



**UNODC**

United Nations Office on Drugs and Crime



# Training curriculum on **effective police responses to violence against women**

**CRIMINAL JUSTICE HANDBOOK SERIES**



UNITED NATIONS OFFICE ON DRUGS AND CRIME  
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The section in chapter I featuring a trainer's guide to talking about violence against women and children is taken directly from the Southern African Regional Police Chiefs Cooperation Organization (SARPCCO) training manual on violence against women and children, with permission and some minor modifications.

The material in annex II on adult education and training is based on material originally developed by Mark LaLonde and Sieglinde Malmberg as part of a police training-of-trainers programme for the United Nations Children's Fund in Viet Nam and is used with permission.

The overall development of this project has been guided by Mia Spolander and Ricarda Amberg, both of UNODC.

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# I. Introduction to the curriculum

The present training curriculum is designed to help develop within local and national police the knowledge and skills required to respond in an effective and appropriate manner to violence against women—specifically violence within intimate relationships. This includes measures to prevent violence against women, ways to respond to and investigate acts of violence, and resources to meet the needs of victims during and after an incident.

It is on purpose that no specific duration in which training should take place is indicated in the curriculum. Rather, it is left to the discretion of each facilitator to identify the unique professional development needs of each group and to plan the training accordingly. The accompanying *Handbook* provides a great deal of general and specific information that will help facilitators shape the training they will deliver.

Adults learn best when there are ample opportunities to participate, so a number of different small and large group activities are suggested at different stages of the curriculum. Facilitators can choose the activity most appropriate for their needs.

Each section has illustrations that will assist trainers with their task, as follows:



Indicates a handout



Indicates a module activity

These illustrations will make it easier to prepare for each lesson, signalling graphically how the content is to be presented.

At the back of this curriculum package is a brief guide to adult education and training (annex II). It is hoped that this material will prove useful to new or inexperienced trainers.

At the back of the package there is also a course evaluation form to be handed out to participants at the conclusion of training (annex III).

## Trainer's guide to talking about violence against women and children

### Coping with your own experience of violence

If you have experienced violence in a relationship yourself, whether as a victim, friend or perpetrator, you may find it very hard to run a workshop about violent relationships. It may help you to talk to someone you trust about your feelings before you start the training. Whether you have experienced a violent relationship or not, you should think about how you will deal with attitudes to violence that are not the same as your own. As a facilitator, it is your responsibility to create a learning environment that encourages everyone to participate. This can be difficult if people disagree with what you say about the issues and if you are not able to stay emotionally neutral.

### Tips to help you prepare for talking about violence against women and children

- Clarify to yourself your feelings about violent relationships. Writing a journal, talking to a trusted friend or drawing pictures about your feelings will help to release any emotions that otherwise may appear in a workshop and catch you off guard.
- If you choose to share your experiences and opinions, make sure you tell the group that these are your personal ideas. Other people may not share them and you need to accept this.
- Think about how you may feel and what you might do if someone in the group shares a personal story that reminds you of your own life. Be aware that talking about violence can bring up strong and uncomfortable feelings for you as well as for participants in the training session.
- Debrief with someone you trust after the session to talk about your feelings. This could be a friend, family member or spiritual leader. Alternatively, give yourself time to go for a walk or write your feelings down on paper.

### Dealing with hostility

Violence against women and children can be a very emotional and sensitive issue. Because of this, some participants may not want to talk about the issues and may not like the way you present them. It is often hard for people to confront their own attitudes and behaviour. Some participants may be abusers, while others may believe it is wrong to interfere with other people's private lives even if someone is being abused. Remember that people find change difficult and that it is natural for them to resist it.

To deal with resistance and hostility, you will need to be open about your expectations for the course. It is critical to explain to participants how you want them to help you create a safe environment for sharing. Stress that there will be no judging of opinions or points of view. There will be acceptance that everyone in the group

has a different relationship to this topic and must approach it from where they are. Not everyone will change his or her mind within one module or even one week. Do not get drawn into arguments, but instead encourage participants to debate the issues with each other, showing respect for different opinions and using the principles of human rights and the rule of law as guidelines.

Violence against women and children is an intensely personal and emotional subject. If someone becomes angry, withdrawn, sad or tearful, you need to have a plan for how to deal with this. For example, you might stop the workshop and talk privately with the person or refer him or her to appropriate resources.

You will need to be very flexible with the timing of exercises and breaks, being sensitive to the emotional load in the group, but recognizing the need to cover a lot of content.

A good facilitator will:

- Remain neutral and resist reacting strongly to participants' opinions
- Be an active listener
- Ask questions instead of making demands
- Encourage open communication
- Keep the group focused on the issue
- Create an atmosphere of respect and safety for all

### **Dealing with the emotional aspects of violence**

Violence against women and children affects almost everyone in some way. It can be emotional and difficult for people to discuss topics that touch them personally. One way of dealing with this is to agree on group norms at the beginning of the course to help shape the discussion. As part of the opening of the workshop, you may want to engage the group in making a list of ground rules that they want to live by during the workshop. List them on a flip chart and, if the group gets off topic or problems arise, you can refer to the list of ground rules and bring the group back on focus. Keep the flip chart posted on the wall throughout the workshop.

### **Sample ground rules for discussion (the group may generate these or you may suggest them)**

- The confidentiality of participants will be respected. Personal opinions expressed or stories related during course discussions do not leave the room.
- Only one person may speak at a time. Requests for permission to speak should be addressed to the facilitator.
- Everyone is allowed his or her opinion, and everyone is also allowed to respectfully disagree.
- There is no obligation to share personal experiences or history with the group. Participants should do this only if they feel comfortable.
- If any time we are “going around” and a participant does not want to share, he or she may simply say “pass” and we will move on.

### Tips to help a group cope if people express emotions during the course

- Remind the group that violence can bring up strong feelings of hurt, anger and despair. These are normal feelings.
- Decide how the group can show support: allow them to share feelings, take a break, give them time to talk to you or someone else privately. Have counselling referrals on hand if anyone feels the need to talk to someone after the course.

### Support for you, the trainer

When you are working with, thinking and talking about violence against women and children, you may find that your emotions and energy get used up very quickly. It is easy to feel disillusioned when a problem like domestic violence is so big and seemingly impossible to resolve. Try to find ways to get the support you need. Take time to relax. Talk to someone you trust or see a professional counsellor if you feel you need an unconditional listening ear. One way to help you deal with your feelings is to identify them, label them (for example, “I feel anger”, or “I feel regret”), and know what they are. This will help you to understand the feelings and see them in context. When you understand why you feel the way you do, you will have a better sense of control over your emotions.

### Trainers’ general checklist

1. *Be prepared.* Plan your module carefully and know exactly what you are going to cover. To do this you will need to read the facilitator’s notes and the training manual and to familiarize yourself with the exercises and the evaluation. Below is a sample lesson plan that is easy to create and follow:

Time	Facilitator activity	Manual (page)	Learner activity	Materials/method
9 a.m.	Greet and welcome the participants. Introduce myself and my background. Distribute a 3x5 card to each participant.	5	Introduce themselves. Complete the cards. Tape the cards to the wall.	Flip chart, felt pens, 3x5 cards, tape, group work
9.30 a.m.	Generate group norms.	6	Contribute ideas for group norms.	Flip chart, felt pens
10 a.m.	Review the workshop agenda.	6	Follow the agenda.	Flip chart, learner manuals

2. *Know your audience.* Find out how many participants will attend the course. Plan any activities associated with your module accordingly (pair work is more difficult with large groups and you will need more debriefing time the more participants you have). There are several important questions to ask in advance:

- How many people will there be?
- Who are they?
- What is their understanding of the subject?
- What is their age, gender and educational background?
- Why are they there? Who asked them to attend? Is it voluntary or mandatory?
- Are there any special needs that you need to be aware of?
- Do they know each other?

