UNITED NATIONS POLICE GENDER TOOLKIT
STANDARDISED BEST PRACTICES ON GENDER MAINSTREAMING IN PEACEKEEPING

MODULE 2: CAPACITY BUILDING OF THE HOST STATE POLICE ON PROMOTING GENDER EQUALITY
LESSON 2 RECRUITING AND RETAINING FEMALE POLICE OFFICERS

First edition
2015
Background

In post-conflict areas, the low numbers of female officers is especially prevalent. However, these areas present a unique opportunity to re-build the police service with a strong presence of female officers. This can both help the police organisation function more efficiently and build support and trust between the police and the community.

Female police officers contribute many different benefits to a police organization. A police service that reflects the community it serves is a fundamental principle of democratic policing and will enhance the legitimacy of the police force as a whole. It is important to assist host State police in recruiting and retaining female police officers in order for the national police force to have increased operational efficiency and to serve as an example for women’s empowerment.

Female police officers help restore the confidence in the police particularly in a post-conflict society where communities may distrust the police. In some societies, women are more likely to confide in other women, hence giving female officers a connection to an important source of information about a society and a community. The participation of women in policing ensures that the perspectives, concerns and specific issues of women within these communities are integrated into the activities of policing.

For women in post-conflict societies, female officers demonstrate that women have a role to play in their security, such as protecting and serving in some of the most demanding environments in policing. Increasing the representation of women will make the police more responsive to the needs of women such as ensuring equal opportunities within the organization.

Female police officers also bring a diverse set of skills to the police organization that makes it more effective in finding solutions to problems. Victims of sexual and gender-based violence (SGBV), whether female or male, are often more comfortable to report the crime to female police officers. The participation of female police officers in the police organization brings about a change in the police culture. For example, new policies are adopted that benefit both female and male officers, such as flexible working hours and part-time work. Having female police officers present has also proved to create a better working environment and keeping officers on their best behaviour.

This lesson provides concrete steps to help host State police organisations to recruit and retain female police officers with useful guidelines on how to target women for recruitment and assess their needs once they have joined the police service.
This lesson goes hand-in-hand with the rest of the United Nations Police (UNPOL) Gender Toolkit, including the online e-learning course, the Handbook and the Compendium of Project Tools. Please remember to use and refer to the Project Tools from the Handbook that contain many useful handouts and templates for full comprehension of the material.

**Aim**

This lesson aims to provide a baseline understanding of the specific challenges women face during the recruitment process as well as what policies and procedures will help women overcome these challenges.

It examines step-by-step procedures and offers model strategies, action plans and checklists to guide the review and development of a gender-sensitive recruitment and retention process. The procedures and tools have all been developed from proven good practice from the reform of police services in police services worldwide that are featured in the case studies.

**Target Audience**

This training lesson is an in-mission specialized training for UNPOL officers whose tasks and duties require them to mentor, assist or train the host State police on reforming the post-conflict police organization in collaboration with the host State government.

UNPOL officers can use and adapt this training course to deliver the training to their host State counterparts.

**Learning Outcomes**

*What will the audience learn from the presentation?*

1. Analyse recruitment criteria and retention methods through a gender perspective.

2. Outline gender discriminatory practices in police recruitment and retention practices and provide solutions.

3. Apply the principle of equal opportunity to police recruitment criteria and retention methods.

4. Develop a strategy and action plan for increasing the recruitment and retention of female officers.

5. Select methods to increase the retention of women in the police.

**Training Sequence**
The on-line and the in-person training courses can be combined together or delivered on their own.

If combining the courses, provide the on-line self-paced course as a pre-requisite to the in-person course.

