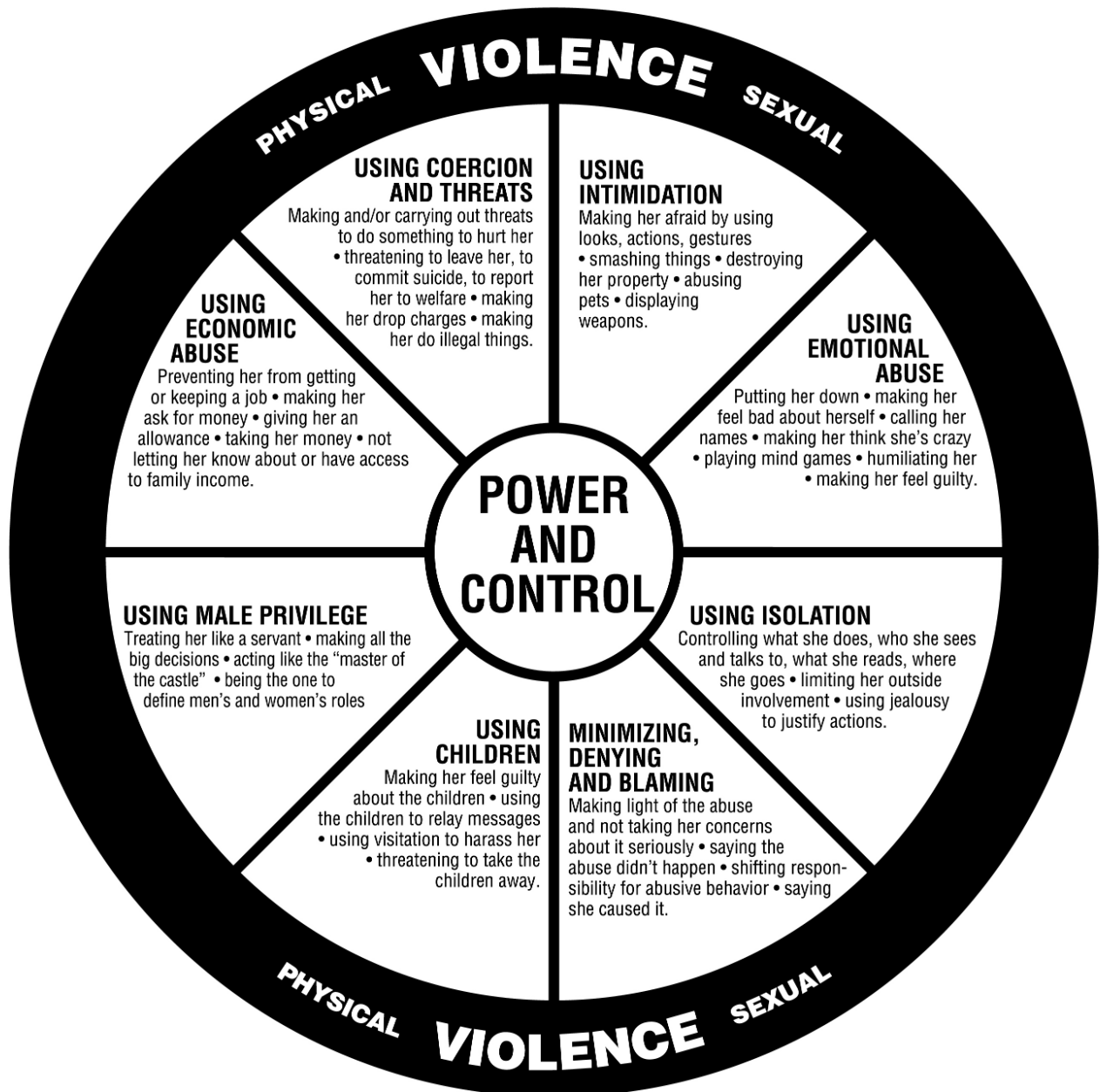
- Ask participants to find a partner and sit with them. They will need their notebook (in case they want to make notes), as well as the handout on **Interview Questions** and **Taguhi's Story**.
- Explain to the participants:
 - There are **three victims** in Taguhi's story that are still alive: (1) **Taguhi**, (2) **Taguhi's son**, and (3) **Taguhi's father**.
 - Ask the participants, as a pair, to choose one of these victims and they will practice interviewing using trauma-informed interviewing. One person will be the victim, and the other person will be the investigator.
 - For the purpose of the exercise, the pair can choose what the victim-survivor is reporting to the investigator (e.g. the harassment of Taguhi's ex-husband, or the murder of Taguhi's mother). The person playing the victim can also make up information (as long as it fits in the broader story) to complete the interview.
 - The person playing the investigator must use a victim-centred approach and trauma-informed interviewing.
 - Once the interview is finished, they switch roles and can use the same victim or another one.
- Give the participants about 20 minutes to work in pairs. Perhaps give them more time to ensure that both people have a chance to be the investigator.
- Bring the pairs back to plenary.
- Ask the participants for volunteers to conduct their interview in front of the whole group.
- Before the volunteers start, ask the rest of the group to observe the interview and explain that they will have the opportunity to provide feedback at the end.
- When the participants provide feedback, if needed, facilitate a group discussion.

- If there are more pairs that want to conduct their interview in front of the whole group, give them the time to do it with the opportunity for the others to provide feedback.
- Ask participants how they felt using trauma-informed interviewing.
- Open the floor for them to give their views and comments. If there is interest to discuss in detail, facilitate a group discussion to enable them to learn from each other.

Note

- Explain to the participants that trauma-informed interviewing for police investigators comes from broader research on trauma-informed practice for all kinds of professionals dealing with victim-survivors of trauma, such as legal professionals, psychologists, civil society organisations, humanitarian organisations, etc.
- Explain that this module only covers the surface of this field. Encourage the participants to do further reading and learning on their own. There are many resources online. One organisation that has done a lot of work with law enforcement is **End Violence Against Women International (EVAWI)**. They have a webpage specifically for resources. Feel free to share the website with the participants:
- <https://evawintl.org/resources/best-practice-resources/>.

Handout: Power & Control Wheel¹



¹ Domestic Abuse Intervention Programs (DAIP) (2024), "Home of the Duluth Model". Wheel Library. <https://www.theduluthmodel.org/wheel-gallery/>.

Handout: Emma and David's Story

Emma and David married in their early twenties. They were typical newlyweds in love. They had recently finished their studies and had just started their careers. Not long after the wedding, Emma was pregnant, and David was an excited father-to-be. They named their son Billy.

That first year, David tried his best to be home with Emma, but his job was too demanding. When he came home, he complained that Emma was not doing her part to keep up the household. He picked up anything out of place and threw it across the room, sometimes pretending to throw it at her. He said that she was a bad mother and a sorry excuse for a wife.

Emma's maternity leave ended, but David said she could not handle work and Billy, so Emma quit her job. David believed that his job was to make money and hers was in the home, and Emma understood that was how David showed his love for them.

Over time, their fights worsened. He yelled at her, saying that he would not have to hit her if she was not so useless. Emma was barely eating and sleeping. She tried to tell her mother, but did not tell her the full story. "Marriage is always difficult," her mother said. "You have to work it out together." One time, Emma threatened to leave him. But David mocked her and said she would never see Billy again if she did that.

A year later, Emma was pregnant again. She did not want to have another one, but David forced her to have sex. She then wondered if another child might help their relationship because David was happy again. His affection reminded her that he loved her.

Half-way through the pregnancy, Emma had a miscarriage. David never left her side at the hospital and Emma felt how scared he was to lose her. Alone with the doctor, Emma wanted to tell her that she bled because David beat her so hard she fell down the stairs. But she was too ashamed and conflicted. Part of her was relieved that she would not have another child to protect from David. Emma remembered what her mother said and kept quiet.

A year later, David got a promotion and took Emma on vacation – just the two of them. David was the tender and kind man she fell in love with. But, when the vacation ended, he turned back into a stranger. Emma threatened to leave again, but David begged her to stay. He said he would kill himself if she left. She was depressed and wanted to leave, but

she didn't know how because she didn't have any money. She focused instead on Billy and did her best to shield him from his father's rage.

Emma dedicated herself to Billy's school. Teachers and other parents admired her for the volunteer work she did. Some of the mothers asked her why she had bruises sometimes, but Emma always changed the subject. They even tried to invite her for coffee, or dinner with their families, but Emma always had an excuse for not going.

One day, David burst into the school's reception, looking for Billy. Enraged, he explained that Billy was not at home, and neither was Emma.

Handout: Istanbul Convention – 4Ps

The **Istanbul Convention** is a major step towards a comprehensive and harmonized response to violence against women and girls, including domestic violence. The Convention is based on four pillars (areas of actions), often called **the four “Ps”**:¹

1. PREVENTION

If a country has ratified the Istanbul Convention, it will have to take the following measures:

- Participation of media and private sector.
- Awareness-raising campaigns.
- Education in non-violence and equality between men and women.
- Challenging gender stereotypes.
- Promoting women’s empowerment.
- Programmes for perpetrators.
- Role of men and boys.
- Training of professionals.

2. PROTECTION

The safety and needs of victims and witnesses must be at the heart of all protective measures adopted by a country. Their rights include:

- Information on their rights.
- Support services.
- Regional and international complaints mechanisms.
- Shelters.
- Rape crisis or sexual violence centres.
- Reporting violence to authorities.
- Emergency barring orders.
- Protection or restraining orders.
- Safe custody and visitation rights for children.
- Free telephone helplines 24/7.
- Rights and needs of child witnesses.

3. PROSECUTION

If a country has ratified the Istanbul Convention, it will have to ensure for:

- Law enforcement and judicial proceedings:
 - Legislation criminalizing violence against women.
 - Effective police investigation.
 - Dissuasive sanctions for perpetrators.
 - Effective public prosecution.
 - Consideration of aggravating circumstances.
- Victims' rights:
 - Victims' protection during investigation and judicial proceedings.
 - Victims right to information and support.
 - Victims right to privacy.
 - No victim-blaming.
 - Coordinated risk assessment.
 - Protection of child victims and witnesses.

