CAPACITY BUILDING WORKSHOP
ON GENDER AWARENESS IN CONFLICT & EMERGENCIES
FOR FEMALE POLICE PERSONNEL IN BORNO STATE

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CAPACITY BUILDING WORKSHOP ON STRENGTHENING GENDER AWARENESS AMONG FEMALE POLICE PERSONNEL IN BORNO STATE
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POLICING AND GENDER-BASED VIOLENCE
Policing and Gender-Based Violence
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INTRODUCTION

Gender-based violence (GBV) is one of the most common human rights violations and abuses in most parts of the world, and particularly in a developing country like Nigeria. It is violence directed against a person because of his or her gender. Both women and men experience gender-based violence but the majority of victims are women and girls.

As defined by the Convention on the Elimination of Discrimination against Women (CEDAW), (which was adopted by the United Nations General Assembly on 18 December 1979)

“Gender-based violence is violence that is directed against a woman because she is a woman or that affects women disproportionately. It includes acts that inflict physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty”.

For our discussion, we shall see GBV more as violence against women and girls, which is rooted in inequality and grounded in discriminatory practices, as it has been widely acknowledged that most gender-based violence is inflicted on women and girls, by men. As is evident, gender-based violence is affecting women irrespective of their income, education, class, race or ethnicity.

1.1. The UN General Assembly Declaration on the Elimination of Violence against Women (Dec 20, 1993) recognizes that GBV does the following harms:

a) violence against women is an obstacle to the achievement of equality, development and peace;

b) violence against women constitutes a violation of the rights and fundamental freedoms of women and impairs or nullifies their enjoyment of those rights and freedoms;

c) violence against women is a manifestation of historically unequal power relations between men and women, which have led to domination over and discrimination against women by men and to the prevention of the full advancement of women, and that violence against women is one of the crucial social mechanisms by which women are forced into a subordinate position compared with men;

d) that some groups of women, such as women belonging to minority groups, indigenous women, refugee women, migrant women, women living in rural or remote communities, destitute women, women in institutions or in detention, female children, women with disabilities, elderly women and women in situations of armed conflict, are especially vulnerable to violence;

e) violence against women in the family and society was pervasive and cut across lines of
income, class and culture had to be matched by urgent and effective steps to eliminate its incidence.

In Article 2 of the declaration, it was determined that violence against women shall be understood to encompass, but not be limited to, the following:

a) Physical, sexual and psychological violence occurring in the family, including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, non-spousal violence and violence related to exploitation;
b) Physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced prostitution;
c) Physical, sexual and psychological violence perpetrated or condoned by the State, wherever it occurs.

1.2. The Istanbul Convention (Council of Europe, Convention on preventing and combating violence against women and domestic violence), which is taken as the benchmark for international legislation on tackling gender-based violence, frames gender-based violence and violence against women as a gendered act which is ‘a violation of human rights and a form of discrimination against women’. Under the Istanbul Convention acts of gender-based violence are emphasised as resulting in ‘physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.’

2. INTERNATIONAL INSTRUMENTS AGAINST GENDER-BASED VIOLENCE.
   i. CEDAW
   ii. UN DECLARATION OF HUMAN RIGHTS
   iii. AFRICAN CHARTER ON HUMAN AND PEOPLES’ RIGHTS
   iv. UN RESOLUTION 1325 ON WOMEN, PEACE AND SECURITY

Local instruments:
   • Section 17 of constitution
   • Section 34 of the constitution
   • Violence Against Persons Prohibition (VAPP) ACT 2015
   • CHILDS RIGHTS ACT (minimum age for marriage)
   • NAPTIP Act
   • Section 357 of Criminal code
   • Section 282 of the Penal code
   • Police Act and Regulations
   • National Policy on Women

2.1. Some identifiable areas of GBV (violence against women and girls) include:
a) Trafficking (exploitation)
b) Sex slavery
c) Prostitution
d) Domestic work
e) Rape
f) Sex as instrument of war (Chibok Girls, Dapchi, Leah Sharibu)
g) Denial of girl-child education
h) Forced marriage
i) Child marriage...girls not brides
j) Denial of education
k) Female Genital Mutilation (circumcision)
l) Cyber violence
m) Shaming
n) Sexism
o) Maternal mortality
p) Domestic violence
q) Disempowerment
r) Harmful widowhood practices
s) Denial of inheritance rights
t) Wide gender parity gap in economic, political and decision making positions

3. ENVIRONMENT OF IDPS
Internally displaced persons are “persons or groups of persons who have been forced to flee their homes or places of habitual residence suddenly or unexpectedly as a result of armed conflict, internal strife, systematic violations of human rights or natural or man-made disasters, who have not crossed an internationally recognized state border”


3.1. The following are some of the challenges faced by IDPs in Nigeria (Azam, 2009)
a. Insecurity: Women and girls are been raped on daily basis as a result of insecurity in the camps. Youths indulge in hard drugs, smoking and other criminal activities.
b. Trauma and Bitterness: The IDPs are traumatized and frustrated because of the situation they find themselves. Most of these IDPs live in bitterness due to painful separation from their spouses, families and loved ones.
c. Hunger and Starvation: It is said that a hungry man is an angry man and because of the level of hunger and starvation faced by the IDPs you see them protesting and demonstrating with their children at the camps.
d. Acute Malnutrition: When one is not feeding well, it has an effect on one’s health such as changing the colour of one’s hair, eyes and teeth which may result to death. It is discovered that people give them only one type of food item i.e. carbohydrate which affects them not to have a balanced diet.
e. Sexually Transmitted Diseases: This is also another challenge that the IDPs are facing, they have unprotected sex which result to all kinds of STDs like HIV/Aids, gonorrhea, syphilis etc. They also suffer from hypertension, diabetes and other diseases due to lack of medical health facilities.

f. Education: The IDPs are facing the challenge of educating their children or family members because they are always in transit or floating. More to that there are no provisions by government in this regard.

g. Rights of IDPs: There is insufficient understanding of the rights of IDPs as set out in the UN guiding principles on Internal Displacement and the Kampala Convention. These rights include the right to life, freedom of movement, association, dignity of human person, personal liberty, right to private and family life etc.

i. Shelter/Accommodation: The most common shelter used by IDPs in Nigeria are schools, tents, bunkhouses, churches, mosques, town halls, abandoned and uncompleted buildings. How can human beings live in these places comfortably?

j. Waste Management and Electricity: There is often no proper waste management and electricity for the IDPs. This explains the regularity of hygiene based epidemic in camps and total darkness in camps.

k. Lack of Good Water: Because of the overcrowded nature of camps, it becomes difficult for the IDPs to access good water for cooking and sanitation facilities.


3.2. Parts of the UN principles are that national authorities have a duty to provide security for IDPS
• To be protected from acts of violence
• Abuse of their human rights
• Specifically protected from acts that affect their dignity...rape, sexual assaults, prostitution, torture

4. WHAT IS SEXUAL VIOLENCE?
Sexual violence is defined as any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person’s sexuality using COERCION, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work. (WIKIPEDIA)
Coercion covers a range of degrees of force:
• Physical force
• Psychological intimidation
• Blackmail
• Threat of physical harm
• Threat of dismissal from a job
• Denial of job opportunity.
• When the person violated is unable to give consent for instance, while drunk, drugged, asleep or mentally incapable of understanding the situation.

5. THE CONCEPT OF POLICING
From the point of view of THOMAS HOBBES (Leviathan) it is noted that without government, life would be in a state of nature ... solitary, poor, nasty, brutish, and short. Man would devour and debase fellow man. The need has always been there for man to protect himself, family and investments from the preying eyes of fellow man. But as time went on, men began to aggregate themselves in communes to protect their collective interests.

The formal Police was established in Nigeria by virtue of Section 214 of the Constitution, and empowered by Section 4 of the Police Act to prevent crime, protection of life and property, the preservation of law and order among others. The bottom line of policing is the promotion and protection of human rights. These rights are rights to life, dignity of the person, rights to fair hearing, and liberty, as well as freedom of thought, conscience and religion, freedom of movement and the right to own property, among others.

By the mandate of Section 14 (2)(b): “The security and welfare of the people shall be the primary purpose of government.” But Section 24(e) of the same constitution enjoin that “It shall be the duty of every citizen to render assistance to appropriate and lawful agencies in the maintenance of law and order.” By this token, both the government and the people must partner for collective security and the survival of the society. The concept of community policing comes to play here as the community members get directly and actively involved in their policing.

There is need for multi-sectoral approach, involving the Police, Military, NSCDC, Camp administrators, and the Civilian Joint Task Force personnel. In addition, the IDPs themselves have a role to play in their security. This will come in the area of security consciousness, alertness and vigilance, as well as volunteering information to the Police in good time.

6. OVERALL OBJECTIVES
The overall objectives of this training shall be to:
1) Highlight the nature and characteristics of gender-based violence, its human rights dimension, and its deleterious effects on women and girls;
2) Apprise participants with international and local advocacy and mobilization efforts to end the menace of gender-based violence;
3) Identify areas of gender-based violence in common practice;
4) Outline the role of the police in protecting the rights of women and, by extension, their responsibility in the arresting and minimizing the scourge of gender-based violence;
5) Address specifically measures to stem the issue of sexual violence in the camps of internally displaced persons.

EXPECTED OUTCOMES
At the end of the training exercise, participants would be able:

a) To explain the concept of gender-based violence and its varied implications on women and girls, and by extension the larger society;

b) To become champions and advocates of the fight against GBV;

c) To apply best practices in protecting vulnerable persons in IDP camps.
POLICING & GENDER-BASED VIOLENCE

MODULE ONE
What is gender-based violence (GBV)?

Objectives:

a) To explain the concept of GBV and its human rights implications;
b) To exemplify issues and effects of GBV;
c) To advertise international and local instruments targeted at addressing the menace of GBV.

MODULE TWO
What is the role of the Police in addressing issues of GBV?

Objectives:

a) To highlight the constitutional and statutory role of the Police in preventing GBV;
b) To harp on the role of the Police in protecting women and girls from GBV;
c) To demonstrate best practices and current practices in handling issues of GBV.

It is germane to identify holistic duty of the police in protecting IDPs, particularly women and girls. This would start from proper documentation of the demographics and segregation of the IDPs, their nature and specific needs. The details are to be demanded and obtained from the camp authorities. Of a truth, all are victims, displaced, exposed and disadvantaged in varying degrees. They are in an environment of lack and scarcity, and the temptation to gravitate towards pleasure is high. Their needs also differ.

This would cover the following:
1. Gender description: male/female
2. Age stratification: adults, youths, minors
3. Disability: Aged, disabled, wounded, infirm
4. Physical and mental health status
   a. Sick
   b. Hurting and Frustrated
   c. Depressed, sorrowful
   d. Contagious disease
MODULE THREE
How do the Police protect women and girls in IDP camps?

Objectives:

a) To explain attitudinal orientation of Police in handling vulnerable persons.
b) To evaluate current efforts by the police in protecting persons in IDP camps;
c) To pinpoint gaps and the modus operandi to address the gaps.

For the Police to be effective in addressing issues involving IDPs and in particular, women and girls, it is imperative to identify the environment of the IDPs and some of the crimes to which IDPs may be exposed as victims or, offenders.

a. Rape
b. Transactional sex (inducement...food for sex)
c. Pedophilia
d. Homosexuality/lesbianism
e. Forced marriages
f. Child marriages
g. Violations of privacy, (because of borderlessness)
h. Trespass
i. Theft
j. Voyeurism
k. Riot/protest

POLICE AND VAPP ACT 2015
The VAPP Act 2015 is a legal framework that was borne out of genuine desire to address the high incidences of Gender Based Violence especially violence against women and girls. It redefines rape to meet contemporary trends in sexual abuses. The Act criminalises spousal battery, FGM, abandonment, forceful ejection, harmful widowhood and traditional practices, emotional verbal and psychological abuse, and incest.

This Act prohibits all forms of violence against persons in private and public life, and provides maximum protection and effective remedies for victims and punishment of offenders. A novel dimension of the Act is that it has helped to redefine certain offences in line with present realities, making equal protection for all persons whether male or female, making an extension of locus for reporting and seeking prosecution of GBV offences, and affording a Protection Order that will help to curtail and mitigate on the short term, the abuse of persons especially in private spaces.