**Duration**

**E-learning training course**

<table>
<thead>
<tr>
<th>Minimum on-line time for self-paced sessions</th>
<th>Self-paced course</th>
<th>Pre-assessment</th>
<th>Final assessment</th>
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<tbody>
<tr>
<td>60 min</td>
<td>45 min</td>
<td>5 min</td>
<td>10 min</td>
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<tr>
<td>Additional off line exercises for facilitated sessions</td>
<td>Scenario-based exercises</td>
<td>Optional Film</td>
<td>Mission Specific exercises</td>
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<td>90 min</td>
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**Face-to-face training course**

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<tr>
<th>Minimum Session Time</th>
<th>Lecture/ Presentation</th>
<th>Questions/ Assessment</th>
<th>Session Activities</th>
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<tr>
<td>1 h 35 minutes</td>
<td>35 minutes</td>
<td>15 minutes</td>
<td>45 minutes</td>
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<tr>
<td>Additional Options</td>
<td>Mission Specific</td>
<td>Optional Film</td>
<td>Optional Activity</td>
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**Methodology**

This lesson contains a variety of suggested learning activities to keep adult learners engaged. The facilitation team should use as many of the learning activities as time allows and keep them tailored to the target audience. Participants should be fully involved in the learning process through practical exercises, brainstorming sessions, discussion of case studies, working in small groups on specific tasks, etc.

The instructor should inform participants of the content, format and timing. Knowing what to expect, participants can improve their ability to focus on the subject and benefit better from the session.

* Please note: Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

* Please note: Always inform participants of the time they have to perform every step of the activities.
Instructor Profile
This lesson is best presented by an instructor who has knowledge and experience on equal opportunities in police recruitment. The instructor should also have knowledge and experience in assisting in organisational development of the police such as developing police policies, mentoring programmes, curriculum development and recruitment campaigns. If there is more than one instructor, at least one should have practical experience. The instructor should also encourage questions from the participants and aim for an interactive discussion. All trainees should be encouraged to contribute to the group discussions, case study discussions and in any other activity.

Instructor Preparations
Instructors should have completed the online e-learning course and have read the UNPOL Gender Toolkit Handbook and Compendium of Project Tools.

General Preparations
Equipment:
1. Computer and PowerPoint slides
2. Projector and Screen

Materials:
1. Copies of handouts: problem tree, solution tree, strategy and action plan
2. Paper and colourful markers

Required Readings
- Universal Declaration of Human Rights;
- International Covenant on Civil and Political Rights
- International Covenant on Economic, Social and Cultural Rights
- International Convention on the Elimination of all forms of Discrimination against Women (CEDAW)
• DPKO/DFS Guidelines for Integrating Gender Perspectives into the Work of United Nations Police in Peacekeeping Missions (2008)
• National Center for Women and Policing (NCWP), Recruiting & Retaining Women, A Self-Assessment Guide for Law Enforcement, USA (2001)

Symbols Legend

 Note to the Instructor (Some background information for consideration)
 Speaking Points (The main points to cover on the topic. Ideally the speaking points are presented in the instructor’s own words versus being read to participants)
 Mission Specific (A point where the session will benefit from mission specific information)
 Example (Stories that illustrate a point or key message)
 Sample questions (A list of potential questions to pose to participants)
 Handout (Indicates a handout is provided to participants at this point)
 Film (A film that is recommended as a core part of the training or an option)
 Core Learning Activity (An activity that is strongly recommended for inclusion)
 Optional Learning Activity (An activity that can be used if there is time and it is appropriate for the participant group. Guidelines for these activities are provided at the end of the unit, section or part – as indicated in the text)
Key summary points (Key messages that are worth repeating at the end of the session. Alternatively, the instructor can ask participants what are the main messages they are taking from the session. Instructors can then fill in any points that have been missed.)
UNITED NATIONS POLICE
STANDARDIZED BEST PRACTICES TOOLKIT ON
GENDER MAINSTREAMING
POLICING IN PEACEKEEPING
MODULE 2

LESSON 2

RECRUITING AND RETAINING FEMALE POLICE OFFICERS

Learning outcomes

- Analyse recruitment criteria and retention methods through a gender perspective.
- Outline gender discriminatory practices in police recruitment and retention practices and provide solutions
- Apply the principle of equal opportunity to police recruitment criteria and retention methods
- Develop a strategy and action plan for increasing the recruitment and retention of female officers
- Select methods to increase the retention of women in the police
Note to instructor: Explain the learning objectives.

