



**Spotlight
Initiative**
*To eliminate violence
against women and girls*

FACILITATORS GUIDE ON HANDBOOK FOR INVESTIGATORS IN THE OFFICE OF THE OMBUDSMAN AND THE MALAWI HUMAN RIGHTS COMMISSION IN INVESTIGATIONS INVOLVING VAWG, SGBV, HP AND SRHR VIOLATIONS

Initiated by the European Union and the United Nations:



Preface

This Facilitator's Guide accompanies the Handbook for Investigators in the Office of the Ombudsman and the Malawi Human Rights Commission for Training in cases involving VAWG, SGBV, HP and SRHR violations. It is meant to be a practical guide to facilitate the training of trainers so that the training can be replicated across the institutions.

Whilst individual training styles may vary, basic principles of adult training remain the same. The Guide therefore equips the facilitator with the skills and material resources necessary to conduct a training whilst also recognizing that a degree of flexibility may be required in the training approach to suit the needs of the audience and circumstances.

The Facilitator's Guide was piloted at a training workshop in Mangochi from 4-6 June 2021 and has been modified following this pre-testing experience. The most significant to the training was the time factor. Participants participated very well and shared a lot of experiences which meant a lot of time was spent reflecting on those issues in addition to the material presented. This is in line with the adult learning principle that the participants in adult training are the greatest resource as they have hands on knowledge and experiences from their work. Experiential learning should therefore always make room for this. As a result, it may not be possible to do every activity in the Guide and the facilitator should read in advance and choose to do only selected activities for each session.

The pre-testing also highlighted the need for the participants to have the actual gender related laws and to read through relevant parts as many have not used the laws before. The laws were available and going through them greatly enriched the training experience.

Acknowledgements

We would like to express our gratitude to Justice Fiona Atupele Mwale, a consultant, who drafted and prepared the final text of this *Handbook for Investigator's in the Office of the Ombudsman and Human Rights Commission on VAWG, SGBV, SRHR and HP*.

We also wish to acknowledge the valuable contributions received from members of staff in the Office of the Ombudsman and the Human Rights Commission as well as other key stakeholders, in particular:

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How to use the Facilitator's Guide

The present training curriculum is designed to help develop within investigators in the Office of the Ombudsman and the Malawi Human Rights Commission the knowledge and skills required to respond in an effective and appropriate manner to violence against women and girls (VAWG) sexual and reproductive health rights (SRHR) and harmful practices (HP). This includes understanding the role, function and mandate of the institution to develop innovative ways to respond to and investigate acts of violence and using available resources to meet the needs of survivors using international human rights standards and survivor centred approaches.

The ideal time period for conducting the training is 3 days, taking into account work pressures and adult training constraints. However, this is an ideal and the trainer or facilitator must take time reflecting on the material to consider the audience and decide how much time to devote to the training. The time indicated for each session is simply for the purpose of guidance and planning. Depending on group dynamics and need, sessions can be made shorter or longer. 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. There are at times, a number of activities presented in the Facilitator's Guide and the trainer or facilitator must decide which ones will create the most impact as not all of them can be completed in a three-day program. If all of them are to be done, the length of the training program must be increased to 4 or 5 days.

The accompanying *Handbook* provides a great deal of general and specific information that will help facilitators shape the training they will deliver. The facilitator should be well versed with the content of the Handbook because the training is based on the *Handbook*. The facilitator will have to make presentations based on the Handbook. This requires prior preparation and if possible, slides for PowerPoint or written on flip chart are necessary. These have not been provided because it is in summarizing what is in the handbook that the facilitator will gain familiarity and confidence to train on the material in the Handbook. This guide simply provides assistance on how the content in the *Handbook* is to be presented in a training workshop, so as to bring out the practical skills necessary.

The Facilitator's Guide includes all the Handouts that will be used for the training such as the case studies and instructions. These will be found at the end of every session.

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.

At the beginning of this Guide, guidance is provided to the facilitator on how to conduct the training, with some useful tips and checklist to ensure that the training is conducted in a practical and effective manner. The key emphasis is on advance preparation which is necessary if the training is to be successful and provide the desired impact.

At the back of the Guide, there is a pre-course evaluation and 2 post-course evaluation forms to be handed out to participants at the conclusion of training (Annex 1 and 2).

Guidance for the Trainer/Facilitator

This *Facilitator's Guide* is a detailed lesson plan and so it includes things like learning objectives, timing guidelines, and step-by-step instructions for the instructor. Its primary objective is to provide guidance on how to organize a training. The Guide provides facilitators with complete instructions and materials needed to run the entire training. Topics include who and what is a facilitator, facilitation checklist, sample program, timing, and general tips for trainers. While the curriculum already utilizes a variety of instructional methods (e.g., case studies, role plays, discussions, brainstorming, videos), facilitators should be encouraged to adapt or use additional methods to tailor the training most creatively to the needs of the audience. Hence, the choice of the best training method depends on the group dynamics and context.

To emphasize practical and experiential learning, the training presentations also include several real-life examples. Facilitators can build upon these and present their own real-life examples or share stories from their experiences to further customize the training.

Who and what is a facilitator?

The role of facilitator is an important one. Facilitators are observers, listeners, negotiators, supporters and coaches. We might think of facilitators as people who can help workshop participants by asking more detailed questions about their ideas. Facilitators might assist them in understanding different perspectives and ways of thinking about a challenge or a goal. Facilitators are not experts; instead, their key role is to draw out the expertise that exists among participants.

Facilitation Checklist¹

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 *Handbook* and to familiarize yourself with the exercises and the evaluation. Below is a sample lesson plan that is easy to create and follow:

¹ UNODC Training curriculum on effective police responses to violence against women Criminal Justice Handbook Series United Nations New York 2010

Time	Facilitator Activity	Manual Page	Learner Activity	Materials Method
9 a.m.	Greet and welcome the participants. Introduce myself and my back-ground. Distribute a 3x5 card to each participant.		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.		Contribute ideas for group norms.	Flip chart, felt pens
10 a.m.	Review the workshop agenda.		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?
- Which of the two institutions are they from?
- What is their understanding of their mandate and a human rights-based approach to investigating?
- 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 handouts, materials and roleplays 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. **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:**

- a) To remind the group about important points: emphasize and summarize your main ideas throughout the module.
- b) To summarize the discussion and link relevant ideas.
- c) 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 survivors 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 survivor or survivor.

Tips for teaching adults²

Adult learning is an instructional approach that recognizes that adults learn in a different way to children or young people. Adults have their own unique motivations, needs and learning styles.