4. CO-ORDINATED POLICIES

If a country has ratified the Istanbul Convention, it will have to undertake the following actions:

- Inter-agency cooperation.
- Support and work with civil society and NGOs.
- Co-ordinate action and monitor implementation.
- Human rights-based policies.
- Funding for policies and support services.
- Comprehensive legislation and gender-sensitive policies.
- Whole societal response.
- Research and data collection.

¹ Council of Europe Portal (2024), "Action against violence against women and domestic violence – Istanbul Convention". (Four aims: Prevention, Protection, Prosecution and coordinated Policies). <https://www.coe.int/en/web/istanbul-convention/key-facts>; [Infographic] <https://rm.coe.int/coe-istanbulconvention-infographic-en-r04-v01/1680a06d0d>.

Handout: Principles of a Victim-Centred Approach¹

1. Physical safety of the victim-survivor

- Be aware of the security risks to which the victim-survivor is exposed.
- Hold all conversations, assessments and interviews in a safe setting.
- Ensure the victim-survivor has a safe place to go.
- Verify if the victim is at risk of being confronted by the offender.
- Be aware of the support systems available to the victim-survivor.

2. Confidentiality of the victim-survivor

- Do not share the victim's story with other support system professionals unless the victim understands what this implies and has given consent beforehand.
- Restrict access to medical information to authorized officers and medical professionals only.
- Safeguard all investigation information to ensure the safety of the victim-survivor.
- Ensure the victim-survivor does not experience further violence because of reporting the crime.
- The only exception to the principle of confidentiality is if there are reasonable grounds to prove child abuse or neglect, life-threatening situations, suspicion of suicide, or a serious threat of harm to others.
- Seek advice from health care workers and counsellors if there is a risk of breaking the principle of confidentiality.

¹ Adapted from UN Women, UNODC, IAWP and Australian Aid (2021), "The Handbook on Gender-Responsive Police Services for Women and Girls Subject to Violence", p. 42. <https://www.unwomen.org/en/digital-library/publications/2021/01/handbook-gender-responsive-police-services>.

3. Respect the rights of the victim-survivor

- Respect the wishes, the rights, and the dignity of the victim by demonstrating a supportive attitude.
- Prioritize attention for all the needs of the victim-survivor, including medical, psychological, social and legal requirements.
- Ensure the best interests of any children involved including taking extra precautions when asking for consent and when to consult their legal guardian.
- Ensure the victim-survivor's right to information by providing appropriate updates on her case to allow informed decision-making and risk assessment.
- Ensure the victim-survivor is involved in decision-making to empower her to be in control.
- Avoid giving the victim-survivor advice that could be understood as you inserting your opinion.
- Respect a victim-survivor's choice not to undergo any treatment, examination or other intervention.
- As a police officer, only accompany a victim-survivor throughout the process unless the victim-survivor provides her consent. Ensure that she makes all the decisions about who and when someone accompanies her, when she receives information, and when she is examined or receives other services.

4. Non-discrimination

- Ensure that all victim-survivors are treated equally with respect and dignity, independent of sex, age, background, race, disability status, ethnicity, sexual orientation, or the circumstances of the incident.
- Be aware of your (and your team's) own prejudices and assumptions about sexual- and gender-based violence.
- Monitor your own behaviour and do not let personal beliefs influence your collective work.
- Be aware of your language, body language and general attitude toward the victim-survivor.

Handout: Taguhi's Story

Taguhi, a 32-year-old woman, recently divorced her husband with whom she has a one-year-old son. She currently resides with her parents, seeking their support after the divorce. Taguhi's ex-husband has been displaying aggressive behaviour and has made several threats against her. He is also demanding more visitation time with their son than what was determined by the court. Taguhi is deeply concerned about her safety and the well-being of her son.

She reports her ex-husband's threats and aggressive behaviour to the local police in great detail. She is adamant that there is a risk to her safety and the safety of her son. The police initiate an investigation and engage in several conversations with Taguhi's ex-husband, strongly urging him not to harass her. However, the police intervention seems to only escalate Taguhi's ex-husband's aggression and threats.

Growing increasingly anxious for her safety, Taguhi reaches out to the police again, as well as to the city's child protection services, and a local women's organisation for assistance. She describes the escalating situation and her genuine fears for her life. The police provide reassurances to Taguhi, promising to engage with her ex-husband once more. Taguhi holds onto a glimmer of hope that the situation will improve.

Tragically, the following day brings shocking news: Taguhi's ex-husband brutally murders Taguhi's mother in front of her and their son. Both Taguhi and her father sustain severe injuries and are rushed to the hospital. This horrifying incident captivates the public's attention and ignites widespread outrage. The women's organisation that was supporting Taguhi, place blame on the police for not taking more decisive action earlier, accusing them of negligence in their handling of the case. In response, the police assert that the law significantly limited their ability to act. They claim that issuing warnings was all that was available to them in this case.

Compounding the tragedy, a reality show centred on this case airs on television the following day. Participants in the show brazenly lay blame on Taguhi for her husband's violent behaviour, accusing her of provoking him by arriving home late, meeting other men, and denying him access to their son.

Handout: Interview Questions

Examples of trauma-informed interview questions.¹

Instead of saying:

Try this:

“Why did you...?”

or

“Why didn’t you...?”

“When (specific event happened), what were your feelings and thoughts?”

or

“Are you able to tell me more about what happened when...?”

“Start at the beginning and tell me what happened.”

or

“How long did the assault last?”

and

Other questions asking for a chronological account.

“Where would you like to start?”

or

“Would you tell me what you are able to remember about your experience?”

or

“What are you able to tell me about what was happening before/during/after the assault?”

“What were you wearing?”

“Sometimes we can get valuable evidence from the clothes you were wearing, even if you’ve put them through the laundry. We would like to collect the clothes you were wearing at the time of the assault as evidence. Can we pick up those items at a time and place that is convenient for you?”

“Why did you go with the suspect?”

or

“Do you think you led them on?”

“Can you describe what you were thinking and feeling when you went with the suspect?”

and

“Did the suspect’s behaviour change after you went with them? How did this make you feel?”

“Why were you out at this time and at this location?”

“What are you able to tell me about what brought you to the location at this time/day?”

“Why didn’t you leave?”

“Are you able to describe what was happening while you were in... (the room, the car, the house, etc.)?”

or

“What were your thoughts and/or feelings while you were in... (the room, the car, the house, etc.)?”

“Did you say no?”

“What are you able to recall doing or saying during the incident?”

and

“How did the suspect respond to your words or actions? Do you remember how that made you feel?”

“Did you fight back?”

“What did you feel like you were physically capable of doing during the incident?”

or

“What was going on in your mind when you realized you were in danger?”

<p>“Why didn’t you report right away?”</p>	<p>“Did anything in particular cause you to come tell us about this incident today?”</p> <p><i>or</i></p> <p>“Was there someone you trusted to tell about the incident after it occurred? When you told them, what were you thinking and feeling?”</p> <p><i>or</i></p> <p>“What were you feeling - physically and emotionally - immediately after the assault?”</p>
<p>“Did anyone see this happen?”</p>	<p>“Can you tell me about any people or witnesses who might have seen you and the suspect together or who might have seen the incident?”</p> <p><i>and</i></p> <p>“Can you tell me about any people or witnesses who might have seen you after the event?”</p> <p><i>and</i></p> <p>“Can you share information with me about any of your friends / colleagues / classmates that might have noticed a change in your physical appearance or behaviour (withdrawn / sad / angry) after the assault?”</p>
<p>“Have you had sex with this person before?”</p> <p><i>or</i></p> <p>“Are you dating/in a relationship with this person?”</p>	<p>“Has this person done anything like this to you in the past?”</p> <p><i>and</i></p> <p>“Can you tell me how this instance was different from previous consensual sexual acts?”</p>

¹ International Association of Chiefs of Police (IACP) (2017), “Quick Reference Guide to Trauma Informed Interviewing”. <https://www.theiacp.org/sites/default/files/2020-06/Final%20Design%20Successful%20Trauma%20Informed%20Victim%20Interviewing.pdf>.

Module 7: Sexual Harassment in the Workplace

Learning Objectives

- Understand the definition of sexual harassment in the workplace in Europe and internationally, including the ILO Convention on sexual harassment.
- Understand the different forms of sexual harassment in the workplace, the importance of intent and impact, as well as the impacts of sexual harassment.
- Understand the difference between informal and formal complaints processes for institutions.

Time Allotment

1 h 40 min

Module Outline

7.1. Sexual Harassment in the Workplace	45 minutes
7.1.1. Sexual Harassment in the Workplace	15 minutes
7.1.2. Intent vs. Impact	10 minutes
7.1.3. Impact of Sexual Harassment	20 minutes
7.2. Complaints Mechanisms	55 minutes
7.2.1. Types of Complaints Processes	15 minutes
7.2.2. Exercise	40 minutes

Materials

- Copies of the handouts for each of the participants (located at the end of this module)
- PowerPoint slides (prepared in advance)
- Chalk or white board or flip chart stand
- Laptop/computer and projector
- Flip chart paper
- Sticky notes



Session 7.1. Sexual Harassment in the Workplace

(45 minutes)

7.1.1. Sexual Harassment in the Workplace (15 minutes)

- Ask the participants:
 - What is sexual harassment?
 - What is the difference between sexual harassment that occurs “on the street” and sexual harassment that occurs in a workplace?
- Open the floor to the participants to share their views.
- Explain to the participants that:
 - Regardless of the location, sexual harassment is a form of **gender-based violence**.
 - Sexual harassment in the workplace is one form of **harassment in the workplace**.
 - Sexual harassment in the workplace is a form of **sex-based or gender-based discrimination**.
- Refer the participants to the handout **Sexual Harassment in the Workplace** (located at the end of this module).
- Read through the handout together, stopping to answer questions if needed.
- Ask participants to name different forms of sexual harassment in the workplace.
- Open the floor to the participants to provide their answers.
- Other examples are the following:
 - Inappropriate touching
 - Request for sexual favours
 - Unwelcome sexual advances
 - Verbal or physical conduct of a sexual nature
 - Making crude or sexual remarks
 - Asking for sex in exchange for a benefit or a favour
 - Repeatedly asking for dates, and not taking “no” for an answer
 - Demanding hugs
 - Making unnecessary physical contact, including unwanted touching
 - Using rude or insulting language or making comments toward women (or men, depending on the circumstances)
 - Calling people sex-specific derogatory names

- Making sex-related comments about a person's physical characteristics or actions
 - Saying or doing something because you think a person does not conform to sex-role stereotypes
 - Posting or sharing pornography, sexual pictures or cartoons, sexually explicit graffiti, or other sexual images (including online)
 - Making sexual jokes
 - Bragging about sexual prowess.
- In their responses, ensure that the participants understand the full range of sexual harassment – from unwanted behaviour to sexual criminal acts (e.g. rape). Explain to participants that in cases of criminal acts, while it is a form of sexual harassment in the workplace, it must undergo the criminal process.
 - Open the floor to questions from the participants.