3. *Bring audio-visual aids.* Make enough copies of exercises, handouts and role plays before you start the session. Check to make sure you will have any equipment you need, such as a television, video, flip chart, posters, pens and so on. Arrive at the session early enough to test any equipment and have everything set up and ready to go. For a subject with this level of sensitivity, your attention needs to be solely on the participants once they start to arrive.

4. *Provide regionally specific information.* This manual is designed for use in all regions, but may not contain regionally specific details. If appropriate to your module, make copies of contact details and descriptions of groups or people working in the sector who may provide follow-up or further information to participants.

5. *Plan your time.* Although you can be flexible with time for active participation, you should have a broad time plan in accordance with the day's agenda. Stick to it even if that means cutting off a vibrant discussion that is running overtime. Participants have the whole week to continue thinking and talking about the issues. You can refer back to the group rules that the group agreed to in order to keep them on track.

### General tips for trainers

1. *Be sensitive to people's varying levels of experience and backgrounds.* Participants may come from various working contexts and prior training. Encourage mutual respect among participants and between participants and facilitators. Make clear that all levels of experience are useful and relevant to the discussion.

2. *Allow space for experience in the discussion.* Participants who are comfortable sharing their experience, either in a personal capacity or from their work environment, may be able to help others grow and enrich the group's learning. When people tell their stories, emotions subside and the learning from the experience comes through to the other participants.

3. *Encourage broad and active participation.* Notice who is quiet and who responds the most frequently, and try to solicit input from everyone. Create an environment where it is safe for everyone to participate. Quiet people can sometimes participate more fully in small group discussions or in pairs.

4. *Encourage constructive debate.* If participants disagree with each other or with you, facilitate an open discussion, drawing on the experience and background of all participants. This discussion should, however, remain grounded in the principles of the course: human rights, gender and legal instruments.

5. *Always take the time:*

- To remind the group about important points: emphasize and summarize your main ideas throughout the module.
- To summarize the discussion and link relevant ideas.
- To keep the discussion on topic by focusing on principles rather than opinions; for example, if someone argues that a man has the right to beat his wife, refer to the relevant international instruments rather than simply telling the person that his or her opinion is wrong.

6. *Use open-ended questioning techniques in discussion.* Open-ended questions beginning with “How”, “Why”, “What” or “Who” make people think about their answer rather than simply responding “yes” or “no”. The answers are more comprehensive and allow for follow-up exploration. A most useful open-ended question is simply to say “Please say more about that” or “Please expand on your idea”. Before you answer a participant’s question, put it to the group. If there is no one in the group who can answer the question, give a few probes before you provide the answer.

7. *Build an honest relationship with participants.* Share your views and ideas, and contextualize them in the principles of the course. If you do not know something, say so. Ask if someone else in the room can give input. This will encourage participants to talk freely and express their own ideas and opinions. If necessary, do some additional research and find a few minutes later to respond to any unanswered questions.

Sometimes when people ask a question and the facilitator does not know the answer, they worry about their question until an answer is provided. To prevent this, and to keep participants focused on the content, write the question on a flip-chart page and post it somewhere in the classroom. The participant can now relax, as the question is posted and will not be forgotten. It will also remind you that there is an unanswered question that needs attention before the session is over. Once the question is answered, you can cross it out, giving a bold visual cue that it has been answered.

8. *Be positive, but realistic.* Encourage the group to see the many options they have to support victims and survivors of abuse and violence. At the same time, be sensitive to the limitations of what they can do with finite time, skills and budget. Talk about making choices to take action, and make sure to mention that the primary choice to take action is always in the hands of the victim or survivor.





## II. Introduction: violence against women

Violence against women is a global issue of pandemic proportions, which has an impact on all societies. It violates the rights and fundamental freedoms of victims of violence. Such violence can have a devastating effect on the lives of victims, their families and communities. Studies conducted on all five continents suggest that no society can consider itself immune from such violence. Violent practices that victimize women and girls transcend social, cultural, ethnic and religious boundaries.

The Declaration on the Elimination of Violence against Women (General Assembly resolution 48/104) of 1993 defines violence against women as “any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life”.

The Declaration further specifies that this definition encompasses, but is not limited to, physical, sexual and psychological violence occurring in the family and in the general community, including battering, sexual abuse of children, dowry-related violence, rape, female genital mutilation and other traditional practices harmful to women, non-spousal violence and violence related to exploitation, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women, forced prostitution and violence perpetrated or condoned by the State.

At least one in every three women around the world has been beaten, coerced into sex or otherwise abused in her lifetime—with the abuser usually someone known to her (see the report of the Secretary-General entitled “In-depth study on all forms of violence against women” (A/61/122/Add.1)).

Reports of the violence to which many women are subjected daily first emerged in the 1970s. Studies in Canada, the United States of America and some European countries showed that the home was not, as believed, a sanctuary and refuge, but instead was often a setting for violence and humiliation directed towards women and girls by male members of the household. Such conduct included battery and other forms of victimization, including sexual abuse. In the most extreme cases, women were killed. The consequences began to be measured in terms of the impact on

family members' physical and psychological health. While most victims were adult females, effects of the violence could be found in all members of the family, especially in children who regularly witnessed repeated scenes of violence between parents.

Over the next years, a political agenda addressing violence against women began to be defined. The United Nations, through its treaties and conventions, made the issue of safeguarding women and ensuring that their rights were protected a fundamental issue to be addressed. That change in status led to the recognition that violence against women constituted a violation of human rights. By signing and ratifying United Nations treaties and conventions, States thus undertook not only to protect women from violence but also to create mechanisms for prosecuting and punishing its perpetrators.

In recent years, efforts by States to curb and eradicate all violent practices against women have increased. In line with recommendations set forth in the Convention on the Elimination of All Forms of Discrimination against Women,<sup>1</sup> many countries have drafted and adopted specific laws to deal with violence against women, including domestic and family violence. Such legislative reforms are important in that they send a clear message to society that violence against women is not a private matter, that it will be treated as a crime and that it will not be tolerated by society. Other initiatives with similar aims have been observed around the world. Examples are the establishment of specialized police services to deal with women victims of violence; the creation of courts specializing in domestic violence; the training of law enforcement and judicial officers; the incorporation of a gender perspective into policy formulation on security; and specialized medical, psychological, social and legal support services for women in situations of violence.

Experience has nevertheless shown that it is easier to change the law than to change practices and beliefs. In many countries, public silence and government inertia have ensured that rates of violence against women remain high. Without clearly targeted efforts to alter institutional culture and practice to introduce gender mainstreaming, most legal and political reforms are of little worth. Legislative measures are ineffectual unless accompanied by alterations in law enforcement standards, values and conduct.

This curriculum, and the accompanying *Handbook*, is specifically designed to assist and guide police officers in the prevention of and response to violence against women.

