

Methodological Guide



Regional Training Module



Federal Ministry
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This regional module is based on the module “Violencia de Género y Seguridad Ciudadana” (“Gender-Based Violence and Citizen Security”) of the National Police of Nicaragua.

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Methodological guide together with the Basic Text and Support Materials (which include transparencies, questionnaires, and activities) make up the “Gender and Citizen Security” Regional Training Module. **This Guide identifies the corresponding activities for various different applications of the module: in basic training and/or ongoing training of personnel in active duty;** for integrating a gender perspective into the modernisation processes of police institutions; in policing; as well as in police officers’ personal lives.

The methodological guide is organised according to the thematic units of the Basic Text. In each unit the general training objectives are presented. The guide begins with the activities to be carried out in order to achieve the general objectives. It is easily read; the columns indicate: the activity number, the activity’s specific objectives, a description of how to do the activity, the approximate amount of time the activity should take, and the materials required to implement it.

The purpose of the guide is to serve as an instrument to support the planning, implementation, and evaluation of the basic workshop courses for personnel of the police institutions in the Central American and Caribbean region. The general objectives of these educational processes are the following:

- Develop values, attitudes, and capacities so that the police response to the population’s citizen security needs takes into account the differences between women and men.
- Develop values, attitudes, and capacities for effective policing, particularly for dealing with gender-based violence.

There are two ways to implement this guide: abbreviated and expanded mode. The facilitator will use one mode or the other according to the time available and the objectives that are to be achieved:

The **abbreviated mode** is designed to be implemented in a total of 27 hours. To do so, the following timeframes are recommended:

- 1 hour for the course introduction.
- 24 hours and 45 minutes for learning activities.
- 1 hour and 15 minutes for exclusively evaluation activities.

To implement this mode, only the objectives and activities highlighted in this colour will be used.

The **expanded mode** is designed to be implemented in 47 hours and 50 minutes, based on the following recommended distribution:

- 1 hour for the course introduction.
- 44 hours and 50 minutes for learning activities.
- 2 hours for exclusively evaluation activities.

To implement this mode, all of the objectives and activities in the guide will be used.

The anticipated **format** for implementing this guide is participatory workshops. This entails getting personnel to participate, from sharing their life experiences to actively constructing transformative ideas and concepts, thus contributing to developing positive attitudes towards change in their personal lives and society. One principle of this approach is to make the activities that facilitate learning both pleasant and positive. The workshops are inspired by the idea that **to learn is to change**. This implies not only intellectual change – i.e. understanding gender phenomena – but also a change in attitudes and developing new life practices. Thus, making presentations – the traditional teaching method for courses – must make way for more active and participatory forms of learning. This is the proposed method for most of the activities in this guide.

2 General Methodological Instructions

2.1. What Is a Workshop?

A **workshop** is a collective learning event. The group of participants are accompanied by one person or more who work with the participants to **facilitate** the desired group and individual changes and learnings. The facilitator's role is to provide information and direct the activities. The workshop is **highly participatory**: it uses active learning methods and connections are made between the workshop content and the lives of the participants.

The following are required to implement this training module according to the workshop format:

- The number of participants should be limited to no more than 25.
- The role of the facilitators is to provide information and guide the activities in such a way that changes are made to participants' activities and behaviour. They work together with the participants to contribute to achieving the desired changes.
- The methodology should be active and participatory. It should begin with accepting the need for new learning; move to constructing and reconstructing new concepts and ideas; and conclude by converting new knowledge into an instrument for transforming reality.
- The right atmosphere should be established to ensure the success of the workshop course through the use of the most appropriate activities to maintain participants' interest. An important tool for doing this are the **energiser activities**.
- The facilitator should also have adequate knowledge of the characteristics of the group who will participate in the workshop course.
- The planning and development of the workshop courses should be flexible. They should be adapted to the specific characteristics of the intended group and/or the conditions available in order to ensure the desired outcome.

A final recommendation, central to learning activities addressing gender-related issues, is to take care to avoid undervaluing or blaming men. They are not the enemy; they are necessary allies in the process of educating to develop more equitable gender relations.

Equally important, or perhaps even more important, is to avoid blaming or victimising women. These learning activities should be opportunities to show that, with a new perspective and insight, gender relations can improve and change to benefit women and men.

2.2. Types of Workshop Activities

There are various types of activities and different work methodologies that can be used in workshops which, if put together, are consistent with the characteristics and objectives of workshops. Among the most frequently used types of activities are:

- Presentations:** during these activities the facilitator presents an idea, concepts, reads a paragraph, reads a story, etc. For a moment, the group is focused on what the facilitator is doing and presenting. This is only justified as preparation for other more participatory activities. Generally, they are used to begin or summarise a topic. They can be turned into more participatory activities if the presentation is done as a dialogue, stimulating the group's ongoing reflections.

- ❑ **Group activities:** these may be used, for example, to stimulate special experiences for the group and its members, break the ice in a group where the members do not know each other, stimulate creativity or participation, improve communication in the group, generate group trust, etc.
- ❑ **Exercises:** these are activities that can be done individually (when it is desirable or necessary for each participant to make an individual effort or when privacy is needed to analyse personal or intimate issues), in pairs (when sharing and communicating personal experiences that are difficult to share in larger groups, or when the task is too complex to be done in large groups), or in small groups (when something that has been done individually needs to be shared and a group response obtained, or to practice team work). There are many ways of doing this type of activities. They are used to practice or connect workshop learnings with one's real or daily life. Questions such as the following are usually addressed in this type of activity: What should be done to obtain a particular outcome? What can I do with this concept or that knowledge? What good does it do for me to know a particular thing?
- ❑ **Plenary activities:** these activities involve all those participating in the workshop. There are many ways of doing them and they are used to share the results of group work, draw conclusions from reflections done in pairs or small groups, or provide the necessary closure for relevant topics or points.

2.3. Introductory Activities

At the beginning of a workshop, course, or workshop cycle, some time must always be spent on activities that provide an introduction. These are called introductory activities.

Some of the following activities may or may not be done, depending upon group conditions:

- ❑ **Introductions:** these are used when the participants do not know each other in order to contribute to reaching the level of trust needed for a successful event (see examples in the support materials).
- ❑ **Icebreakers:** these are used when the facilitator notices that the group needs a warm-up to start the learning activities (regardless of whether they already know each other), in order to create a more conducive environment for active individual participation in the event (consult the support materials for examples).

2.4. Other Necessary Activities

- ❑ **Course introduction:**

The objective is for participants to understand and express their opinions about the workshop course they are about to participate in to make any necessary adjustments. One way to do it is as follows:

- The facilitator presents the course content, the methods to be used, the learning objectives, etc. (they are written on the board or distributed on a sheet to each participant, depending on the resources available).
- In small groups, this information is discussed and compared with the expectations of the group and its members. Each group presents its results in the plenary.
- Adjustments are made (time, emphasis, content, methods) according to the demands and needs agreed upon by the majority of the group.

Energising activities:

The objective of these activities is to promote group participation. They are used when participants are feeling tired or discouraged to encourage them and change their frame of mind (consult the support materials to see examples).