7.1.2. Intent vs. Impact (10 minutes)

- Ask participants to refer again to the handout **Sexual Harassment in the Workplace** and look specifically at the EU/EIGE definition.
- Ask the participants: What word in that definition is the **most important word** in the paragraph?
- Open the floor to the participants to provide their views.
- The answer is the word **unwanted**.
- Explain to the participants that this is the biggest misunderstanding by employees, **as well as employers**, about sexual harassment and how organisations address it.
- Explain to participants that:
 - Many people who commit acts of sexual harassment will say that they genuinely did not intend to offend the other person.
 - Regardless of the intent of the person, it is the impact on the other person that must be considered.
 - It is the responsibility of the employer to ensure that work environments are free of sexual harassment.
- Ask the participants if they are aware of the sexual harassment policy within their own institution. Does it use the same understanding of sexual harassment as discussed here? Why or why not?
- Open the floor to the participants to provide their responses or other comments. If some participants feel comfortable to share personal stories or examples from their own institution, give them the time to share with the broader group. If necessary, facilitate a group discussion.

7.1.3. Impact of Sexual Harassment (20 minutes)

- On the board, or using two flip charts, create two columns – one labelled **Victim** and the other **Institution**.
- Ask the participants to use as many sticky notes as they want to write the impacts of sexual harassment. They should write one impact per sticky note and place it under the appropriate column.
- As the participants add their sticky notes, group the ones that are the same together.
- When they've finished, go through the different impacts together.
- Examples of impacts you can add (if needed):
 - For victims:
 - Depression
 - Anxiety
 - Stress
 - Poor performance
 - Medical leave
 - Quitting
 - Victims requesting to change posts (that may be lower than their level).
 - For institutions:
 - Low level of retention (of staff)
 - Low staff morale
 - Negative public image
 - Low level of recruitment
 - Workplace tensions and lack of trust among employees
- Open the floor for questions or comments from the participants.
- If not already discussed, ask the participants:
 - Within a police organisation, if it is well-known to staff that there is no accountability for cases of sexual harassment, is there an impact on **chain of command**? If yes, what is that impact? If no, why not?
- Open the floor to the participants to share their views and facilitate a group discussion if necessary.

Session 7.2. Complaints Mechanisms

(55 minutes)

7.2.1. Types of Complaints Processes (15 minutes)

- Present PowerPoint slides (prepared in advance) to the participants with the following information:

A good complaints mechanism:

- Is accessible, with more than one channel to file a complaint (e.g. through chain of command, a specific office within the police, or a specific office within the ministry, such as the Inspectorate at ministry level)
- Allows for anonymity and privacy
- Is victim-centred and supportive
- Complies with legal requirements, including the rights of the alleged perpetrator
- Allows for the institution to document and analyse trends
- Provides necessary information to launch an investigation or prepare the case for criminal proceedings
- Is credible, legitimate and embedded in the internal disciplinary structure/framework of the organisation
- Includes informal and formal processes

Informal Complaints Processes

- In many cases, victims prefer to address sexual harassment informally; (the victim just wants the unwanted behaviour to stop)
- A formal complaint is not filed. But, if after the informal process has completed and the unwanted behaviour continues, it does not exclude the victim from filing a formal complaint
- Prioritize the needs of the victim (victim-centred)
- Allow for informal remedies, such as a warning from a manager
- Do not require the involvement of Human Resources
- Offer internal solutions that may better respond to the victim's preferences
- The victim will have more control over confidentiality; at all times, the victim should be aware of who will have access to information

Formal Complaints Processes

- Require a formal complaint submitted by the victim
- An administrative investigation is launched, and the results will involve Human Resources and senior management
- The complaint or the investigation may result in handing the case to criminal investigators
- The victim will have less control over confidentiality (due to policy processes); at all times, the victim should be aware of who will have access to information

- Read through the slides together with the participants.
- Stop to answer questions if needed.
- Ask participants if they are familiar with the complaints processes for sexual harassment at their organisation. Does it use informal and formal processes, or both?

- Open the floor to the participants to share their responses and facilitate a group discussion if needed.

7.2.2. Exercise (40 minutes)

- Divide the participants into three groups.
- Distribute the handout **Constable Lisa Anderson's Story** to each of the participants.
- Provide the following instructions:
 - Read the Constable's story and, as a group, pretend you are the colleague that she approaches to ask for help.
 - Pretend that you are explaining to her the informal process and the formal process to file a complaint of sexual harassment.
 - As a group, pretend you are Lisa, identify the different concerns you would have about an informal process; and identify the different concerns you would have in filing a formal complaint.
 - As a group, based on what we've discussed on good complaints mechanisms and a victim-centred approach, what are things that a good police organisation receiving her complaint (either informally or formally) could provide to her.
 - Since it is a short story, feel free to invent and add details to the story as long as it makes sense.
 - Choose a rapporteur from the group to present your responses to the exercise.
- Give the groups about 20 minutes to work on the exercise.
- Bring the groups back to plenary and ask each rapporteur to present their group's responses.
- After each rapporteur presents, open the floor to the other participants to allow them to ask questions. If there is interest to discuss in more detail, facilitate a group discussion.
- After all of the groups have presented, ask the participants:
 - What would you do if you **witness** sexual harassment?
 - Why is it important for a law enforcement agency that uses **gender-responsive policing** to be able to manage sexual harassment effectively?
- Open the floor to the participants to provide their views. Facilitate a group discussion if necessary

Handout: Sexual Harassment in the Workplace

Definitions

- 1) Any form of unwanted verbal, non-verbal or physical conduct of a sexual nature occurs, with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment. (EU, EIGE)¹

This definition above is also the one used for sexual harassment in **Article 40** of the **Istanbul Convention**.

- 2) At the international level, the old definition of sexual harassment contained the following two key elements: (ILO)^{2,3}
 - a. **Quid pro quo**⁴ – Any physical, verbal or non-verbal conduct of a sexual nature and other conduct based on sex affecting the dignity of women and men, which is unwelcome, unreasonable, and offensive to the recipient; and a person's rejection of, or submission to, such conduct is used explicitly or implicitly as a basis for a decision which affects that person's job; or
 - b. **Hostile work environment** – Conduct that creates an intimidating, hostile or humiliating working environment for the recipient.

International Convention on Sexual Harassment

At the International Labor Organization, the **Violence and Harassment Convention (No. 190)** and its accompanying **Recommendation (No. 206)** were adopted in 2019.

Convention No. 190 refers to violence and harassment as **a single composite concept covering "a range of unacceptable behaviours, practices or threats thereof"**, rather than providing a closed or uniform definition of what constitutes violence and/or harassment in the world of work.⁵

The definition of sexual harassment in Convention No. 190 is the following:⁶

1. For the purpose of this Convention:
 - a) The term **violence and harassment** in the world of work refers to a range of unacceptable behaviours and practices, or threats thereof, whether a single occurrence or repeated, that aim at,

result in, or are likely to result in physical, psychological, sexual or economic harm, and includes gender-based violence and harassment.

b) The term **gender-based violence and harassment** means violence and harassment directed at persons because of their sex or gender, or affecting persons of a particular sex or gender disproportionately and includes sexual harassment.

2. Without prejudice to subparagraphs (a) and (b) of paragraph 1 of this Article, definitions in national laws and regulations may provide for a single concept or separate concepts.

**The Convention No. 190 will enter into force for the
Republic of Moldova on 19 March 2025⁷**

¹ European Parliament and the Council of the European Union (2006), "Directive 2006/54/EC on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation". Art. 2 (1)(d). <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32006L0054>; European Institute for Gender Equality (EIGE) (2024), "Glossary and Thesaurus". <https://eige.europa.eu/publications-resources/thesaurus>.

² Prior to the adoption of Convention No. 190, this definition of sexual harassment was created within the framework and context of the ILO Discrimination (Employment and Occupation) Convention, 1958 (No. 111) (ILO 2012; 2020a; Cruz and Klinger 2011; ILO and UN Women 2019), as well as the 2002 General Observation of the ILO Committee of Experts on the Application of Conventions and Recommendations (CEACR).

³ International Labour Organization (ILO) (2024), "C190 Guide". [Chapter 2. Defining 'violence and harassment' in the 'world of work'.] <https://c190guide.ilo.org/en/ratify-c190-chapters/chapter-2/>.

⁴ A favour or advantage granted or expected in return for something. (Latin meaning "something for something," or "this for that.")

⁵ ILO (2024), "C190 Guide".

⁶ ILO (2019), "C190 – Violence and Harassment Convention (No. 190)". Art.1. <https://normlex.ilo.org/dyn/normlex/en/?p=NORMLEXPUB:12100:0::NO::>.

⁷ ILO (2024), "Ratifications of C190 – Violence and Harassment Convention 2019 (No. 190)". https://normlex.ilo.org/dyn/normlex/en/?p=1000:11300:::P11300_INSTRUMENT_SORT:3.

Handout: Constable Lisa Anderson's Story

Constable Lisa Anderson, a dedicated female police officer, has been subjected to persistent sexual harassment by a senior male officer, Sergeant Robert Miller.

Despite Lisa's commitment to her job and her excellent track record, she has faced unwelcome advances and uncomfortable situations that have affected her well-being and job performance.

Sergeant Miller often makes sexually suggestive comments about Lisa's appearance and body. These comments occur both in private and in front of other colleagues. He has made inappropriate physical advances towards Lisa, including unwelcome touching and hugging. These incidents have occurred both on and off duty.