Some special provisions of the VAPP Act will be highlighted and related to current incidents in IDP camps
Police duties in IDP camps: protection, search, arrest, cordon, investigate, collaborate

POLICE ATTITUDE:
An understanding of the environment and nature of internal displacement will help the Police personnel be tuned towards a better attitude in handling issues affecting them.

a) Understand that they are displaced, exposed, vulnerable and disadvantaged, thus, are hurting and likely to be frustrated. With potential to become more victimized or to get in conflict with the law. Needing special attention, because defenceless. Could become cannon fodders, and could be recruited for vengeance.

b) This requires empathy
c) Officer safety is paramount because of the possibility of contagious disease. Use of gloves is recommended
d) Don't get personal, as to not to suffer PTSD
e) Apply empathy, understanding, patience, perseverance, adaptability, high frustration tolerance(threshold)
f) Understand that opportunity makes the thief, and the absence of a guardian would expose the displaced persons to danger
g) Adopt multi agency (sectoral)collaboration approach...NEMA, SEMA, GOVT, CJTF, and camp administrators and others...(each of whom is potential abuser and exploiter), taking nothing for granted,
h) Watch early warning signs
i) Police with the people, not for the people. This inclusiveness prevents a feeling of marginalization (be inclusive not paternalistic)
j) Use the PLAN principle (Proportionality, legality, accountability, necessity) in attending/responding to riots.

Conclusion: Gender based violence is a recurring decimal in the treatment of women by men. It happens to many women irrespective of rank and status. It is a violation of human rights, and the Police have a mandate to protect women from such abuses. There are many cases of such gross abuses in the environment of displaced persons, owing to their vulnerability. It lies with the Police assigned to those areas to adopt international best practices in protecting the IDPs, particularly women and girls from predators.
PROTECTION OF WOMEN IN EMERGENCY AND CONFLICT SITUATIONS
Handout 1:

Mini Lecture on Sex and Gender

Sex refers to the biological differences between women and men; boys and girls as determined by nature. It is God-given, universal and non-changeable. The factors that determine our assigned sex begin as early as fertilization.

- Each sperm has either an X or a Y chromosome in it. All eggs have an X chromosome.
- When sperm fertilizes an egg, its X or Y chromosome combines with the X chromosome of the egg.
- A person with XX chromosomes usually has female sex and reproductive organs, and is therefore usually assigned biologically female.
- A person with XY chromosomes usually has male sex and reproductive organs, and is therefore usually assigned biologically male.

Gender: refers to what a society believes about the appropriate roles, duties, rights, responsibilities, accepted behaviors, opportunities and status of women and men in relation to one another, i.e. to what is considered “masculine” and “feminine” in a given time and place. In simple words, people are born female or male but learn to be girls and boys who grow into women and men and how they should relate to other people. This learned behavior is what makes up gender identity and determines gender roles.

Thus, gender refers to the following: Socially constructed roles; Socially learned behaviors; Expectations associated with being male or female.

Differences between Sex and Gender:

<table>
<thead>
<tr>
<th>Sex</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological: we are born with it</td>
<td>Socially/culturally constructed -we learn it</td>
</tr>
<tr>
<td>Universal: same all over the world</td>
<td>Regional differences</td>
</tr>
<tr>
<td>Does not change over time</td>
<td>Can change over time</td>
</tr>
<tr>
<td>Physical</td>
<td>Men’s and women’s roles</td>
</tr>
<tr>
<td>Hormonal</td>
<td>Male &amp; female relationship</td>
</tr>
<tr>
<td>Expectations of men and women</td>
<td>Characteristics of gender:</td>
</tr>
</tbody>
</table>

Some examples of sex characteristics:

1. Women can menstruate while men cannot
2. Men have testicles while women do not
3. Women have developed breasts that are usually capable of lactating, while men do not
4. Men generally have more

Characteristics of gender:

- Relational: It is relational because it refers not to women and men in isolation, but to the relationships between them and how these relationships are socially constructed.
- Hierarchical: because the differences established between women and men, far from being neutral, tend to attribute greater importance and value to the characteristics and activities associated with what is masculine and produce unequal power relationships.
- Dynamic: The roles and relations between women and men change over time, have changed over time, and thus have the potential to change to enable greater equality between women.
massive bones than women and men

- Context specific: there are variations in gender roles and gender relations depending on the context – ethnic groups, race, socio-economic groups, culture etc. Thus, a gender analysis needs to incorporate a perspective of diversity.
- Institutional: Gender is institutionally structured because it refers not only to the relations between women and men at the personal and private level, but to a social system of patriarchy that is supported by values, legislations, religion etc.

**Note:** It is easy to confuse sex and gender. Just remember that sex is about biology, anatomy, and chromosomes. Gender is society's set of expectations, standards, and characteristics about how men and women are supposed to act.

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**Handout 2:**

**Mini lecture: On sex roles and Gender roles and other gender concepts**

**Sex roles:**

A sex role is a function or role which a male or female assumes because of the basic physiological or anatomical differences between the sexes. It is a biologically determined role which can be performed by only one of the sexes, e.g., women give birth to children while men make women pregnant.

- Female Sex Role - child-bearing, lactation, gestation
- Male Sex Role - ovum fertilization, produces spermatozoa which determine child's sex.

These roles are not exchangeable because they are biologically determined

**Gender roles:** Gender roles are the particular economic, social roles and responsibilities considered appropriate for women and men in a given society. They vary among different societies and cultures, classes, ages and during different periods in history. They are created by a society and learned from one generation to the next. Because gender roles are socially learned, they can be changed to achieve equity and equality for women and men. Every society, ethnic group, and culture has gender role expectations, but they can be very different from group to group. They can also change in the same society over time. Gender roles are often unequal and hierarchical. Women generally do not have equal access to resources such as money, power and influence, relative to men. In most societies, what is defined as “masculine” is more highly valued than what is defined as “feminine”. This gives rise to gender inequalities.

**Handout 3:**

**Other Gender Concepts**

**Gender norms:** Gender norms (or rules) tell us what is appropriate for girls and for boys, women and men to do in our society. Girls and women suffer most of the negative impact of rigid gender norms and roles - they are more likely to experience restrictions of their freedom and mobility, they experience epidemic levels of violence
and harassment across the globe and have fewer opportunities to choose how to live their lives. But boys and men suffer too. Ideas about what it means to be a man force boys and men to behave in very limited ways which can harm them. Negative masculinities encouraged in boys serve to perpetuate the cycle of discrimination and inequality. Denying people the freedom to choose their path in life because of their gender prevents them from fulfilling their full potential.

**Sexual division of labour:** In all societies, either women or men typically undertake tasks and responsibilities. This allocation of activities on the basis of sex is known as the sexual division of labour and is learned and clearly understood by all members of a given society, as are the circumstances under which the typical practices can be varied, and the limitations of this variation.

**Gender division of labour:** It relates to the different types of work that men and women do as a consequence of their socialization and accepted patterns of work within a given context. The way work is divided between men and women according to their gender roles is usually referred to as the ‘gender division of labour’. This does not necessarily concern only paid employment, but more generally the work, tasks and responsibilities that are assigned to women and men in their daily lives.

**Gender Equality:** This refers to the equal treatment of women and men in laws and policies, and equal access to resources and services within families, communities and society at large. In other words, women and men should have the same opportunities to access and control socially valued goods, tools and resources, including, but not limited to, legal entitlements, education, health-care services, employment opportunities and civic participation. In order to achieve gender equality it is sometimes necessary to support groups of people with limited access to such goods, tools and resources. Usually these groups consist of women, as they have often been disadvantaged through the years.

*Gender equality is thus the absence of discrimination on the basis of a person’s sex in opportunities and allocation of resources or benefits or in access to services.*

**Gender inequality** is generated by society’s written and unwritten norms, rules, laws and shared understandings. It is pervasive across societies and is the most prevalent form of social inequality. It cuts across other forms of inequality such as class, caste, race and ethnicity.

**Gender Equity:** Equity differs from equality: while equality carries a notion of sameness, equity carries a notion of fairness. Is the process of being fair to women and men - fairness and justice in the distribution of benefits and responsibilities while recognising the specific conditions and characteristics of each individual or group. To ensure fairness, measures must often be available to compensate for historical and social disadvantages that prevent women and men from otherwise operating on a “level playing field.”

Both Gender equality & equity aim to ensure that women have fair share of the benefits of development, including equal treatment before the law, equal access to social services, including education, health, etc.

**Affirmative Action:** A policy or a program that seeks to redress past discrimination through active measures to ensure equal opportunity, as in education and employment;
“affirmative action” has been extremely controversial in Nigeria. It is a temporary special measure – the key word being temporary. That is how we can have a black man as the president of America. Federal Character, JAMB admission, etc. It is seriously needed to improve women’s political participation in Nigeria.

**Patriarchy:** This is a widespread system that accords men power and privileges and subordinates women. It is institutionalized in all the economic, political, social (marriage, education, family, religion) and cultural spheres of life. It legitimizes discrimination on the basis of sex and gender as a way of life that cannot be challenged. It accords men access and control of resource.

**Gender Relations:** Gender relations are the ways in which a culture or society defines rights, responsibilities, and the identities of men and women in relation to one another. It shows that unequal power relations between women and men (which ensure male dominance over women) are a common feature in many parts of the world. These relations are uneven as the male has more power in making far-reaching and binding decisions and creating inequality in terms of power, decision making, access to resources and benefits. Gender relations are concerned with how power is distributed between the sexes.

**Gender discrimination:** Gender discrimination is a difference in treatment of people based entirely on their being male or female rather than on the basis of their individual skills or capabilities. CEDAW defines it as “Any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field…” (CEDAW).

**Gender Stereotype:** A stereotype is a widely accepted judgment or bias about a person or group — even though it’s overly simplified and not always accurate. Stereotypes about gender can cause unequal and unfair treatment because of a person’s gender. This is called sexism. There are four basic kinds of gender stereotypes:

**Gender mainstreaming:** The Beijing Platform for Action defines gender mainstreaming as the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally from these, and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

**Gender awareness:** Gender awareness is an understanding that there are socially determined differences between women & men based on learned behavior, which affect their ability to access and control resources. It is the ability to identify problems arising from gender inequality and discrimination, even if these are not very evident on the surface, that is, they are not a part of the commonly accepted explanation of what and where the problem lie. It starts with an understanding of what gender is.
**Gender Sensitivity:** Gender sensitivity is being aware that women and men perform different roles and have different needs which must be planned for accordingly. Gender sensitive programming refers to programmes where gender norms, roles and inequalities have been considered and awareness of these issues has been raised, although appropriate actions may not necessarily have been taken.

**Gender responsiveness:** Gender responsiveness refers to programmes where gender norms, roles and inequalities have been considered, and measures have been taken to actively address them. Such programmes go beyond raising sensitivity and awareness and actually do something about gender inequalities. This is planning and implementing activities that meet identified gender issues/concerns that promote gender equality.

**Gender blind:** Gender blind is a conscious or unconscious way of doing or saying things without recognizing or considering differences in position, needs and feelings based on gender. Gender-blind policies, programmes or projects assume that people are a homogeneous group, performing the same roles at the same time, with equal powers and able to negotiate and make choices on a basis of equality.

**Gender balance:** Gender balance is an ideal situation where women and men, boys and girls live harmoniously enjoying equal opportunities and have mutual respect for each other.

**Gender transformation:** It describes a situation where women and men change their way of thinking from patriarchal towards a gender equality perspective.

**Gender Analysis:** This is the systematic examination of the roles, relations, opportunities, power and position between men and women. It will often involve the collection and use of quantitative and qualitative sex-disaggregated data which shows the different status, conditions, roles and responsibilities of women and men. Gender analysis also highlights gender gaps or gender disparities (if they exist) or a situation of gender parity.

**Masculinity:** *Masculinity* (also called manhood or manliness) is a set of attributes, behaviors, and roles associated with boys and men. As a social construct, it is distinct from the definition of the male biological sex. Standards of manliness or *masculinity* vary across different cultures and historical periods. It is the different notions of what it means to being a man, including ideals about men’s characteristics, roles and identities, which are constructed based on cultural, social and biological factors and change over time. When the concept of being a man promote dominant and violent behavior, it is negative but when it recognizes the rights of women and seeks to promote respect for the other sex and it is positive.