Adults are autonomous and self-directed. They appreciate having a choice to participate or not. Therefore, it is best to facilitate rather than dictate the training process.

Adults are goal oriented. They have a clear reason for attending and appreciate an organized training session with specific objectives.

Learning must be relevant and practical. Adults must see an obvious reason for learning and that the content will be useful to them. Know your audience and what they need. Always try to connect concepts to real work or life experiences.

Adults are sensitive to wasted time. Pay attention to start and end times but be willing to adjust to meet the needs of participants. Repeat material for a clear reason.

Adults may feel anxious about activities where they might appear less competent.

² WHO, Evidence informed decision-making Facilitators Guide, November 2017

They appreciate safety, fairness and an equal learning environment. Encourage participants not to fear mistakes and praise all attempts to participate, risk an incorrect answer or try a new skill.

Remember that participants in this Workshop will be experienced professionals. The knowledge and skills that they bring to the Workshop are important to the learning process. Facilitators should frequently acknowledge this expertise and attentively encourage participants to contribute their knowledge, share relevant work experiences and provide different perspectives. The learning experience will be enriched for all involved when facilitators and participants learn collaboratively.

Facilitating small group work³

During small group work, the facilitator should float among teams as a mentor or “table coach”. The primary role of a table coach is to make sure participants understand the task, follow instructions and work productively. You are closely positioned to look for areas where participants may be confused and to answer questions as they arise. Effective table coaches:

- a) **allow teams to work independently before jumping in** and position themselves nearby while groups work independently to observe;
- b) **pay attention to the conversation**, and if the team is getting off track or members clearly do not understand the task, redirect or clarify ideas without any hesitation;
- c) **encourage the group’s critical thinking**, by responding with another question if the team asks a question as this will get them thinking;
- d) **watch the clock** as teams may get into vigorous discussions, easily losing track of time and thus failing to complete an activity; time reminders can be given at mid- point and five to ten minutes before the activity ends; and
- e) **encourage the group to assign roles** as teams are more likely to function efficiently if they assign a timekeeper, recorder and spokesperson at the beginning of an activity.

SUMMARY:

³ WHO, Evidence informed decision-making Facilitators Guide, November 2017

- Take time to prepare in advance. READ, READ, READ and prepare presentations in advance
- Distribute material in advance. Participants should not be waiting for material on the day.
- Arrive early to check the venue. Best facilitation happens where desks are set up in a “U” shape where the facilitator can easily move in to communicate directly and grab attention of participants who are not paying attention or appear lost without calling them out. By moving near to a participant, they are forced to pay attention.
- Make sure participants have access to good lighting and a place outside the room for refreshments, adults need to move up and down and some may have dietary and medical conditions that require exercise or food at particular times. Make sure you arrange this in advance
- Pay attention to menu at the venue – refreshments should be light and healthy so people don't fall asleep and lunch should not be overly starchy as this makes people sleep.
-

Session 1: Introductions

Notes to Trainers:

For three-day workshops, time will be limited, so introductions should be short (15 minutes). Participants will learn more about each other as the workshop continues.

For workshops three days or longer, introductions should take more time and involve more interactions between participants.

Objectives:

- (a) To help the facilitator(s) to introduce him/herself/themselves and get to know the participants*
- (b) To help the participants get to know each other*
- (c) To build trust and develop a safe environment for the duration of the workshop*

Duration: 15 - 30 mins

Materials needed: Index cards, markers/pens, music

Instructions:

1. Put a piece of index card and a marker on each participant's desk.
2. Ask each participant to write their name, organization and greatest professional challenge on the card then fold it up.
3. Tell the participants that when you play music, the participants should walk with their cards to someone and give it to them when the music stops all participants should sit down.
4. Working clockwise, each participant should in turn call out the name of the person on their card, as they stand and introduce them.
5. Round up the session with a discussion of the following:
 - (a) What are the similarities in the group?
 - (b) What are the differences in the group?
 - (c) Was any one challenge exactly the same as other?
 - (d) Did you find differences that surprised you?

Facilitator notes:

Highlight it for the participants that despite coming from different institutions they share many of the same challenges . Different experiences in our lives make us who we are; we perform different roles in different contexts but at the end of the day we are all fighting the same battle. This should bring social cohesion in the group.

Session 2: Training goals and expectations

Objectives:

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

- (a) Describe the objectives and agenda of the workshop*
- (b) Share their institutional affiliation and their expectations for the workshop*
- (c) Answer a series of basic questions concerning knowledge and attitudes relating to violence based on gender against women and girls.*

Duration: 30 min

Handouts:

Handout 2.1
Training Program
Handbook

Instructions:

1. Ask participants to stand in a circle or in any other position that facilitates interaction (without tables if practical)
2. Ask each participant to introduce her/himself, identify the institution where (s) he works and, ask a question about VAWG/ SRHR, SGBV/HP (s)he wants to know before the end of the workshop. Make a list of questions and see how they will be treated (or not) during the workshop on flip chart.
3. Give out Handout 2.1: Training Goals and Objectives and refer to the training program to review the objectives of the workshop and the program. Explain the Program and review the content and organization of the Handbook and Facilitator's Guide. Spend a few minutes for any questions and suggestions.

HANDOUT 2.1: TRAINING GOALS AND OBJECTIVES

Overall Goal:

Capacitate investigators in the OoO and the MHRC under Pillar 1 of the Spotlight Initiative in laws addressing sexual and gender-based violence (SGBV), sexual and reproductive health rights (SRHR), harmful practices (HP) and skills necessary for them to implement a human rights-based approach to investigating in these issues.

Objectives:

1. *Introduce investigators in the OoO and the MHRC to the Handbook and Facilitator's Guide.*

***Note to facilitator:** This will be covered full later so just introduce very briefly.*

2. *Provide mentorship (training of trainers) on the following:*
 - 2.1 *The 5 gender related laws and issues of VAWG, GBV, SRHR and HP*
 - 2.2 *The (oversight) mandate and function and role of the institution as it relates to the issues above*
 - 2.3 *Scope and issues of investigation based on their mandates*
 - 2.4 *Human rights-based approach to investigating and survivor centred approach*
 - 2.5 *Interviewing skills for dealing with survivors of violence, include child survivors*
 - 2.6 *Overcoming bias and prejudice as investigators*
 - 2.7 *Consensus building on international best practices for effective and ethical investigations*
3. *Come up with suggestions for way forward and improving future trainings.*