Despite Lisa's clear disapproval and attempts to avoid Sergeant Miller, the harassment continues. He frequently sends her explicit text messages and tries to corner her in secluded areas.

Lisa is afraid to report the harassment, as Sergeant Miller holds a powerful position within the department. She worries about retaliation and the impact on her career. The ongoing harassment has taken an emotional toll on Lisa. She experiences anxiety, depression and has missed work due to stress-related illnesses.

Eventually, she approaches colleague to ask for help.

Questions:

1. As a group, pretend you are Lisa:
 - a. What are the different concerns you have about using an **informal** process to deal with the sexual harassment?
 - b. What are the different concerns you have in filing a **formal** complaint?
2. As a group, pretend you are providing advice to Lisa and you both work at a good police organisation that uses a victim-centred approach.
 - a. What would your organisation do for Lisa if she made an **informal** complaint?
 - b. What would your organisation do for Lisa if she made a **formal** complaint?

Module 8: Gender-Responsive Leadership

Learning Objective

- Understand the qualities and core skills of gender-responsive leadership.

Time Allotment

1 hour 10 minutes

Module Outline

8.1. Gender-Responsive Leadership	1 hour 10 minutes
8.1.1. What is Gender-Responsive Leadership	15 minutes
8.1.2. Scenarios	55 minutes

Materials

- Copies of handout (located at the end of this module) for each participant
- Laptop/computer (with Internet connection) and projector
- PowerPoint slides (prepared in advance)
- White board or flip chart stand
- Flip chart paper
- Link to video
- Sticky notes



Session 8.1. Gender-Responsive Leadership

(1 hour 10 minutes)

8.1.1. What is Gender-Responsive Leadership? (15 minutes)

- Ask the participants to use sticky notes to write out the **qualities of effective leadership**. Ask them to write one quality per sticky note and to place them up on the board (or flip chart).
- As the participants place their sticky notes on the board, group the same (or almost similar) sticky notes together to show the plenary the qualities that were identified by more than one person.
- If some participants are having trouble, you can give them some examples:
 - Self-Awareness
 - Respect

- Compassion
 - Vision
 - Accountable
 - Communication
 - Learns quickly
 - Collaboration
 - Influence
 - Integrity
 - Courage
 - Gratitude
 - Resilience
- Go through the different qualities and ask a few participants to explain why they wrote the quality.
 - Now keep all of the sticky notes where they are (do not take them down) and then ask the participants to use their sticky notes again to write down the qualities of **gender-responsive leadership**. Like last time, ask them to use one quality per sticky note and now ask them to place the new sticky notes in a different area.
 - Like last time, group similar sticky notes together.
 - Some examples, if not already mentioned are:
 - Supportive of women
 - Treats victim-survivors with respect
 - Does not use gender stereotypes
 - Outspoken against sexual harassment in the workplace.
 - Ask the participants what the difference is between **effective leadership** and **gender-responsive leadership**?
 - Open the floor to the participants to give their views. Facilitate a group discussion if needed.
 - Explain to participants that:
 - **Gender-responsive leadership** includes all of the qualities of effective leadership (motion to the sticky notes) **AND** all of the qualities that you identified that are related to gender (motion to the other group of sticky notes).
 - There is sometimes a misunderstanding that **gender-responsive leadership** is less qualified or skilled because of its focus on gender. But in fact, it is the other way around. It is more difficult and takes even more skill and practice to be a **gender-responsive leader**.
 - Gender-responsive leaders are not only women. They are also men.

- Present the PowerPoint slides (prepared in advance) to the participants with the following information:

Gender-Responsive Leadership

Gender-responsive leadership is when people use their leadership position and skills to actively work towards gender equality and women's rights, both in the workplace and through their organisation's external activities. (Folke Bernadotte Academy)³⁶

Gender-Responsive Leadership Skills

The five core skills gender-responsive leaders use to achieve gender equality and women's rights are:

- 1. Lead by example:** Mitigate gender stereotypes, intervene in cases of sexism and drive organisational changes for increased gender equality and the achievement of women's and girls' rights.
- 2. Set priorities and targets:** Identify key implementation gaps of gender equality policies, set strategic priorities and measurable targets for increased gender equality.
- 3. Communicate clearly and convincingly:** Use gender-responsive language and be clear, convincing and consistent when communicating on gender equality and women's and girls' rights.
- 4. Manage staff, resources and activities:** Establish the right conditions to enable staff to succeed in achieving gender equality priorities and targets; build a strategic working relationship with the gender adviser or focal point; and use gender analysis to ensure that resources and activities contribute to gender equality.
- 5. Hold self and others to account:** Develop a learning and accountability culture for gender equality performance, including using formal and informal accountability mechanisms such as follow-up and feedback.

(Folke Bernadotte Academy)³⁷

³⁶ Folke Bernadotte Academy (FBA) (2024), "Gender-Responsive Leadership". <https://fba.se/en/areas-of-expertise/women-peace-and-security/gender-responsive-leadership/>.

³⁷ *Ibid.*



Facilitator's Note

In preparing the PowerPoint slides for this session, you can download and use the FBA framework for the five core skills. You can download it here:

https://fba.se/globalassets/grl/grl_large.png.

- Read through the slides with the participants and ask them if they have any questions or comments about the definition and the five core skills.
- Ask the participants if they agree with these core skills. Would they remove any? Add more? (Especially based on the sticky notes they wrote in the previous session)
- Open the floor to the participants to share their views and comments. If needed, facilitate a group discussion.
- Ask the participants if they have ever worked with a **gender-responsive leader**. Ask them to share their experience with the group.
- Open the floor to the participants to share their views and comments. If needed, facilitate a group discussion.
- Show the participants the video of then **Lieutenant General David Morrison, Chief of the Australian Army**:
 - <https://www.youtube.com/watch?v=azbRhVCt8Rw>.
- Before playing the video, explain to the participants:
 - That some of them may have already seen this video because it has gone viral.
 - Lt Gen Morrison delivered this speech, which was played to the Australian public in 2013, when he learned of an Internet sex ring within the Army through an investigation.
 - This is an example of gender-responsive leadership in the way he responded to the investigation.
- Ask the participants what they think of his speech and open the floor to the participants to share their views. If needed, facilitate a group discussion.



Facilitator's Note

If you know a good example of a gender-responsive leader, consider inviting them as a guest speaker to the training.

8.1.2. Scenarios (55 minutes)

- Divide the participants into three groups.
- Distribute the handout **Gender-Responsive Leadership Scenarios** to each of the participants.
- Explain to the participants the following instructions:
 - Read scenarios 1 and 2.
 - As a group, decide what you, as a leader that promotes gender equality, will do for each scenario (your immediate action).
 - Then, as a group, decide what you would do in the long-term (for each scenario).
 - Use the flip chart to write out your decisions (for immediate action and for actions in the long-term) for both scenarios. (Scenario 1 and 2)
 - Feel free to add more detail to each scenario if that helps to support your decisions.
 - Choose a rapporteur within the team to present your decisions to plenary.
- Give the groups about 20 minutes to discuss, answer the questions, and write it on flip chart paper.
- If the groups are having trouble, refer them back to the five skills of gender-responsive leadership. (You may want to show the PowerPoint slide with the skills to help them)
- Bring the small groups back to plenary.
- Ask each rapporteur to present their group's responses to the questions.
- After each rapporteur presents, open the floor to the other participants to ask questions and provide feedback. If necessary, facilitate a group discussion.

Handout: Gender-Responsive Leadership Scenarios

Scenario 1

You are the head of a police unit that recently completed gender training. One of the only women on your team is Sergeant Williams, a highly talented and dedicated police officer who joined the unit after excelling at the Police Academy. Despite her impressive contributions to the team so far, Sergeant Williams has been having a difficult time within the team that consists predominately of men. During team meetings, Sergeant Williams' inputs and suggestions are often overlooked. The more experienced officers often refer to her lack of experience, which is making her more and more hesitant to voice her opinion. This situation is concerning to you as you value diversity and believe that every team member's input is essential for effective decision-making.

Scenario 2

You are a unit commander in a mid-sized city and your police service has been experiencing a shortage of women police officers. You have been tasked with hiring new officers to fill four vacancies. Your department has received applications from several highly qualified candidates for the vacant positions. Among the candidates on the shortlist are six applicants who have passed all the required tests and interviews successfully. Four of the candidates are women, while the other two are men. You have to make the final decision on which candidates to hire, taking into consideration your commitment to promoting gender equality and women's representation within the service. However, you are also feeling pressure from other officers on the recruitment panel who want the selection criteria to be based solely on test scores and years of experience. They argue that all four of the women have slightly higher scores and more years of experience than the two men.

Module 9: Gender-Responsive Communication

Learning Objectives

- Understand what gender-responsive communication looks like.
- Learn how to make small changes in internal and external communication to be more gender responsive.

Time Allotment

60 minutes

Module Outline

9.1. Gender-Responsive Communication	60 minutes
9.1.1. Group Discussion	15 minutes
9.1.2. Examples	15 minutes
9.1.3. Exercise	30 minutes

Materials

- Copies of the handouts (located at the end of this module) for each participant



Session 9.1. Gender-Responsive Communication

(60 minutes)

9.1.1. Group Discussion (15 minutes)

- Facilitate a group discussion by asking the participants the following questions:
 - How important is communication in your job?
 - Do you communicate differently in internal communication (inside your organisation) than when you communicate externally (to the public or organisations outside of yours)?
 - In your view, what is gender-responsive communication?
 - In your opinion, do you think you communicate in a gender-responsive way? Why or why not?
 - Why would it be important to use gender-responsive communication in gender-responsive policing?
- Open the floor to the participants to share their views.

- If not already mentioned, ensure to add:
 - We can always improve our communication skills.
 - It is normal that sometimes we forget to be gender-responsive in our communications.
 - In gender-responsive policing, it is essential that we “practice what we preach” in the way we communicate.
 - Referring to the core skills of gender-responsive leadership, we should lead by example in our communications.
 - It is critical to avoid sexist language or discriminatory language of any kind.