Police are at the frontline of the criminal justice system. They are often called upon to intervene when an act of violence is in progress or shortly after it has taken place. Police are confronted by victims, offenders, witnesses and various forms of evidence. Their attitude and response to all involved can have a dramatic impact on ensuing developments, including the prevention of future violent acts and the protection of victims. The response of police can help victims leave a violent relationship or, conversely, make them decide to remain, believing that nothing and no one can assist them.

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<sup>1</sup>United Nations, Treaty Series, vol. 1249, No. 20378.



Through enhanced practices, ensuring greater access to services, improved presentation of evidence at trial and application of measures to protect both victims and witnesses, police can play a significant role in bettering the lives of all women.

By way of a review of international laws, norms and standards relating to violence against women and an examination of practical approaches to effective police responses, this curriculum, and the accompanying *Handbook*, is designed to assist police officers better respond to acts of violence against women and to enhance the overall safety of women and communities.

Police first-responders, investigators, supervisors and managers will find practical value in this curriculum and the accompanying *Handbook*.

While the focus of this training programme and *Handbook* is on domestic violence/ violence in relationships (including rape), other forms of violence against women (including against young girls) are discussed to provide a wider perspective on violence suffered by women around the world.





### III. Curriculum outline

Each individual curriculum module (seven in total) in this chapter contains an overall learning objective, a bullet-point summary of the content found in the accompanying *Handbook* and at least one suggested learning activity or exercise.

All participant activities can also be found in annex I, formatted for individual copying and distribution in class.

Facilitators are strongly encouraged to find ways in each module to encourage and support interactive learning. This can include such strategies as posing questions to individuals or the larger group, asking participants to relate their personal experience to the content immediately under discussion, creating new activities or role plays, or having participants take turns explaining key concepts found in the *Handbook*.

It is strongly suggested that any case study used be modified in advance by the facilitator to ensure that it is locally and culturally appropriate and uses names found commonly in the community.

Case studies should not be based on real examples in a way that may tend to identify specific persons, add to the further victimization of any person involved or embarrass any person (victim, witness or professional) involved.

A suggested final activity is to design a brief quiz, appropriate to the level of the participants, which tests their recall and understanding of the subject material, their ability to understand key concepts and definitions, and their ability to apply their learning to an example case. Such a quiz can be conducted as an individual open-book activity and then debriefed as a group activity. In this way, participants are obliged to find the answers in the larger *Handbook* and to review additional information, while at the same time becoming better acquainted with the *Handbook*. It is at the facilitator's discretion if such a quiz is for review or actual testing purposes.

## A. Icebreaker/opening exercises

Greet people at the door, welcome them to the workshop. Provide each arrival with a copy of the *Handbook*, a tent card or name tag, and ask each participant to write his or her name on the tent card or name tag.

Outline the housekeeping items (breaks, smoking area, etc.) for the day. Show participants the location of the toilets and give a general overview of the agenda for the day.

If most people in the group already know each other, the following is a suggested opening activity:

### SUGGESTED MODULE ACTIVITY



Give each participant a 3x5 card. Ask each person to write down one expectation and one fear for the workshop. Collect all of the cards, shuffle them and redistribute them. Ask someone to read the card they hold, and record the answers on two separate flip charts. After each person reads the goals on the card, ask a few questions such as: "What is your name?" "What is your position?" "How long have you been doing this work?" You may wish to ask other questions to make the person feel included. Ask the person to pick the next reader, who will pick the next reader, and so on. If you get duplicate answers, place a check mark next to the original on the flip chart, so that all contributions are acknowledged.

If the people in the workshop do not know each other, the following is a suggested opening activity:

### SUGGESTED MODULE ACTIVITY



Divide participants into groups of three people. Allow 15 minutes for people to exchange information: name, position, interest in the topic, favourite food and so on. Ask one group to volunteer to be first and have each person in the triad introduce one other person. For example, person A would introduce person B, person B would introduce person C and person C would introduce person A. Listen carefully to each introduction and look for opportunities to ask follow-up questions or make short comments on the introductions.

### Group norms

Introduce the idea of group norms. Group norms are the rules by which the participants want to operate during the workshop. Give one example, such as that any stories told in the class are confidential or that when someone is talking we do not

interrupt. Ask the group to brainstorm a set of norms. If there are more than seven, use a voting process to determine which seven will be the most important. Post the norms and use them during the workshop to keep the group on task and on focus.

## B. Introduction

At the end of this module, participants will be able:

- To define various forms of violence against women
- To understand their sensitivities and the sensitivities of the topic
- To broadly outline justice system responses to violence against women

Content includes:

- Setting the context, including background and global statistics
- Describing various forms of violence against women, including, but not limited to:

Physical violence

Domestic violence/violence in relationship

Sexual abuse and rape, attempted rape

Violence against women in conflict, post-conflict and transitional societies

Trafficking in women and young girls

Violence perpetrated by persons in positions of authority or by the State

Harmful traditional practices (such as crimes of honour, female genital mutilation or widowhood rituals)

Crimes against young girls and children

Elder abuse

Commercial sexual exploitation of women and children

Sexual harassment

Pornography

Identifying particularly vulnerable women

Understanding life phases of violence against women

Examining common misconceptions about domestic violence

Identifying justice system responses and victim protection

**SUGGESTED MODULE ACTIVITY**

As a large group discussion, and based on chapter I of the *Handbook*, ask participants to identify the types of violence against women they might logically encounter in their communities. Facilitate the discussion to follow and ask about current police responses to these forms of violence, including prevailing police attitudes.

In the light of the discussion on various forms of violence against women that might logically be encountered locally, ask the participants in small table groups of four to six participants each to identify what the unique needs of women who have experienced violence might be. For example, what might they need and expect from the police? What about after the police report is made? Encourage participants to think of themselves in the place of the victim and to think of their needs the day after the violence, the week after and the month after.

Alternatively, ask participants to consider, if the victim were their sister, what forms of response would they want from the police? From the prosecutor? The courts?

Ask a volunteer to record the group discussions and key points on flip-chart paper. Post these on the walls for future reference and discussion. To keep the workshop dynamic, encourage participants to add to the flip charts throughout the workshop if other ideas occur to them.

Are there forms of violence that have been missed by the group? If so, the facilitator will need to list and expand upon them.

## C. International norms and standards

At the end of this module, participants will be able:

- To list the local and national laws regarding violence against women
- To list the international conventions regarding violence against women
- To identify potential gaps in local and national laws
- To recognize the impact of the gaps in the laws

This module discusses the key international conventions, norms and standards relating to violence against women, including domestic violence. It identifies the rights of women and the obligations of States.

**SUGGESTED MODULE ACTIVITY**

Ask the participants in small table groups of four to six participants each, ask the groups to identify local/national laws and international conventions currently in place regarding various forms of violence against women. Record the answers on flip-chart paper at the front of the room and then post these on the walls of the classroom.

Once this is done, ask the large group to identify potential gaps in local/national laws in the light of the earlier discussion on international laws, norms and standards. What are the gaps in the rights of women? What are the gaps in state responses to violence against women?

How do these gaps affect the international rights of women and as victims of violence?

Ask a volunteer to record the group discussions and key points on flip-chart paper. Post these on the walls for future reference and discussion.