Session 3: Setting ground rules

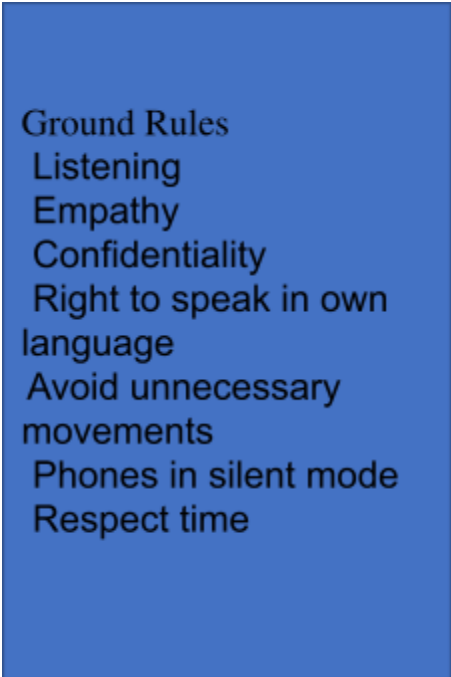
Objective:

To determine how we will be together during the workshop and what the expectations are about how we behave in order to create our own safe space and unique culture for dialogue.

Duration: 30 min

Instructions:

1. Highlight the importance of creating an environment of trust. This workshop is a good way to hold one another accountable to foster safe space.
2. Highlight that these norms create the workshop climate. Elicit norms or ground rules from the group to agree on and hold each other accountable for. Participants should call out their suggestions while you chart them.
3. To save time you may also have a prepared list of proposed ground rules on a flipchart and keep it posted in the room throughout the training. Ask participants to appoint a representative who shall keep time and take any complaints about breach of the ground rules.



Ground Rules
Listening
Empathy
Confidentiality
Right to speak in own
language
Avoid unnecessary
movements
Phones in silent mode
Respect time

Facilitator notes:

There is a subtle question of agreement to be considered in this exercise. Just because someone makes a suggestion, and it gets charted does not mean there is full agreement. You need to be sensitive to this, and if there are any suggestions that might not be agreeable or fully understood by everyone, you need to ask for suggestions so that the full group comes to consensus. These ground rules are especially important to discuss:

- a) **Listening:** Participants should listen with a desire to learn, and respect each voice in the room
- b) **Empathy:** Participants should seek to put themselves in the experience of others
- c) **Confidentiality:** Participants should share their experience with others outside the workshop but should not attribute names to anything said or done during the workshop.

Session 4: Introduction to VAWG, SGBV, SRHR and HP under the 5 Laws and role of the two institutions

Objectives:

By the end of this session participants shall:

- a) *be acquainted with the Handbook and its aims*
- b) *be able to define the selected key terms*
- c) *be acquainted with the 5 laws and the gaps and understand the significance of those gaps to oversight functions*
- d) *understand the role of oversight bodies in relation to the 5 laws and distinguish their role with primary responders*
- e) *understand the mandate of the two institutions with reference to the laws*
- f) *understand the scope and the type of issues handled by the two institutions*
- g) *understand the complaints handled by both bodies as set out in their respective governing laws*

Time: 80 minutes

Materials:

- a) The Handbook
- b) Flip chart
- c) Markers

Handouts:

Handout 4.1

Handout 4.2

- a) Ombudsman Act (section 5)
- b) Constitution (sections 15, 46, 123 and 129)
- c) MHRC Act (sections 12 to 14)
- d) GEA section 9
- e) Copy of each of the 5 laws

Note to facilitator: *Make sure you provide copies of the relevant laws in the participants pack!*

Instructions:

1. **Activity 1:** Give a lecture/power point presentation on pages 10-20 of the Handbook using flip chart to illustrate where necessary. When giving an overview of the 5 laws, let the participants follow what you are saying in the Act itself and encourage them to ask questions about the sections which they feel apply to their function as investigators.
2. **Activity 2:** Do the following exercises:
3. **Exercise 1:** Divide participants into groups (keeping the institutions in separate groups)
4. If there are enough for five groups give each group one law to look at, otherwise give each group one or two laws to look at making sure each institution does all the laws

5. Ask each group to give examples of their work under each law and the challenges they face
6. End with plenary that discusses the issues within the context of what is in the handbook
7. **Activity 3:** Give a lecture on page 20 of the Handbook on the Scope and Issues that may fall under the two institutions. Give out the laws in the Handouts for the participants to read them.
8. **Activity 4:** Do the following exercises.
9. **Exercise 2:** Divide participants into groups to study the case studies below:

HANDOUT 4.1: CASE STUDY A

NyaMkandawire had two sons when she remarried Mr. Chibingu five years ago. The said Chibingu brought one child into the union from his previous marriage. They previously lived together for many years and Chibingu died the day after the wedding. They used to operate businesses in addition to their employment. They have so far amassed properties across the country some of which is leased, and others do not have papers. Unfortunately, Chibingu dies leaving NyaMkandawire with the three children. NyaMkandawire is blind. One day the said NyaMkandawire went to Court seeking letters of administration because she was receiving threats from her in-laws who intend to take control of deceased's estate because the couple had no children together and the man died a day after the marriage, so they claim they were not married long enough for her to inherit. At Court, a Clerk refused to assist her because she had no child with the deceased, therefore not entitled to benefit from the deceased's estate. This compelled her to seek legal assistance from LAB where a Senior Legal Aid Advocate assisted her to obtain the letters of administration. At the time she went to Ministry of Lands to change names on the deeds, one senior officer at the Ministry of Lands assisted her but withheld the documents demanding that she pays him an extra fee. He also touched her in a sexual manner saying although she is blind, she is beautiful, and he understands why she married a sighted man. In the course of negotiating for the release of the documents, she engaged a dobadoba who was good friends with the senior officer to assist. In turn he connived with the in-laws, changed the names into theirs and they eventually sold some of the properties. None of the institutions she went to have braille documents.

Notes to the Facilitator on Handout 4.1 Case Study A

This is a trick question as the primary law in consideration is the Deceased Estates (Wills, Inheritance and Protection) Act. Issues of disability come in which may require reference to the Disability Act.

Therefore, go around the groups and encourage the participants to also think outside the box as they have not been given these laws and therefore, they will not automatically think of them.

In terms of the fact that Chibingu died a day after the wedding stress that a marriage is a marriage, regardless of how long it has existed. Besides the law also protects persons who cohabit under the Marriage Divorce and Family Relations Act. What is important here is that they were married, time in marriage is not an issue under the law.