9.1.2. Examples (15 minutes)

- Distribute the handout **Gender-Responsive Communication** to each of the participants.
- As you read through the handout with the participants, stop to answer questions from the participants. Facilitate a group discussion if needed.

9.1.3. Exercise (30 minutes)

- Ask the participants to sit in pairs.
- Distribute the handout **Michland** to all the participants.
- Give the participants the following instructions:
 - Read through the text and decide if it is gender-responsive or not.
 - If it is gender-responsive, explain why.
 - If it is not, what corrections would you make to the text?
 - You will have 15 minutes to work with your partner.
 - Then we will discuss your answers together.
- Bring the participants’ attention back to plenary.
- Ask if any of the participants felt that the text was gender-responsive and ask them why they came to that decision.
- Confirm to the group that the text is **not gender-responsive**.
- Ask for volunteers to provide one correction at a time.
- If needed, respond to questions from the participants as you go through each correction.
- See below for the corrections in **red** and underlined.

Precarious employment is arguably **humanity's** greatest challenge in the modern age. Michland is still recovering from the effects of the recent economic crisis, but the benefits have not been equally shared amongst **its** citizens. Although unemployment has started to fall, the rise of low-pay, insecure jobs is threatening the ability of families to make ends meet. More and more families are facing poverty and insecurity, through no fault of their own. This development is wreaking havoc on workers from all occupations – from builders and **police officers** to teachers and even **waiting staff (or restaurant servers)**.

On 1 November 2000, a **spokesperson** for the President stated:

“The failures of the last government have left many families struggling. Our social inclusion strategy embodies the **strong** action needed to overcome the specter of precarious employment and give everyone a decent chance in life”

This strategy aims to ensure that:

- **All employees have** sufficient income and social protection to protect **themselves** from poverty.
- There are adequate measures to support the work-life balance of **parents, and particularly to support new mothers, who continue to bear most caring responsibilities**.
- Early years interventions are in place for **parents** and children at risk of poverty.
- **Girls and boys** everywhere have access to a decent education, regardless of their income.

- Emphasize to the participants that:
 - For those who write a lot of reports, writing in a gender-responsive way allows you to be more accurate and specific when it is relevant.
 - Making small changes like this may not seem important, but people notice.
- Open the floor to the participants to share any comments or questions.

Handout: Gender-Responsive Communication

A quick reference of ways to use gender-responsive communication^{1,2}

Avoid the generic use of “man” and “he”

- Use “humankind” rather than “mankind”
- Use “to enjoy their human rights” or “to enjoy one’s human rights” or “to enjoy his/her human rights” rather than “to enjoy **his** human rights”, especially when referring to people in general.
- Use “workforce” instead of “manpower”.
- Use “Dear sir or madam” instead of “Dear sir”.

Avoid exclusionary forms and choose inclusive alternatives

- Use “Dear families, please bake cookies for our class party” rather than “Dear mothers, please back cookies for our class party” to convey that men can also take care of kids.

Avoid expressions that marginalize women

- Avoid adding the word “woman” as a prefix to certain occupations.
- Simply remove “women” from “woman scientist” if mentioning the person’s gender is not relevant to the message. Use simply “scientist”.

Promote gender equality in visual material

- Ensure women and men are equally represented in visual communication (photos, videos, etc.)
- Portray women in non-stereotypical/traditional roles; e.g., in a photo about construction, use women.
- Avoid images that reproduce gender stereotypes.
- Portray images of women and men of different social factors, such as age, religion, ethnicity, disability, etc.

Avoid gendered expressions

- Use “best person for the job” instead of “best man for the job”.
 - Use “informal agreement” instead of “gentlemen’s agreement”.
 - Use “myth” instead of “wives’ tale”.
 - Use “the delegates and their spouses” instead of “the delegates and their wives”.
-

Promote gender equality in nominations for diverse representation

- When identifying people to represent the team, department, or organisation in different activities nominate women as equally as men.
 - This applies to externally facing activities as well as internal activities.
-

Promote gender equality in action

- In your daily tasks, give attention equally to women and men and to people of different intersecting identities, especially to people with different identities than your own.
-

Refer to men and women instead of sex

- If it is not relevant to include gender, avoid using someone’s sex as an adjective.
 - If it is relevant to include gender, include it for men and women.
 - Use “This police unit requires 20 operational staff – 13 men and 7 women” instead of “This police unit requires 20 men – with 7 female officers”
-

¹ Adapted from the United Nations Development Programme (UNDP) Turkey (2021), “A Gender-Responsive Communication Guide – Rethinking Communication”, Ankara: UNDP.
<https://www.undp.org/sites/g/files/zskgke326/files/migration/tr/UNDP-TR-GENDER-RESPONSIVE-COMM-GUIDE.pdf>.

² Adapted from the European Institute for Gender Equality (EIGE) (2019), “Toolkit on Gender-Sensitive Communication”, Vilnius: EIGE.
https://eige.europa.eu/sites/default/files/documents/20193925_mh0119609enn_pdf.pdf.

Handout: Michland

Is this text gender-responsive?

Preamble¹

Precarious employment is arguably man's greatest challenge in the modern age. Michland is still recovering from the effects of the recent economic crisis, but the benefits have not been equally shared amongst her citizens. Although unemployment has started to fall, the rise of low-pay, insecure jobs is threatening the ability of families to make ends meet. More and more families are facing poverty and insecurity, through no fault of their own. This development is wreaking havoc on workers from all occupations – from builders and policemen through to teachers and even waitresses.

On 1 November 2000, a spokesman for the President stated:

"The failures of the last government have left many families struggling. Our social inclusion strategy embodies the virile action needed to overcome the spectre of precarious employment and give everyone a decent chance in life."

This strategy aims to ensure that:

- Every employee has sufficient income and social protection to protect himself from poverty.
- There are adequate measures to support the work-life balance of women.
- Early years interventions are in place for mothers and children at risk of poverty.
- Boys and girls everywhere have access to a decent education, regardless of their income.

¹ Adapted from the European Institute for Gender Equality (EIGE) (2019), "Toolkit on Gender-Sensitive Communication", Vilnius: EIGE, p. 39-41.

https://eige.europa.eu/sites/default/files/documents/20193925_mh0119609enn_pdf.pdf

Module 10: Conclusion

Objectives

- Provide an opportunity for participants to review the knowledge gained throughout the training.
- Reflect on whether the training met the participants' expectations, as identified at the start of the training.
- To allow the participants to complete the evaluation questionnaire.

Time Allotment

1 hour 40 minutes

Session Outline

10.1. Speed Dating Exercise – Set-Up	20 minutes
10.2. Speed Dating Exercise	50 minutes
10.3. Debrief	30 minutes

Materials

- Same number of chairs as participants (that can be moved easily around the room)
- Board or flip chart with the sticky notes from Session 1.4 about expectations
- Open space in a room to be able to place two circles (inner and outer) of chairs
- Writing paper (or notebook) for the participants
- Timer



10.1. Speed Dating Exercise – Set-Up (20 minutes)

- Ask the participants to:
 - Take a few minutes and reflect on everything you've learned throughout the training.
 - (On a separate piece of paper) Write out 10 questions that you would ask one of your colleagues here if you were doing a review of the training. They should be questions that you yourself would be able to answer. There is no need to be especially difficult.
 - For each question, write out the answer so that you don't forget what the answer is.
 - Keep the piece of paper with you.

- Ask the participants to help you set-up chairs in pairs around the perimeter of the room. There should be the same number of chairs as participants. Half of the chairs should form the outer perimeter around the room, facing inwards towards the centre of the room. The other half of the chairs should form an inner perimeter – each chair facing outwards, directly in front of the outer perimeter of chairs. This should create pairs of chairs facing each other around the room.
- Eventually, when the participants sit in the chairs, the inner circle of participants should be able to move (if they move at the same time) from their chair to the next on the right, and so on. This allows them to eventually sit with each participant sitting on the outer perimeter.

10.2. Speed Dating Exercise (50 minutes)

- Ask the participants to sit in one of the chairs.
- Explain to the participants:
 - We will do a kind of speed dating exercise to review what you've learned from the training.
 - All of you sitting in the outer perimeter of chairs, you will stay in those chairs and not move. You will be the ones asking the questions.
 - All of you sitting in the inner perimeter of chairs, you will be asked every two minutes to move to the next chair to your right. You will be the ones answering the questions.
 - I will be using a timer and when I say, **GO**, the person asking the question can ask the person answering any one of their 10 questions they drafted earlier.
 - The person answering the question will have two minutes to answer. This is your **2 minute date**.
 - This is a collaborative activity, so if the person is having a hard time answering the question, the other person can help them out.
 - Once the two minutes are finished, I will say, **STOP**. Then everyone stops talking. I'll say, **MOVE TO THE RIGHT** and then the people on the inside, you will get up from your chair and move to the chair on your right. You will then be sitting with a new **date**.
 - When I say **GO** again, the two minutes start again and you will have another two minutes to answer the question of the new person.
 - We will keep doing this, as you move to the chair to the right, until the inner circle has gone around the room.
- Ask the participants if they understand the instructions. Make sure everyone understands before starting the exercise because it moves fairly quickly.

- Run the exercise.
- Every time you tell them to “**MOVE TO THE RIGHT**”, try to say “**GO**” immediately, so as not to leave too much time in between. This is what gives it the “speed dating” feeling.
- If you see that two minutes is generally not enough time, or too much time, adjust the time. In general, the timing should be relatively short, to force the participants to think quickly. If you do adjust the timing, let the participants know that that is what you are doing.
- Once the inner circle of participants has had a chance to sit with everyone on the outside, stop the exercise. Ask all of those on the outside, to now sit on the inside. Run the exercise again, so that the roles are reversed.