Initial evaluation:

We recommend that the learning activities begin with an initial evaluation by the participants. The objective is to establish what the participants' expectations are for the activity, its components, and/or its results. This should be done before the course introduction to avoid influencing the participants' expectations. One way to do this is as follows:

- The facilitator presents, very generally, the central aspects of the course (length, main topic, specific topics). Then the facilitator asks each participant to write on a piece of paper his or her expectations for the course and what he or she hopes to contribute.
- Each participant attaches the paper to his or her shirt and walks around the room. Everyone reads what the others have written.
- Afterwards, each person presents their expectations orally. The facilitator records the information, trying to avoid repetition, on the board or on flip chart paper (if the group is very large, they can work in small groups first, collecting the expectations of each group and writing them on flip chart paper. The content of the flip chart paper is then presented in the plenary and discussed, recording those expectations for which there was the most consensus).

Progress evaluations:

Progress evaluations are conducted throughout the workshop course. Their objective is to provide follow-up or to detect and respond to needs for making corrections at any time during the workshop course (improvements in procedures, improvements in learning conditions, making adjustments to the content, introducing changes in methodology, schedules, etc.). This is a participatory evaluation. Everyone in the workshop course should be involved. Agreements need to be made based on the consensus of the majority and their observance should be monitored.

One way of doing these evaluation activities is the following:

- The board is divided into three sections: one for “what is going well and should remain the same”, another for “what should be changed or improved”, and the third for “what should be eliminated”.
- Applying the technique of brainstorming, participants contribute ideas to be noted in each section.
- Once everything has been noted, a collective reflection on the ideas and assessment is encouraged, and group consensus is built for any necessary changes.

The frequency of this type of evaluation activity depends on the length of the educational process. In the case of this workshop course, we recommend a progress evaluation be done at the end of each unit, at a minimum. However, the frequency should be determined based on the particular organisational conditions of a specific workshop course (evaluations can be done at the end of each topic, after a certain number of days or hours of work, at the end of each week, etc.).

□ **Final evaluation:**

The **final evaluation** is conducted at the conclusion of the workshop course. It is done at two levels:

- How the course unfolded.
- Personal or collective learnings and changes achieved.

The following is a method for **evaluating how the course unfolded**:

- The group is asked to propose parameters for the evaluation (aspects they consider important for measuring the quality of the process). The facilitator also contributes aspects that s/he is interested in evaluating. Between 12 and 16 parameters are selected. They may be specific to a particular workshop, but there are some that are very similar for all workshops: methodology, participation, dynamism, discipline, punctuality, etc.
- A scale from 0 to 4 is applied to quantitatively evaluate each parameter, in which 0 is inadequate, 1 is so-so, 2 is good, 3 is very good, and 4 is excellent. Five boxes are drawn on the board, each with an assessment value. As each parameter is evaluated, the box is checked with the corresponding value.
- Each person assigns an individual value to each parameter selected and all the values are averaged (the sum of all the individual values divided by the number of individuals).
- Discussion is promoted regarding the average value of each parameter to find the reasons or arguments to justify that assessment. The value assigned the parameter is corrected (a different box is checked) if the group consensus of demands it.

- During the discussion issues may emerge that were not considered in the original selection of parameters and should be incorporated into the evaluation.

Evaluation of individual and/or collective learning: a course conducted through workshops, i.e. a course that proposes changes not only in terms of knowledge and understanding but also, and above all, in attitudes and skills, requires different evaluation methods than those used in formal education.

Learning is always evaluated at the end of an educational process, but can also be done at the conclusion of a topic or unit of the module. As for the workshop course, we recommend that, at the very least, a learning evaluation be carried out at the end of the first and third units, as well as the final evaluation.

There are various methods for evaluating learning. The following are especially recommended:

- The facilitator makes a list of topics according to their importance for achieving the unit's or the course's objectives. Each participant chooses a topic that interests him or her and writes down (in two or three pages) what they learned about the topic and, above all, their opinions, assessments, and personal criteria of the topic (if the group is very large, this can be done in pairs or, at most, in groups of three people. In this case, all those that work on the written text should make a presentation to the rest of the participants which should include questions from the other participants and the presenters' answers).
- Role plays are especially suited for assessing the connection participants have made between gender and their particular field of work or study. Role plays should dramatise possible real life cases which show different attitudes and behaviours towards the issue of gender.
- Written exercises enable one to envision the changes achieved, for example:
 - The facilitator writes down a series of situations or cases. For each one, participants must describe how they would act (an alternative is to include what actions were taken and the participants must express whether they consider them to be correct or not and why).
 - The facilitator develops a written exercise about the myths or mistaken ideas that he or she considers are the most in need of being debunked. Each participant must describe what arguments they would use to prove the falsity of each myth or idea.

3

Activities by Time and Content per Unit (according to mode of implementation)

Unit 1: Gender and Social Realities in the Region

Activity	Time	Content
		The activities shaded in this colour are priorities for the abbreviated mode.)
1	30'	Gender inequality expressed in statistics
2	60'	Concepts of sex and gender
3	40'	Concept of gender
4	60'	Attitudes towards gender relations: gender stereotypes
5	30'	Gender stereotypes
6	60'	Gender norms and roles
7	40'	Gender norms and roles
8	90'	Male and female identities: gender identities
9	20'	Established gender roles: summarising learning
10	60'	Gender inequalities: discrimination against women
11	45'	Sexism and gender discrimination
12	30'	A gender perspective
13	50'	Changing the world: recognising gender inequalities in the personal context
14	45'	Changing the world: the possibilities of changing gender inequalities in the personal context
15	60'	The legal framework for promoting equality: constitutions and international instruments
Total time for the unit:		Abbreviated mode: 8 hours 15 minutes Expanded mode: 12 hours

Unit 2: The Gender Perspective and the Modernisation of Police Institutions

Activity	Time	Content (The activities shaded in this colour are priorities for the abbreviated mode.)
1	45'	Modernisation processes of police institutions
2	90'	Gender inequalities in the region's police institutions
3	60'	Police modernisation from a gender perspective
4	30'	Police modernisation from a gender perspective
5	80'	Police modernisation from a gender perspective
6	60'	Challenges and difficulties in the process of institutional change from a gender perspective
Total time for the unit:		Abbreviated mode: 3 hours 15 minutes Expanded mode: 6 hours 5 minutes

Unit 3: Gender and Citizen Security: Gender-Based Violence

Activity	Time	Content (The activities shaded in this colour are priorities for the abbreviated mode.)
1	60'	Citizen security
2	40'	Concept of violence
3	80'	Concept of violence
4	80'	Concept of violence
5	30'	Gender-based violence
6	60'	Forms or patterns of gender-based violence
7	80'	Patterns of violence throughout women's life cycle
8	90'	Family violence: spousal violence
9	50'	Family violence: spousal violence
10	60'	Trafficking in persons
11	90'	Trafficking in persons

.../...