HANDOUT 4.2: CASE STUDY B

Eunice is a 9-year-old girl who was born with hearing impairment and physical disability. She is a student at Namalombo Primary School. One day as she was on her way to school in a wheelchair being pushed by Sugzo, two thugs appeared from a maize garden with panga knives. Seeing the threat, Sugzo ran away leaving Eunice on the scene. The two thugs forced Eunice down, undressed her and penetrated into her vagina one after another. This they did despite that she protested their actions. After an hour, Nangozo found Eunice in pain and agony and took her home. Her mother was devastated to see the daughter in pain but did not know what had happened. As she thought of what to do next, Sugzo arrived looking terrified and explained what had happened. The two rushed Eunice to the hospital where they found Mr. Gondwe a Clinician around 3:30PM. Since he was drunk, Gondwe told them to come the following morning because he had knocked off for the day. They complied and they were assisted the following day with all the necessary medical examination and treatment.

After the Medical Report was produced, the mother went to Chingwe Police Station to report the matter. On arrival at the reception (OB), she met Sergeant Kabvina who was in company of Inspector Chitsulo and Constable Phiri heard the entire story and referred her to VSU for further action. Meanwhile, the three begun to ridicule her because the child is a person with disabilities.

Soon after the thugs are arrested and are granted bail. They are back in the village and Eunice and her family do not trust the system. They believe the thugs have bribed the police.

The matter went to Court and it took Eunice several minutes to climb the steps in order to get into the courtroom. The Magistrate heard her testimony in open court where people jeered throughout her testimony. To make it even worse, the Magistrate showed no concern when the prosecutor used derogatory words towards her disabilities. The accused persons were set to cross examine the child victim on the next day but the said witness never turned up in court. In the village people continued to insult the mother and child forcing them to reduce their movements. At Court, the accused persons were convicted using the evidence of other witnesses and sentenced to 10 years imprisonment. When the mother went back to court for any orders relating to her child's welfare, she was embarrassingly taken out of court by marshals under the instruction of the Magistrate.

10. Consider the following issues in dealing with the case study
 - a) Identify which duty bearers have failed in their roles.
 - b) How would you assist a disabled person?
 - c) How would you go about investigating the issue of bail ?– your objectives are to see if there was corruption or not
 - d) What are the vulnerabilities of the survivors?
 - e) How would your institution assist?
 - f) What are the gaps in service provision?
 - g) What roles and functions under the role is your institution mandated to give?
11. Discuss the issues in plenary

Session 5: Scope and Issues for investigation in the two institutions

Objectives:

By the end of this session participants shall:

- a) *be acquainted with the scope and issues handled by the two institutions*
- b) *understand and differentiate between the role of investigators in oversight bodies and primary enforcers*
- c) *list sample types of investigations under the two institutions*
- d) *practice some skills necessary for performing those functions*

Time: 45 mins

Materials:

- a) The Handbook
- b) Flip chart
- c) Markers

Handouts:

Handout : 5.1

Instructions:

1. **Activity 1:** Give a lecture/power point presentation on pages 20-31 of the Handbook using flip chart to illustrate where necessary.
2. **Activity 2:** Do the following exercises:
3. **Exercise 1:** Divide participants into groups (keeping the institutions in separate groups)
4. Ask the groups to come up with information for and draft a press briefing in which they are informing the general public of a typical complaint on VAWG, SGBV, HP or SRHR violations. How that issue is processed, investigated, what laws are used, how the investigation plan is done, how the case is monitored and how the survivor is kept informed.

Due to time pick only one case involving a sexual or gender complaint and in plenary present as though the press briefing was being read out on national radio or TV
_(fill in the table)

Issue	Typical complaint
VAWG	
SGBV	
HP	
SRHR	

5. In plenary round off the discussion.
6. **Exercise 2:** Ask participants to jointly do a role play that illustrates difference between oversight investigation and first responder investigations . The role play should show what type of evidence they need to collect in the investigations.

7. **Exercise 3:** Ask participants to consider the table below and provide examples of what type of role they may play in the oversight of the primary responders listed.

<p>HEALTH</p> <p>Emergency contraception Treat injuries Treat STIs</p>	<p>PSYCHO-SOCIAL</p> <p>Emotional support & counseling Income generation programs Skills training programs Group counseling</p>
<p>SECURITY</p> <p>Report to police Investigate case Arrest perpetrator File charges with the court</p>	<p>LEGAL JUSTICE—formal and traditional</p> <p>Apply appropriate laws and hold perpetrators accountable</p>

8. Round up the session with discussion based on the key Discussion Points in the Handout 5.1 on the next page relating these issues to the role of investigators in the two institutions

HANDOUT 5.1: POWER, VIOLENCE AND CONSENT⁴

Power, violence and consent are key issues in any complaint. Perpetrators of violence usually abuse their power and commit acts without the consent of survivors. Whether it is a policeman making rude remarks about a woman who has brought a complaint or whether it is a boss who is asking for sexual favours, or a husband who expects sex whenever he feels like it even when a wife is ill all this stems from abuse of power. It is important to understand this dynamic in order to perform functions as investigators in a manner that resolves the problem and empowers the survivor. An investigation officer should also be very aware that he/she is in a position of power can easily abuse it, advertently or inadvertently.

Power

○ Perpetrators can have “real” or “perceived” power. Some examples of different types of power and powerful people:

- Social—peer pressure, bullying, leader, teacher, parents
- Economic—the perpetrator controls money or access to goods/services/money/favors; sometimes husband or father
- Political—elected leaders, discriminatory laws, President
- Physical—strength, size, use of weapons, controlling access or security; soldiers, police, robbers, gangs
- Gender-based (social)—males are usually in a more powerful position than females
- Age-related—often, the young and elderly people have the least power

○ Power is directly related to choice. The more power one has, there are more choices available.

The less power one has, fewer choices are available. Unempowered people have fewer choices and are therefore more vulnerable to abuse.

○ Gender-based violence involves the abuse of power. Unequal power relationships are exploited or abused.

○ Do all people with power abuse their power? (No.)

Violence—Use of Force

○ “Force” might be physical, emotional, social or economic in nature. It may also involve coercion or pressure. Force also includes intimidation, threats, persecution, or other forms of psychological or social pressure. The target of such violence is compelled to behave as expected or to do what is being requested, for fear of real and harmful consequences.

○ Violence consists of the use of physical force or other means of coercion such as threat, inducement or promise of a benefit to obtain something from a weaker or more vulnerable person.

○ Using violence involves forcing someone to do something against her/his will— use of force.

Consent

○ Consent means saying “yes,” agreeing to something. Informed consent means making an informed choice freely and voluntarily by persons in an equal power relationship.

○ Acts of gender-based violence occur without informed consent. Even if she says “yes,” this is not true consent because it was said under duress—the perpetrator(s) used some kind of force to get her to say yes.