## D. Factors underlying violence against women

At the end of this module, participants will be able:

- To recognize the wide variety of factors that contribute to violence against women
- To recognize how these factors affect the lives of women
- To identify resources or actions that could address these contributing factors

This module identifies and discusses several social, cultural, family, economic, religious, legal and political factors that can underlie violence against women. It also outlines reasons why some women who are victims may be reluctant to cooperate with the police. The overall objective of this module is to raise awareness and help identify the myriad factors that contribute to violence against women.

### SUGGESTED MODULE ACTIVITY



As a small group discussion, have participants list and briefly discuss factors they have personally seen—in their professional capacity as police officers—that may contribute to violence against women.

How do these factors affect the lives of women, their families and communities?

Ask a volunteer to record the group discussions and key points on flip-chart paper. Post these on the walls for future reference and discussion.

Using the factors identified by the group, facilitate a discussion on what could be done locally to address these factors.

The lists should ideally include several of the following, none of which excuse violence against women:

- Local, cultural or traditional acceptance of violence against women, especially spouses
- Official or state acceptance of violence against women

- Lack of laws specifically addressing violence against women, including a prohibition against men raping their wives
- Impunity of perpetrators
- Lack of official police response
- Impending relationship break-up
- Downward change in economic status
- Pregnancy
- Past history of abuse
- Gender inequality
- Power imbalances between men and women
- Male attitudes of disrespect towards women, including lack of respect for the human rights of women and girls
- Unquestioned assumptions about appropriate male and female behaviour
- Desire for power and control
- Political motives, including as a weapon of war, for power/control or to instil fear
- Traditional tensions, such as feuds
- Collapse of traditional society and family support systems
- Poverty
- Alcohol/drug abuse
- Lack of agencies/services, activities and programmes aimed at women
- Loss of male power/role in family and community; seeking to regain and/or assert power

In this exercise, it is important for the facilitator to clearly and emphatically state that none of the above factors excuses violence against women or absolves the perpetrator of any responsibility for his actions.

## E. Preventive approaches

At the end of this module, participants will be able:

- To identify agencies/groups that could be resources for violence prevention
- To identify other services/agencies that are required for violence prevention
- To initiate an action plan for implementation in their own city, town or village

This module identifies a number of strategies and collaborative approaches that could be used to prevent violence against women and to prevent its furtherance. It discusses partners that could be engaged in some of the approaches and the development of a culture of lawfulness.



**SUGGESTED MODULE ACTIVITY**

As a large group discussion, have participants identify which agencies (government, non-governmental organizations (NGO), intergovernmental organizations (IGO), civil society, faith-based) that as police they could work with to help prevent violence against women and to better meet the needs of victims in their local/national context.

Based on a discussion of this section of the accompanying *Handbook*, are there gaps in services/agencies that could better assist women who are victims of violence? For example, are there locally accessible shelters for battered women? Is there free legal information on women's rights? Do all women have free access to these resources?

Based on the results of this discussion, have the group discuss and identify—as smaller table groups—specific potential collaborative strategies and plans for preventing violence against women and for community education. To help the group identify practical, achievable and specific goals, ask them to discuss prevention specifically in the context of their city, town or village.

Next, ask the participants in small table groups to identify what measures could be used to show the “success” of the strategies they have identified.

Ask a volunteer to record the group discussions and key points on flip-chart paper. Post these on the walls for future reference and discussion.

If time allows, have the groups present their plans to the larger group. Ask participants to give feedback and suggestions and to ask questions that will help the presenters probe the feasibility of their plan. The more realistic and specific the plan can be, the more likely it is to be successful.

## F. Responding to violence against women: the role of the police

At the end of this module, participants will be able:

- To understand the need to respect the rights and needs of each woman
- To collect and categorize evidence
- To interview victims with sensitivity
- To respond to offenders without bias
- To protect the privacy and confidentiality of victims
- To design a safety plan for victims

This is the largest module in the accompanying *Handbook*. It includes:

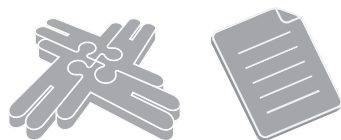
- A general introduction to the role of the police
- Code of Conduct for Law Enforcement Officials
- Police agency guiding policies

- Investigating acts of violence against women
  - Police response: general
  - Initial response (uniformed patrol officers)
  - Ensuring victim safety
  - Secondary response (investigators)
  - Specialized investigative units, support and services
  - Collection of evidence
  - Evidence of sexual violence/rape
  - Medical assistance/victim examination
  - Victim interviewing/statements
  - Documentation: notes, photographs, report and court brief
  - Presentation of evidence at trial
- Threat assessment and risk management
- Victim services and witness protection
- Responding to offenders
- Privacy and confidentiality
- Police accountability and oversight

This module provides a brief overview of a large and complex set of subjects and suggests strategies, protocols and good practice relating to all aspects of a response to an incident of violence against women, including the subsequent investigation and creation of measures to protect the women involved from further violence. It examines responses to offenders, issues of privacy and confidentiality, and strategies used to ensure police accountability and provide oversight of the police.

### SUGGESTED MODULE ACTIVITIES

#### Part I



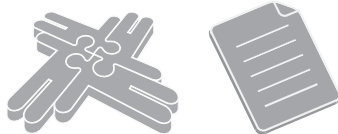
Using a brief case study (see below) that may be modified to be locally and culturally appropriate, ask small table groups of four to six participants each to read the case study and then, working as a group, to answer the following questions:

1. Identify what the crime(s) is (are), if any? If not, is there a crime under international law? Are there any violations of international human rights?
2. What are the appropriate steps the first police officer on the scene should take and those of secondary/investigating officers?

3. If there is a crime, identify what evidence officers might collect for later documentation and presentation in court. How would each item be collected, documented and properly stored for later presentation at trial?
4. What is the suggested approach to the investigation?
5. What are the immediate needs of the victim and how could they best be met?
6. What issues do you need to consider (e.g. age, appropriate language, etc.) if you want to interview the nine-year-old son?
7. In their investigation, what must police do to protect the privacy and confidentiality of the victim? Of the children?

### SUGGESTED MODULE ACTIVITIES

#### Part II



Based on this case study and discussion, assign individual participants to document the violent incident and their investigation, using the suggested guidelines for report writing found in the *Handbook*. Once done, have participants pass their sample report to the person beside them and then have the participant pairs discuss each other's work and provide constructive feedback.

Using the case study, and based on the practices outlined in the *Handbook*, have participants practise the various elements and phases of a victim interview. This can be done in small groups, with time allotted for preparation and constructive feedback, or as a large activity where a few teams demonstrate their new knowledge and skills in front of the larger group.

Using the *Handbook* section on safety planning, and the case study, assign individual participants, with a classmate playing the victim, to work with the victim to create a sample safety plan. Ask what they might do to best mitigate the risk of future violence in this example. What other agencies might be of help? What factors exist that might help protect the woman from future violence (e.g. within her immediate family or social circle, community, government agencies or NGOs)?

To help review current police practice in the light of the larger discussion on international good practices, have participants in small table groups identify what practices now in place might be modified and enhanced to better meet the needs of women who are victims of domestic violence. A follow-up to this activity is to have participants, in small table groups, identify and discuss gaps in current police policy that require strengthening to better respond to domestic violence and protect women.

Ask a volunteer to record the group discussions and key points on flip-chart paper. Post these on the walls for future reference and discussion.