12	50'	Causes and factors that impact gender-based violence
13	80'	Importance of the problem of gender-based violence
14	60'	International instruments and the struggle against gender-based violence
15	45'	Successful experiences in combating gender-based violence
Total time for the unit:		
		Abbreviated mode: 8 hours 35 minutes
		Expanded mode: 15 hours 55 minutes

Unit 4: Gender and Policing

Activity	Time	Content
The activities shaded in this colour are priorities for the abbreviated mode.)		
1	90'	Traditional policing model
2	90'	Modern policing model
3	90'	Modern policing model
4	60'	Modern policing model
5	60'	Policing from a gender perspective
6	100'	Policing in the face of family violence, sexual violence, and trafficking in persons
7	60'	Policing of gender-based violence and victims' access to justice
8	100'	Policing of gender-based violence
Total time for the unit:		
		Abbreviated mode: 4 hours 40 minutes
		Expanded mode: 10 hours 50 minutes

4

Activities per Unit

Below is the methodological design for each of the units of the Basic Text.

The following aspects have been included in the methodological design proposed for each unit:

- What does it hope to achieve? Learning objectives for the unit and each of the proposed activities.
- How will it be done? Activities, methods, timing.
- What is needed to get it done? Materials and resources.

With respect to the flexibility needed for this type of educational process, the methodological design may also be seen as a flexible instrument. The facilitator could, for example:

- Substitute an activity or vary the proposed participatory techniques to ensure that the specific objectives are met.
- Add activities, if the need arises to work more or better on a specific point.
- Eliminate activities that are considered unnecessary or inadequate for the profile of the participant group or due to lack of time (provided that this does not affect meeting the unit's learning objectives).
- Adapt one of the proposed methods to the size of the group (if it is very large or very small).
- Modify the times allocated.

To improve understanding of this guide, the activities with a coloured background should be prioritised for the abbreviated mode of the course.

Unit 1: Gender and Social Realities in the Region

Learning objectives: At the end of this unit, participants will be able to:

- a) Master the central concepts of gender theory and apply them in the context of their own lives.
- b) Recognise basic inequalities between men and women.
- c) Learn the forms of gender socialisation and link them to their life experience.
- d) Identify actions for change that can be undertaken individually or collectively to promote gender equality.

Activity 1	
Content :	Gender inequality expressed in statistics.
Objectives :	Increase awareness and sensitivity regarding the social inequalities of gender.
Description of the activity :	<ul style="list-style-type: none">• Statistics are presented on the situation of women compared to that of men in the country, other countries of the region, and the world.• Participants are encouraged to comment.• Participants are encouraged to state whether this data reflects equality between women and men or not.
Time :	30'
Materials :	<ul style="list-style-type: none">• Transparencies 1, 2, 3, 4 and 5.• Overhead projector (or copies of transparencies on flip chart paper)• Board

Activity 2

Contents:	Concepts of sex and gender.
Objectives :	Collectively construct the concept of gender, differentiating it from the concept of sex.
Description of the activity :	<ul style="list-style-type: none">• Participants are invited to reflect on the characteristics that identify women and men. They are given four cards each on which to write two characteristics of women and two of men.• Two figures are taped or drawn on the board, one to represent a woman and another to represent a man. Each participant sticks his or her cards under the respective figure.• Participants are encouraged to reflect on the difference between the characteristics we are born with (physical, corporal, biological) and those that we learn (character, likes, professions, feelings). It is established that the first are called sexual characteristics and the second are gender characteristics.
Time :	60'
Materials :	<ul style="list-style-type: none">• Transparency 7• Overhead projector (or copy of the transparency on flip chart paper)• Board• Cards• Markers• Masking tape

Activity 3

Content	:	Concept of gender.
Objectives	:	Define the concept of gender.
Description of the activity	:	<ul style="list-style-type: none">• Participants are organised in smaller mixed groups to construct a definition of the concept of gender. The groups present the results of their work in the plenary.• After the presentations, the facilitator reiterates the characteristics that refer to the concept of gender, comparing them to those of sex.• Participants are encouraged to reflect on and discuss when, where (home, school, community), and how (through education, media, or social recognition or rejection) gender characteristics are learned. The facilitator makes a synthesis at the end and establishes that this process is called gender socialisation.
Time	:	40'
Materials	:	<ul style="list-style-type: none">• Transparency 8• Overhead projector (or copy of the transparency on flip chart paper)• Board• Flip chart paper• Markers• Masking tape

Activity 4

Content	:	Attitudes towards gender relations: gender stereotypes.
Objetives	:	Raise participants' awareness about how established these types of opinions or attitudes are; identify those that are most damaging to women.
Description of the activity	:	<ul style="list-style-type: none">• A questionnaire on gender attitudes is filled out individually.• Participants are organised in smaller mixed groups to discuss the individual results and identify the most extreme opinions, i.e. those that generate the most agreement or disagreement. Each group presents the results of their work.• Participants are encouraged to analyse and discuss the ideas. (Identify those that are most common in society, the community, the neighbourhood, or institution; and those that most promote inequality between women and men.)
Time	:	60'
Materials	:	<ul style="list-style-type: none">• Questionnaire 1: Attitudes towards gender relations, one for each participant• Board• Flip chart paper• Markers

Activity 5

Content	:	Gender stereotypes.
Objetives	:	Construct the concept of gender stereotypes.
Description of the activity	:	<ul style="list-style-type: none">• Brainstorming in plenary possible responses to the question, what are gender stereotypes?• The facilitator notes the main ideas of the responses and promotes discussion until the most important elements of the concept of gender stereotypes are identified.
Time	:	30'
Materials	:	<ul style="list-style-type: none">• Transparency 9• Overhead projector (or copy of the transparency on flip chart paper)• Board or flip chart paper• Markers

Activity 6	
Content :	Gender norms and roles.
Objetives :	Identify gender norms and roles and assess the inequalities generated by these norms and roles.
Description of the activity :	<ul style="list-style-type: none"> • The participants are organized in smaller groups, with women and men in separate groups, to reflect on and respond to the following questions: What is expected of me as a man/woman? What is prohibited to me and what is demanded of me, as a man/ woman? (At home, in the street, at work, with friends, with one's life partner.) Each group write five answers to each question. • The sheets of flip chart paper with the group results are hung on the wall so that everyone can see them and to promote discussion about the differences between gender roles and norms for women and men, highlighting the inequities and disadvantages they generate.
Time :	60'
Materials :	<ul style="list-style-type: none"> • Transparency 6 • Overhead projector (or copy of the transparency on flip chart paper) • Flip chart paper • Markers • Masking tape • Board

Activity 7	
Content :	Gender norms and roles.
Objetives :	Construct gender norms and roles.
Description of the activity :	<ul style="list-style-type: none"> • Brainstorming is done in plenary on possible responses to the question: What are gender norms and roles? • The facilitator notes the main ideas of the responses from the participants. The facilitator presents the concepts based on the ideas raised and highlights that these are means and forms of gender socialisation.
Time :	40' .../...

.../...

- Materials** :
- Table 13 from the Basic Text
 - Transparency 10
 - Overhead projector (or copy of the transparency on flip chart paper)
 - Board or flip chart paper
 - Markers
-

Activity 8

Content : Male and female identities: gender identities.