○ Children (under age 18) are deemed unable to give informed consent for acts such as female genital cutting (FGC), marriage, sexual relations, etc.

⁴ **Facilitator’s Guide: Module 2 Page 2–7 GBV TRAINING: Multisectoral & Interagency Prevention and Response to Gender-based Violence**

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Session 6: Human-Rights-Based Approach and Survivor-Centred Approach to Investigating

Objectives:

By the end of this session participants shall:

- a) *understand the significance of a human-rights-based approach in investigating VAWG*
- b) *learn what a human-rights-based approach means in the practice of investigations*
- c) *be acquainted with international good practices in interviewing and establishing trust with survivors of VAWG, SGBV, HP and SRHR;*
- d) *learn to overcome the challenges to investigating VAWG, SGBV, HP and SRHR using a human-rights-based approach*
- e) *apply a survivor-centred-approach in investigating and handling survivors of VAWG, SGBV, HP and SRHR as oversight institutions*
- f) *understand why survivors of VAWG, SGBV, HP and SRHR including sexual harassment may be reluctant to come forward and learn how to win their confidence*
- g) *have capacity to interview survivors with a human rights lens and understanding the special needs of women and children as survivors*
- h) *to have capacity to use special skills, care and sensitivity required for handling child survivors, recanting survivors depending on their vulnerability and to avoid re-traumatization*

Time: 60 mins

Materials:

- a) The Handbook
- b) Flip chart
- c) Markers

Handouts:

Handout 6.1

Instructions

1. **Activity 1:** Start by brainstorming on what they understand by (1) human-rights-based approach and survivor-centred approach. The participants should give short answers which you record on flip chart.
2. **Activity 2:** Give a lecture on pages 32 to 33 of the Handbook.
3. **Activity 3:** Do the following exercises:
4. **Exercise 1:**
As a small group discussion, list and briefly discuss factors you have personally seen—in your professional capacity as an investigator—that contribute to retraumatization during investigations.
How would you practice the “First do no harm” principle to help survivors?
5. **Exercise 2:**
Divide into two institution groups and ask each group to come up with a human-rights based approach and survivor-centred approach investigation plan for the case study below.

6. **Activity 4:** Lecture on understanding victims from pages 33 to 40.
7. Divide the participants into institution groups to do the following exercises (**Note to facilitator: depending on time, decide on how many of the exercises can be done**):

	Issues affecting the survivor	Instructions
Ex. 1	Psychological impact of violence	Give 5 typical examples of how a survivor may be psychologically affected and how you would handle the situation to assure the survivor and make the investigation more effective
Ex. 2	Fear of retaliation and further violence	What steps would you take during the investigation to minimize risk
Ex. 3	Mistrust or fear of criminal justice system	Give 5 examples of why survivors would be afraid or mistrust the courts and the police
Ex. 4	Economic position	Why would women be afraid in situations of domestic violence and sexual harassment to report the matter ? Do a role play depicting either a situation of domestic violence, sexual harassment or rape by a stranger where the survivor is afraid to take the matter forward because of her economic position
Ex. 5	Fear of stigmatization by the community	Give ten examples of why a woman would fear
Ex. 6	Perpetrator behaviour	Give 5 examples of perpetrator behaviour that may threaten a survivor
Ex. 7	Girl survivors	What barriers do girl survivors face in reporting and how would you assist them?
Ex. 9	Cycle of violence	Do a role play that depicts the experiences a woman goes through in domestic violence using the cycle of violence on page 40

Note to facilitator:

Please emphasize the following during the session.

Survivor is the preferred term for a person who has lived through an incident of gender- based violence.

It is useful to visually demonstrate with your body language what a victim looks like and what a survivor looks like:

The word “victim” conjures an image of someone who is weak, sick, small, hunched over, crying, clothed in rags, unable to function in the world. It is a sad, disempowering word.

The word “survivor” conjures an image of someone who stands straight and tall, uses eye contact, walks with confidence, lives life to the fullest. It is a powerful, empowering word.⁵ However, bear in mind that victim comes from the Latin victor which denotes victory or conquest. It is therefore unfortunate that the term is associated with negative images when in fact it is an empowering word.

⁵ **Facilitator's Guide: Module 2** Page 2–11 *GBV TRAINING: Multisectoral & Interagency Prevention and Response to Gender-based Violence*

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HANDOUT 6.1: CASE STUDY

Five workers in a large cleaning companies brought a case against the company for sexual harassment by their supervisor. The abuse included kisses, unwanted touching and worse. *“He would come up behind me in the bathroom, when I was leaning over to clean, and rub himself against me,”* said one of the survivors, before bursting into tears. The company refused to take action against the supervisor for several years, not even to move him to a different department in order to protect the survivors. When challenged, the company fought the allegations, taking the matter to court. The survivors are refusing to take the matter further for fear of losing their near-minimum wage jobs. Many of them are single mothers who have suffered abuse at the hand of former partners and have found that the justice system did not help them. They all don't receive any maintenance for their children even though they went to court for maintenance.

8. The groups should present in plenary followed by a round-up talk emphasizing the significance and importance of a human-rights-based approach and a survivor centred approach to investigating.
- 9.

Session 7: Interviewing survivors of VAWG, SGBV, HP and violations of SRHR

Objectives:

By the end of this session participants shall:

- a) *show empathy to survivors by putting themselves in their shoes during the investigation*
- b) *understand why a survivor may not behave in a manner that the investigator expects them to*
- c) *use language and skills that reinforce the survivor's fears and does not try to minimize, misbelieve or deny what the survivor has been through;*
- d) *learn about trauma that survivors go through and understand why they behave in the way that they do*
- e) *Understand the three-pronged role of investigators in an institution with powers of oversight*
- f) *Understand the role of oversight investigators in supervising investigations by police*
- g) *Understand how to identify areas of failure by police, courts or other justice sector to take appropriate action so as to take appropriate remedial measure*
- h) *Understand the type of evidence that may need to be sought by police or other enforcement agency when investigating VAWG, SRHR AND HP cases so as to make appropriate recommendations or take appropriate action in case of gaps*
- i) *Appreciate the importance of teamwork and networking with other officers within the institution and investigators within the criminal justice system*
- j) *Be familiar with the need and content of an investigation plan and reporting*
- k) *Understand the importance for record keeping and documentation*
- l) *Understand the survivors need for confidentiality and privacy*
- m) *Practice the necessary skills to achieve these objectives*

Time: 80 mins

Materials:

- a) The Handbook
- b) Flip chart
- c) Markers

Handouts:

Handout 7.1
Handout 7.2
Handout 7.3
Handout 7.4
Handout 7.5
Handout 7.6
Handout 7.7

Instructions

10. **Activity 1:** Lecture from pages 40-47 of the Handbook.
11. **Activity 2:** Divide the participants into institution groups to do the following exercise:
12. **Exercise 1: “First do no harm”:** Do 2 role plays (1 for each group) with 2 survivors who were working for a parastatal organization and was sexually harassed by their boss, one of the survivors is deaf. The second role play should involve a survivor of domestic violence who was not assisted by police despite having filed numerous complaints and having been so assaulted she had to be hospitalized. The role plays should show how the “first do no harm principle works in practice”. The actors should also show how they work with other officers in their institution (para 2.2.1 of the Handbook).
13. **Activity 3:** Do the following exercise
14. **Exercise 2: “Child interview”.** The participants should jointly do one role play and should be given Handout on “Child Interview” and one person should be chosen to be a child and should be given Handout on “Notes for the Child”. There should be two investigators interviewing the child, the child’s parents and a social worker. The rest of the participants after watching the role play should:
 - a) Document what steps were taking to interview the child
 - b) What steps should be taken as the child has recanted?
 - c) Do an investigation and reporting plan, and demonstrate how records would be kept to protect the privacy of child. (para 2.2.2 of the Handbook)
15. **Activity 4:** Do the following exercise
16. **Exercise 3:** Using Figure 5 on page 45 of the Handbook, participants should brainstorm, based on the function and mandates of their institution, what type of evidence in Figure 5 and how they would go about securing it. Participants should also express the challenges they face and ideally what evidence would be best to assist survivors.
17. **Activity 5:** If there is time do the exercises based on the case studies in the handouts in groups, otherwise ask the participants to do them tonight and report tomorrow.
18. **Activity 6:** Round up with a talk on these issues:

Safety

1. How would you as an investigator ensure a woman’s safety if she is living with the perpetrator (who would you have to involve and what options are available to you)?
2. What do you do as an investigator if a survivor does not want to report the incident?
TIP: Develop an individual safety plan with a survivor. (Discuss with survivor things like “if you fear for your safety, where can you go?” etc.)

Confidentiality

1. How do you as an investigator handle the concept of confidentiality when the survivor is a 5-year-old child?
2. How can you as an investigator maintain confidentiality in a small community where everyone knows each other?

TIP: Important to provide support to investigators, encourage confidentiality among investigators, but have a venue to discuss issue in a confidential manner; have staff sign a confidentiality oath.

HANDOUT 7.1: CHILD INTERVIEW CASE STUDY

Mary Chilala is a 9-year-old child who was sexually assaulted by her uncle Hon. Bengazi 5 years ago. She was living in town with the uncle whilst her parents were in the village because they could not afford to take care of her. The uncle and wife have no children of their own, but they are very rich. The uncle is an MP. The uncle also supports the Chilala's 6 other children with school fees, but they live in the village with their parents. When Mary was defiled, at first the aunt threatened Mary not to tell anyone but when her mother came to visit, she noticed something was wrong. Upon taking Mary who was 4 at the time, she was found to have an STD. The mother rushed to police who sent Mary for medical examination. Staff at VSU were very supportive. Mary went back to her uncle's house and the mother was asked to go back to the village. After one month the mother came back whilst the Bengazi's were at work and found out nothing had happened. She went back to the police and was told the file went to CID and had never been released. She tries to go and ask at CID office, but she is slapped and told to go away. "You are an ungrateful woman," she is told. "That man is looking after your six kids and you want to get him in trouble? Why didn't you look after your daughter if you wanted her to be safe?" Distraught, Mrs. Chilala just goes to the Bengazi household and takes her daughter back to the village. At this point the child is very ill. When she gets back to the village, a medical officer asks her what happens and when she reveals, he refers her to an NGO which counsels her and takes her to the Department of Legal Aid. The lawyer there opens a file and then refers the matter to the office of the DPP. Prosecution soon starts but the police have failed to provide the CID report and original medical exam. The child is unable to give evidence and the case is withdrawn.

HANDOUT 7.2: INFORMATION FOR CHILD INTERVIEW

Notes on Guidance for the role play:

You are now 9 years old.

You still suffer the effects of syphilis and are very forgetful

You are scared because your uncle said he would kill your mother if you ever told anyone

You have nightmares at night

You have very poor vocabulary and have trouble describing the sexual act your uncle did

You have shut off the memories and can only say it happened many times and sometimes he did it from the back

You were groomed into accepting the behaviour as normal as he used to buy dolls and sweets and your aunt sometimes caught your uncle but did nothing, she also threatened you

You cry a lot

You are failing in school

HANDOUTS 7.3: CASE STUDY 1

Jane is one of the survivors who were sexually abused by a group of police officers who went on duty to bring peace at Chemusa location where there was chaos due to an event that happened the previous day when a police officer was stoned by the locals.

Jane is a form 4 student at Chemusa CDSS and due the violence she suffered at the hands of the police she is devastated, traumatized, feeling deeply ashamed and blaming herself for what had happened. She later learns that she is not the only who was sexually abused a lot other women and girls were equally sexually abused by being raped and defiled but they had not reported to police because the perpetrators of the abuse were police officers. Further the police unit which was available at Chemusa has been burned down by angry locals.

After three days Jane learns that what happened to her and the others is a crime and ought to be addressed through a legal process. She is advised to report the matter to the Human rights Commission by a well-wisher.

- i. How can Jane and her friends be assisted by the MHRC??*
- ii. Would the MHRC be competent to investigate the criminal offence. If not, what would be the best approach to helping the women?*
- iii. Are these women entitled to lodge a complaint at MHRC?*

HANDOUT 7.4: CASE STUDY 2

Natasha a friend to Jane summons courage to report the sexual abuse at the Police Headquarters, because they have no police unit locally available. Upon hearing her complaint, the officers start by questioning her brevity to report the incident to the police headquarters. She is asked embarrassing questions like why would a police officer rape her? The officers she finds further asks regarding the burning down of the police unit and the stoning of the police officer. Natasha and her friends are told that they will not be assisted because they invited the trouble in their community by stoning the police officer and burning the local police unit. Indeed, despite reporting the incidents of sexual violence committed by police officers, no one is arrested. No investigations are conducted by the Police at Headquarters or anywhere. They refuse to disclose the names of the officer who went for the operation despite having records in their possession. She has decided to lodge a complaint at the Office of the Ombudsman for help because she and her friend they feel to have been let down by the institution that ought to have protected their right to access justice.