In this lesson you will learn how to analyse recruitment criteria for gender discrimination, outline gender discriminatory practices, apply the principle of equal opportunities into the police organisation, develop a strategy and action plan, and select methods to retain women in the police service.

Note to instructor: Explain the introductory theory. Brainstorm with participants on the question below in the large group.

Why is it important to have women in the police?

Both men and women are vital to the police organisation. When a police service lacks either, it is unable to serve its community efficiently.

Many police organisations lack sufficient numbers of female officers.

This is a serious problem since female police officers contribute unique strengths and qualities to a police organisation. A police service that reflects the community it serves is a fundamental principle of
democratic policing and will enhance the legitimacy of the police force as a whole.

In the reform and restructuring process of the police service that usually occurs after a conflict, there is an important opportunity to redress the gender imbalance in the police organisation.

Therefore, it is important to know the best ways to effectively reach out to- and recruit women to the police.

In this lesson we will brainstorm the challenges that you recognise from your own experience as a police officer. We will then create a problem tree in order to map these challenges and compare with each other.

Next, we will brainstorm solutions to these challenges and create a solution tree.

We will then use the problem tree and solution tree to develop a strategy and action plan specific to your missions.
Activity: Brainstorm challenges

• In your syndicate groups, divide into two teams; one will discuss recruitment and one will discuss retention.

• What are the challenges to recruitment and retention of women in the host State police?

Note to instructor: This entire lesson will have activities in syndicate groups that are mission-based groups. Each group will be divided into two teams: “Recruitment” and “Retention”.

Recruitment teams, brainstorm challenges that women face in the recruitment process.

Retention teams, brainstorm challenges that women face once they have entered the police force that might cause them to quit.

Use your own experience and knowledge from your own mission when brainstorming.
You have five minutes to brainstorm challenges and choose one challenge to write on your piece of paper.

Use the circle on the screen to start your thinking.

Afterward, you switch papers with the Recruitment Team to your right and think of a sketch to illustrate their challenge as well as your own solution to that challenge.

**Learning Activity Time Required:**

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<td>15 minutes</td>
<td>Small group discussions.</td>
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<td>Sharing of results with the large group</td>
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**Activity Guidelines:**
1. Divide the group into smaller groups based on mission and distribute large pieces of paper and pens so they have something to write on.

2. Ask them to think of mission-specific challenges in either recruitment or retention, based on which team they are in.

3. After they have written down their challenge, ask them to switch with the group next to them.

4. Each group takes the challenge written by their neighbour group and think of a simple role play sketch to illustrate the challenge and how to solve it.

5. Present the role play to the larger group. Ask everyone to take notes on each group’s solution to the challenge.

**Expected Outcome:** A varied set of challenges that can be shared with other participants and make up the bulk of the problem tree.

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**Challenges in recruitment**

- Job descriptions that do not reflect the actual job
- Advertising that is not targeted at women
- Instructors and interviewers with gender biases
- Lack of education
- Lack of access to information
- Discriminatory physical tests
- Discriminatory background checks

As this activity has shown, there are many challenges that women face in recruitment.
The job description might over-emphasize male strengths, hence discouraging women from applying.

The job postings might be in men’s rooms, in men’s gym locker rooms, through a boys’ club network, or simply only distributed to men, so interested women never even see it.

The instructors and interviewers might themselves have gender biased beliefs and will limit women's chances of passing the recruitment test.

Women have less access to education and so are less likely to do well on the aptitude tests. This is especially true in conflict or post-conflict areas.

The physical tests are often discriminatory, and might be based on male physical strengths or they might over-emphasise upper-body strength. Often these physical tests are either out-dated or irrelevant to the actual skills needed for the job.

Lastly, the background checks might be gender biased. Women might be rated lower if, for example, they were unemployed during child raising.
There are also many challenges in retaining women once they have joined the police.

A decisive factor is the well-being women feel at work. Often the police force is a highly masculine environment and women may fall victim to sexual harassment and sexual abuse. It is vital that any police organisation develop zero-tolerance policies against these types of behaviours.