10.3. Debrief (30 minutes)

- Ask the participants to help you put the chairs away and restore the room to how it was before the activity.
- Facilitate a group discussion by asking the participants:
 - How did you find the speed dating exercise?
 - Were the questions hard? Easy?
 - Did any questions take you by surprise?
- Open the floor to any final comments or reflections about the exercise.
- Ask the participants to reflect on everything discussed throughout the training.
- Ask them if they have any outstanding questions.
- Bring out the sticky notes that the participants completed at the start of the training on their expectations.
- Ask the participants to stand up and go to the board and ask them to look at the expectations.
- With the participants standing by the sticky notes, facilitate a group discussion, asking them if the expectations they had were met during the training.
- Open the floor to the participants to respond.
- If some expectations were not met, apologize for not meeting the expectation and brainstorm with the group if there is something about the training that could be changed in the future.
- Once there are no other comments about expectations, ask the participants to return to their seats.
- Ask the participants if they have any other final comments or reflections about the training before you close.

- Explain that after this, you will ask them to take a few minutes to complete an evaluation questionnaire, which is anonymous and that you would appreciate their honest feedback.
- Once they have submitted the evaluation questionnaire, they are free to leave.

TRAINING ASSESSMENTS AND EVALUATION

Effective training goes beyond simply delivering information. It's crucial to gauge the impact of your training programme and ensure that participants are acquiring the knowledge and skills you aim to impart.

Benefits of Assessments and Evaluation

- **Improve Effectiveness:** Identifying areas for improvement allows you to refine your training programme and ensure it effectively meets learning objectives.
- **Enhance Learning Experience:** Gathering feedback allows you to tailor your approach based on participant needs and preferences, creating a more engaging and impactful learning experience.
- **Demonstrate Value:** Evaluation data can be used to demonstrate the success of your training programme and its positive impact on participants.

Developing Your Evaluation Tools:

- **Keep it Concise:** Questionnaires and other assessment tools should be short and easy to complete to maximize participation.
- **Clear and Focused:** Questions should be clear, precise and directly related to the training content and learning objectives.

- **Actionable Feedback:** Ensure the feedback you gather is actionable, allowing you to make concrete improvements to your training programme. .

Pre-Training Assessment:

- **Collect a Baseline:** Before embarking on the training journey, conducting a pre-training assessment helps establish a baseline understanding of the participants' existing knowledge and skill levels related to the training content. This can be done through questionnaires, short knowledge-based quizzes, or even open-ended questions about their experience with the topic. Understanding this baseline allows you to tailor the training approach and ensure it bridges the gap between participants' current knowledge and the desired learning outcomes.

Assessing and Evaluating Learning Outcomes:

- **Group Work, Activities and Exercises:** A variety of group work activities and exercises conducted throughout the training can help you effectively assess knowledge retention and understanding of key concepts. If the results of these activities reveal areas of weakness, do not be afraid to adapt your agenda and approach before moving forward.
- **Post-Training Assessments:** Conducting an end-of-training assessment is useful in determining how much knowledge participants have gained during the training. By comparing pre-training and post-training assessment results, trainers can quantify the improvement in participants' understanding and retention of the material. However, in more basic-level training such as this one, it is not necessary to conduct a post-training assessment in addition to the evaluation questionnaire. Pre- and post-training assessments are more suitable for content-heavy training programmes. The amount of assessment and evaluation tools developed should be commensurate to the length of the training, the content, etc.
- **Evaluation Questionnaires:** Developing a questionnaire or feedback form to collect participant input on the training's effectiveness is invaluable. The form can include questions about the content, delivery methods, resources provided and overall satisfaction with the training experience. Open-ended questions can offer valuable insights into participant needs and preferences. A questionnaire for this training is located in the Annex.

ANNEX

Evaluation Questionnaire

Congratulations on completing the training on **Gender-Responsive Policing!**

Your feedback is essential for improving the quality of this training. Please answer the following questions honestly and openly. The responses are anonymous and will remain confidential.

1. Course Relevance:

Do you think that this course is relevant to your work?

☐ Yes

☐ No

2. Knowledge Acquisition:

How much have you increased your knowledge on gender-related issues through this training?

☐ Very little

☐ Little

☐ Somewhat

☐ Significantly

☐ Very significantly

3. Learning from Modules:

Among the modules you completed, from which did you learn the most?
(Please select one or more)

☐ Module 2: Gender, Sex and Gender Stereotypes

☐ Module 3: Gender Equality

☐ Module 4: Gender-Responsive Policing

☐ Module 5: Gender-Based Violence

☐ Module 6: Domestic Violence

☐ Module 7: Sexual Harassment in the Workplace

☐ Module 8: Gender-Responsive Leadership

☐ Module 9: Gender-Responsive Communication

4. Overall Training Experience:

On a scale from 1 to 5, with 1 being very poor and 5 being excellent, please rate:

- ___ The training overall
- ___ Quality of examples (case studies, good practices, stories)
- ___ Quality of facilitation
- ___ Logistical arrangements (accommodations, travel)
- ___ Facilities, catering and technical equipment
- ___ Complementary learning materials (reading, audio-visual tools)

5. Ability to Apply Knowledge:

After this course, do you feel confident in your ability to integrate a gender perspective in your work?

- ☐ Not at all
- ☐ Not really
- ☐ Somewhat
- ☐ Yes, mostly
- ☐ Yes, definitely

6. Course Contribution to Gender Equality:

Do you believe the course content will help in promoting gender equality in the police force?

- ☐ Not at all
- ☐ Not really
- ☐ Somewhat
- ☐ Yes, mostly
- ☐ Yes, definitely

7. Suggestions for Improvement:

What other aspects of the course would you suggest for improvement?

Thank you!

Glossary

asexual

A term that describes a person who does not experience sexual attraction. Some asexual people experience romantic or emotional attraction while others do not. Those who experience romantic attraction may also use terms such as gay, bi, lesbian, straight and queer in conjunction with asexual to describe the orientation of their romantic attraction. An asexual person can have any gender identity, gender expression or sex characteristics. Used next to a noun i.e. asexual person.³⁸

(UN Free & Equal)

biphobia

Any form of prejudice or hostile attitude towards bisexual people based on negative stereotypes, including denying bisexuality as a real sexual orientation. Biphobia may be targeted at people who are or who are perceived to be bisexual and may manifest as exclusion, stigma, harassment, criminalization, discrimination and/or violence.

(UN Free & Equal)

bisexual / bi

A term to describe people who are emotionally, romantically and/or sexually attracted to people of more than one gender. Being bisexual does not necessarily mean a person is equally attracted to all genders. Often people who have a distinct but not exclusive preference for one gender may also identify as bisexual. A bi person can have any gender identity, gender expression or sex characteristics. Used next to a noun i.e. bisexual woman, bi man.

(UN Free & Equal)

cisgender / cis

A term that describes people whose gender identity aligns with the sex they were assigned at birth (i.e., not transgender). A cis person may have any sexual orientation, gender expression or sex characteristics. Used next to a noun i.e. *cisgender man*, *cis woman*.

(UN Free & Equal)

“conversion therapy” (so-called)

An umbrella term to describe a wide range of interventions that aim to change a person’s sexual orientation or gender identity to conform to societal norms or preferences around gender and

³⁸ UN Free & Equal (2024), “Definitions”. <https://www.unfe.org/know-the-facts/definitions/>.

sexuality. These can be deeply emotionally and physically harmful practices that rely on the medically incorrect idea or social/religious belief that people who are lesbian, gay, bisexual, trans or gender non-conforming are abnormal or unwell. Types of interventions vary and can be extremely harmful, inflicting severe pain and suffering and resulting in long-lasting psychological and physiological damage. The term “conversion therapy” is a misnomer as these harmful practices are not therapy and cannot convert anyone.

(UN Free & Equal)

discrimination

The act of making unjustified distinctions between human beings based on the groups, classes, or other categories to which they are perceived to belong. People may be discriminated on the basis of race, sex, gender, age, religion, disability, migrant status, sexual orientation, gender identity, gender expression, sex characteristics, as well as many other categories.

(UN Free & Equal)

domestic violence (DV)

Domestic violence shall mean all acts of physical, sexual, psychological or economic violence that occur within the family or domestic unit or between former or current spouses or partners, whether or not the perpetrator shares or has shared the same residence with the victim.

(Istanbul Convention)³⁹

endosex

Describes people born with physical sex characteristics (such as sexual anatomy, reproductive organs, hormonal patterns and/or chromosomal patterns) that fit typical definitions for male or female bodies (i.e., not intersex). An endosex person may have any gender identity, gender expression or sexual orientation. Used next to a noun *i.e. endosex woman*.

(UN Free & Equal)

gay

A generic term to describe people who are emotionally, romantically, and/or sexually attracted to people of the same gender. While it is more commonly used to describe men, some women and non-binary people may also identify as gay. A gay

³⁹ Council of Europe (2011). “Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence”, CETS No. 210. Art. 3. <https://rm.coe.int/168008482e>.

person can have any gender identity, gender expression or sex characteristics. Used next to a noun *i.e. gay man*.

(UN Free & Equal)

gender

Refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/ time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio-cultural context. Other important criteria for socio-cultural analysis include class, race, poverty level, ethnic group and age.⁴⁰

(UN Women)

Social attributes and opportunities associated with being female and male and to the relationships between women and men and girls and boys, as well as to the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialisation processes. They are context- and time-specific, and changeable. Gender determines what is expected, allowed and valued in a woman or a man in each context. In most societies, there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader sociocultural context. Other important criteria for sociocultural analysis include class, race, poverty level, ethnic group and age. Gender-based assumptions and expectations generally place women at a disadvantage with respect to the substantive enjoyment of rights, such as freedom to act and to be recognised as autonomous, fully capable adults, to participate fully in economic, social and political development, and to make decisions concerning their circumstances and conditions. Gender is

⁴⁰ UN Women (2001). "Concepts and definitions".
<https://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>.

also an important term to understand in the context of gender identity.⁴¹

(European Institute for Gender Equality – EIGE)

Socially constructed identities, roles, and attributes that a society considers expected, appropriate and acceptable for someone according to their sex and the social and cultural meanings attached to biological differences based on sex. In short, gender is a set of behaviours, activities and forms of expression that society expects from people based on their sex. These expectations vary across societies, communities, and groups, as well as over time, and often result in inequality, favouring men and disadvantaging women and other genders, negatively affecting all members of society.