The facilitator should insert a common local woman's name in place of the dots. The facilitator is also welcome to modify the details of the case study to make it more locally relevant.

**CASE STUDY**

. . . was very nervous. It was very dark outside. Her husband should have been home two hours ago. He had been paid that day and she had asked him to come home right after work. They needed food for the children, and school was starting and their oldest son (nine years old) needed new shoes and a school uniform. . . . wondered where her husband was. She knew that he had probably stopped off to have a drink with his friends. He would spend the money he had earned and there was nothing she could do. He had already spent much of the money she had earned that month cleaning and doing laundry for others, refusing to let her have any say over how it was spent.

. . . remembered what had happened last month at this time. Her husband came home late and woke her up in the middle of the night as he pulled at her nightgown. He smelled of beer and smoke, and was drunk. She did not want to have sex with him, she was afraid of getting pregnant again, and she did not feel well. Besides, she was still nursing their six-month-old daughter. He told her that he was her husband and she could not say no to him. As he punched her face, he yelled that he knew she was probably seeing some other man while he worked and that was why she did not have any energy for him. He had sex with her very roughly, leaving her upset, bruised, sore and with a black eye.

. . . knew that this happened because her husband was drunk, but she was glad because the last time he had also hit the children. When she had gone to the police, they had told her there was nothing they could do and sent her home.

*Source: Adapted from SARPPCO Training Manual: Violence against Women and Children, manual lessons, p. 10. Undated.*

## G. Procedural law

At the end of this module, participants will be able:

- To identify and list model approaches to the prosecution of offenders
- To identify and list model approaches to the protection of victims prior to and during the trial process
- To understand the role of the courts in protecting victims and witnesses

This module identifies a number of model approaches and strategies for the prosecution of perpetrators, while ensuring the protection of victims and witnesses. This includes the mandatory prosecution of perpetrators, measures to protect the victim while giving evidence and issues of evidence relating to sexual abuse/rape of women and compelling the testimony of spouses, and disallowing defences such as provocation, honour and intoxication.

**SUGGESTED MODULE ACTIVITY**

Ask small table groups of four to six participants each to identify local/national laws and prosecutorial practices that comply with the international guidelines suggested in this module.

Next, again ask the small table groups of four to six participants each to identify local/national laws and prosecutorial practices that do not comply with the international guidelines suggested in this module. How do these affect victims? The offender? Community safety?

Ask a volunteer to record the group discussions and key points on flip-chart paper. Post these on the walls for future reference and discussion.

## H. Inter-agency collaboration and support

At the end of this module, participants will be able:

- To identify resources/agencies in their local area to assist victims
- To understand the role of police in relation to other agencies
- To expand the resources they use to assist victims of violence

This module identifies the need for inter-agency collaboration in addressing violence against women and meeting the needs of women who are victims, including the sharing of information and resources.

**Suggested module activity**

Ask the participants in small table groups of four to six each to identify local/national resources that might be of assistance to women who are victims of violence. For example, what counselling, shelters and protection resources are available? Are medical personnel appropriately trained to conduct sexual abuse/rape examinations and collect forensic evidence, and to offer counselling to victims? Are there existing agreements or systems for inter-agency collaboration, including the sharing of information and resources? Is there a regional or national clearing house for research on violence against women? If a police officer, counsellor or doctor needs guidance on current policy and procedures relating to domestic violence, is there a single contact/agency they can call?

After a larger group discussion has been held on this, ask the group to identify what additional resources and services are needed. In other words, what are the current local and national resource and service gaps? What could be done to better meet the needs of women who are victims of violence?

Ask a volunteer to record the group discussions and key points on flip-chart paper. Post these on the walls for future reference and discussion.





# Annex I. Participant handout materials

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The following pages contain participant handout material that can be used to help facilitate in-class activities and discussions for each module of the curriculum. Each is based on a related chapter in the accompanying *Handbook*.

Facilitators are urged to modify the handouts and activities as necessary to ensure they are appropriate to local issues, needs and culture. This includes inserting common locally used names of persons in the case studies. Note that it is inappropriate to base case studies on real persons, especially in a way that could lead to their identification.











## Participant handout

## Participant activity

## Module V. Responding to violence against women: the role of the police

## Part I

Using the brief, fictional case study (see below), in small table groups of four to six participants each read the case study and then answer the following questions:

1. Identify what the crime(s) is (are), if any. If not, is there a crime under international law? Are there any violations of international human rights?
2. What are the appropriate steps the first police officer on the scene should take, and those of secondary/investigating officers?
3. If there is a crime, identify what evidence officers might collect for later documentation and presentation in court. How would each item be collected, documented and properly stored for later presentation at trial?
4. What is the suggested approach to the investigation?
5. What are the immediate needs of the victim and how could they best be met?
6. What issues do you need to consider (e.g. age, appropriate language, etc.) if you want to interview the nine-year-old son?
7. In their investigation, what must police do to protect the privacy and confidentiality of the victim? Of the children?

## Part II

Based on this case study and discussion, document individually the violent incident and the subsequent investigation, using the suggested guidelines for report writing found in the *Handbook*. Once done, pass your sample report to the person beside you and then in pairs discuss each other's work and provide constructive feedback.

Using the case study, and based on the practices outlined in the *Handbook*, practise the various elements and phases of a victim interview. This can be done in small groups, with time allotted for preparation and constructive feedback, or as a large activity where a few teams demonstrate their new knowledge and skills in front of the larger group.

Using the *Handbook* section on safety planning, and the case study, with a classmate playing the victim, work with the victim to create a sample safety plan. What might you do to best mitigate the risk of future violence in this example? What other agencies might be of help? What factors exist that might help protect the woman from future violence (e.g. within her immediate family or social circle, community, government agencies or NGOs)?

To help review current police practice in the light of the larger discussion on international good practices, identify in small table groups what practices now in place might be modified and enhanced to better meet the needs of women who are victims of domestic violence. Then, again in small table groups, identify and discuss gaps in current police policy that require strengthening to better respond to domestic violence and protect women.













# Annex II. Training of trainers: background material

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This annex will be of particular interest and assistance to new or inexperienced facilitators.

## A. Characteristics of adult learners

### *Experience*

All new learning for adults is based on what they already know. Adults have more life experiences than children upon which to draw. They may have fixed viewpoints and opinions, unlike children or juveniles. This is especially true given the subject matter in this curriculum. They bring a wide variety of interests, attitudes, education, ages, responsibilities and concerns into the classroom. Based on their prior experience as police officers, they have considerable ability to assist the facilitator as knowledgeable resources when discussing various aspects of the course material, including the law and investigative practices. You should get examples from the participants about their experience with the topic. Adults may also bring preconceived ideas to the training, based on their experience. By using a facilitative approach, you can uncover those ideas and defuse them early in the session. Participants' views cannot be dismissed and must be treated with respect.