**Femininity:** *Femininity* (also called girlishness or womanliness) is a set of attributes, behaviors, and roles generally associated with girls and women. *Femininity* is socially constructed, but made up of both socially-defined and biologically-created factors. It is the different notions of what it means to being a man, including ideals about men’s characteristics, roles and identities, which are constructed based on cultural, social and biological factors and change over time.

**Women Empowerment:** Empowerment is about people, both men and women. Women’s empowerment means developing their ability to collectively and individually
take control over their own lives, identify their needs, set their own agendas and demand support from their communities and the state to see that their interests are responded to. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions that reinforce and perpetuate gender discrimination and inequality (UN-Women. 2001). Women’s empowerment requires the building of women’s self-confidence, the changing of laws to enable women to access their rights and the creation of new gender norms that allow women and men mutual dignity and respect. Empowerment is often described as the ability to make choices. However, empowerment also involves being able to determine what the choices themselves will be.

**Practical Needs of Women:** These are needs that correspond to their immediate, perceived necessities. For example, practical needs arise out of women’s responsibility for the health and well-being of their families. Providing good quality, easily accessible health-care services, and ensuring easy access to clean water would be considered as meeting women's practical needs.

**Strategic Needs of Women of Women:** These are those needs that are related to their position as subordinate to men in society. These needs relate to the gender division of labour, power and control, and include issues such as legal rights, violence, and women's control over their bodies. Therefore, programmes, policies or services that meet women's strategic interests go a step further than those that only respond to women's practical needs. In addition to meeting women's basic necessities, such programmes and services also seek to challenge and transform existing harmful gender roles and stereotypes and women's subordination to men.

**Gender Based Violence:** GBV is an umbrella term for any harmful act that is perpetuated against a person’s will, and that is based on socially ascribed (gender) differences between males and females. While men and boys can be victims of some types of GBV particularly sexual violence, GBV has greater impact on women and girls than on men and boys. GBV is a deeply rooted in gender inequality, and continues to be one of the most notable human rights violations within all societies. Both women and men experience gender-based violence but the majority of victims are women and girls. GBV undermines the health, dignity, security and autonomy of its victims, yet it remains shrouded in a culture of silence.

**Violence against Women and Girls:** Violence against women and girls is one of the most prevalent human rights violations in the world. It knows no social, economic or national boundaries. The United Nations defines violence against women as "any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life."

VAWG is the manifestation of the historically unequal power relations between men and women in private and public life. It is characterized by the use and abuse of power and control over women, and it is a form of discrimination that seriously violates and impairs the enjoyment by women and girls of all human rights and fundamental freedoms. It affects one of every three women in the world. VAWG includes physical, sexual, emotional and harmful traditional practice
Handout 4:

**Mini Lecture on** Definitions of armed conflicts, emergency and conflict situation, agencies involved in dealing with emergencies in Nigeria, managing emergencies, NEMA/SEMA

**Armed Conflicts:** An armed conflict is a contested incompatibility which concerns government and/or territory where there is use of armed force between two parties, of which at least one is the government of a state, resulting in at least 25 battle-related deaths/per year/incompatibility. It uses arms in order to promote the parties' general position in the conflict, resulting in deaths. Arms: any material means, e.g. manufactured weapons but also sticks, stones, fire, water, etc.). Armed conflicts are not gender neutral and in fact it is deeply discriminatory. Women and men are exposed to different forms of rights violations during armed conflicts; while both are exposed to violence, men are more likely to be targets of gun violence and women are mostly affected by GBV, displacement and social discrimination because of the unequal distribution of power in society between women and men. In fact, for women it is a continuum of violence that shatters women’s lives before, during and after conflicts. Women are not just victims of armed conflicts but they are also active participants as combatants even as evidenced in the Boko Haram insurgency.

**Emergencies:** An emergency situation is any situation that poses an immediate threat to a person's health, security, property, or environment. An incident, to be an emergency, conforms to one or more of the following: if it: Poses an immediate threat to life, health, property or environment; Has already caused loss of life, health detriments, property damage, or environmental damage; Has a high probability of escalating to cause immediate danger to life, health, property, or environment. Most emergencies require urgent intervention to prevent a worsening of the situation, although in some situations, mitigation may not be possible and agencies may only be able to offer palliative care for the aftermath.

**Humanitarian situations/crisis**

Around the world, armed conflicts and natural disasters are exacting a massive toll on the lives of millions of people giving rise to humanitarian crisis. Emergencies often escalate into full-fledged humanitarian situations if we do not respond to them in a timely and effective manner. Humanitarian crises can either be natural disasters, man-made disasters or complex emergencies. Examples of humanitarian crises include armed conflicts, epidemics, famine, natural disasters and other major emergencies. If such a crisis causes large movements of people it could also become a refugee crisis.

**Agencies involved in dealing with emergencies in Nigeria**

Most developed countries have a number of emergency services operating within them, whose purpose is to provide assistance in dealing with any emergency. They are often government operated, paid for from tax revenue as a public service, but in some cases, they may be private companies, responding to emergencies in return for payment, or they may be voluntary organisations, providing the assistance from funds raised from donations. Most developed countries operate three core emergency services: **Police** – handle mainly crime-related emergencies; **Fire** – handle fire-related emergencies and usually possess secondary rescue duties; **Medical** – handle medical-related emergencies.
In Nigeria, we also have the National Emergency Management Agency (NEMA) and State Emergency Management Agency (SEMA)

**State of Emergency**
In the event of a major incident, such as civil unrest or a major disaster, many governments maintain the right to declare a state of emergency which gives them extensive powers over the daily lives of their citizens, and may include temporary curtailment on certain civil rights, including the right to trial. For instance to discourage looting of an evacuated area, a shoot on sight policy, however unlikely to occur, may be publicized.

**Handout 5: Mini Lecture:**

**What are human rights? Classification of human rights**

**What are human Rights?**
Human rights are rights that accrue to a person as a result of being a human being. They are based on the idea that every person is equal and entitled to be treated with dignity and respect regardless of their race, gender, age, disability, colour, language, nationality, age, social or economic status, creed, religion or political belief. The concept of human rights refers to those basic things, conditions or entitlements that protect our ability to satisfy our most basic needs in dignity and respect. Among the rights guaranteed to all human beings are the:

<table>
<thead>
<tr>
<th>Rights</th>
<th>Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Right to life</td>
<td>➢ Freedom from torture and cruel, inhuman or degrading treatments or punishments</td>
</tr>
<tr>
<td>➢ Right to a name</td>
<td>➢ Freedom from arbitrary arrest or detention</td>
</tr>
<tr>
<td>➢ Right to a nationality</td>
<td>➢ Freedom from discrimination</td>
</tr>
<tr>
<td>➢ Right to adequate food, shelter, clothing and social security</td>
<td>➢ Freedom from arbitrary interference with privacy, family, home or correspondence</td>
</tr>
<tr>
<td>➢ Right to health</td>
<td>➢ Right to seek and enjoy asylum</td>
</tr>
<tr>
<td>➢ Right to education</td>
<td>➢ Freedom of thought, conscience and religion</td>
</tr>
<tr>
<td>➢ Right to property</td>
<td>➢ Right to vote and take part in government</td>
</tr>
<tr>
<td>➢ Right to equal protection of the law</td>
<td>➢ Right to work in just and favourable work conditions</td>
</tr>
<tr>
<td>➢ Right to fair a trial</td>
<td>➢ Right to participate in cultural life and right to development</td>
</tr>
<tr>
<td>➢ Freedom of thought, conscience and expression</td>
<td></td>
</tr>
<tr>
<td>➢ Freedom of association, assembly and movement</td>
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</tbody>
</table>

**Note:**
- Human rights are neither privileges nor gifts given at the whim of a ruler or a government. Human rights law obliges all persons (including governments and corporate bodies) to do some things and prevents them from doing others.
- Human rights also define our basic entitlements as human beings and allow us to know what is reasonable to expect from others and others from us. They also
provide a common set of principles against which violations may be defined, gauged and rectified.

- Right is not absolute, one’s right ends where the other person’s right starts.
- A society without rights, or with rights for only some people, is lacking in humanity and ripe for social strife, violence, revolution or war.

*In summary, human rights refer to an internationally agreed upon set of principles and norms contained in treaties, declarations and recommendations at the international, regional and national levels; governments have an obligation to respect, protect and fulfill human rights.*

### Classification of Human Rights

Human rights are generally classified into five major types:

- Civil and Political Rights (First generation rights)
- Economic, Social and Cultural Rights (ECOSOC Rights)
- Group and Solidarity Rights
- The Rights to Development
- The Right to Peace

### Handout 6:

**Mini Lecture: Characteristics of human rights, underlying principles and values of human rights**

**Characteristics of Human Rights**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human</td>
<td>Only human beings are entitled to human rights. Other legal entities (eg, businesses), animals or the environment are not entitled to human rights</td>
</tr>
<tr>
<td>Universal</td>
<td>They apply to all persons throughout the world</td>
</tr>
<tr>
<td>Fundamental</td>
<td>They are important basic rights and should be given special protection by law</td>
</tr>
<tr>
<td>Treat as equal</td>
<td>Human rights recognise that all humans are born free and equal in dignity and rights</td>
</tr>
<tr>
<td>Protect individuals from the state</td>
<td>States can’t take away these rights; they must respect, protect and fulfill human rights</td>
</tr>
<tr>
<td>Inalienable</td>
<td>They cannot be forfeited (given up), transferred or lost</td>
</tr>
<tr>
<td>Inter-relate &amp; inter-dependent</td>
<td>Human rights are linked and dependant on each other. The use and enjoyment of a human right is dependent on an individual having all other rights as well</td>
</tr>
<tr>
<td>Recognize the principle of humanity</td>
<td>Certain rights are absolute, for example, the rights to life, freedom from torture and freedom from slavery cannot be limited. Other human rights can only be limited in specific circumstances</td>
</tr>
</tbody>
</table>
Underlying Principles

<table>
<thead>
<tr>
<th>Principle</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equality</td>
<td>The equality concept expresses the notion of respect for the inherent dignity of all human beings. As specified in Article 1 of the Universal Declaration of Human Rights, it is the basis of human rights. “All human beings are born free and equal in dignity and rights”.</td>
</tr>
<tr>
<td>Human Dignity</td>
<td>The principles of human rights are founded on the notion that each individual, regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class, deserves to be honored or esteemed.</td>
</tr>
<tr>
<td>Non discrimination</td>
<td>Non-discrimination is integral to the concept of equality. It ensures that no one is denied the protection of their human rights based on some external factors: race, color, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status.</td>
</tr>
<tr>
<td>Indivisibility</td>
<td>Human rights should be addressed as an indivisible body, including civil, political, economic, cultural and collective rights.</td>
</tr>
<tr>
<td>Inalienability</td>
<td>The rights that an individual has cannot be taken away, surrendered or transferred.</td>
</tr>
<tr>
<td>Interdependence</td>
<td>Human rights concerns appear in all spheres of life, home, school, workplace, courts, and markets, everywhere! Human rights violations are interconnected; loss of one right detracts from other rights. Similarly, promotion of human rights in one area supports other human rights.</td>
</tr>
</tbody>
</table>

Responsibility of Various Entities

<table>
<thead>
<tr>
<th>Entities</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>Human rights are not gifts bestowed at the pleasure of governments. Nor should governments withhold them or apply them to some people but not to others. When they do so, they must be held accountable.</td>
</tr>
<tr>
<td>Individual</td>
<td>Every individual has a responsibility to teach human rights, to respect human rights and to challenge institutions and individuals that abuse them.</td>
</tr>
<tr>
<td>Others</td>
<td>Every organ of society, including corporations, non governmental organizations, foundations and educational institutions, also share responsibility for the promotion and protection of human rights.</td>
</tr>
</tbody>
</table>

Handout 7:

Mini Lecture: Human Rights and Responsibilities

In order for a society to function fairly, rights are usually balanced by duties and responsibilities. A right can be seen as a claim or advantage of one person which is matched by a duty to another.