- i. Is the OoO the right place to lodge a complaint?*
- ii. After all this case is about women being sexually abused, does the OoO have jurisdiction to handle it.*

HANDOUT 7.5: CASE STUDY ON THE ROLE OF OVERSIGHT INVESTIGATORS

Wema was a secretary of one of the Directors in the Ministry of Women and Child Affairs. Her boss sexually harassed her with all sorts of sexual harassment conduct including touching her breasts, forcing kisses on her and eventually raped her. She never consented to any of the moves by her boss. She tried to report to one female senior officer, but she was told to keep quiet otherwise she could lose her job. When she informed the female supervisor about the rape, she was told that as they were only two of them at the office, there would be no evidence to support her and so she should just keep it to herself.

Wema couldn't keep the issue to herself as she was devastated with the experience and so she went to Victim Support Unit to report the offence. She went to the VSU because she understood that her issue could be handled with confidentiality and that she would get justice. Contrary to her expectation, the VSU officer who handled her case handled her case without any confidentiality and informed her friends about her mocking her in process saying she is lucky to have a boss who also sleeps with her because she can get favours from the office. Unknown to the VSU officer, one of the officers who was told the story was a cousin to the boss of Wema. The officer asked the VSU officer to distort evidence in the matter so that in the end his relative should be spared from criminal prosecution. At the same time, the officer (cousin of the boss) informed his relative about the report made by Wema. When Wema went back to her office she was treated harshly by her boss and threatened to be dismissed if she continued to take steps for further investigations into the matter. Her friends started mocking her as being childish for reporting the matter to police. Others said that she invited it because of her dressing. She was so traumatized that she was unable to go to the office for a whole week.

When she reported back to the office after five days, she was welcomed with a disciplinary hearing for absenteeism as it is a misconduct to be absent from work for consecutive five days. When she tried to explain, no one on the disciplinary hearing was willing to hear the reasons for her absence and she was dismissed from work. Meanwhile the police case never progressed and a few documents that were prepared were reportedly missing from the file such that no one would be able to make any sense of the file. With the experience that Wema has had with the police, she is unwilling to cooperate with the new VSU officers who have taken over the matter for further processing. Wema has now come to your institution for assistance. For your information, Wema's ministry does not have any sexual harassment workplace policy.

- i.** In what areas did the police fail Wema?
- ii.** How did the Ministry fail to assist Wema and occasioned her further traumatization?

HANDOUT 7.6: CASE STUDY ON THE TYPE OF EVIDENCE THAT POLICE REQUIRED TO BE SOUGHT BY POLICE IN VAWG, SRHR AND HP CASES

Mrs. Thete has been experiencing domestic violence at the hands of her husband for years. She has lodged a number of complaints with the police following the economic and physical abuse she has been suffering. She has also obtained a number of protection orders under the PDVA over the same conduct. Of late she experienced severe physical injuries which resulted in her permanent injury as she lost her arm. She was taken to hospital by her neighbours who heard a cry for help from her house. Her husband run away upon seeing the She was hospitalized and upon return from hospital, she learnt from her older daughter that her husband was found having niece whom they have been staying for years as a member of their household and supports her education needs. The niece is aged 20 years old. When asked why she consented to sex with Mr. Tete, she said that he had threatened to stop supporting her education and that he would send her back to the village is she refused or if she reported to her Aunt.

Mrs. Tete reported the two incidents to police for investigations and possible prosecution. This time, Mrs. Tete does not want any civil orders but wants her husband to go to jail for his conduct. She firstly reported the grievous harm she suffered immediately upon discharge from hospital and before reaching home. Upon reaching home that is when she learnt about her niece's predicament and she went back to police for another report. The police referred her niece to hospital for medical examination. It has transpired that the niece is two months pregnancy. There is an NGO which is willing to shoulder expenses for DNA test should that become necessary.

- i. If Mrs. Thete reported the matter to your institution at the time she reported to police, what kind of assistance would you give the police?
- ii. What types of evidence would you advise the police to obtain to build up a good case in respect of the cases involving the two survivors?

HANDOUT 7.7: CASE STUDY ON PRIVACY AND CONFIDENTIALITY

Apata, a commercial sex worker, was raped at Bwandiro in the course of her duties. She had refused to go out with Tinting because of her previous experience with him as he obtained her services without paying but also forced her to have plain sex against her wish. Tinting used his physical strength and dragged Apata into her vehicle before speeding to Chigwirizano where he raped her and dumped her without paying her anything. When Apata reported the matter at police, she was told that as a prostitute she could not be raped. She was also told that she should just drop the case because the suspect a powerful politician would use his financial muscle to defend the case and influence the justice agencies. When Tinting heard that the matter was reported at police, he sent some bouncers to threaten her.

Not being satisfied with the treatment she got, Apata has reported the rape as well as her experience with police and Tinting at your institution. You have been asked to investigate the matter and provide a report.

Apata unintentionally gives a clue to a friend who knows Tinting as to the fact that the rape case as well as the conduct of the police is under investigations by your institution. You have been approached by a relative of Tinting who is enquiring from you if at all your institution is handling the case. Would you disclose the information to the person? Why or why not?

Session 8: Overcoming bias

Objectives

By the end of this session participants shall:

- (a) to recognize bias, negative attitude and stereotypes and how to overcome them during investigations*
- (b) to appreciate how bias negative attitudes and stereotypes hamper effective investigations*
- (c) to appreciate that bias, negative attitudes and stereotypes may be subconscious*

Materials:

- a) The Handbook
- b) Flip chart
- c) Markers
- d) Internet connection and 3 videos

https://youtu.be/Lu7iQZrB7_s Rape stereotypes in RSA

<https://youtu.be/XjJQBjWYDTs> Like a Girl

<https://youtu.be/zRwt25M5nGw> Bias in schools

Time: 60 mins

Handouts:

Handout 8.1

Handout 8.2

Instructions:

1. **Activity 1:** Start by showing any one or all of the three videos below (you will need internet connection as they are on YouTube)
2. **Activity 2:** Give a lecture on bias and stereotypes based on the Handout below.
3. **Activity 3:** The issue of stereotypes requires practical work in identifying whether you have sub-conscious bias or not. Look at the Handouts and brainstorm in plenary what issues you identify and how you would overcome them.
4. **Activity 4:** Round up by asking participants (1) How they can find out if they have inherent or subconscious biases and (2) what biases and stereotypes they may have and how these biases and stereotypes may affect them.

TIP: There are internet tests you can take to show your inherent or subconscious biases or stereotypes.