The performance appraisals might be open to gender discrimination if the supervisors value certain assignments higher than others, such as SWAT assignments over child care assignments. The supervisor might also be more impressed with a man who has performed well in an assignment traditionally performed by women.

The lack of female police officers, especially in higher ranking positions makes it difficult for female officers to find inspiration in their jobs and this might demoralise them.

Lack of access to promotions is a constant reminder of gender inequality and might convince women to spend their time in a place where their skills will be valued more.

Many women are forced to quit the police force due to a lack of family-friendly policies, such as parental leave policies.

Women might also lose self-confidence in the highly competitive nature of some police organisations, or due to the lack of other female police officers in the work environment. It has proved useful to establish Women’s Networks in order to represent the needs and wishes of female officers.

Lastly, an efficient way of boosting morale and self-confidence has been through rewards and recognition systems, such as giving out trophies and medals for excellence.
Let's quickly review how to make a problem tree.

Determine the core problem, which is the trunk of the tree.

Now determine the direct and indirect causes of the problem, which are the roots of the tree.

Lastly, determine the direct and indirect effects of the problem, which are the branches and leaves of the tree.
Note to instructor: Explain the instructions for the recruitment teams first, and then the retention teams. The next slides present other steps of the activity.

Now let’s make problem trees out of the challenges we have brainstormed and identified.

For the recruitment teams, your problem tree will have this core problem: “Low recruitment of female police officers”

Now, create a problem tree and think of the causes and effects that this problem has.
**Note to instructor:** Try to do this fast so that they start at the same time

For the retention teams, your problem tree will have this core problem: “Low retention of female police officers"

Now, create a problem tree and think of the causes and effects that this problem has.
Note to instructor: The following activity description goes for both the recruitment and retention teams. They should start at the same time. Use this as the resting screen during the activity.

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Total time: 30 minutes

Activity Guidelines:

1. Give teams the problem tree template. Give them 15 minutes to create the tree.
2. Share the results in the large group.

Expected Outcome: Complete problem trees for recruitment and retention for all missions. Sample outcome on next slide.
Now we flip the problem tree to make the issue a positive one and to find solutions.

The roots of a solution are the objectives and activities to solve the problem.

The leaves of the solution are the expected outcomes and outputs, or in other words, the results of the activities.
Note to instructor: Ask teams to convert their problem tree into a solution tree by taking each cause and direct cause and turning it into a solution. The effects should be turned into the outcome to the solution.

Now let’s make solution trees out of the problem trees we just created.

For the recruitment teams, your solution tree will have this core issue: “Increasing recruitment of female police officers”

Now, create a solution tree. Take each cause and direct cause and think of the opposite – that means turn it into a solution. Do the same for the ‘effects’. Turn each ‘effect’ into the outcome of the solution.
For the retention teams, your solution tree will have this core issue: “Increasing retention of female police officers”
Note to instructor: The following activity description goes for both the recruitment and retention teams. They should start at the same time.

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Activity Guidelines:

1. Give teams the solution tree template. Give them 15 minutes to create the tree.
2. Share the results in the large group.

Expected Outcome: Complete solution trees for recruitment and retention for all missions.
We can now convert the solution tree into an action plan and a strategy for how to increase recruitment and retention of female police officers.

The Recruitment Teams are responsible for developing the recruitment strategy and action plan, and the Retention Teams are responsible for developing the retention strategy and action plan.

Use information from your mission to make these strategies as useful as possible for future use.

The strategy consists of the following: background, policy framework, situation analysis, strategic priorities, implementation, monitoring and evaluation, risk factors, and review.
The background is the introductory part of the strategy that outlines the purpose and rationale of the strategy by referring to past key events that led to the decision to create the strategy.

When you write this part, ask yourself: “Why do we need a strategy to increase recruitment and retention?” and “What led us to be here in need of a strategy to increase recruitment and retention?”

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The policy framework should outline the relevant international and national guidance documents in order to back up the reasons for creating this strategy and that it is relevant.

International guidance documents can include international conventions and agreements, such as the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW), which outline the rights of women and the importance of gender equality.

The national guidance documents can refer to constitutional provisions, national labour laws, national anti-discrimination laws, and police policies.