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The right to life &amp; liberty</td>
<td>The duty to respect the life and liberty of others</td>
</tr>
<tr>
<td>The right to freedom of speech</td>
<td>The duty to avoid hurtful, insulting and discriminatory comments that undermine the human rights of others</td>
</tr>
<tr>
<td>The right to a home and food and shelter</td>
<td>The duty to care for one’s home and assist those less fortunate</td>
</tr>
<tr>
<td>The right to own property and possessions</td>
<td>The duty to protect and respect the possessions of others</td>
</tr>
<tr>
<td>The right to direct the affairs of the citizenship</td>
<td>The duty to protect human rights through laws and the</td>
</tr>
</tbody>
</table>
Handout 8:

Mini lecture on why the great concern for and the emphasis on the rights of women and the girl

Traditional prejudices, social, economic and political factors have combined to put women at disadvantaged position, relegating women to “special status” within the human rights consideration. The UN recognized these inequalities in the very early years of its existence (5 years after the UDHR) on the need to focus on women who have suffered particular discrimination on grounds of sex and gender and established the UN Commission on the Status of Women in 1953 which adopted the first specific convention in 1953. This convention established that women shall be: Entitled to vote in all elections; Eligible for elections to all publicly elected bodies and Entitled to hold public office and to exercise all public functions on “equal terms with men, without any discrimination”. Since then, women have had to articulate their interests, and fight for the recognition and inclusion of their rights as an integral part of human rights. The outcomes of these struggles are the various international, regional and national instruments for the recognition and protection of women’s rights that that have been signed and ratified by various countries including Nigeria.

Handout 9:

Mini Lecture on Instruments and Frameworks on Women’s Rights

International Instruments:
1. United Nations Universal Declaration on Human Rights
5. Sustainable Development Goals (2015)(Goal 5)

Regional Instruments
1. African Charter on Human and People’s Rights
2. Protocol to the African Charter on Human and People’s Rights on the rights of women
3. AU Solemn Declaration for Gender Equality

National Instruments
1. Constitutional Provisions for the Fundamental Rights of Women
2. The Child Right Act 2003
3. The National Gender Policy
4. The National Action Plan on UNSCR 1325 and related resolutions 1 and 2
5. State Action Plans on UNSCR 1325 and related resolutions
6. The Violence Against Persons Prohibition Act 2015
Handout 10:

Mini Lecture: Impact of armed conflicts on women and girls using the Boko Haram Crisis for Emphasis

Women worldwide bear the brunt of war and conflicts, together with children making up about 80% of those displaced during such crises: Loss of life; Widowhood and childlessness; Abduction; Sexual violence (rape, sexual slavery, forced marriage). Rape and other sexual violence are common and often in war to shame and humiliate the enemy, as a reward to the conquering side and as a means to spread terror and to weaken morale. According to General Patrick Cammeert (2008) “It is now more dangerous to be a woman than to be a soldier in modern conflicts”; Internal and external displacements; Extrajudicial killing especially of males leading to female headed households; Loss of property and livelihoods; Disruption of safety networks

Handout 11:

Mini Lecture: Concept of protection, Protection issues in Emergency and Conflict situations using the Boko Haram Crisis for Emphasis

**Concept of Protection:** Disasters, crises and conflicts have a disproportionate effect on women. They increase the likelihood of women's human rights violations due to increased vulnerability. They often exclude women from decision making and deny them access to resources. Protection in emergencies refers to all efforts to prevent and respond to abuse, neglect, exploitation, and violence against children in the aftermath of a disaster. ... They demand immediate and urgent action, especially during the first few hours of a disaster. Protection is frequently a major concern in all humanitarian crises—situations of conflict and violence, as well as natural disasters. An effective humanitarian response to such situations must be informed by an analysis of the threats and risks that people face. Appropriate steps should be taken to minimize those threats and risks, and ensure full respect of the rights of all people affected by disaster or armed conflict. Humanitarian actors must ensure that their activities do not lead to or perpetuate discrimination, abuse, neglect and violence. The way relief is delivered is also important. For example, food distribution points must not be set up in areas where women are vulnerable to attack.

**Protection Issues in Emergency and Conflict Situations:**
Women are a very vulnerable group. In emergencies, so many factors increase their vulnerability - displacement, loss of homes, possessions and livelihoods, breakdown of community safety nets, loss of husbands, female heading households are all factors that increase vulnerability of women in emergencies. Also the lack of safety and security, and reliance on humanitarian assistance also means they become exposed to violence, exploitation, abuse and other injustices. In general, weakened protection services, including security, justice, and social services in an emergency can result in an environment rife with violations against women.
Handout 12:

Mini Lectures on the International Instruments for the protection of girls in emergency and conflict situations

Universal Declaration on Human Rights:
It stipulates inter alia the following:

- All human beings are born free and equal in dignity and rights
- No one shall be held in slavery or servitude
- No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment
- All are equal before the law and are entitled without any discrimination to equal protection by the law
- Marriage should only be entered into only with the free and full consent of the intending spouses
- Everyone has a right to own property alone as well as in association with others
- Everyone has a right to take part in the government of his/her country, directly or through freely chosen representatives
- Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection
- Everyone has a right to education

Convention on the elimination of all forms of Discrimination against women (1979)
The UNGASS adopted in 1979 the CEDAW (known as the Women’s Bill of Rights). CEDAW is the most comprehensive and detailed international agreement in the history of women’s rights. The Convention incorporates all gender provisions from several documents into one definitive international legal instrument. CEDAW also goes one step beyond earlier human rights conventions by exposing the specific inequalities that plague women’s lives. The power of CEDAW stems primarily from the fact that it defines discrimination against women for the first time. This means that the Convention finally confronts the pervasive and systemic nature of violations committed against women. CEDAW recognizes that the causes of women’s inequality appear in multiple and indivisible spheres. Even more, it recognizes for the first time that the violations against women do not only occur in the political and legal realm, but are also often entrenched in religion, culture and tradition.
CEDAW defines discrimination against women as “any distinction, exclusion or restriction made on the basis of sex that affect women’s enjoyment of political, economic, social, cultural, civil or any other rights, irrespective of marital status, on equal basis with men”.

International human rights law
is the body of international law designed to promote human rights on social, regional, and domestic levels. As a form of international law, international human rights law are primarily made up of treaties, agreements between sovereign states intended to have binding legal effect between the parties that have agreed to them. The first is the International Bill of Human Rights (comprising the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights); other treaties have been adopted at the international level. These are generally known as human rights instruments. Some of the most significant include the following: the

According to IHL, respect for human rights requires the establishment of the rule of law at the national and international levels. International human rights law lays down obligations which States are bound to respect.

International humanitarian law
This is a set of rules which seek, for humanitarian reasons, to limit the effects of armed conflict. It protects persons who are not or are no longer participating in the hostilities and restricts the means and methods of warfare available to combatants.

Convention on the Rights of the child
The UN Convention on the Rights of the Child (commonly abbreviated as the CRC or UNCRC) is a human rights treaty which sets out the civil, political, economic, social, health and cultural rights of children. The Convention defines a child as any human being under the age of eighteen, unless the age of majority is attained earlier under national legislation. The Convention defends every child’s rights to survival, education, nurturing and protection from violence and abuse: Every child has the inherent right to life, and State Parties shall ensure, to the maximum, child survival and development; States shall ensure that each child enjoys full rights without discrimination or distinction of any kind; Children should not be separated from their parents, unless by competent authorities for their well being; Parents have the primary responsibility for a child’s upbringing, but States shall provide them with appropriate assistance and develop childcare institutions; The child is entitled to the highest attainable standard of health. States shall ensure that health care is provided to all children, placing emphasis on preventive measures, health education and reduction of infant mortality; Appropriate legislation, administrative, social and educational measures to be taken by State Parties to protect the child from all forms of physical or mental violence, injury or abuse, rejection or negligent treatment or exploitation, including sexual abuse; Primary education shall be free and compulsory; discipline in schools should respect the child’s dignity. Education should prepare the child for life in a spirit of understanding, peace and tolerance; Children shall have time to rest and play and equal opportunities for cultural and artistic activities; States shall protect the child from economic exploitation and work that may interfere with education or be harmful to health and well-being; All efforts shall be made to eliminate the abduction and trafficking of children; No child under 15 years should take any part in hostilities; children exposed to armed conflicts shall receive special protection
Nigeria is a signatory to the Child Right Convention. In 2003, the Child Right Act was passed by the National Assembly. Since then, 24 states have domesticated the Act but Borno state is not one of them.
Declaration on the elimination of violence against women

The Declaration on the Elimination of Violence Against Women was adopted without vote by the UNGASS in its resolution 48/104 of 20 December 1993. Contained within it is the recognition of "the urgent need for the universal application to women of the rights and principles with regard to equality, security, liberty, integrity and dignity of all human beings. The resolution is complementary to, and a strengthening of, the work of CEDAW and Vienna Declaration and Programme of Action. As a consequence of the resolution, in 1999, the General Assembly, designated 25 November as the International Day for the Elimination of Violence against Women.

UNSCR 1325 and related resolutions on Women, Peace and Security

The Security Council adopted resolution (S/RES/1325) on women and peace and security on 31 October 2000. The resolution reaffirms the important role of women in the prevention and resolution of conflicts, peace negotiations, peace-building, peacekeeping, humanitarian response and in post-conflict reconstruction and stresses the importance of their equal participation and full involvement in all efforts for the maintenance and promotion of peace and security. Resolution 1325 urges all actors to increase the participation of women and incorporate gender perspectives in all United Nations peace and security efforts. It also calls on all parties to conflict to take special measures to protect women and girls from gender-based violence, particularly rape and other forms of sexual abuse, in situations of armed conflict. The resolution provides a number of important operational mandates, with implications for Member States and the entities of the United Nations system.

UNSCR 1820 (2008)

UNSCR 1820 was unanimously adopted on 19 June 2008. It condemns the use of sexual violence as a tool of war, and declares that “rape and other forms of sexual violence can constitute war crimes, crimes against humanity or a constitutive act with respect to genocide”. The adoption of the resolution marked the first time that the UN explicitly linked sexual violence as a tactic of war with WPS security issues. Security Council Resolution 1820 reinforces UNSCR 1325 and highlights that sexual violence in conflict constitutes a war crime and demands parties to armed conflict to immediately take appropriate measures to protect civilians from sexual violence, including training troops and enforcing disciplinary measures.

UNSCR 1888 (2009)

UNSCR 1888 was unanimously adopted on 30 September 2009. It was introduced by United States Secretary of State Hillary Clinton, who also presided over the session. The resolution established the UN Special Representative on Sexual Violence in Conflict. The SCR specifically mandates peacekeeping missions to protect women and children from rampant sexual violence during armed conflict, and requested the Secretary-General to appoint a special representative to coordinate a range of mechanisms to fight the crimes. The resolution called on the Secretary-General to rapidly deploy a team of experts to situations of particular concern in terms of sexual violence, to work with UN personnel on the ground and national Governments on strengthening the rule of law.
Other provisions of the text included the strengthening of monitoring and reporting on sexual violence, the retraining of peacekeepers, national forces and police, and calls to boost the participation of women in peacebuilding and other post-conflict processes.

**UNSCR 1889 (2009)**
Specifically, SCR 1889 is focused on post-conflict peacebuilding, and on women’s participation in all stages of peace processes and in particular calls for the development of indicators to measure the implementation of SCR 1325 both within the UN system, and by Member States. It also called on all those involved in the planning for disarmament, demobilization and integration programmes, in particular, to take into account the needs of women and girls associated with armed groups, as well as the needs of their children.

**UNSCR 1960**
UNSCR 1960 was adopted in 2010 in recognition that sexual violence during armed conflict remains systematic, rampant and widespread. This resolution creates institutional tools and teeth to combat impunity and outlines specific steps needed for both prevention of and protection from sexual violence in conflict; has a naming and shaming listing mechanism mandated in the resolution is a step forward in bringing justice for victims and a recognition that sexual violence is a serious violation of human rights and international law.