(UN Free & Equal)

gender-based violence (GBV)

Refers to any type of harm that is perpetrated against a person or group of people because of their factual or perceived sex, gender, sexual orientation and/or gender identity.⁴²

(Council of Europe)

gender discrimination

Gender discrimination is defined as: “Any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on the basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.” [CEDAW. Art.1] Discrimination can stem from both law (de jure) or from practice (de facto). The CEDAW Convention recognizes and addresses both forms of discrimination, whether contained in laws, policies, procedures or practice.

***De jure discrimination** [E.g. In some countries, the law states that women (citizens) who marry foreign men lose their citizenship and/or property rights. On the other hand, men (citizens) married to foreigners do not lose their citizenship and/or property rights.]*

⁴¹ European Institute for Gender Equality (EIGE) (2024), “Glossary and Thesaurus”.
<https://eige.europa.eu/publications-resources/thesaurus>.

⁴² Council of Europe (2019). “Gender Matters – A manual on addressing gender-based violence affecting young people.” Second edition. Hungary: Council of Europe, p. 17. <https://rm.coe.int/gender-matters-a-manual-on-addressing-gender-based-violence-affecting-/16809e1c34>.

De facto discrimination [E.g. The practice of many immigration officials in various countries is to find a woman traveling alone with her minor children "suspicious" while men traveling with their children are seldom questioned.]

(UN Women Training Centre, EIGE)

gender diverse people

People whose gender identity and/or expression is perceived not to align with gender norms and stereotypes in a given context.

(UN Free & Equal)

gender equality

This refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development.

(UN Women Training Centre, EIGE)

gender equity

Provision of fairness and justice in the distribution of benefits and responsibilities between women and men. The concept recognises that women and men have different needs and power and that these differences should be identified and addressed in a manner that rectifies the imbalances between the sexes. This may include equal treatment, or treatment that is different but considered equivalent in terms of rights, benefits, obligations and opportunities. Though often used interchangeably, equality and equity are two very distinct concepts. While international human rights treaties refer to 'equality', in other sectors the term 'equity' is often used. The term 'gender equity' has sometimes been used in a way that perpetuates stereotypes about women's role in society, suggesting that women should be treated 'fairly' in accordance with the roles that they carry out. This understanding risks perpetuating unequal gender relations and solidifying gender stereotypes that are detrimental to women. Therefore, the term should be used with caution to ensure it is not masking a reluctance to speak more openly about discrimination and inequality.

(EIGE)

gender expression

The way in which people externally portray gender through actions and appearance, including dress, speech and mannerisms. Some terms to describe gender expression include masculine, feminine and androgynous. For a lot of people, their gender expression goes along with the ideas that our societies deem to be appropriate for their gender. For other people it does not. A person's gender expression may vary, and is distinct from their gender identity, sexual orientation and sex characteristics.

(UN Free & Equal)

gender identity

Gender identity refers to a person's innate, deeply felt internal and individual experience of gender, which may or may not correspond to the person's physiology or designated sex at birth. It includes both the personal sense of the body, which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical, or other means, and other expressions of gender, including dress, speech, and mannerisms.

(UN Women Training Centre, EIGE)

Generally defined as a deeply felt internal and experienced sense of one's own gender. It may or may not be aligned with the sex assigned at birth. Most people have a gender identity, which is part of their overall identity. Concepts of gender identity vary across the world.

(UN Free & Equal)

gender inequality

Legal, social and cultural situation in which sex and/or gender determine different rights and dignity for women and men, which are reflected in their unequal access to or enjoyment of rights, as well as the assumption of stereotyped social and cultural roles. These affect their status in all areas of life in society, whether public or private, in the family or the labour market, in economic or political life, in power and decision-making, as well as in social gender relations. In virtually all societies, women are in an inferior position to men.

(EIGE)

gender mainstreaming

Gender mainstreaming means integrating a gender equality perspective at all stages and levels of policies, programmes and projects. Women and men have different needs and living conditions and circumstances, including unequal access to and control over power, resources, human rights and institutions,

including the justice system. The situations of women and men also differ according to country, region, age, ethnic or social origin, or other factors. The aim of gender mainstreaming is to take into account these differences when designing, implementing and evaluating policies, programmes and projects, so that they benefit both women and men and do not increase inequality but enhance gender equality. Gender mainstreaming aims to solve - sometimes hidden - gender inequalities. It is therefore a tool for achieving gender equality.⁴³

(Council of Europe)

Gender mainstreaming is the chosen approach of the United Nations system and international community toward realizing progress on women's and girl's rights, as a sub-set of human rights to which the United Nations dedicates itself. It is not a goal or objective on its own. It is a strategy for implementing greater equality for women and girls in relation to men and boys. Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels. It is a way to make women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs 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.

(UN Women Training Centre)

gender non-conforming

A term that describes people who are perceived not to conform to socially accepted and expected gender norms and stereotypes. The term usually refers to gender expression, including dress, speech and mannerisms. The term can apply to any individual regardless of their sexual orientation, gender identity or sex characteristics. Used next to a noun *i.e. gender non-conforming people*.

(UN Free & Equal)

gender norms

Gender norms are ideas about how men and women should be and act. We internalize and learn these "rules" early in life. This sets-up a life cycle of gender socialization and stereotyping. Put another way, gender norms are the standards and expectations to which

⁴³ Council of Europe (2024), "What is gender mainstreaming?". <https://www.coe.int/en/web/genderequality/what-is-gender-mainstreaming>.

gender identity generally conforms, within a range that defines a particular society, culture and community at that point in time.

(UN Women Training Centre)

Standards and expectations to which women and men generally conform, within a range that defines a particular society, culture and community at that point in time. Gender norms are ideas about how women and men should be and act. Internalised early in life, gender norms can establish a life cycle of gender socialisation and stereotyping.

(EIGE)

gender parity

Gender parity is another term for equal representation of women and men in a given area, for example, gender parity in organisational leadership or higher education. Working toward gender parity (equal representation) is a key part of achieving gender equality, and one of the twin strategies, alongside gender mainstreaming.

(UN Women Training Centre)

Numerical concept related to gender equality. Gender parity concerns relative equality in terms of numbers and proportions of women and men, girls and boys, and is often calculated as the ratio of female-to-male values for a given indicator.

(EIGE)

gender-responsive leadership

Gender-responsive leadership is when people use their leadership position and skills to actively work towards gender equality and women's rights, both in the workplace and through their organization's external activities.

(Folke Bernadotte Academy)⁴⁴

gender-responsive policing

An approach to policing that is committed to gender equality and non-discrimination. By applying a gender perspective (or mainstreaming gender), police can better account for the differences in the lives of men, women, and gender-diverse people, and how policing affects them differently.

(Adapted from UN Women et al.)⁴⁵

⁴⁴ Folke Bernadotte Academy (FBA) (2024), "Gender-Responsive Leadership". <https://fba.se/en/areas-of-expertise/women-peace-and-security/gender-responsive-leadership/>.

⁴⁵ Adapted from UN Women, UNODC, IAWP and Australian Aid (2021), "The Handbook on Gender-Responsive Police Services for Women and Girls Subject to Violence", p. 253. <https://www.unwomen.org/en/digital-library/publications/2021/01/handbook-gender-responsive-police-services>.

gender roles

Gender roles refer to social and behavioural norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex. These often determine the traditional responsibilities and tasks assigned to men, women, boys and girls. Gender-specific roles are often conditioned by household structure, access to resources, specific impacts of the global economy, occurrence of conflict or disaster, and other locally relevant factors such as ecological conditions. Like gender itself, gender roles can evolve over time, in particular through the empowerment of women and transformation of masculinities.⁴⁶

(UN Women Training Centre, EIGE)

gender stereotype

Gender stereotypes are simplistic generalizations about the gender attributes, differences and roles of women and men. Stereotypical characteristics about men are that they are competitive, acquisitive, autonomous, independent, confrontational, concerned about private goods. Parallel stereotypes of women hold that they are cooperative, nurturing, caring, connecting, group-oriented, concerned about public goods. Stereotypes are often used to justify gender discrimination more broadly and can be reflected and reinforced by traditional and modern theories, laws and institutional practices. Messages reinforcing gender stereotypes and the idea that women are inferior come in a variety of “packages” – from songs and advertising to traditional proverbs.

(UN Women Training Centre)

Preconceived ideas whereby females and males are arbitrarily assigned characteristics and roles determined and limited by their gender. Gender stereotyping can limit the development of the natural talents and abilities of girls and boys, women and men, as well as their educational and professional experiences and life opportunities in general. Stereotypes about women both result from, and are the cause of, deeply engrained attitudes, values, norms and prejudices against women. They are used to justify and maintain the historical relations of power of men over women as well as sexist attitudes that hold back the advancement of women.

(EIGE)

⁴⁶ UN Women Training Centre (2021). “Gender Equality Glossary”.
<https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36>.

hate crime

A prejudice-motivated crime which occurs when a perpetrator targets a victim because of their membership (or perceived membership) of a certain social group or racial demographic.

(UN Free & Equal)

hate speech

Public speech that expresses hate or encourages violence towards a person or group based on a group characteristic such as race, colour, national origin, sex, disability, religion, sexual orientation, gender identity, gender expression or sex characteristics.

(UN Free & Equal)

homophobia

Any form of prejudice or hostile attitude towards those who are attracted to people of the same gender. Homophobia may be targeted at people who are, or who are perceived to be lesbian, gay or bisexual, and may manifest as exclusion, stigma, harassment, criminalization, discrimination and/or violence.

(UN Free & Equal)

intersectionality

Intersectionality is a concept that enables us to recognize the fact that perceived group membership can make people vulnerable to various forms of bias, yet because we are simultaneously members of many groups, complex identities can shape the specific way we experience that bias. For example, men and women can often experience racism differently, just as women of different races can experience sexism differently, and so on. As a result, an intersectional approach goes beyond conventional analysis in order to focus our attention on injuries that we otherwise might not recognize.⁴⁷

(AAPF)

Analytical tool for studying, understanding and responding to the ways in which sex and gender intersect with other personal characteristics / identities, and how these intersections contribute to unique experiences of discrimination. It starts from the premise that people live multiple, layered identities derived from social relations, history and the operation of structures of power. Intersectional analysis aims to reveal multiple identities, exposing the different types of intersectional and multiple discrimination and disadvantage that occur as a consequence of the combination of

⁴⁷ Kimberle Crenshaw, "A primer on intersectionality". African American Policy Forum (AAPF).
<https://www.aapf.org/publications>.

identities and the intersection of sex and gender with other grounds. (Also referred to as: intersectional discrimination or multiple discrimination.)