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Strategy: Situation Analysis

Quantitative statistics
Number of female police officers, commissioned, non-commissioned, by rank, etc.

Qualitative statistics
Access to services, assignments, promotions, training, etc.

The situation analysis provides an overview of the extent of the problem.
It should include quantitative statistics, such as the number of females being recruited each year, how many female police officers quit each year, etc.
It should also include qualitative statistics, such as the level of access to services and promotions, the level of training of new female recruits, etc.

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The strategic priority is the most important section of the strategy because it provides the main direction and a suggestion on a way forward to solve the problem.

When writing this part, ask yourselves: “What are the concrete actions that will increase recruitment and retention of women?”

You may find your solution tree helpful for this part.

Try to think of 4 strategic priorities.

**Note to instructor:** The instructor should have a sample strategy handy in case an example of a strategic priority is needed.

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The implementation sets out the responsibility for making the strategy work, such as what organisational structure will be responsible for implementing the strategy, and how the coordination should happen.

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The monitoring and evaluation part provides information on the entity responsible for monitoring and evaluating the implementation of the strategy.

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In this part you should try to think ahead of how the strategy will be received and imagine what factors would stand in the way of its implementation and what measures can be made to mitigate or avoid these risks.

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Risk analysis

“What factors can hinder the implementation of the strategy?”

“How can potential risk factors be mitigated?”
The final step is to indicate a scheduled date to review the effectiveness of the strategy, at which time, if the strategy has not worked, it should be revisited and amended.

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**Total time:** 20 minutes
Congratulations! You have now written the first draft of a recruitment and retention strategy!

Now we have what we need to develop an action plan.
It makes more sense to develop an action plan on an excel spreadsheet.

The action plan is a detailed plan of how to implement the strategy through concrete activities and with concrete expected outcomes.

Much of the content of the action plan you have already developed in your solution tree,

The Recruitment Teams will create an action plan for the recruitment strategy and the Retention Teams will create an action plan for the retention strategy.
The action plan consists of the following: objectives, activities, outputs, outcomes, human resources required, and financial resources required, expected date of completion of the activities, indicators of achievement, monitoring and evaluation.
To think of the objectives, ask yourselves: “What do you want to achieve?” and “How do you want to achieve it?”

All the objectives should build up the ultimate goal of increasing recruitment and retention of female police officers.

For the Recruitment Team, you might want to start by assessing the recruitment criteria.

For the Retention Team, you might want to start with developing family-friendly policies.

Try to think of at least four objectives each.

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To achieve the objective you developed, you have think of what you can do to achieve it.

Sometimes it takes more than one activity to achieve an objective.

From the previous example; in order to review recruitment criteria, you first need to establish working groups with experts on different aspects of recruitment.

In order to develop family-friendly policies, you must first start by gathering information to draft a policy.

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The outputs are the quantifiable results from the activities. They are what you have to show for your hard work in the process of achieving the original objective.

If you established working groups to review the recruitment criteria, the output should be reports and recommendations from these working groups.

If you started gathering information to draft a policy, the output is a drafted policy.

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The outcomes are the impacts of the activities. It is what you achieve with each activity that brings you closer to achieving each objective and closer to achieving the ultimate goal.

If you established working groups to review recruitment criteria, the outcome is improved gender-sensitive recruitment criteria.

If you started gathering information to draft a policy, the outcome is a complete family-friendly policy.

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It is also important to know who you should contact and who should be involved in the activities.

If you established working groups, the people needed are human resource personnel, gender experts, recruitment experts, and so on.

If you started drafting a family-friendly policy, the people needed are policy drafters, legal advisers, high-ranking implementers, and so on.

**Learning Activity Time Required:**

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<tr>
<td>5 minutes</td>
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<td>15 minutes</td>
<td>Small group discussions.</td>
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You will also need to know beforehand what financial resources you will require and plan accordingly.

If you established working groups, you would have to pay its members for the duration of the review period.

If you started drafting a family-friendly policy, you would have to pay the researchers and the policy drafters.

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It is also important to clearly indicate the expected date of completion of each activity and the expected dates the outputs will be available so that the process does not drag on, and people are accountable to these deadlines.