<i>Independent self-concept</i>	In comparison to children or juveniles, adults are more autonomous, sure of themselves and what they know and believe, and are more self-directed. They will decide for themselves what is important to learn and are also self-directed in their learning. They enjoy a democratic, collaborative and participatory environment. Use techniques that allow adults to learn concepts independently.
<i>Relevance to real life</i>	Adults learn what they want to learn, what they are interested in and what they think will be useful to them in their lives. Use examples and training materials that are relevant to the participants. The more that learning is relevant to their lives, the more motivated they are to learn. Let them direct exercises and case studies themselves, and validate the relevance of their choices. This, in part, is why this curriculum uses case studies and discussion based on practical experience.
<i>Problem-solving orientation</i>	Typically, adults enter the classroom because they understand that there is a gap in their knowledge and have resolved to fill that gap. They want information and skills that can be applied to the real world. They view learning as an answer to a problem and as a goal-directed activity. They may not be interested in learning for the sake of learning. Demonstrate to them how a lesson or a concept can immediately be tied into their real-world experience as police officers working with women who are victims of violence.
<i>Peer acceptance</i>	Adults learn best from those of similar age and background. Encourage them to share with one another. Adults have a need for association and acceptance, so allow them lots of opportunity to share with others in the group what they know and have experienced in relation to the subject matter.
<i>Expect respect</i>	Adults learn when they are treated with respect for their skills, abilities, experience and ideas. Treat them as equals, as people who have responsibility for their own learning and actions. Acknowledge the breadth of experience people bring to the group and allow them to voice their opinions freely. Listen, respectfully, to their experiences as police officers responding to incidents of violence against women.
<i>Individual pace</i>	Adults learn at different rates, according to their education level, personality and learning style. Facilitators need to allow for individual learning rates.

## B. Factors that influence how quickly people learn

<i>Environmental</i>	Lighting, sound, temperature and seating can all influence learning. Sitting on a hard chair for many hours without interaction will slow the learning process dramatically. Adults, and especially, in this context, police officers, are usually moving about and involved with many different activities in any given day. Remember, most adults are not used to sitting on chairs all day and this can make them very tired. Use lots of small groups, pairs, discussion and other techniques to keep the class varied and interesting.
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<i>Sociological</i>	As adults grow older, their powers of observation and reasoning often grow stronger. This ability to observe, think and analyse means that in adult education all are learners and all are teachers. Use group discussion as much as possible, rather than isolating people from each other with paper and pencil exercises. Use pairs and small groups. Group discussion also helps adults to learn by discovery.
<i>Physical</i>	General health, fitness levels, energy levels—all have an impact on people’s ability to learn. Most people have less energy in the afternoon than in the morning. People who walk and stand all day will become more tired when sitting. Activities should reflect the differences in physical condition of the participants. Some adults may be affected by diminished hearing, vision or some other physical ailment that needs to be accommodated. Make the learning environment flexible enough so that their needs are accommodated.
<i>Intellectual and experiential</i>	<p>Adults learn best through discovery. Tests have shown that adults remember:</p> <ul style="list-style-type: none"> <li>• 10 per cent of what they read</li> <li>• 20 per cent of what they hear</li> <li>• 30 per cent of what they see</li> <li>• 50 per cent of what they see and hear</li> <li>• 80 per cent of what they say</li> <li>• 90 per cent of what they say and do</li> </ul>

Demonstrating skills, facilitating interactive discussions and table-top activities and using case studies and role plays are ways to actively engage learners above and beyond relying on lectures.

Remember, that the subject of violence against women, and the role of the police in preventing and responding to it, is a sensitive one for some participants. At times, discussion may get sidetracked, with some participants wanting to voice opinions, share experiences or take a time out when the subject matter becomes too emotional or evokes difficult memories of past experiences. It is also possible that some participants may have direct experience outside of their lives as police officers, with the subject matter. They may have been children in homes where violence took place or have a family member or friend who has been victimized by domestic violence. The instructor will need to be sensitive to these emotions.

## C. Learning modalities

There are three basic modalities to commit information to memory: visual (learning by seeing), auditory (learning by hearing) and kinaesthetic (learning by doing). Most people have one predominant modality, but some have a balance between two or even all three. Many students are aware of their preference, which helps them approach their own learning more efficiently. The table below summarizes the characteristics of the three modalities.

<i>Visual</i>	<i>Auditory</i>	<i>Kinaesthetic</i>
<ul style="list-style-type: none"> <li>• Mind wanders during verbal activities</li> <li>• Has trouble following or remembering verbal instructions</li> <li>• Doodles</li> <li>• Prefers to observe rather than actively participate in group activities and discussions</li> <li>• Likes to read silently</li> <li>• Is neat and organized</li> <li>• Pays attention to detail</li> <li>• Has neat handwriting</li> <li>• Is a good speller</li> <li>• Memorizes easily by seeing pictures and diagrams</li> <li>• May have a “photographic memory”</li> <li>• Is usually quiet, shy, or reserved</li> </ul>	<ul style="list-style-type: none"> <li>• Is easily distracted</li> <li>• Quickly loses interest in visual demonstrations</li> <li>• Enjoys listening activities</li> <li>• Is active in group activities and discussions</li> <li>• Likes to be read to</li> <li>• Prefers reading aloud to silent reading</li> <li>• Listens to music while studying or doing homework</li> <li>• May have sloppy handwriting</li> <li>• Memorizes lists and sequences easily</li> <li>• Is fairly outgoing</li> </ul>	<ul style="list-style-type: none"> <li>• Taps pencil or foot while thinking, studying or writing tests</li> <li>• Enjoys doing experiments</li> <li>• Enjoys handling objects</li> <li>• Uses excessive hand gestures and body language</li> <li>• Makes physical contact with people when talking to them</li> <li>• Tends not to enjoy reading</li> <li>• Enjoys hands-on activities</li> <li>• Enjoys problem-solving</li> <li>• Is disorganized</li> <li>• Is a poor speller</li> <li>• May have trouble memorizing lists, numbers and so on</li> <li>• Is outgoing</li> <li>• Easily expresses emotions</li> </ul>

Depending on students’ preferred learning modality, different teaching techniques have different levels of effectiveness. Effective teaching requires a variety of teaching methods that cover all three learning modalities. No matter what their preference, students should have equal opportunities to learn in a way that is effective for them.

## D. Effective teaching techniques for learning modalities

Building on the list of different learning modalities above, the following table lists some suggested techniques for use in the classroom aimed at meeting the unique needs of each of the three different modalities.

<i>Visual</i>	<i>Auditory</i>	<i>Kinaesthetic</i>
<ul style="list-style-type: none"> <li>• Guided imagery</li> <li>• Demonstrations</li> <li>• Copying notes</li> <li>• Highlighting key ideas in notes/textbooks</li> <li>• Flash cards</li> <li>• Colour coding</li> <li>• Diagrams, photographs, charts, graphs, maps</li> <li>• Filmstrips, movies, television</li> <li>• Mind maps, acronyms</li> </ul>	<ul style="list-style-type: none"> <li>• Audio tapes</li> <li>• Reading aloud</li> <li>• Oral instructions</li> <li>• Lectures</li> <li>• Repeating ideas orally</li> <li>• Using rhythmic sounds</li> <li>• Poems, rhymes, word association</li> <li>• Group discussions</li> <li>• Music, lyrics</li> <li>• Television</li> </ul>	<ul style="list-style-type: none"> <li>• Experiments/laboratory work</li> <li>• Plays, acting out scenes, role playing</li> <li>• Games</li> <li>• Problem-solving</li> <li>• Field trips</li> <li>• Writing notes</li> <li>• Making lists</li> <li>• Props, physical examples</li> <li>• Associating emotions with concepts</li> </ul>

The focus of this curriculum, and the accompanying *Handbook*, is on raising awareness and sensitivity to violence against women, providing information on laws and procedures, and developing competencies such as interviewing victims and witnesses, and helping victims develop personal safety plans. Each of these goals provides opportunities for instructors to be creative in using all three of the above learning modalities.