HANDOUT 8.1: STEREOTYPES CASE STUDIES – ALL IS NOT WHAT IT SEEMS

CASE STUDY A: *A young woman enters a police station and reports that, two weeks earlier, she was raped at a house party by a colleague from work. The woman reports that she had been drinking that evening. The police officer on duty asks how often the woman drinks excessively at house parties and asks her what she was wearing that night. The officer then tells her that she should really watch how much she consumes when she goes out at night, especially if she is getting dressed up.*

CASE STUDY B: *A tall man, in good physical condition and with no visible injuries, goes to the local police precinct and reports that his boyfriend, with whom he lives, has been sending him threatening text and voice messages over the past several weeks, and that, the night before, his boyfriend had assaulted him. The responding officer looks at the man skeptically and tells him that he's not sure that he can take a report based on this situation. The officer tells the man to think carefully about whether he has a crime to report and to come back another day if he still believes he needs assistance.*

CASE STUDY C: *A woman who has been known to engage in prostitution flags down a police officer who frequently patrols her neighborhood. She reports to the officer that she was just raped. The police officer on duty writes down her statement, but, when he returns to the police station, he immediately classifies the complaint as “unfounded,” and takes no further action, because of the woman's sexual and criminal history.*

CASE STUDY D: *A woman reports to the police that she was raped several months ago while attending a party. The law enforcement officer on duty takes a cursory report and gives the file to an investigator, who says to the woman:*

“I'm sorry but you are reporting an incident that occurred several months ago. There is nothing we can do at this point.”

“Is the reason you waited so long to report this rape because you now regret having sex?” “How can you remember any details given how much you had to drink?”

“What did you think was going to happen after you went to his room alone?”

“Why didn't you push him off you and leave?”

HANDOUT 8.2: MYTHS OR COMMON STEREOTYPES

While myths may vary among societies and cultures, the consequences of myths and harmful gender stereotyping follow a consistent pattern:

- They serve to deny and/or trivialize violence perpetrated by men against women.
- They shift the blame from the perpetrator to the survivor for the gender-based violence.
- They express a disbelief in claims of violence.
- They exonerate the perpetrator.
- They allude that only certain types of women and girls are “real” survivors.
- They contribute to the oppression and social control of women and girls.

1	Distorts investigator's perceptions of what occurred in a particular situation of violence or the issues to be determined for processing the complaint
2	Affects investigators' vision of who is a survivor of gender-based violence
3	Influences investigators' perceptions of the culpability of persons accused of gender-based violence
4	Influences investigators' views about the credibility of witnesses
5	Leads investigators to permit irrelevant or highly prejudicial evidence to be collected when it is not relevant to the case and then omit relevant evidence
6	Influences the recommendations that investigators make to the institution for further action
7	Causes investigators to fail to act according to law
8	Shapes the ultimate legal result

DETRIMENTAL EFFECTS OF STEREOTYPING

Session 9: Code of Conduct

Objectives:

By the end of this session participants shall:

- a) *be acquainted with international best practices to provide high standard investigations service;*
- b) *come up with their own code of conduct based on their mandate and international best practices.*

Time: 45 mins

Materials:

- a) The Handbook
- b) Flip chart
- c) Markers

Instructions

1. **Activity 1:** Lecture on pages 48 to 52 of the Handbook.
2. **Activity 2:** In plenary get both institutions to brainstorm on what issues they would like to have in their institutions code of conduct.
3. **Activity 3:** The plenary should also discuss how to enforce these high investigation standards. Record all answers on flip chart.

ANNEX 1: PRE- COURSE EVALUATION FORM

Please make sure to respond to all the questions in the survey!

First Name	Family Name
Phone Number	Email
Age	Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male
Duty Station:	
How long have you been an investigator?	
Are you aware of the functions and mandate of your institution?	
Does your job depend on information gained from other officers I your institution?	
Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure <input type="checkbox"/>	
Have you participated in previous training on Human rights-based approach to investigating?	
Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure <input type="checkbox"/>	
If yes, which training?	
What do you hope to learn from this training?	

		Disagree	Slightly disagree	Not sure /Neutral	Slightly agree	Agree
1	I understand the meaning of a human rights-based approach to investigating	1	2	3	4	5
2	I understand the term survivor centred approach	1	2	3	4	5
3	I understand the specific benefits and challenges related to collecting evidence	1	2	3	4	5
4	I know the significance of the role of an investigator in an oversight institution.	1	2	3	4	5
5	I understand the different types of challenges that survivors face	1	2	3	4	5

Thank you for your participation!

ANNEX 2: POST TRAINING QUESTIONNAIRE

The purpose of the post- training knowledge survey is to assess the impact of the training on. On the following pages, you will be asked to provide your personal information and to respond to a number of questions related to your participation in the training. Please keep in mind that your individual responses will be kept completely confidential. There are no right or wrong answers, and answers do not indicate anything good or bad about yourself. Please answer each item as honestly and frankly as possible.

Please circle the number (from 1 - 5) that best fits your current status for each question

Name: (OPTIONAL)	Family name (OPTIONAL)

	Disagree	Slightly disagree	Not sure /Neutral	Slightly agree	Agree
1 I understand the 5 gender related laws under the Spotlight Program and can apply them to my work	1	2	3	4	5
2 I understand the function and role of my institution and the scope of issues for investigation in GBV, VAWG, SGBV and HP	1	2	3	4	5
3 I understand the specific benefits and challenges related to the cooperative model compared to other types of enterprises.	1	2	3	4	5
4 I understand the human rights-based approach to investigation	1	2	3	4	5
5 I understand the survivor centred approach	1	2	3	4	5

6	I now have skills to interview survivors of VAWG including children	1	2	3	4	5
7	I understand the bad consequences of stereotyping and bias in my work	1	2	3	4	5
8	I will apply a code of conduct to my work based on international best practices	1	2	3	4	5

Thank you for your participation!

ANNEX 3: POST TRAINING EVALUATION QUESTIONNAIRE

Please circle the number (from 1 - 5) that best fits your current status for each question

Name: (OPTIONAL)	Family name (OPTIONAL)
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		Excellent	Good	Neutral	Poor	Very poor
1	Overall, how do you rate the training?	1	2	3	4	5
2	Has the training met your expectations?	1	2	3	4	5
3	Which session was the most useful?					
4	Which session was the least useful?					
5	Was the training duration: Too long <input type="checkbox"/> Too short <input type="checkbox"/> Just right <input checked="" type="checkbox"/>					
3	How do you rate the training methodology?	1	2	3	4	5
4	How do you rate the facilitator/s overall performance?	1	2	3	4	5
5	How do you rate the logistics of the training?	1	2	3	4	5
6	How do you think the training can be improved?					



Thank you for your participation!