**UNSCR 2106 – Preventing Sexual Violence in Conflicts**
On 24 June 2013, the UN Security Council adopted a resolution for preventing sexual violence in conflict, sending a strong signal to perpetrators of sexual violence in conflict that their crimes will not be tolerated, strengthening all efforts to end impunity for a scourge that affects not only large numbers of women and girls but also men and boys. First, the resolution recognizes that men and boys, as well as women and girls, are subjected to SGBV in conflict. Recognition that SGBV also affects men and boys is vital, particularly if male survivors are to receive adequate support, which is so often lacking. The resolution emphasised the importance of addressing SGBV in security sector reform processes, including the recruitment of more women into the security sector and vetting all new recruits to exclude those who have perpetrated or been responsible for acts of sexual violence in the past. UNSCR 2106 acknowledges the role that “civil society organisations, including women’s organisations, and networks can play in enhancing community-level protection against sexual violence in armed conflict and post-conflict situations”.

**UNSCR 2242**
On 13th October 2015, in recognition of the role that women can play in countering violent extremism, the UNSC passed UNSCR 2242. The resolution recommends that civil societies, who have led the advocacy for women’s inclusion in peace and security, must again take the lead in lobbying for women’s inclusion in countering violent extremism. This inclusion of gender perspectives in CVE can take various forms, including the following: Recognizing the increasing role of women not just as victims, but also as key actors and perpetrators of terrorism and violent extremism; The indigenous local efforts of women within local communities and how these can be incorporated into CVE responses; A more coordinated regional response on peace and security issues to ensure that the contextual nuances are not lost in the design of adequate responses.
UNSCR 2272: Holding UN Peacekeepers Accountable
In March 2016, the United Nations Security Council adopted Resolution 2272—aimed at preventing sexual exploitation and abuse (SEA) by those under UN mandate. The development and eventual adoption of this resolution was in response to focused media attention on several allegations made against peacekeepers in the UN’s peace operation in the Central African Republic, as well as evidence that those accused largely enjoy immunity, facing little if any punitive action.

UNSCR 2349 – On terrorist attacks, other violations in Lake Chad Basin Region (2017)
The SC unanimously adopted Resolution 2349 to address Boko Haram’s presence in the Lake Chad Basin expressing concern about the protection needs of civilians affected by terrorism, including those resulting from sexual exploitation and abuse, extra-judicial killings and torture. Unanimously adopting resolution 2349 (2017), the Council strongly condemned all terrorist attacks, violations of international humanitarian law and human rights abuses by Boko Haram and Islamic State in Iraq and the Levant (ISIL/Da’esh) in the region, including killings, abductions, child, early and forced marriage, rape, sexual slavery and the increasing use of girls as suicide bombers. Those responsible must be held to account and brought to justice. On the humanitarian front, the Council urged all parties to the conflict to ensure respect for and protection of humanitarian personnel, and to facilitate safe, timely and unhindered access for humanitarian organizations to deliver aid.

UNSCR 2467: Conflict related sexual Violence (29 April 2019)
UN Security Council Resolution 2467 (2019) strengthens justice and accountability and calls for a survivor-centered approach in the prevention and response to conflict-related sexual violence on conflict-related sexual violence. The resolution represents a powerful new instrument in our fight to eradicate this heinous crime, significantly strengthening prevention through justice and accountability and affirming, for the first time, that a survivor-centred approach must guide every aspect of the response of affected countries and the international community. Resolution 2467 emphasizes the responsibility that we bear to care for survivors of these heinous crimes. It re-enforces and works in tandem with the previous resolutions of the Security Council, including resolution 2106 (2013) that calls for comprehensive health care, including the essential reproductive health services that are the right of the thousands of victims who are brutally raped by armed forces and groups in conflicts all around the world. Resolution 2467 also calls for a more holistic understanding of justice and accountability which includes the provision of reparations for survivors as well as livelihood support to enable them to rebuild their lives and support their families, including the children born of sexual violence in conflict who are also stigmatized and suffer in silence and shame, often stateless, and acutely vulnerable to recruitment and radicalization by armed groups. It recognizes the necessity, in all our prevention and response efforts, support to a broad range of civil society actors who are on the frontlines of conflicts. The resolution also acknowledges structural gender inequality and discrimination that are the root causes of sexual violence, affirming the necessity of the participation and empowerment of women as the only viable route to sustainable peace and security.
**Beijing Declaration and Platform for Action**

The Beijing Declaration and Platform for Action came at the end of the Fourth World Conference. After two weeks of political debate and mounting of pressure by activists, networking, lobbying and training, the Beijing declaration and Platform for Action was produced for advancing women’s rights. The Platform for Action made comprehensive commitments under 12 critical areas of concern: Women and the environment; Women in power and decision-making; The girl child; Women and the economy; Women and poverty; Violence against women; Human rights of women; Education and training of women; Institutional mechanisms for the advancement of women; Women and health; Women and the media; Women and armed conflict.

**Sustainable Development Goals, especially SDG 5 and 16**

The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate, environmental degradation, prosperity, and peace and justice. The Goals interconnect and in order to leave no one behind, it is important that we achieve each Goal and target by 2030. There are 17 goals: Goal 1: No Poverty; Goal 2: Zero hunger; Goal 3: Good health and Well being; Goal 4: Quality Education; Goal 5: Gender Equality; Goal 6: Clean Water and Sanitation; Goal 7: Affordable and Clean Energy; Goal 8: Decent Work and Economic Growth; Goal 9: Industry, Renovation and Infrastructure; Goal 10: Reduced Inequalities; Goal 11: Sustainable Cities and Communities; Goal 12: Responsible Production and Consumption; Goal 13: Climate Action; Goal 14: Life Below Water; Goal 15: Life On Land; Goal 16: Peace, Justice and Strong Institutions; Goal 17: Partnership for the Goals.

**Handout 13:**

**Mini Lecture on Regional Instruments**

**African Charter on Human and Peoples Rights**

This is an African Union instrument adopted on 26th June 1981 and came into force on 21 October 1986. It guarantees the human rights of all peoples and established the African Commission on Human and Peoples’ Rights, with the responsibility of ensuring the protection of human and peoples’ rights under conditions laid down by the Charter. The Charter recognizes the importance of women’s rights and provides for non discrimination on the basis of sex as well as protection of the rights of women on the basis of equality and non discrimination. The ACHPR has become part of our domestic laws.

**Protocol to the African Charter on Human and People’s Rights on the Rights of Women**

The AU in order to ensure that the rights of women in Africa are promoted, realized and protected (in order to enable them to enjoy fully all their human rights) in 2003 adopted the Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa in Maputo, Mozambique. It is an additional Protocol to the African...
Charter on Human and Peoples’ Rights (ACHPR) which marked a milestone in the protection and promotion of women’s rights in Africa, creating new rights for women in terms of international standards. This Protocol was groundbreaking in that:

- For the first time in international law, explicitly sets forth the reproductive right of women to medical abortion when pregnancy results from rape or incest or when the continuation of pregnancy endangers the health or life of the mother.
- It explicitly calls for the legal prohibition of female genital mutilation, and prohibits the abuse of women in advertising and pornography.
- It also sets forth a broad range of economic and social welfare rights for women. The rights of particularly vulnerable groups of women, including widows, elderly women, disabled women and “women in distress,” which includes poor women, women from marginalized populations groups and pregnant or nursing women in detention are specifically recognized.

**AU Solemn Declaration for Gender Equality**

In 2004, at the Third Ordinary Session of the AU General Assembly in Addis Ababa, Ethiopia, the Heads of State and Governments of Member States of the African Union adopted a Solemn Declaration on Gender Equality in Africa. The declaration provides a regional framework which will accelerate the implementation of gender specific socio economic legal and regulatory actions aimed at effectively implementing actions on sector issues such as Health- High incidence of Maternal Mortality and Morbidity, Tuberculosis, Malaria and HIV/AIDS, Human and Women’s Rights, Violence against Women including Rape and Sexual Abuse, Trafficking and abduction of women and girls, Women’s Representation in Decision Making including peace negotiation, poverty reduction etc.

**Agenda 2063 (2013) – the Africa we want**

The AU adopted AUC Res 283 (2014) - Agenda 2063 – the Africa we want in 2013, The agenda **condemns and prevents** violence against women and children in conflict and post-conflict situations, and ensure that survivors receive adequate support, affordable and accessible health-care services, including sexual and reproductive health; **Adopts** legislative, administrative, social and other measures to prevent and eradicate all forms of violence against women and children in conflict situations; will **Conduct** independent and effective investigations into all crimes of sexual and gender-based violence, and prosecute and punish perpetrators to end impunity; and **Provide** adequate training on investigating and prosecuting crimes of sexual and gender-based violence to personnel in the criminal justice system (police, forensic examiners, prosecutors, lawyers, judges);

**Handout 14:**

**National Instruments**

1. **Constitutional Provisions for the Fundamental Rights of Women**

2. **Child Rights Act 2003**

Nigeria is a signatory to the Child Right Convention. In 2003, the Child Right Act was passed by the National Assembly. Since then, 24 states has domesticated the Act but Borno state is not one of them.

3. **The National Gender Policy:**
The National Gender Policy replaced the National Policy on Women in 2006. The goal of the National Gender Policy is to “build a just society devoid of discrimination, harness the full potentials of all social groups regardless of sex or circumstance, promote the enjoyment of fundamental human rights and protect the health, social, economic and political well being of all citizens in order to achieve equitable rapid economic growth; evolve an evidence based planning and governance system where human, social, financial and technological resources are efficiently and effectively deployed for sustainable development. The Policy on Women provided for Affirmative action of proportionate ratio or 35% representation. The NGP is aligned with relevant regional and international protocols and instruments such as the Beijing Platform for Action (BPfA), AU Solemn Declaration for Gender Equality, Protocol to the African Charter on the Rights of Women in Africa, CEDAW, International Conference on Population Development Plan of Action (ICPD PoA), the Millennium Development Goals (MDGs), etc.

The Violence Against persons (prohibition) Act (VAPP) was passed into law in May, 2015. The Act was a result of agitations for protection of persons against the different forms of violence. Violence, both at the home front and the larger society, is fast becoming a trend in the recent day Nigeria. It was the need to protect citizens from violence such as these that led to the enactment of the VAPP Act, 2015. The VAPP Act is an improvement on the penal and criminal code in relation to violence; it also makes provision for compensation to victims as well as the protection of their rights. The Act was passed into law in a bid to eliminate violence in private and public life; prohibit all forms of violence, including physical, sexual, psychological, domestic, harmful traditional practices; discrimination against persons and to provide maximum protection and effective remedies for victims and punishment of offenders. The content of the Act is rich in its provisions as it covers most of the prevalent forms of violence in Nigeria today ranging from physical violence; psychological violence; sexual violence; harmful traditional practices; and socio-economic violence. The National Agency for the Prohibition of Trafficking in Persons (NAPTIP) is named as the service provider.

5. Administration of Justice Act
The Administration of Criminal Justice Act has been described as the much awaited revolution in the criminal justice arena as the criminal justice system existing before the coming into force of this law has lost its capacity to respond quickly to the needs of the society, check the rising waves of crime, speedily bring criminals to book and protect the victims of crime. According to the former chief justice of Nigeria, Hon. Justice Mahmud Mohammed, he said: “The Administration of Criminal Justice Act (ACJA) is the culmination of a long held desire to improve upon the administration of criminal justice and to bring the rules and procedures of trial in Nigeria in line with global best practices and the needs of the twenty first century”. The Act was signed into law in May 2015. The Act brought about innovative enactments such as compensation of criminal victims, plea bargaining, abolition of arbitrary arrest among others.

The UNSC recognized that the national implementation of SCR 1325 and related resolutions is an important mechanism for furthering the women, peace and security agenda. In 2004 and 2005, the UNSC Presidential statements called to member states to implement the resolution 1325 including the development of NAPs or other national level strategies such as peace policies, gender policies or medium/long term development plans and has consistently recommended that member states accelerate
the development of both national and regional action plans for the implementation of UNSCR 1325. A NAP reflects the government’s commitment as well as accountability in ensuring the security of women and girls during armed conflicts and in enhancing their active and direct participation in conflict prevention and peacebuilding as well as post-conflict efforts. Worldwide 60 countries have developed their NAPs. Nigeria launched her first NAP in August 2013 with the following pillars: Prevention, Participation, Protection, Promotion & Prosecution. Her second NAP was launched in 2017 with also ZAP. 11 states have launched their SAPs - Borno, Delta, Rivers, Kano, Plateau, Gombe, Yobe, Adamawa, Bayelsa, Kogi and Kaduna. Two states have LAPs – Plateau and Gombe.