(EIGE)

intersex

A term that refers to people born with physical sex characteristics (such as sexual anatomy, reproductive organs, hormonal patterns and/or chromosomal patterns) that do not fit typical definitions for male or female bodies. These characteristics may be internal or external, may be apparent at birth or emerge from puberty, or not be physically apparent at all. There exists a broad and diverse spectrum of sex characteristics among intersex people. Intersex people may use the term in different ways such as “being intersex” or “having an intersex variation”, or they may prefer not to use the term at all. An intersex person may have any gender identity, gender expression or sexual orientation. Used next to a noun *i.e. intersex person*.

(UN Free & Equal)

intersexphobia / interphobia

Any form of prejudice or hostile attitude towards intersex people or the existence of intersex traits. This may manifest as exclusion, stigma, harassment, discrimination, pathologization, surgeries performed on intersex infants and youth without informed consent (sometimes referred to as intersex genital mutilation) and/or violence.

(UN Free & Equal)

intimate partner violence (IPV)

Physical, sexual, psychological or economic violence between current or former spouses as well as current or former partners. It constitutes a form of violence which affects women disproportionately and which is therefore distinctly gendered.

(EIGE)

lesbian

A term to describe women who are emotionally, romantically and/or sexually attracted to other women. Some non-binary people may also identify with this term. A lesbian can have any gender expression or sex characteristics. Used next to a noun *i.e. lesbian women*, and also as a noun. *i.e. a group of lesbians*.

(UN Free & Equal)

LGBTIQ+

An initialism for lesbian, gay, bisexual, transgender, intersex, queer and other people with sexual orientations, gender identities and expressions and sex characteristics that are perceived not to

conform to social norms. These are terms that are frequently used internationally and in some (though not all) contexts. The terms people use to refer to their sexual orientation, gender identity, gender expression and sex characteristics and the ways in which they are discussed may depend on location, language, generation and other cultural contexts. It is always important to respect the terms that people use to refer to themselves.

(UN Free & Equal)

**multiple and
intersecting
forms of
discrimination**

(intersectionality)

Occur when a person is discriminated against on the basis of two or more grounds which interact in a complex and/or inseparable manner, producing compounded negative impacts and distinct and specific forms of discrimination. For example, a young, black and bisexual woman may be disproportionately negatively impacted by a compounded mix of racist, ageist, biphobic and sexist discrimination and marginalization.

(UN Free & Equal)

non-binary

A term used to describe a person whose gender identity falls outside the male-female gender binary. This term can encompass a wide variety of gender experiences, including people with a specific gender identity that is neither exclusively man nor woman, people who identify as two or more genders (bigender, pangender or polygender) and people who do not identify with any gender (agender). Non-binary people may or may not also describe themselves as trans, gender queer or gender fluid (someone whose gender is not fixed over time). Used next to a noun *i.e. non-binary youth*. **(UN Free & Equal)**

pansexual

A term that refers to people who have the capacity to be emotionally, romantically and/or sexually attracted to people regardless of gender. To pansexual people, the gender of the person they are attracted to is irrelevant. Used next to a noun *i.e. pansexual woman*. **(UN Free & Equal)**

+ (“plus”)

The plus symbol represents people with diverse sexual orientations, gender identities and expressions or sex characteristics that are perceived not to conform to social norms and who identify with terms other than lesbian, gay, bisexual, transgender, intersex or queer. There are many such terms which can vary across cultures, languages and demographic groups.

(UN Free & Equal)

queer

Historically an offensive term in English, “queer” has been reclaimed by some people as an inclusive umbrella term for persons with diverse sexual orientations, gender identities and expressions. Queer is increasingly used by many people who feel they do not conform to a given society’s norms based on their sexual orientation, gender identity and/or gender expression. However, it should be noted that this term has not been universally embraced. Some, especially those who experienced this term being used in a cruel and derogatory manner to harass them, might not embrace it to define their identities. Used next to a noun *i.e. queer person*.

(UN Free & Equal)

sex

(Biological sex) The physical and biological characteristics that distinguish males and females.

(UN Women Training Centre)

Biological and physiological characteristics that define humans as female or male. These sets of biological characteristics are not mutually exclusive, as there are individuals who possess both, but these characteristics tend to differentiate humans as females or males.

(EIGE)

The classification of a person as having female, male and/or intersex sex characteristics. While infants are usually assigned the sex of male or female at birth based on the appearance of their external anatomy alone, a person’s sex is a combination of a range of bodily sex characteristics. A person’s sex may or may not be aligned with their gender identity. In an increasing number of countries, a person can change the sex marker on their identity documents.

(UN Free & Equal)

sex characteristics

Physical features relating to sex, including sexual anatomy, reproductive organs, hormonal patterns and/or chromosomal patterns, and secondary physical features emerging from puberty (such as a deepening of voice, growth of body/facial hair, breast development etc.).

(UN Free & Equal)

sexual harassment

Any form of unwanted verbal, non-verbal or physical conduct of a sexual nature occurs, with the purpose or effect of violating the

dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment.

(EIGE, EU)⁴⁸

sexual orientation

Sexual orientation refers to each person's capacity for profound emotional, affectional and sexual attraction to, and intimate and sexual relations with, individuals of a different sex/gender or the same sex/ gender or more than one sex/gender. Basically, there are three predominant sexual orientations: towards the same sex/gender (homosexuality), towards the opposite sex/gender (heterosexuality) or towards both sexes/genders (bisexuality).

(UN Women Training Centre, EIGE)

A person's romantic, emotional and/or physical feelings or attraction to people of the same, different or more than one gender. This encompasses heterosexuality, homosexuality, bisexuality, pansexuality, asexuality and a wide range of other expressions of sexual orientation. Everyone has a sexual orientation. Terms such as "sexual preference" and "lifestyle" are generally considered offensive when describing a person's feelings for or attraction to other people.

(UN Free & Equal)

SOGIESC

An acronym for sexual orientation, gender identity, gender expression and sex characteristics. All people have a sexual orientation, gender identity, gender expression and sex characteristics but not everyone's SOGIESC makes them the target of stigma, discrimination or abuse.

(UN Free & Equal)

straight / heterosexual

A term that refers to a man whose romantic, emotional and/or physical attraction is to women or vice-versa. A straight person can be cisgender or transgender and can have any gender expression or sex characteristics. Used next to a noun *i.e. straight man, heterosexual woman*.

(UN Free & Equal)

⁴⁸ European Parliament and the Council of the European Union (2006), "Directive 2006/54/EC on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation". Art. 2 (1)(d). <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32006L0054>.

survivor

Woman who has been subjected to gender-based violence.
(EIGE)

transgender / trans

Describes people with a gender identity that does not align with the sex they were assigned at birth. Trans people may identify with gender identities such as man, woman, trans man, trans woman, transgender person, non-binary person or with a wide range of other terms across different languages and locations. While some transgender people seek to modify their bodies with surgery or hormones and/or take other personal, social or legal steps (the process of transition) to bring their body and gender presentation into alignment with their identity, others do not. A transgender person may have any gender expression, sexual orientation or sex characteristics. Used next to a noun *i.e. transgender man, trans person*.

(UN Free & Equal)

transphobia

Any form of prejudice or hostile attitude towards transgender people, including denying their gender identity or refusing to acknowledge it. Transphobia may be targeted at people who are or who are perceived to be trans, and may manifest as exclusion, stigma, harassment, criminalization, pathologization, discrimination and/or violence.

(UN Free & Equal)

trauma

Trauma is an emotional response to a terrible event like an accident, crime, natural disaster, physical or emotional abuse, neglect, experiencing or witnessing violence, death of a loved one, war, and more. Immediately after the event, shock and denial are typical. Longer term reactions include unpredictable emotions, flashbacks, strained relationships, and even physical symptoms like headaches or nausea.

(American Psychological Association)⁴⁹

trauma-informed interviewing

Interviewing techniques that are based on an accurate understanding of trauma that allow police investigators to ask questions in ways that are more consistent with how traumatic memories are often encoded, stored, and retrieved. Trauma-informed interviewing can elicit more complete and accurate information, which can lead to more thorough evidence-based

⁴⁹ American Psychological Association (2024), "Trauma". <https://www.apa.org/topics/trauma>.

investigations. Most importantly, it allows investigators from wrongly misinterpreting the behaviour of victim-survivors and to help “make sense” of their behaviour that might appear as confusing and in conflict with traditional police training.

(End Violence Against Women International – EVAWI)⁵⁰

victim

Victim shall mean any natural person who is subject to the conduct specified in points (a) [violence against women] and (b) [domestic violence].

(Istanbul Convention)⁵¹

victim-centred approach

When police place the needs of the victim-survivor at the core of any intervention, ensuring service delivery that protects, assists and supports the empowerment of women and girls, at the same time prioritizing issues of physical and psychological safety. There are four guiding principles for the police: (1) Physical safety of the victim, (2) Confidentiality of the victim, (3) Respect the rights of the victim, (4) Non-discrimination. (UN Women)⁵²

⁵⁰ Kimberly A. Lonsway, Jim Hopper, Sgt. Joanne Archambault (2022). “Becoming Trauma-Informed: Learning and Appropriately Applying the Neurobiology of Trauma to Victim Interviews.” End Violence Against Women International (EVAWI), p.8. https://evawintl.org/wp-content/uploads/2019-12_TB-Becoming-Trauma-Informed-Trauma-to-Victim-Interviews.pdf.

⁵¹ Council of Europe (2011). “Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence”, CETS No. 210. Art. 3(e). <https://rm.coe.int/168008482e>.

⁵² Adapted from UN Women, UNODC, IAWP and Australian Aid (2021), “The Handbook on Gender-Responsive Police Services for Women and Girls Subject to Violence”, p. 41. <https://www.unwomen.org/en/digital-library/publications/2021/01/handbook-gender-responsive-police-services>.

Training on Gender-responsive Policing

Gender Associations

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