Objectives : Describe the established models of masculinity and of femininity in society and raise awareness about their consequences for women and men.

Description of the activity :

- The participants are organized in smaller mixed groups to reflect on the qualities that characterise the models of masculinity and femininity (characteristics, roles, and power relations between men and women). Each group will identify at least three traits of masculinity and three of femininity. (Alternative: one model may be assigned to half of the groups and the other model to the other half, and each group is asked to provide five traits.)
- The groups present their results in the plenary. The facilitator summarises and notes down the main ideas and promotes discussion on benefits or advantages and harm or disadvantages that these models bring to men and women (seeking to establish that women face most of the negative consequences, but men are also affected).

Time : 90'

- Materials** :
- Flip chart paper
 - Markers
 - Masking tape
 - Board
-

Activity 9	
Content :	Established gender roles: summarising learning.
Objetives :	Identify the most important established roles for each gender.
Description of the activity :	<ul style="list-style-type: none"> • The facilitator presents what distinguishes between women and men socially, linking it to the power conferred on men by patriarchal culture. • Participants are encouraged to make statements about the different established roles for each gender.
Time :	20'
Materials :	<ul style="list-style-type: none"> • Transparency 11 • Overhead projector (or copy of the transparency on the board or on flip chart paper).

Activity 10	
Content :	Gender inequalities: discrimination against women.
Objetives :	Raise awareness about discrimination against women, both direct and indirect discrimination.
Description of the activity :	<ul style="list-style-type: none"> • The participants are organised in smaller mixed groups. Each member of the group tells a personal story or a case he or she is familiar with of discrimination or degrading treatment for being a woman, in various settings: family, school, work, on the street, with friends, with life partner. (Alternative: these settings can be distributed among the groups and each group work with only the ones it was assigned.) • Each group presents two or three experiences in the plenary (the people that related the experiences in the small group may or may not identify themselves, as they choose). • Participants are encouraged to reflect collectively on the forms of discrimination against women and how these are the result of gender norms, roles, and stereotypes.
Time :	60'
Materials :	<ul style="list-style-type: none"> • Board • Markers

Activity 11

Content	:	Sexism and gender discrimination.
Objetives	:	Understand how to use concepts of sexism and gender discrimination.
Description of the activity	:	<ul style="list-style-type: none">• Conversational presentation on sexism and gender discrimination.• Participants are encouraged to reflect and debate.
Time	:	45'
Materials	:	<ul style="list-style-type: none">• Transparency 12• Overhead projector (or copy of the transparency on flip chart paper).

Activity 12

Content	:	A gender perspective.
Objetives	:	Understand how to use the concept of a gender perspective.
Description of the activity	:	<ul style="list-style-type: none">• Conversational presentation on the concept of a gender perspective.• Participants are encouraged to reflect and debate.
Time	:	30'
Materials	:	<ul style="list-style-type: none">• Transparency 13• Overhead projector (or copy of the transparency on flip chart paper).

Activity 13

Content	:	Changing the world: recognising gender inequalities in the personal context.
Objetives	:	Apply the gender perspective to the personal context.
Description of the activity	:	<ul style="list-style-type: none">• Each participant responds to the following question. What gender inequalities do I perceive in my home and family, in my relationship with my life partner and/or friends, in my place of study, in my relations with co-workers? . <p>.../...</p>

.../...

- Participants are organised into smaller mixed groups to socialise the individual results and highlight the most important and/or most common (most mentioned) results in each group.
- Each group presents its results in the plenary and discussion is encouraged on the most frequent and/or important inequalities in each setting.

Time : 50'

Materials :

- Flip chart paper
- Markers
- Masking tape

Activity 14

Content : Changing the world: the possibilities of changing gender inequalities in the personal context.

Objectives : Contribute to generating an active stance towards change that promotes equality in the personal context.

Description of the activity :

- In the same groups as the previous activity, participants answer the question, what can be done to begin to change the inequalities found (in the previous exercise)?
- The groups or individual participants present the results they wish to share with the others.

Time : 45'

Materials :

- Transparencies 14a and 14b
- Overhead projector (or copies of transparencies on flip chart paper)
- Flip chart paper
- Markers
- Masking tape

Activity 15

Content : The legal framework for promoting equality: constitutions and international instruments.

Objectives : Identify the basic provisions of the legal framework and critically reflect on compliance with them in your country.

Description of the activity :

- The participants are organised into smaller mixed groups. Each group is assigned a topic (constitutions, international treaties and conventions, international action plans and programs).
- Using the Basic Text, each group prepares a brief presentation on the content of the instruments analysed and their reflections on compliance with them in their country.
- Each group makes a presentation in the plenary session and encourages comments, questions and answers.

Time : 60'

Materials :

- Transparency 15
- Overhead projector (or copy of the transparency on flip chart paper)
- Copy of section 1.3 of the Basic Text for each participant
- Flip chart paper
- Markers
- Masking tape

Learning objectives: When this unit is concluded, participants will be able to:

- a) Establish conceptual links between police modernisation and gender.
- b) Identify the need to apply a gender perspective to achieve true police modernisation.
- c) Identify gender inequalities in one's own institution.
- d) Conduct simple evaluations of the level of progress of one's own police institution in applying a gender perspective.
- e) Identify obstacles to carrying out institutional change towards gender equality and, in the case of participants in training activities, obstacles to contributing to overcoming them.

Activity 1	
Content	: Modernisation processes of police institutions.
Objetives	: Understand what modernising police institutions implies and, in particular, understand how this process is progressing in one's own police institution.
Description of the activity	: <ul style="list-style-type: none"> • The facilitator makes a presentation based on the introductory text and section 2.2.1 of the Basic Text, complementing this information with data and facts regarding the progress of the participants' own police institution in its modernisation process. • During and after the presentation, participants are encouraged to express opinions, assessments and/or ask questions or make comments.
Time	: 45'
Materials	: <ul style="list-style-type: none"> • Transparencies 16a and 16b • Overhead projector (or copies of transparencies on flip chart paper) • Flip chart paper with information about the police institution • Board • Masking tape

Activity 2

Content	:	Gender inequalities in the region's police institutions
Objectives	:	Raise awareness and sensitise participants regarding gender inequalities within police institutions.
Description of the activity	:	<ul style="list-style-type: none">• The facilitator makes a brief presentation about the main manifestations of gender inequalities within institutions (section 2.1 of the Basic Text).• Participants are organised into mixed working groups (one per country in order to have statistical data, although information about their own institutions should have been obtained prior to the session if it is not included in section 2.1 of the Basic Text).• Participants are given the statistical tables for their assigned country. Each group prepares a brief presentation based on the following points:<ol style="list-style-type: none">1. How would you characterise the situation of women in the police institution of the country studied?2. What negative impact could this situation have on the institution and/or on policing?3. Why do you think this situation exists?4. What would you recommend to the police chiefs of that country to improve the situation?• Each group makes a presentation in the plenary. At the end of each presentation, discussion of the presentation is encouraged.• The facilitator closes with a synthesis of the main conclusions.
Time	:	90'
Materials	:	<ul style="list-style-type: none">• Transparency 17• Overhead projector (or copy of the transparency on flip chart paper)• Statistics on police personnel from each country (one set per group)• Flip chart paper• Markers• Masking tape• Board