Handout 15:

The Police Gender Desk

The Nigeria Police Force in 2014 created gender unit across the country to prosecute anyone culpable of Sexual and Gender-Based Violence. The gender desk unit was set up due to the predominant rate of sexual and gender-based-violent crimes in the society and to bring justice closer to the door steps of Nigerians faced with such violence.

Handout 16: Mini Lectures:

On Protection activities – responsive action, remedial action, environment building

Protection Activities
Where people are at risk of or suffering from violence, coercion and deprivation of basic goods and services during a humanitarian crisis, humanitarian organizations seek to reduce their vulnerability by undertaking various actions:

Responsive actions: these aim to alleviate the immediate effects of violence and abuse, put a stop to it and prevent its recurrence.

Remedial actions: These ensure the provision of basic needs, restore dignity and ensure well-being and recovery through assistance and rehabilitation.

Environment-building action: This aims to create a social, cultural, institutional and legal environment conducive to the respect for rights
THE ROLE OF POLICE WOMEN IN INFORMATION GATHERING
The Role of Police Women in Information Gathering
Dr. Charlotte Lord-Mallam

Module 1 – Session 1(Training Process)

Felicitations/ Introduction

Definition of Terms

Information: Knowledge or facts learned or conveyed, especially about a certain subject or event usually conveyed or represented by a particular arrangement or sequence.

Disinformation can be false information that is being planted or true information that has been altered to create confusion or make an adversary draw incorrect assumptions. The importance of disinformation and deception is nothing new; this is one of the central parts of Sun Tzu’s “The Art of War”. In the Soviet Union this was known as Maskirovka; something that was utilised on all levels in order to cloak intentions and capability. Disinformation can often be particularly effective if used to reinforce the existing perception of an adversary.

Information gathering is the creative management and distribution of information. This refers to when you bring together available facts about an issue and further review the ways other organisations and communities have addressed it. The more information you have about the issue and the ways to approach it, the more likely you are to be able to devise an effective program or intervention on same.

Victim A person against whom an offence is committed.

Survivors A preferred term for a person who has lived through an incident of Gender-Based Violence

Perpetrator A person, group or institution that inflicts, supports or condones violence or other abuse against a person or groups of persons.

Suspect A person believed to be guilty of a specified offence or crime without proof.

First Point of Contact The first point of contact is defined as the Government of Sierra Leone service provider for example the MOHS, MSWGCA and other Agencies, the Sierra Leone Police/FSU, NGO/CBO service providers, parents/guardians teachers/ lecturers traditional, Religious, or other Community Leaders and any other person(s) to whom the victim first reports an incident of abuse.

Gender Based Violence: Gender-based Violence is an umbrella term for any harmful act that is perpetrated against a person’s will and that is based on socially ascribed (gender) differences between males and females. Acts of GBV violate a number of universal human rights protected by international instruments. The term “gender-based violence” highlights the gender dimension of these types of acts; in other words, the relationship between male and female. It reveals the females’ subordinate status in society and their increased
vulnerability to violence. It is important to note, however, that men and boys may also be victims of gender based violence, especially sexual violence. The nature and extent of specific types of GBV vary across cultures, countries, and regions.

**Victim or survivor?**

Individuals whose rights have been abused or violated are normally described as “victims” of human rights violations or crimes. For example, this is the terminology used in the UN Declaration of Basic Principles of Justice for Victims of Crime and Abuse of Power and it is also used in the practice of the Rome Statute of the International Criminal Court. Women human rights defenders tend to use the term “survivor” instead of “victim” as a way of reflecting the agency, resilience and courage of women and girls subjected to violence. For them, the term “victim” is seen as implying passivity and acceptance of the violation. However, sometimes, both terms are seen as appropriate - “survivor” celebrates the individual, but “victim” recognises the enormity of the system of gender-based discrimination that women and girls face.

The term “women” here should be read as also including girls under the age of 18. This practice is used in international human rights law, for example as in Article 3(f) of the Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence (the Istanbul Convention). Where there are specific standards relating to children under the age of 18, the terms “girl” and “adolescent girl” are used.

**Policing** is the activity carried out by Police officers in order to preserve law and order. This is primarily done by the Police Force but currently changing to include citizens of communities. It could also include maintaining the peace or keeping guard over an environment.

**Community Policing** is a philosophy that combines traditional aspects of law enforcement with prevention measures, problem-solving, community engagement, and community partnerships.

**The Police** are a constituted body of persons empowered by a state to enforce the law, to protect the lives, liberty and possessions of citizens, and to prevent crime and civil disorder. Their powers include the power of arrest and the legitimised use of force. The term is most commonly associated with the police forces of a sovereign state that are authorized to exercise the police power of that state within a defined legal or territorial area of responsibility.
Session 2: Group Activity

Objective of Gender training on Information Gathering
To attempt to change perceptions, attitudes and behaviours that have been acquired over a very long period of time in a variety of cultural contexts. The modules are designed to initiate discussion and provide a context for staff to develop future planning in the area of gender mainstreaming. As such, it is not seen as an end in itself, but as a part of a process in a larger context of gender mainstreaming.

Why Gather Information
In planning an intervention or program to address a community issue as is with the vulnerable in conflict and emergency situation in the North East, you probably know quite a bit about that issue already. You may have dealt with it perhaps, in a variety of ways and you have good ideas about what kind of program would work. Gathering information beforehand and putting together what you have learned could be the most important things you do to make your program effective. Here are the reasons why:

- **It will help you avoid reinventing the wheel.** A lot of different organisations have likely approached this issue before you. Some might have been successful and some might not have, but all of them have probably learned something that would be useful to you in the process. You do not have to make the same mistakes someone else did if you know about them, and you don’t have to make up something from scratch that may or may not work, when you have a model that has worked.

It is certainly not a bad thing if you have some of the same good ideas that others have had, but it helps to know that they are good ideas. And there’s a chance that you might have some of the same bad ideas others have had, in which case it helps even more to know that they’re bad ideas. It will save you a huge amount of trouble, and perhaps be the difference between creating a program that does its job well and one that fails miserably and disappears.

- **It will help you to gain a deep understanding of the issue so that you can address it properly.** The first step in figuring out how to deal with an issue is to know what you are dealing with. The better you understand it; its causes, how it occurs, how people react when they are affected by it, what its consequences are for individuals and the community, and who can influence it – the more likely it is that you will be able to determine how to approach it.

- **You need all the tools possible to create the best program you can.** Foremost among the tools you need to plan and implement a program or intervention are information, information, and information. Just as with the issue itself, the more you know about what works for whom, how to make things happen, and how to establish or eliminate certain conditions, the more likely that you’ll be able to plan a successful program that addresses all aspects of the issue and leaves nothing to chance. Various kinds of professional and interpersonal skills may help you implement a program, but if what you’re implementing isn’t effective, it doesn’t matter how skillfully you carry it out.

- **It is likely that most solutions are not one size fits all.** The more information you gather, the greater the variety of approaches, methods, and frameworks you’ll
have to choose from. Putting together the right combination will help you to successfully address the particular needs of your community and population.

- **It can help you to be culturally sensitive.** Not only can you learn more about the culture(s) of the people you’re working with, but you can probably find a number of approaches that have worked with the cultural group you hope will benefit. Perhaps even more important, you can learn to avoid costly mistakes that may take a lot of time and effort – or be impossible – to repair.

- **Knowing what has been done in a variety of other circumstances and understanding the issue from a number of different viewpoints may give you new insights and new ideas for your program.** As we discussed at the beginning of this section, new ideas seldom spring from nowhere. They are stimulated by your own experience and the ideas and experience - good and bad, positive and negative - of others. Look to the experience of other fields, communities, and countries. The more different ideas you are exposed to, and the more ways you can put them together, the greater chance there is that you will come up with something new that is more effective.

**Module 2: Training Objective**

**Decide what Information you need**

Not surprisingly, the first step in gathering information is determining what information to gather. There are a number of areas to explore:

- **Details about the issue:** These might include its immediate and root causes; its general effects on individuals and communities; its consequences; its development through different stages; its history; and the history of attempts to address it.

- **How the issue has been dealt with elsewhere:** Best practices or approaches for which there is an evidence base; other approaches that have been at least partially effective; and what hasn’t worked, which may give you at least as much important information as what has.

- **People who can help:** This category encompasses experts in the field and people or organizations that have run or been involved in successful attempts to address the issue.

- **Who is affected locally, and how:** This really comprises two questions: a) What population groups – geographical, ethnic, cultural, racial, class, etc. – are particularly affected by this issue? and b) What other groups are affected, but less visibly? These might include those who work with the first group(s) in the community (teachers, for example, or social workers), those who depend on them, and those on whom they depend.

- **The importance of the issue to the community.** Again, this implies a double question:
  - How important does the community perceive the issue to be? and
  - How much and in what ways does the issue actually affect the community as a whole?

- **Community needs related to the issue:** What has to be added to or removed from the community in order to improve the situation? What kinds of approaches will the community respond to or reject?
Other context information: Community history, relationships among groups and individuals that might be relevant to your work, community culture, etc.

Who, if anyone, has some influence or control over changing the situation: Public officials and other policymakers are often in this position. Business leaders, landlords, government enforcement agencies, schools, employers, hospitals and health personnel, and members of the affected group itself might also be in the position to change the situation (by learning new skills or changing practices).

Determine your likely information Sources

As mentioned above, these encompass existing (i.e., published) sources and natural (i.e., experiential) examples. Published sources can be divided into scholarly, mass-market, and statistical, each of which can provide different information and a different perspective on the issue and attempts to address it. Depending on what you decide you are looking for, you might use all or any combination of these sources. **The single largest storehouse of information available is the Internet

Existing/Scholarly sources might include:

- Academic and some professional journals
- Books written for the academic market
- Doctoral dissertations - these are accessible to researchers through university libraries and some Internet sources
- Papers and reports delivered at academic and professional conferences - these are often available online, either on the authors’ websites or in e-published conference proceedings
- Occasional articles in respected mass-market scientific magazines, such as Nature or Scientific American
- Newspaper archives
- Direct contact with academics and other researchers who’ve done work on the issue you’re interested in, or who have conducted studies of attempts to deal with it
- Internet listservs and news groups relating to the issue or the field in question

Where to find statistical and demographic information:

- Census data - available on the web and at many libraries
- Community reports, such as community report cards, self-studies, and needs assessments, all of which should be obtainable through the appropriate municipal offices, and sometimes on the web as well
- Organizational and agency data, usually a matter of public record if the agency is public or publicly funded

The use of information gathered from Human Sources varies between different actors like police, military, intelligence agencies, diplomats and businesses. Sometimes human source are treated in a way that is not in the best interest of the source. This can be the case for police informers and other more extreme cases like the massive killings in the Soviet Union in the 1930s. Torture and other cruel treatments have been used in totalitarian regimes as a way to collect information but similar methods have also been
employed by more and less democratic states. In some cases sources can be used without them being aware that the information they are collecting is being used by others.

**Information can often be provided by groups like:**
- Refugees and Displaced People – through firsthand knowledge or indirectly
- Locals: Taxi Driver, commuters, people working around, restaurants, business premises etc.
- Tourists and Travelers
- Journalists

**In conflict zones and collapsed states information can sometimes be acquired from:**
- Different types of Militias and Resistance Groups in the country
- Non-Governmental Organisations (NGOs) working in the area
- UN Officials or Peacekeeping Forces working in the area
- Political Groups in exile
- Maintenance and service personnel

**Typical stakeholders in a community program or intervention might include:**
- Program participants or beneficiaries
- Program staff and administrators
- Others affected by the program – police, medical staff, teachers, etc.
- Academics or other researchers
- Local officials
- Community activists

**Module 3: Programme Structure**

**When/ How should Information be gathered?**

Information gathering is crucial to the success of the program and to the relevance and effectiveness of the evaluation.