Police officers, who are the learners in this curriculum, are most often unused to spending long periods in a classroom. Therefore, the greater the variety of techniques used, the greater attention learners will pay.

## E. Elements of the learning process

For training to be most effective, it must contain interaction, participation and involvement. Training design must use all of the modalities, as demonstrated below:

- “What I hear, I forget.”
- “What I hear and see, I remember a little.”
- “What I hear, see and ask questions about or discuss with someone else, I begin to understand.”
- “What I hear, see, discuss and do, I acquire knowledge and skill about.”
- “What I teach to another, I master.”

There are four critical elements in the learning process. These elements are:

- (a) Motivation;
- (b) Reinforcement;
- (c) Retention;
- (d) Use of the material/learning in a real-world environment.

### 1. Motivation

Participants must have a reason for learning the material. The best way to establish motivation is to pose questions to participants in small groups and let them generate their own motivation. For example: “Why is it important for you to protect women from violence?” “What are the benefits to you and your community?” If the facilitator can establish a rapport with participants and prepare them for learning, this also provides motivation. Facilitators can motivate students via several means:

- *Set a feeling or tone for the lesson.* Facilitators should try to establish a friendly, open atmosphere that shows the participants that the facilitator will help them learn.
- *Adjust the seriousness to the content.* The level of tension must be adjusted to meet the level of importance of the subject under discussion. If the material has a high level of importance, a higher level of seriousness should be established in the class.
- *Set an appropriate level of difficulty.* The degree of difficulty should be set high enough to challenge participants, but not so high that they become frustrated by information overload. The instruction should predict and reward participation, culminating in success.
- *Adults are also motivated by the opportunity to meet and socialize with others in similar contexts.* An important motivator for adults is the ability to network, gain contacts and resources, and share information and ideas with other professionals.

## 2. Reinforcement

Reinforcement is a very necessary part of the teaching/learning process; through it, facilitators encourage correct modes of behaviour and performance. Reinforcement should be part of the teaching-learning process to ensure correct behaviour. Facilitators need to use it on a frequent and regular basis early in the process to help the students retain what they have learned and to encourage them to participate in the learning. Reinforcement includes both verbal and non-verbal behaviour. Each time someone participates, whether or not the answer is “right”, thank them for their contribution. This is a powerful form of reinforcement and increases participation quite quickly. Learners who use inappropriate humour or display hostility towards discussing the topic of domestic violence need to be heard, and encouraged to consider alternate points of view, without being shut out of the conversation. Reinforce their participation, not the negative comments.

The following is a suggestion for reinforcement at the beginning of a training session:

- Each time a participant contributes a voluntary answer, give him or her a playing card. As you give out cards, other people will want to receive one and so will begin to contribute. Continue until each person has at least one playing card. At the end of the session, you can give out small tokens to each person as a reward for their participation and the playing cards build anticipation as people wonder what their purpose is.
- Reinforcement is also non-verbal. Use open, welcoming gestures to encourage participation. Get excited about contributions to encourage more people to speak. Ask participants to build on each other’s contributions.

## 3. Retention

Students must retain information from classes in order to benefit from the learning. If participants know that they will be using the material soon after the training, the motivation for retention increases. They must also understand and be able to interpret and apply the information. This understanding includes their ability to demonstrate their mastery of the information and enhances their ability to better protect women victims in the future.

Retention by the participants is directly affected by their amount of practice during the learning process. Facilitators should emphasize retention and application. After the students demonstrate correct (desired) performance, they should be urged to practise to maintain the desired performance. Distributed practice is similar in effect to intermittent reinforcement.

## 4. Use of the material/learning in a real-world environment

Transfer of learning is the result of training: it is the ability to use the information taught in the course but in a new setting.

In addition, participants need specific knowledge of their learning results (feedback). Feedback must be specific, not general. Participants must also see a reward for learning. The reward does not necessarily have to be monetary; it can be simply a demonstration of benefits to be realized from learning the material. Finally, the participant must be interested in the subject. Interest is directly related to reward. Adults must see the benefit of learning in order to motivate themselves to learn the subject.

Use of case studies and role plays with subjects such as victim interviews will help participants see how the use of new techniques can result in more accurate and detailed statements and greater evidence that investigators can take action on.



## F. Principles of effective training

To be an effective trainer/educator of adults, facilitators need to:

<i>Make learning relevant</i>	Relate their learning to what they already know. Use realistic examples that relate to the age, experience and interests of the police participants. The best way to do this is to ask the group for examples when required. One of the most important skills of a good facilitator is to ask questions, rather than to deliver information.
<i>Keep people active</i>	The rule of thumb is that there should be a change of pace or activity approximately every 20-30 minutes. Adults, especially police officers, are accustomed to a variety of activities during a regular working day and their attention span is governed by that variety.
<i>Provide opportunities for doing</i>	Role play, simulation, discussion, case study—these activities provide an opportunity for people to practise the theory or skill they have just learned. The debriefing of these activities provides an opportunity for feedback and reinforcement. Some very effective facilitators can drop in to role play as part of the delivery of workshop content. When a participant presents a problem or a question, instead of providing an answer, the facilitator will smoothly move into a role play to give the participant an immediate experience of how to handle the presented problem, such as a victim interview or the interview of child witness.
<i>Conduct the training in an informal environment</i>	<p>Choose seating arrangements that allow participants to see and interact with each other easily. Round tables, U-shapes and hollow square arrangements work well, depending on the size of the group. Classroom and theatre-style seating are the most formal and set a facilitator-centred environment, and are also the least effective in ensuring that learning takes place.</p> <p>Given the focus of this curriculum, its importance and sensitivity, theatre-style seating is least appropriate. The use of case studies and exercises in this curriculum suggests that small groups at round tables is the most appropriate style, if possible.</p>
<i>Provide variety and humour</i>	Adults learn in direct proportion to the amount of fun they are having. Use energizers and openers that allow people to interact and connect in a relaxed way. It may not seem that violence against women has any room for humour, but even in a workshop with such serious content, there is a place for lightness and humour, as long as it is respectful and appropriate. You can use humour to connect people to each other, to introduce a topic or to move from one module to the next.
<i>Serve as the facilitator of the learning process</i>	Before you tell participants anything, ask them what they already know about the topic. Let the group do the work. You can be responsible for any information that was missed or errors in the answers. Steer, do not push. Guide and prompt, do not tell.
<i>Inform participants of the learning objectives</i>	Adults do not like surprises in training, lest they risk a loss of face or be caught off guard. Explain all objectives thoroughly, and ensure that your instructions and suggestions are understood clearly. Check with participants about their comfort level with any process you are going to use and assure them that, if they are not comfortable, they are always free to “pass” on that particular part of the training.

*Give and solicit feedback* Ask participants for their opinions and ideas. What did they learn? How will they apply the information in the field as police officers? What did they learn that they will immediately use? The art of asking questions is the mark of excellent feedback.

*Use repetition* Repeat an idea using different learning modalities. Repetition brings familiarity, and familiarity leads to transference and a better chance that participants will use the information when they return to their jobs.

## G. Role of the facilitator

The role of the facilitator is to assist the group to accomplish the learning objectives for the training programme. This is done through a variety of techniques and this goal is also realized through the facilitator himself or herself.