Activity 3	
Content	: Police modernisation from a gender perspective.
Objetives	: Raise awareness about the need for your police institution modernisation process to have a gender perspective.
Description of the activity	: <ul style="list-style-type: none"> • The participants read individually about the contributions of a gender perspective to modernisation. Each one synthesises the relevant aspects of the reading (participants may be asked to do this task during a prior activity so they will have it done by the beginning of this activity). • The participants are organised into smaller mixed groups to discuss the reading and provide a well-argued response to the following question, why is a gender perspective necessary and indispensable for the modernisation of your police institution? • Each group presents its ideas in the plenary session and discussion is encouraged after each presentation. • The facilitator makes notes of some final ideas.
Time	: 60' (if the reading is done beforehand) 100' (if the reading is to be done as part of this activity)
Materials	: <ul style="list-style-type: none"> • Transparency 18 • Overhead projector (or copy of the transparency on flip chart paper) • Copy of Section 2.2.2 of the Basic Text for each participant • Board • Flip chart paper • Markers • Masking tape

Activity 4

- Content** : Police modernisation from a gender perspective.
- Objetives** : Develop capacities to identify the status of your institution's application of a gender perspective.

Description of the activity :

(Activity is only to provide participants with an orientation regarding a task for them to do)

- Participants are divided into five teams.
- Each team selects (or is assigned) a topic for investigation (chosen from the five types of changes included under the heading "Necessary Actions and Changes" in section 2.3 of the Basic Text).
- Each team will prepare a brief report and presentation on the assigned topic.

Each team is guided to seek information on the assigned topic through interviews (personal, telephone, e-mail) with one or two people that they believe can provide information on the assigned topic and in written documents (where they exist).

- The facilitator offers basic instructions on organising the interview (the facilitator may suggest some questions or basic issues for each topic, taking into account that the team is seeking to learn about achievements, obstacles, especially positions and arguments against the desired change, and any deficiencies that still exist).
- The facilitator will help to establish contact with those persons who should be interviewed.

Time : 30'

- Materials** :
- Board
 - Markers

Activity 5

- Content** : Police modernisation from a gender perspective.
- Objetives** : Develop capacities to identify the status of your institution's application of a gender perspective.

Description of the activity :

(This activity does not need to be done immediately following the previous one. The point at which to do it will depend on the time assigned to work on the previous activity)

.../...

.../...

- Each team presents the results of its research in the plenary. At the end of each presentation, a question and answer session is encouraged, as well as comments, complementary information, or assessments.
- The facilitator makes a final summary.

Time : 80'

Materials :

- Board
- Flip chart paper
- Markers
- Masking tape

Activity 6

Content : Challenges and difficulties in the process of institutional change from a Gender Perspective.

Objectives : Learn and handle resistance to change and its link to organisational culture.

Description of the activities:

- The facilitator makes a presentation on resistance to change and its connection to organisational culture (“Resistance to Change” in section 2.3 of the Basic Text), linking the content with what was detected during the study done previously.
- Participants are encouraged to discuss and exchange ideas to identify the main types of resistance that characterise their police institution(s).
- The facilitator synthesises the results of the discussion.

Time : 60'

Materials :

- Transparencies 19, 20 and 21 (or flip chart paper with the main ideas of the presentation)
- Overhead projector (or copies of the transparencies on flip chart paper)
- Board (or flip chart paper)
- Markers
- Masking tape

Learning objectives: By the end of this unit, participants will be able to:

- a) Identify gender-based violence as a citizen security problem.
- b) Comprehensively understand the phenomenon of violence and gender-based violence.
- c) Grasp the basic elements that are characteristic of spousal violence and trafficking in persons, as expressions of gender-based violence.
- d) Be more sensitive and proactive regarding the eradication of gender-based violence.
- e) Identify and debunk social “myths” that perpetuate gender-based violence.
- f) Identify the importance of the problem of gender-based violence and have a good working knowledge of data and facts that prove it.

Activity 1

Content : Citizen security.

Objectives : Identify the new concepts of security, differentiating them from the traditional ones.

Description of the activity :

- Participants are directed to individually read Section 3.1 of the Basic Text and once finished, they are encouraged to ask questions or express doubts for collective discussion.
- Participants are invited to present examples, from the perspective of police institutions’ responsibility, that are practical illustrations of either the differences between the traditional approach and the modern approach to security or the application of citizen security or citizen security from a gender perspective (they may be good or bad applications). Discussion is encouraged.
- The facilitator synthesises the main elements that help to define the concepts of “citizen security” and “citizen security from a gender perspective,” emphasising police responsibility to promote and defend this right.

.../...

		.../...
Time	:	60'
Materials	:	<ul style="list-style-type: none"> • A copy of section 3.1 of the Basic Text for each participant • Board • Markers

Activity 2

Content	:	Concept of violence.
Objectives	:	Address the concept of violence based on analysing familiar experiences of people who have been victims of violence.
Description of the activity	:	<ul style="list-style-type: none"> • The facilitator encourages participants to recall an experience they know in which a person was a victim of violence. • The facilitator invites two or three participants to relate or recreate the experience (with whom did they experience it, how did they feel, what happened). • The facilitator draws on each of these experiences to highlight conceptual elements of violence. • The facilitator invites the group to relate other aspects of experiences they remember to the conceptual elements of violence.
Time	:	40'

Activity 3

Content	:	Concept of violence.
Objectives	:	Raise awareness about violent behaviour.
Description of the activity	:	<ul style="list-style-type: none"> • Each person completes a questionnaire on daily, low intensity violent behaviours that are usually less visible ("Where Does Violence Come From?" questionnaire). • In the plenary, comments are made and the facilitator gets the participants to see why some violent behaviours are not seen as such. <p>.../...</p>

.../...

- Each person completes the questionnaire on “What Are the Different Forms of Violence?” and analyses the arguments made in it.
- Comments are made in the plenary and the facilitator emphasises the culture of violence in which we live: (1) all of us, men and women, are objects and subjects of violence and (2) violence is an instrument of power.

Time : 80’

Materials :

- Copies of questionnaire 2 and questionnaire 3 for each participant.

Activity 4

Content : Concept of violence.

Objectives : Construct a general concept of violence.

Description of the activity :

- The participants are organised into smaller mixed groups. Each group reflects on and responds to the following questions:
 1. What are the characteristics of violence? (the essential and necessary features to construct a definition).
 2. Why can it be said that violence is an instrument of power?
 3. Is there any type of violence that can be permitted or justified? Which types and why?
- Each group presents its results in the plenary and discussion is encouraged to reach agreement amongst the majority of the groups.
- The facilitator makes a final synthesis of the concept of violence.