- It should start at the beginning of any effort, and contribute to the initial planning. It should also go on throughout the life of the program, so that you can continue to adjust by adding or changing program elements to enhance outcomes and to generate new ideas.
- Major adjustments should generally come at the end of an evaluation cycle when you have solid information about what worked and what did not. That does not mean that you cannot make smaller adjustments in the course of the program to improve results along the way.

**How?** In a participatory process, information gathering can be enhanced by a division of labour determined by the skills and experience of the participants. If there are academics or other professional researchers involved, it would probably make the most sense for them - or others with research experience – to review the evaluation literature.
1. Members of the affected population might be the best ones to collect information about the history of the issue in the community, and about how it currently affects people.

2. Program directors and staff would probably have the best contacts in the field, and thus the best chance to find information about other similar programs.

3. Those with Internet access and computer experience might be the logical on-line searchers, or might act as technical support for others to help them find what they’re looking for.

4. Those with knowledge in the law and legislation might be the ones to examine policies. There is also the possibility that training could be provided to the whole group, or to various individuals to allow them to pursue various lines of inquiry. This does not imply that people without research experience cannot learn to understand and interpret demographic information or contact programs in other places. (There are some limitations here: levels of related education, materials or computers, and/or inability to connect with other people might all figure in to what kind of research it makes sense to ask others to do.

Module 4: Navigating through the Programme

Devise a plan for Information gathering

- **Who will gather what information?** As we earlier discussed, the ideal group is multi-sectoral and diverse in backgrounds and skills. Information gathering should be assigned according to participants’ skills, interests, and contacts in the community. We have suggested for instance, that scholarly sources might be mined by academics or other experienced researchers, while members of the affected population might be more successful in approaching key informants in the community. This does not imply however, that in a given group, these and other apparently logical roles cannot or should not be varied, depending on the individuals involved.

- **How will the information be gathered?** Finding and reading written material is relatively straightforward: it is in the library or on the web, and you can read and take notes on the relevant parts of it. Getting information directly from other people, however, can be more complicated. Will you engage survey or experimental method?

  - **Formal or informal interviews**
  - Will it be through participant observation or Focused Group Discussion (FGD)?
  - How will you contact people via letter, phone or through mutual acquaintances? Your information-gathering methods will be determined by how much time you have, exactly what information you need, the depth of the information you need, and the abilities of the participants.

- **What adjustments will be made for particular gaps in experience or skills?** People who cannot read, write, and/or speak the language proficiently may have to devise imaginative ways of recording information. Experienced researchers may have to translate scholarly writing for just about everyone in the group who is not an academic. In many cases, most or the entire group may need orientation
or training before information gathering can begin. You will need to work out what the needs are as a group, and devise ways to meet them.

- **What is the timeline for information gathering?** While information gathering should continue throughout the life of a project, the initial phase should have a timeline so that action is not delayed for too long. The time limit depends on your time constraints, the seriousness and intensity of the issue, the community’s perception of urgency, and whether there are external time restrictions (student interns who are only available until the end of a period, for instance.) Having a clear deadline will focus the group’s activities and boost its efficiency.

**Collect Information**

When your plan is completed, putting it to practice will involve conducting trainings that are necessary, and making sure that all the relevant task is assigned appropriately. You may also want to set up regular meetings throughout the information-gathering process in order to give the group the chance to review progress, make suggestions, and report on what they found. In addition to providing support for those new to research, these meetings will save everyone having to digest an overwhelming amount of information all at once.

**Navigating through the Programme: Training Exercise 1**

**Synthesize information gathered:** (Disintegrate)

**There are usually three major areas to be considered:**

- **What is known about the issue.** What personal and environmental factors contribute to the problem? What are its root causes? Do you have the resources to address them, or are they beyond your scope (e.g., global economic forces or climate change)? Does the issue have a number of different effects, and if so, what are they? What are the likely consequences for the community as a whole if the issue is not resolved? (An environmental health risk can not only kill or sicken individuals, but might also affect business productivity, insurance availability and rates, hospital costs, the housing market, or even – as in the case of the Love Canal neighborhood in Niagara Falls, NY – the existence of a neighborhood or community itself.)

- **The community context of the issue.** What are the specific local effects of the issue. Exactly who is affected? Exactly how are they affected? What are the consequences for those individuals? For their families, friends, neighbors, and others they have dealings with? For the community as a whole? What has been the community’s experience with this issue in the past? How, if at all, has it been addressed? What local conditions would change if the issue was addressed, and how would they change? Are there underlying conditions that have to change before the issue can be addressed? Whose attitudes and/or behaviors need to change to have an effect on the issue (for example, among policy makers, those affected or specific officials)?

- **Successful and unsuccessful attempts to address the issue.** These may have been gleaned both from the literature on best practices, and directly or at second hand from those involved in them. Here, it’s important to separate out the elements of various approaches. What specific procedures - methods and intervention
components - were used? What kinds of training - feedback, role play, modeling, etc. - were provided to participants? Was information provided to participants about when, why, and how to act? Were there positive or negative consequences that helped to establish or maintain change (or its opposite)? Were environmental barriers, policies, or regulations put in place or removed? What was the overall philosophy behind the approach? What aspects of the issue did it address? What kind(s) of community was it tried in? What population groups (in terms of culture, age, social class, etc.) were involved? Who was the approach to benefit? What were the specific results in the short term? In the long term? What makes a particular program, policy, or practice successful or unsuccessful? What events, if any, were critical, to success (or failure)? What conditions – organizational features, participant characteristics and broader environmental factors – were critical? Is there a model successful program? Is there a model unsuccessful program?
Training Exercise 2

**Synthesize information: (Re-integrate)**

Analyze the elements you have found to determine which of them would be appropriate for the situation and group you are working with.

Answering these questions will give you a good sense of which components of other programs may work for you, and should also fit with what you already know to either give ideas for new elements that you can add or confirm (or warn you away from) ideas for new elements that you had already.

- What has been used specifically with your population in your circumstances?
- Have the successful programs you have looked at been context-specific (i.e., intended for their specific constituent, communities and populations)? Can they be adapted to your context if they weren’t intended for it?
- What can be adapted, if it was not originally aimed at your population? (Techniques used with children or adolescents that could be modified for use with adults, for instance, or vice-versa.)
- What is missing? What aspects of the issue in your community are not addressed by what you have found?
- Are they important enough that they need to be addressed?
- Did what you found out confirm or contradict what you thought you already knew?
- Are there factors in your particular situation that make the issue substantially different for you and your participants than for any other programs or approaches you have found out about? How will you deal with that?
- What does your information tell you about the possibility of successfully addressing the issue’s root causes (e.g., income inequality, social exclusion, lack of power)?
- In general, did most or all successful programs direct their change efforts at the same group of people (policy makers, for example), or was there a variety? If the latter, what do you think is most likely to work in your community?
- Perhaps most important, what is your definition of success, and which of the programs you learned about came closest to achieving it?
- What components and elements of those programs addressed what is needed in your community?

**Module 5: Mini Notes**

**Femicide**

Femicide connotes violence against marginalised or excluded groups, such as indigenous women, domestic workers, women in detention and migrant workers (UN General Assembly, 2006). These could include sexual violence and rape within marriage and as experienced by adolescent girls and young women in all contexts; violence and sexual harassment in public spaces such as public transport, marketplaces, cities, schools, farm fields and other common locations; political violence directed at women during elections, vying for public office or in high-level decision-making positions; violence in conflict, post-conflict and emergency settings and so on.
Since the early 1990s, across all regions of the world, a widespread understanding has emerged that gender-based violence “impairs or nullifies the ability of women to their rights and fundamental freedoms”. At the international level, this understanding is reflected in various authoritative legal and quasi-legal sources. These authorities include United Nations (UN) treaty monitoring bodies, such as the Committee on the Elimination of All Forms of Discrimination against Women (the CEDAW Committee), the Human Rights Committee and the Committee against Torture; independent experts, such as the Special Rapporteur on violence against women, its causes and consequences, and the Special Rapporteur on torture; and regional human rights systems, such as the European Court of Human Rights and the Inter-American Court of Human Rights. These sources also stem from political bodies, such as the UN General Assembly and the UN Security Council, which adopt resolutions that recognise and elaborate the detail of international human rights law and standards. International organisations, including the World Health Organisation and the UN and its officials and agencies (such as the UN Secretary General, UN Women and the United Nations Children’s Fund (UNICEF)) have added their authoritative commentary and analysis to the body of human rights law. Across all these authorities, there is a consistent recognition that GBV, whether committed by state agents or non-state actors, can severely infringe the rights of women not to be tortured and ill-treated; the right not to be subjected to discrimination. This recognition of GBV as a form of torture and discrimination persists irrespective of the situation in which the violence takes place - whether in armed conflict or peacetime, in the home, the street or in places of detention; or the identity of the perpetrator whether a family member, member of the community, stranger or state official. There is now a broad and detailed consistency across most of these authorities as to how states must fulfill their obligations under international human rights law to prevent, stop and redress GBV across a variety of legal and practical initiatives. Hence Alexander Zuev opined in Nov 2018 that, Women police officers can help to mentor and inspire future women police leaders, increase access to justice for women and children at risk, and improve information-gathering and analysis by building bridges to vulnerable group.

It is widely recognised that monitoring and recording of SGBV alone will not improve prevention or responses however, the importance of accurate monitoring and reporting cannot be underestimated. The collection of data on SGBV is valuable from a range of perspectives. Stark and Ager (2011) argue that the current lack of transparency over the scope and prevalence of SGBV contributes to the culture of impunity for perpetrators. The collation of prevalence data is not the main priority for those developing interventions to respond to survivors of SGBV and is often considered as a later stage priority, yet timely and accurate context specific data, which includes information about the nature of the setting, conflict stage and perpetrator type can vastly improve programme and policy development (Hossain and McAlpine, 2017). To date, there has been a limited number of intervention evaluations and those that have been conducted have tended to focus on post-conflict situations rather than interventions during conflict or in the aftermath of natural disasters. Furthermore, when developing reporting and
monitoring mechanisms it is important to recognise that different settings and contextual factors may affect the nature of SGBV. Understanding the cultural and local legal contexts is significant when seeking to develop reporting and monitoring mechanisms that will work on the ground (Hossain and McAlpine, 2017). Hossain and McAlpine (2017) further discuss the importance of being able to draw on a robust SGBV evidence base to be able to attract funding for SGBV activities, develop policy and programme responses, including the setting of priorities to improve prevention and response services for survivors. The existence of comprehensive data collection systems can further facilitate the effective evaluation of SGBV interventions in different social and cultural contexts, whilst at a national and international level there is scope to influence policy.

The Challenges of Policing Sexual/Gender Based Violence (SGBV)
Community policing contributes to addressing sexual and SGBV however, the challenges below hinder the achievement of information gathering on effective policing in any given environment.

**Gender inequality**
The historical and multiple forms of inequality that persist between women and men across all societies enable violence against women and girls to continue in both public and private settings. This discrimination and the barriers preventing women and girls from exercising their rights, accessing services and other opportunities, greatly increase their risks of experiencing violence. Socially-accepted gender norms and values about what constitute acceptable behaviour and interpersonal relationships are instilled since childhood. For example, in simplified terms, in many societies girls are raised to be more submissive and to defer to male authority, while boys are taught to be more controlling, dominant and aggressive - also reflecting traditional gender roles of what is expected of them later in life in terms of becoming a woman (wife and mother) and what it means to be a man (a virile provider and protector). How men and women are socialised and the definitions and understandings of womanhood and manhood establish their positions of relative power and control at home and in society. These same norms governing gender power relations influence how violence against women and girls is viewed and tolerated in different contexts. These norms, gender biases and discriminatory attitudes also often permeate the various sectors within government, whose public officials are likely to hold many of the same views as those in the society within which they live. Addressing gender inequality is critical across sectors responsible for delivering justice, social, health and security services to survivors and to those responsible for the education of boys and girls.