The impression a facilitator makes on the participants is just as important as the training design and content. The facilitator is the channel through whom the message is communicated, so his or her manner, appearance and behaviour can make a difference to the success of a training programme.

The facilitator's mission is to teach. He or she must teach by leading and by example. A facilitator is always modelling—both on and off the floor. Whether he or she is aware of it or not, he or she is constantly being observed by the participants and they tend to follow the facilitator's example.

The facilitator's appearance should be professional, appropriate and comfortable. If a uniform is the norm for the group, an equally formal appearance would be appropriate for the facilitator.

At all times, the facilitator needs to model a respectful, serious and committed approach to the subject matter of violence against women and thus encourage a similar attitude from participants.

The role of the facilitator includes:

- Telling the trainees things only if they cannot find the answers themselves.
- Encouraging repetition and practice that makes learning permanent.
- Realizing that attitudes are not taught, they are caught.
- Involving participants to get maximum results.
- Evaluating results for constant improvement.
- Using reading materials that complement and reinforce learning.

The facilitator is a skilled presenter, taking a predeveloped body of content and offering it to the class in an entertaining and engaging way.

The facilitator applies the principles of adult learning in his or her teaching. He or she knows that people learn in different ways and is able to choose, plan, deliver and assess the effectiveness of appropriate learning activities.

The role of the facilitator includes demonstrating effective use of a range of teaching methods and demonstrating the teaching skills of active listening, use of silence, use of questions, discovery/action learning, feedback, reflection and summarizing.



## H. Preparing to instruct

Before you begin a session, ensure that you have all the necessary supplies and equipment to hand and in working order. It is advisable to arrive at least one hour before the start of the session, so you can be prepared for any eventuality. Here is a sample list of supplies and equipment that may be needed:

- Note-taking pad and pencil for each participant
- Flip charts
- A4 paper
- Projector
- Pencil sharpener
- Participant workbook for each participant
- Name tags or tent cards for each participant
- Comfortable chairs, if possible, and a friendly seating arrangement
- Break-out rooms close by or large rooms that can hold at least four small groups
- An agenda for each participant
- Video equipment if appropriate
- Adequate room lighting
- Easels with an adequate supply of paper
- A variety of colourful markers
- Water and glasses
- Instructional notes
- Copies of handouts

Be completely prepared and set up before the participants arrive. From the time the first participant arrives, your focus should be on them, not on your preparation. This is a time to help them feel comfortable about their new learning environment.

Take a moment to engage in some positive self-talk. Set mental objectives for the quality of the workshop and for your interaction with participants. Take some deep breaths and open your mind and heart to a wonderful experience. This is the time for some rehearsal of key points. Be sure you know how you will open the workshop and be completely familiar with how you would like it to flow. Be prepared for special sensitivities and personal experiences with the subject matter from some participants.

## I. Starting and ending each instructional day

As already mentioned, facilitators are encouraged to arrive well before the participants each day. This allows the facilitator time to set up the material, distribute any handout material, arrange the classroom furniture as required, test any audio-visual equipment and be prepared to greet participants as they arrive.

At the start of each training day, facilitators are encouraged:

- To have participants briefly introduce themselves (at the start of the first day). This might include name, agency and location of assignment, length of police service and one personal learning objective they have for the training.
- To outline and discuss the learning objectives for the module or the day.
- To check in with participants to see if there are any outstanding questions, issues or concerns from the previous module or day.
- To orient participants to the planned schedule for the module or day, including times for breaks and planned time the day/lesson will end.
- To tell participants where they can find toilets, exits and smoking areas (if appropriate).
- To ask participants to mention one thing that stood out for them on the previous day.

At the end of each training day, facilitators are encouraged:

- To review key learning from the day. This can take the form of a guided discussion, recorded on flip-chart paper, in which participants themselves identify key learning points from the day/lesson.
- To check in with participants to see if there are any outstanding questions, issues or concerns from the day/lesson.
- To orient participants to the schedule and topics to be covered on the following day.
- If applicable, to give participants a method of contacting the instructional team after the conclusion of the training should they have any additional questions.

A good facilitator is well prepared, knows the material, listens to and respects individuals and the group, and constantly seeks opportunities to actively involve participants in the learning process.



# Annex III. End-of-workshop evaluation

Following is a sample workshop evaluation form that facilitators can copy for distribution and collection at the end of the training. The purpose of this evaluation is to solicit participant feedback that will help the facilitator better meet the needs of future groups. This includes feedback on the learning environment, approaches to and method of instruction, and the learning materials. In this form, feedback is anonymous.

When handing out the feedback form, facilitators should encourage participants to provide as many constructive comments as possible.

Facilitators are strongly encouraged to carefully read and consider the results of the feedback. This information can help improve future workshops and the learning of participants.

## End-of-workshop evaluation form

Title of workshop: \_\_\_\_\_

Date: \_\_\_\_\_

Location: \_\_\_\_\_

1. How relevant was this workshop for your work? (Please circle one)

Not relevant		Relevant			Very relevant	
1	2	3	4	5	6	

2. Did the content of the workshop meet your expectations? (Please circle one)

Not at all		Some		Most		All	
1	2	3	4	5	6		

3. How did this workshop meet its objectives? (Please circle one)

Not at all		Some		Most		All	
1	2	3	4	5	6		

4. How much of the content of the workshop was new to you? (Please circle one)

Nothing new		Some new		Much new		All new	
1	2	3	4	5	6		

5. How would you evaluate the following: (Please circle one)

	Very poor	Poor	Adequate	Good	Excellent	
Facility/meeting room	1	2	3	4	5	6
Technical equipment (microphones, visual aids, etc.)	1	2	3	4	5	6
Administrative support	1	2	3	4	5	6
Facilitation of the workshop	1	2	3	4	5	6
Quantity and quality of written material	1	2	3	4	5	6

6. Were the written materials sufficient for you to understand the presentations and take an active part in the discussions? (Please circle one)

Insufficient		Sufficient			Excellent	
1	2	3	4	5	6	

7. Were the teaching methods used sufficient for the learning process? (Please circle one)

Insufficient		Sufficient		Excellent	
1	2	3	4	5	6

8. Please specify which training methods would further enhance the learning process:

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9. Please specify which training methods you feel should be used less in future workshops:

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10. Please rate the time given to the following areas: (Please circle one)

	Too little time		About right		Too much time	
	1	2	3	4	5	6
Lectures	1	2	3	4	5	6
Group work	1	2	3	4	5	6
Discussion	1	2	3	4	5	6
Experience-sharing	1	2	3	4	5	6
Expressing your views	1	2	3	4	5	6

11. Please rate your experience of the lecturer: (Please circle one)

	Very poor	Poor	Adequate	Good	Excellent	
Knowledge	1	2	3	4	5	6
Clear presentation	1	2	3	4	5	6
Good facilitation	1	2	3	4	5	6
Methods used	1	2	3	4	5	6

12. Please describe which modules you thought were most useful for you in your work:

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13. Please describe which modules you thought were least useful for you in your work:

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14. Which parts of the workshop would you have liked to have spent more time discussing?

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15. Were there any other topics that you think could have been included in the workshop?

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16. Please give other comments you might have on the workshop and what could be done to improve future offerings of this workshop:

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Thank you for your participation and for your comments!





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