Time : 80’

Materials :

- Flip chart paper
- Markers
- Masking tape
- Board

Activity 5

Content	:	Gender-based violence.
Objectives	:	Construct the concept of gender-based violence.
Description of the activity	:	<ul style="list-style-type: none">• Brainstorming is used to answer the question, “what does the expression ‘gender-based violence’ mean to you?” The facilitator notes the ideas proposed by the members of the group that are most useful for constructing the concept.• The facilitator explains the concept of gender-based violence, using the definitions in section 3.2.1 of the Basic Text.• The participants are encouraged to establish connections between the concept and experiences of violence against women that the group is familiar with.
Time	:	30’
Materials	:	<ul style="list-style-type: none">• Board or flip chart paper• Markers• Masking tape

Activity 6

Content	:	Forms or patterns of gender-based violence.
Objectives	:	Identify and sensitise participants about the different forms or patterns of gender-based violence.
Description of the activity	:	<ul style="list-style-type: none">• Participants are organised into five groups and given material on the different forms or patterns of gender-based violence.• The groups prepare a brief presentation with examples and cases they are familiar with, identifying the greatest victims and giving their assessment about the forms of gender-based violence. Each group will work with one of the following forms of gender-based violence: physical, sexual, psychological, family, and structural (based on the hand outs on the corresponding type of violence).• Each group makes a presentation in the plenary and the facilitator encourages a group reflection and discussion (providing space for others to express their opinions or add examples).• The facilitator summarises the main ideas, emphasising the diverse forms of gender-based violence and identifying the most important or most frequent forms in society.
Time	:	60'
Materials	:	<ul style="list-style-type: none">• Transparency 22• Overhead projector (or a copy of the transparency on flip chart paper)• Copy of section 3.2.3 of the Basic Text for each participant• Flip chart paper• Markers• Masking tape• Board

Activity 7

- Content** : Patterns of violence throughout women's life cycle.
- Objetives** : Identify the different patterns of violence that affect women at different ages.

Description of the activity :

- The facilitator makes a brief presentation based on the material in "Patterns of gender-based violence throughout victim's life cycle" in section 3.2 of the Basic Text.
- The participants are organised into smaller mixed groups and given material on patterns of violence according to women's life cycle (table 25).
- Through reflection and discussion, each group assesses the magnitude of each pattern of gender-based violence for each stage in the life cycle in society in general. They will use a scale from 0 to 5 points, where 0 means that the pattern does not exist and 5 that the magnitude is very high.
- In the plenary, the facilitator asks each group what value they assigned to each pattern of violence for each stage in women's life cycle, notes them down, then calculates the average (the sum of the values from each group divided by the number of values).
- Discussion is encouraged on any contradictions, inviting each group to present arguments to support their assessment.
- The facilitator closes by highlighting the dominant patterns of gender-based violence in society, according to the criteria defined by the plenary.

Time : 80'

- Materials** :
- Copy of table 25 (from section 3.2.3 of the Basic Text) for each participant
 - Board or flip chart paper
 - Markers
 - Masking tape

Activity 8

Content	:	Family violence: spousal violence.
Objectives	:	<ul style="list-style-type: none">• Learn about and understand the phenomenon of spousal or partner violence or abuse.• Understand the cycle of spousal abuse.
Description of the activity	:	<ul style="list-style-type: none">• The facilitator explains the phases of the cycle of violence using visual aids, emphasising how this becomes a factor that prevents women from breaking out of a violent situation (“The Cycle of Spousal Abuse” in section 3.3 of the Basic Text). Emphasis is placed on the fact that this phenomenon is what explains the behaviour of many women in this situation regarding pressing charges.• Comments from participants are encouraged.• The participants are organised into five mixed working groups. Four prepare and present a role-play situation and one will be part of the “panel of judges” that will evaluate the role plays.• Each group prepares its role-play, trying to dramatise as clearly as possible the phases and the consequences of the cyclical nature of spousal violence; the “panel of judges” defines the criteria for evaluating the role play presentations.• Each group performs their role-play for the plenary. At the end of each one, discussion is encouraged regarding what they thought of it.• The “panel of judges” decides which was the best role-play (first and second places may be awarded).
Time	:	90’
Materials	:	<ul style="list-style-type: none">• Transparency 23• Overhead projector (or copy of transparency on flip chart paper)• Flip chart paper• Markers• Masking tape

Activity 9

Content : Family violence: spousal violence.

Objectives : Learn about and understand the phenomenon of spousal abuse or violence: the myths about spousal violence.

Description

of the activity :

- The facilitator introduces the topic, identifying spousal violence as one of the most frequent expressions of family violence and explaining what is understood by the term (section 3.3.1 of the Basic Text). The facilitator indicates that the group will analyse certain commonly held ideas about this type of violence.
- The facilitator presents each idea and asks the participants if they agree or disagree with the idea. The facilitator divides the group in two: those that are in agreement and those that are not. A polemical debate is encouraged for each idea, with arguments in favour and against.
- The facilitator concludes the discussion by affirming that all these ideas are simply myths, using the arguments from the Basic Text to debunk them.

Time : 50'

Materials :

- Transparencies 24a and 24b
- Overhead projector (or copies of the transparencies on flip chart paper)
- Flip chart paper with the text of each myth to be analysed (one sheet per myth)
- Markers
- Masking tape
- Board

Activity 10

Content :	Trafficking in persons.
Objectives :	Learn about and understand the phenomenon of trafficking in persons, especially women and children, as a manifestation of gender-based violence, emphasising the elements that define trafficking.
Description of the activity :	<ul style="list-style-type: none">• The facilitator asking participants to brainstorm answers to the following question, what ideas do you associate with trafficking in persons? The facilitator notes the main ideas on flip chart paper and encourages discussion. At the end, the flip chart paper is hung on the wall so that it is visible throughout the activity.• The facilitator now introduces the definition of trafficking in persons (“What is Trafficking in Persons?” from section 3.3 of the Basic Text) previously noted on flip chart paper and makes a distinction between it and illicit trafficking in migrants. Each of the following elements of the definition is highlighted: Acts or actions (recruitment, transport, transfer, harbouring, or receipt of persons). Means (threats or the use of force, other forms of coercion, abduction, fraud, deception, abuse of power or situations of vulnerability, or giving or receiving of payments/benefits to obtain the consent of a person who has control over someone else). Purpose (exploiting third party prostitution or other forms of sexual exploitation, forced labour or services, slavery or similar practices, servitude, or extracting organs).• Participants are invited to give practical examples they are familiar with to illustrate each element of the definition analysed (for example, for recruitment: job advertisements, acquaintances or relatives getting close to the victim, etc.).• The facilitator asks for comments about the differences between the definition studied and the participants’ original ideas. The facilitator closes by emphasising that gender stereotypes promote the idea that “men migrate and women are trafficking victims.” In reality, men are also trafficked (although much less than women) and women also migrate (almost as much and sometimes more than men).
Time :	60’
Materials :	<ul style="list-style-type: none">• Flip chart paper• Markers• Masking tape• Board