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The indicators of achievement are important for potential investors and stakeholders to show proof that the activities are progressing toward your objective.

If you want to review recruitment criteria, an indicator could be that reports are submitted.

If you want to create family-friendly policies, and indicator could be that a draft policy has been submitted for review.

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Monitoring and evaluating any process is important so the action plan should clearly indicate the method of tracking progress toward the objective.

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Congratulations! You now have drafted an action plan for recruitment and retention!
Now that you have a strategy and action plan for recruitment and retention we can put out objectives and activities into motion.

We will use two examples, one from recruitment and one from retention.
The first example is from recruitment.

Imagine the objective is to conduct a recruitment campaign. This objective would work towards the ultimate goal of increasing the recruitment of female police officers.

When we ask ourselves, what activities are needed to achieve this objective, the following comes to mind.

We will delve deeper into this one; developing campaign materials.
In this activity you will work together to create a brochure cover that you believe will attract women to policing.

Think of what is important in terms of drawing attention and also being informative.

**Note to instructor:** Give them large posters and colorful markers.

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**Total time:** 30 minutes

**Activity Guidelines:**

1. Give teams posters and markers.
2. Ask them to follow the instructions on the screen.
3. Allow a few to present their poster to the rest and explain their thinking.

**Expected Outcome:** Creative and informative posters. Insight into what they think is important and effective recruiting.

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**Campaign materials featuring female police officers**

**The brochure should include**
- Philosophy of the police service
- Photos of female police officers in action
- Benefits programme: salary, health insurance, maternity leave
- Career and advancement opportunities
- Application and testing process
- Description of training programme in the police academy
- Commitment to equal opportunities
- Telephone number and website for more information
- Schedule of career orientation and awareness raising sessions

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🔍 You all have good ideas. In the gender toolkit, we have identified the following to be the best practices when it comes to engaging and informative recruitment brochures.

🔍 It is important to clearly indicate the place, time and date of any career orientation session or examination sessions.

🔍 The brochure should also picture women in high-ranking roles in the police and include information about women’s strengths in the police force.
Whenever advertising police career opportunities to women, we should exhibit a strong message that women have important roles in the police, that the police is looking for women specifically and that they welcome them.

We should also make clear that women can thrive in the police and that they can serve as leaders, they can be promoted and that they can serve in all units.
The second example is from retention.

Imagine the objective is to develop family-friendly policies. This objective would work towards the ultimate goal of increasing the retention of female police officers.

The activities needed are to map stakeholders and to draft the model policy. We will delve deeper into the first one.
When mapping stakeholders, try to think of these questions.

- Who will approve the policy? It might be the Head of Police. It might also be the Minister of Interior. This is up to you to find out.

- Who will be responsible for implementing the policy? It might be your own police chief, or the Head of Human Resources, or it might again be the Head of Police. Again, this depends on your police organisation.

- Who will have to adhere to the policy? Your direct superior will have to adhere to the policy, so the smart move would be to involve and engage them as soon as possible, and get them on board.

- Who can influence all these people? If you figure this out, your policy will likely be much more successful.
**Note to instructor:** Give them a map like the one on the screen with open spaces for writing.

This is an example of a stakeholder map.

Think of your own police organisation and fill out the map with relevant stakeholders that could make or break your policy.

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**Activity Guidelines:**

1. Give teams template maps.

2. Ask them to think of relevant stakeholders in their police organisation. Ask them to consider who the implementer would be and who influences that person.
3. Allow a few to present their stakeholder map and explain their thinking.

**Expected Outcome:** We will have maps that explain how their police organisation works. The activity makes the participant think strategically about who to involve.

Here is an example of what a stakeholder map might look like. Remember, not all influencers are at work. There can also be influencers such as family members (e.g. wife/husband etc.).
The end product of a family-friendly policy should look something like this.

Even though such policies mainly serve women because women are the most directly impacted by the birth of a new child, the policy should be formulated in a gender neutral way since the end goal is to achieve gender equality. Male police officers should also be afforded paid paternity leave.