Activity 11

Content	:	Trafficking in persons.
Objectives	:	Learn about and understand the phenomenon of trafficking in persons, especially women and children, as a manifestation of gender-based violence, emphasising the characteristics of trafficking in a particular country and/or the region.
Description of the activity	:	<ul style="list-style-type: none">• The participants are organised into four teams.• Each team selects (or is assigned) a topic from the following list:<ol style="list-style-type: none">1. Factors that promote or enable trafficking in persons.2. Actors involved in trafficking in persons.3. Mechanisms/organisational forms of trafficking in persons.4. Consequences of trafficking in persons.• Material regarding the assigned topic is handed out (“Trafficking in Persons in the Region” from section 3.3 of the Basic Text).• Each team analyses, discusses, and evaluates the material distributed and responds to the following questions:<ol style="list-style-type: none">1. Do you think that what is presented in the reading reflects the situation in our country? Why?2. Do you think our country is a destination or a point of origin for trafficked persons? Why?3. Who do you think is more often victims of trafficking in our country, women, children, or men? Why?• In the plenary session, each group presents a summary of their reading and their responses to the questions. At the end of each presentation, collective discussion is encouraged.• The facilitator emphasises the overall conclusions and indicates the difficulty that exists in measuring and describing the reality of trafficking in persons.
Time	:	90’
Materials	:	<ul style="list-style-type: none">• Transparency 25• Overhead projector (or copy of the transparency on flip chart paper)• Board• Material with the assigned reading for each group for each member of the group• Flip chart paper• Markers• Masking tape

Activity 12

- Content** : Causes and factors that impact gender-based violence.
- Objectives** : Reaffirm that gender-based social organisation is the cause of gender-based violence and that other factors also have an impact on violence.
- Description of the activity** :
- The facilitator briefly presents the diverse factors that promote gender-based violence with the aid of a graphic that depicts different levels or spheres in which have been identified causes/factors that affect this type of violence.
 - The board is divided into four sections, one for each level. Participants are asked to express their ideas to complete the list of causes or factors that affect each level. The ideas are noted for the respective level.
 - The group is encouraged to reflect on which of the identified elements might be considered causes and which are contributing factors, i.e., elements that increase the risk and/or the level of violence.
 - The activity is brought to a close by stressing that the basic cause or the root of gender-based violence is the unequal power relations between women and men that determine the domination of the former over the latter and are characteristic of human societies throughout the world. Other factors (alcohol, drugs, poverty, civil or military conflicts, etc.) increase the risk and/or level of violence, but do not cause it in and of themselves.
- Time** : 50'
- Materials** :
- Transparency 26
 - Overhead projector (or copy of the transparency on flip chart paper)
 - Board
-

Activity 13

Content : The importance of the problem of gender-based violence.

Objectives : Raise awareness about the true dimensions of gender-based violence and the severity of its effects.

Description

of the activity :

- The facilitator briefly explains the dimensions of gender-based violence and its presence throughout the world, using information from section 3.4.1 of the Basic Text. The facilitator stresses that, regardless of economic, social, or cultural conditions or levels of development, there is no country in the world that does not suffer from the problem of gender-based violence. And, regardless of individual differences, any woman can be a victim of this type of violence.
- Comments, assessments, opinions, and questions from the group are encouraged during and at the end of the presentation.
- The facilitator presents the group with a basic diagram that illustrates the various levels of consequences of gender-based violence. Some examples are given.
- The board is divided into three sections and the group is invited to give concrete examples of consequences at each level. The ideas are noted under the respective level and collective discussion is encouraged. The discussion may be complemented, if necessary, with information from section 3.4.2 of the Basic Text.
- The facilitator closes the activity by establishing that the problem of gender-based violence is a problem of the highest order for the world, both because of its dimensions as well as its severity and the extent of its impact and consequences.

Time : 80'

Materials :

- Transparencies 27, 28, 29, and 30
- Overhead projector (or copies of the transparencies on flip chart paper)
- Flip chart paper with data on the dimensions of gender-based violence
- Markers
- Masking tape
- Board

Activity 14

Content : International instruments and the struggle against gender-based violence.

Objetives : Strengthen the vision of gender-based violence as a basic violation of the human rights of the victims.

Description

of the activity :

- The participants are organised into three mixed groups. Each group is assigned a topic and given a text (United Nations instruments, inter-American instruments and Transparency 15 on “The region’s status with regards to international instruments”).
- Using the Basic Text, each group prepares a brief presentation summarising the most important aspects of the reading and the group discussion, including their opinions about the importance of the topic.
- Each group makes a presentation in the plenary and comments, questions, and answers are encouraged.

Time : 60’

Materials :

- Copy of section 3.5 of the Basic Text and Transparency 15
- Flip chart paper
- Markers
- Masking tape

Activity 15	
Content	: Successful experiences in fighting gender-based violence.
Objectives	: <ul style="list-style-type: none"> • Develop a positive position regarding the possibilities of change with respect to gender-based violence. • Contribute to the generation of proactive positions for intervening in gender-based violence as police agents.
Description of the activity	: <ul style="list-style-type: none"> • The facilitator presents some positive experiences based on the Basic Text and information that has been obtained about experiences in his or her own country. (Someone involved in these issues may be invited to present their experience to the group as a second presentation.) • The participants are encouraged to comment and/or to contribute personal or local experiences, or from their own countries. • The facilitator closes by emphasising two points. First, the need to recognise that, as with any social and cultural change, the process of overcoming gender-based violence is long. Second, the possibility that each person has something to contribute to overcoming this problem, since by transforming
Time	: 45' (if there is no guest speaker). 60' (if there is a guest speaker).
Materials	: <ul style="list-style-type: none"> • Board or flip chart paper with the main elements of each experience • Masking tape

Unit 4: Gender and Policing

Learning objectives: At the end of this unit, participants will be able to:

- a) Differentiate between the traditional model of policing and the modern model; as well as identify the need for change within the framework of citizen security.
- b) Adopt, or at least identify, values and behaviours for appropriate policing of gender-based violence.
- c) Recognise and apply the principle of freedom from discrimination in policing.
- d) Identify violations and non-compliance with policing principles.
- e) Argue why policing needs a gender perspective.

Activity 1

Content	:	Traditional policing model.
Objectives	:	Identify and increase awareness about the main characteristics of the traditional model of policing and the need for change.
Description of the activity	:	<ul style="list-style-type: none">• Participants are instructed to individually read the section of the Basic Text on this topic.• Participants are organised into five mixed groups to analyse all the characteristics of the model and assess whether they have been or are still today a part of policing in their country and what that means in terms of responding appropriately to citizen security demands.• When the time for discussion has come to an end, the facilitator assigns two characteristics to each group and the groups must prepare presentations on them.• Each group makes a presentation to the plenary and discussion is encouraged to build consensus around the characteristics that still exist and the need for change.• The facilitator closes with a summary of the main ideas agreed upon and emphasises the changes required for a democratic and modern society.
Time	:	90' .../...

	.../...
Materials	: <ul style="list-style-type: none"> • Copy of section 4.1.1 of the Basic Text for each participant • Flip chart paper • Markers • Masking tape • Board

Activity 2	
Content	: Modern policing model.
Objetives	: Understand and adopt modern principles of policing in the context of citizen security.
Description of the activity	: <ul style="list-style-type: none"> • The facilitator briefly presents the new policing principles. Participants are encouraged to ask questions and make comments in order to clarify any points. • Participants are organised into smaller mixed groups. Each group is assigned two principles. For one of them the groups will construct an example of good policing (one that respects the principle) and for the other, an example of poor policing (one that violates the principle). • Each group presents their examples in the plenary and collective discussion is encouraged. For each of the examples of poor policing, the group is asked for their comments or opinions about what would have been the correct police action. • The facilitator closes each presentation and discussion of the results of the group work with comments or clarifications needed to ensure the examples are corrected.
Time	: 90'
Materials	: <ul style="list-style-type: none"> • Copy of section 4.1.2 of the Basic Text for each participant • Flip chart paper • Markers • Masking tape • Board

Activity 3

Content : Modern policing model.

Objectives :

- Raise awareness about the importance of prevention for policing.
- Identify areas and ways of doing prevention in your country.

Description of the activity :

- The facilitator makes a brief presentation about preventive policing (based on the Basic Text and on experiences in the police institution). He or she stresses the importance of inter-institutional coordination and knowing and providing follow-up to risk factors.
- Participants are invited to indicate crimes or security problems in their country or region that need to be addressed through prevention.
- The facilitator chooses from amongst the proposed crimes or elements, those that are considered to be of greater social interest (e.g., trafficking in women, youth gangs, family/sexual violence, selling drugs in schools, traffic accidents, drug trafficking).
- A group is organised for each crime selected. Each group prepares a presentation on the assigned topic that includes: what is known about the problem, identification of possible preventive measures, and the conditions needed for doing prevention.
- Each group makes a presentation to the plenary and collective discussion is encouraged. Each group's proposals are enriched with the ideas of the rest of the participants.

Time : 90'

Materials :

- Flip chart paper
- Markers
- Masking tape
- Board

Activity 4

Content : Modern policing model.

Objectives : Understand and debunk mistaken ideas that work against the development of effective policing in the context of citizen security.

Description

of the activity :

- Participants are organised into four smaller mixed groups. They are given a list of commonly held ideas about citizen security and how to respond. One is assigned per group.
- Each group analyses the assigned ideas. They discuss and assess the corrections, and determines whether or not they are consistent with the characteristics of the new policing model (using what was learned in the two prior activities) and why.
- Each group presents their results in the plenary and collective discussion is encouraged.
- The facilitator closes with the arguments that debunk the ideas raised (beginning with those stated by the participants and the Basic Text).

Time : 60'

Materials :

- Paper with the four “mistaken assumptions” mentioned in section 4.2 of the Basic Text for each participant
- Flip chart paper
- Markers
- Masking tape

Activity 5

Content : Policing from a gender perspective.

Objectives : Increase sensitivity and awareness about why policing should ensure an appropriate response to the problems that affect women and men.

**Description
of the activity** :

- The facilitator explains why a gender perspective is needed to construct a modern policing model (section 4.3 of the Basic Text and one's own policing experience). She or he emphasises that police personnel's own gender stereotypes, values, and norms may affect their response to a demand (i.e. responding to it or not, responding to it appropriately or not) and/or the treatment offered to victims and/or perpetrators (abuse, discrimination). In addition, a gender perspective not only enables us to envision women's and men's differentiated demands and situations, but it also shows that gender prejudices still exist in order to overcome them. (Use examples to illustrate points about gender-discriminating forms of policing.)

Participants are encouraged to offer comments, reflections, opinions, assessments, and other examples.

At the end, the reading of section 4.3 of the Basic Text is assigned as homework.

Time : 60'

Materials :

- Board
- Copy of the suggested reading material for each participant.

Activity 6	
Content :	Policing of family violence, sexual violence, and trafficking in persons.
Objectives :	<ul style="list-style-type: none"> • Increase sensitivity about the issues for victims of gender-based violence. • Identify appropriate and non-discriminatory treatment in real life scenarios.
Description of the activity :	<ul style="list-style-type: none"> • The participants are organised into six mixed groups. • Each group selects (or is assigned) a topic from the following list: <ol style="list-style-type: none"> 1. A neighbour informs a police officer walking down the street that a woman is being beaten by her partner. 2. A mother takes her daughter to the police station to report that the girl was raped by her father. 3. A woman in distress stops a police officer or a patrol car to report that she has been raped by a man just a few minutes earlier. 4. A woman arrives at the police station to report that a co-worker, who is also her friend, tried to rape her. 5. A police officer who participated in the raid of a brothel finds out that one of the sex workers is a foreigner and has no legal documents. 6. A police officer stops a cargo vehicle for inspection and finds a group of women and girls enclosed in it. • Three of the groups develop role plays with appropriate policing and three develop role plays with inappropriate policing (supported by the reading assigned after the previous activity and their own experiences). • At the conclusion of each role-play presentation, the rest of the participants will comment, assess, and express their opinions about the cases of appropriate policing. They will also express which policing principles they believe were violated in these cases and/or what gender-discriminatory stereotypes and behaviours they observed. • The facilitator closes by emphasising some of the important aspects of providing policing to victims of gender-based violence (section 4.3.2 of the Basic Text).
Time :	100'
Materials :	<ul style="list-style-type: none"> • Board • Markers

Activity 7

Content : Policing of gender-based violence and victims' access to justice.

Objectives : Increase sensitivity and awareness about the importance of good policing to contribute to better access to justice by the victims of gender-based violence.

Description of the activity :

- The facilitator introduces the topic by recognising that access to justice does not only depend on the police, but that policing may have a positive or negative impact on it. The facilitator presents the factors identified as negatively affecting access to justice by victims of this type of violence, while allowing space for questions and clarifications.
- Participants are organised into six smaller mixed groups and each person is given a sheet with a list of factors. Each group should discuss and reflect on what police institutions and their personnel should or should not do to improve access to justice by the victims.
- Each group makes a presentation in the plenary and collective discussion is encouraged.
- The facilitator summarises the main ideas (complementing them, if necessary, with tables 31 and 32 from section 4.3.3 of the Basic Text).

Time : 60'

Materials :

- Paper with list of factors for each participant
- Flip chart paper
- Markers
- Masking tape
- Board

Activity 8

Content : Policing of gender-based violence.

Objectives :

- Increase sensitivity about the problems of victims of gender-based violence.
- Understand the work of the police or other organisations on the issue of gender-based violence.

Description of the activity :

- The facilitator invites in advance either a police chief or technical personnel who knows or works on one of the topics related to gender-based violence (family and sexual violence, for example) or someone from a non-governmental organisation or other public organisation that works on the issue of gender-based violence or violence against women.
- The guest speaker presents their experience working on this issue.
- Participants are encouraged to discuss and ask questions.
- The facilitator closes the activity by stressing some of the relevant ideas and thanking the guest speaker.

(This activity may be replaced by a visit to a centre or agency that works on the issue.)

Time : 100'