**Impunity**
The lack of state accountability in comprehensively addressing violence against women and girls is a significant obstacle to ending the problem. Generalised acceptance of violence against women, lack of political will, inadequate legal protections and enforcement, insufficient resource allocation and/or poor implementation of national commitments contribute to pervasive impunity. This is particularly evident in countries and communities with weak justice systems and where customary law practices and more widely-used informal justice mechanisms may contradict international human rights standards. In such contexts, access to formal justice for women and girl survivors
of violence may be hindered by obstacles such as gender bias and discriminatory attitudes, social stigma and financial constraints (linked to women’s lower socio-economic status). Ending impunity requires adequate prosecution and punishment of perpetrators; equal protection for women under the law and equal access to justice (that holds up to public scrutiny); and the elimination of attitudes that foster, justify or tolerate violence against women. (AusAID, 2008; UN General Assembly, 2006)

**Inadequate human, technical and financial investments**
While an increasing number of countries have adopted laws and policies, they are rarely accompanied by adequate budget allocations, nor the requisite institutional, staffing, infrastructural improvements and other supports that may be needed at the national and sub-national levels to implement them. Skills and knowledge on preventing and responding to violence against women and girls, including in evidence-based programming, is often limited, particularly in resource-scarce settings. This is also compounded where high staff turnover poses additional challenges in retaining a skilled and experienced cadre of individuals. Long-term and sustained resource investments, including for strengthening expertise and building ‘critical masses’ of expertise in key areas and sectors, and improvements to remove service delivery bottlenecks are critical across sectors, in order for governments to deliver on their commitments to ending violence against women and girls.

**Weak coordination and monitoring mechanisms at the national level**
Addressing violence against women and girls requires a multi-sectorial approach, involving at a minimum the health, education, social, legal and security sectors, and strategically, other key sectors such as labour, migration and urban planning, among others. Unlike stand-alone sectors, there is no ‘natural’ government entity to take charge of coordination for ending violence against women and children. In many cases it is the Ministry of Women’s Affairs or its equivalent, which are often under-resourced and lacking the institutional and political influence within government. Other mechanisms and processes, such as sector-wide approaches (SWAs) and decentralisation may pose additional challenges to coordinating and monitoring the implementation of policies and programmes, where addressing violence against women may not be seen as a priority. Formal channels of communication and information-sharing between and among government and non-governmental entities working on this issue are also needed for coordinated, effective responses.

**Insufficient data and research**
This, though an area receiving increased attention and investments, statistical data on the scale, nature and consequences of violence against women and girls remains limited. Quantitative surveys have been conducted in roughly 100 countries, though there is wide variation in methods, in the size of the population surveyed, and in the type of information that is collected. Surveys usually do not capture all forms of violence, nor reflect variations among different groups of women within a given country or other disaggregated information that is useful for planning. Population-based surveys (of which there are fewer) are the most reliable sources of data, but are costly to implement and require technical expertise. Without regular implementation of such surveys (every five to ten years), progress on reducing the prevalence and incidence of violence cannot be monitored over time. High impact advocacy messages that are not backed by hard data also hinder ongoing efforts to ensure policy commitments and investments.
**Limited attention to neglected groups and issues**
Insufficient attention has been paid to certain forms of violence, to certain groups of women and children or to particular contexts, and their costs and consequences. This is due in part to the absence of data and analyses that can help develop understanding of how violence differs for different parts of the population in different situations. These will vary by country and region, but include:

**Dearth of evaluations and evidence to guide programmes**
Related to the neglect and underfunding for many years in addressing violence against women, the field is characterised by few evaluations and therefore by a dearth of knowledge on proven approaches that can guide policies and programmes. While a great deal of know-how has been accumulated, from an evidence-based approach, it is challenging to identify promising or good practices and effective strategies for prevention and response in the absence of a more robust body of evaluation findings. To date, initiatives have rarely included adequate resources for conducting baseline assessments, or putting in place appropriate monitoring and evaluation frameworks and activities. This makes it impossible to determine the correlation between the programme interventions and the changes observed.

**Limited scope and coverage of services and interventions**
In most countries, especially considering the magnitude of the numbers affected, services for survivors are very limited in scope and reach. This is linked to the low priority and insufficient investments made in addressing the problem. Where services do exist, they are often concentrated in urban centres or larger cities, and are unlikely to be comprehensive, perhaps focused in one or a few sectors and lacking the coordination required. Many services to date are provided by non-governmental and women’s organisations, who are lacking resources and are only able to reach small numbers of the population. In addition, existing approaches may not reach especially vulnerable and at-risk groups such as adolescent girls, migrant, indigenous or other groups of women in the population for which mainstream outreach efforts will be inadequate. Also limited is the existence of effective primary prevention programmes, resulting from underinvestment in this area and the fact that most interventions have focused on supporting survivors after abuse has already occurred.

**Low demand for services by survivors**
There are many reasons why women and girls may not seek services, some personal and some as a result of the systematic discrimination that they face from the institutions and communities that surround them e.g. the fear of stigma and judgment they may face from service providers, community members and their families and friends; the negative attitudes and poor quality of care provided by service providers (in particular, those that are the first point of contact - health and police); limited knowledge of their legal rights, the resources and services available to them, and the existence of other recourse mechanisms; inability to access services for lack of transportation, time or money; restricted mobility; restricted decision-making within the household; the fear of retribution by an abusive partner (especially where police capacity is low and orders of protection are not closely monitored); financial dependence on the husband, partner or family together with non-existent income opportunities or alternatives; intimidation and hesitation to engage with a complex legal system and processes that are not gender-sensitive and may re-victimise them and the fear of losing custody of children or family.
Response to Reports on SGBV
There is a dearth of primary prevention efforts to stop violence before it occurs by working with strategic groups such as men, adolescents or children who have witnessed abuse. These issues and contexts are often missing, neglected or low-profile in advocacy, policy and programming. Consequently, identification and development of effective programme strategies and approaches must be developed and enhanced for effective response to SGBV.

Where evaluations and assessments have been conducted, they often must be consistent in methodology and rigour, scale and scope (e.g. focused on only diverse sub-groups of women or men, or in locations), making it easy to draw conclusions that are transferrable for adaptation to other socially and regionally diverse settings. These factors can broaden the understanding of successful approaches and the actual impact of programmes, and enhance the identification of practices that could be upscaled or adapted for implementation in different country contexts.

Finally, there must be a strong national multi-sectoral plan, coordinating body and formal mechanisms of collaboration and information-sharing, without that, most interventions are planned and implemented in isolation from one another. As a result, there are severe gaps in the overall approach to ending violence against women and girls, including incomplete and unevenly distributed services; ad-hoc prevention efforts that are independent from response efforts; and law and policy that is disconnected from the realities on the ground.

Image-based sexual abuse (IBSA) refers to the non-consensual recording, distribution, or threat of distribution, of nude or sexual images. In the last few years, numerous jurisdictions have amended their criminal laws to respond more effectively to this growing phenomenon, yet increased criminalisation has not automatically translated into increased prosecutions. This paper examines the challenges faced by law enforcement in responding to IBSA drawing on stakeholder interviews with 49 legal and policy experts, domestic and sexual violence advocates, industry representatives, police and academics across Australia. In reflecting on the voices of these stakeholders, this paper argues that although there is evidence to suggest IBSA is being treated more seriously by law enforcement, there are key barriers to responding to this problem, including: a patchwork of inconsistent laws; limited resources; evidentiary limitations; jurisdictional restrictions; and victim-blaming attitudes. Recent research similarly reveals such problems are not exclusive to Australia, and are being felt in other locations where IBSA laws exist including England and Wales and Scotland (see Bond & Tyrrell forthcoming; see also Green 2018). Suggestions are made for how to respond to these challenges to facilitate more effective policing of IBSA.

Conclusion
Gathering the information that already exists about an issue and attempts to address it is the most important aspects of planning a program or evaluation. By putting together what is known, you can build a program structure that includes your own innovations and elements that have worked for others in similar situations. It also allows you to
avoid ineffective approaches and to incorporate ideas culturally tom or otherwise, to the population and community you are working with. Information gathering and synthesis should continue throughout the life of the program. The more information you have, and the more carefully you put it together, the better your chances of implementing a successful program. In looking for programs to draw from, you need to understand the intervention components and elements that make those programs work. Also, try to understand the conditions that allow an intervention to be successful. You have to start with a clear framework informed by your vision and mission, and put together a program that is coherent and makes sense. One of the greatest challenges in ending violence against women and girls lies in unraveling how harmful gender attitudes and roles are deeply ingrained across the fabric of societies, and fostering values of mutual respect and equality. Note that fragmented efforts at the local level mean survivors may not have access to comprehensive services and may be required to travel long distances to multiple locations to receive them, requiring them to repeat their story time and again and putting the burden of coordinating and tracking their medical, police and legal files on their own shoulders. Fragmented efforts also mean that administrative data is not likely systematised, affecting the ability to have accurate, consistent records that shed light on the nature and scale of the problem; on which responses are working and which need reworking; and makes it difficult to integrate findings into larger multi-stakeholder policy and programming frameworks.
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LEGAL FRAMEWORK FOR THE PROSECUTION AND PUNISHMENT OF SGBV IN NIGERIA
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Esther Uzoma

MODULE 1:

INTRODUCTION TO SGBV

With the systematic break down of law and order in Nigeria, the Criminal Justice has come under enormous pressure which appears to overwhelm in the organizations that have the responsibility of maintaining law and order. This has enabled perpetrators of various optimistic crimes like Sexual and Gender based crimes to be on the increase.

The aim of this training is to examine the existing legal framework for the prosecution and punishment of SGBV and provide cutting edge procedures that can assist in the enforcement of laws that prohibit SGBV.

Definition of Terms

Gender refers to the roles and responsibilities of men and women that are created in our families, societies and our culture. It also includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men. These expectation and roles are learned.

We can see by the above definition that “Gender” is a social construct that is learned and expected. It is not biological.

Sex

This describes the biological differences between men and women which are universal and determined at birth. This appears to be fixed but in recent times people use medical procedure to alter their sexes.

Violence

Any behaviours involving physical force intended to hurt, damage or kill someone or something. There are various types of violence to wit physical violence, sexual violence, Emotional violence, psychological violence, cultural violence, verbal abuse, financial abuse etc.

We shall concern ourselves with sexual violence and financial violence.

SGBV

Sexual and gender-based violence (SGBV) refers to any act that is perpetrated against a person and is based on gender norms and unequal power relationships.
It encompasses threats of violence and coercion. It can be physical, emotional, psychological or sexual in nature and can take a form of a denial of resources or access to services.

It can be a consequence of the breakdown of country structures. For SGBV to qualify as an offence it must be such that is prohibited under a written law.

**Who Can Be Guilty of SGBV**

SGBV like other crimes are regulated by the underlisted laws.

**Penal Code**

For one to be criminally liable [Section 50 of the Penal Code Law](#) Provides that

“no act is an offence which is done (a) by a Child under seven years of age but twelve years of age who has not attained sufficient maturity of understanding to judge the nature and consequence of such act.”

[Section 51](#) excluded person of unsound mind from criminal liability.

While the Penal Code sets the age of criminal liability between 7 and 12 years of age, the VAPP ACT Provides that

“where an offender is less than 14 years of age, the offender is liable to 14 years imprisonment; in other cases a minimum of 12 years.”

A man, woman, persons under the age of 7, can be guilty of SGBV.

Forms of Gender based violence include rape, domestic violence, sexual harassment, reproductive coercion, female infanticide, prenatal sex Selective forced early marriage, trafficking, sexual exploitation.
**MODULE 2:**

**LAWS THAT PROHIBIT SGBV**

- The Penal Code
- The Criminal Code
- The VAPP ACT
- African Charter on Human & Peoples Rights
- 1999 Constitution.

**The Penal Code**

Section 200 of the Penal Code Prohibits obscene or indecent Act.
Section 240 of the Penal Code Prohibits causing pain, disease or infirmity.
Section 268 Prohibits assaults or uses criminal force
Section 275 Prohibits Procuration of minor girl
Section 276 Prohibits importation of girl from foreign country
Section 278 Prohibits Buying or selling minor for immoral purpose
Section 281 Prohibits Traffic in women
Section 282 Prohibits Rape and unnatural and indecent offences
Section 285 Prohibits Acts of gross indecency.

**Criminal Code**

**Section 214 – Unnatural Offences**

Any person who –

(1) has carnal knowledge of any person against the order of nature; or
(2) has carnal knowledge of an animal; or
(3) permits a male person to have carnal knowledge of him or her against the order or nature;

Is guilty of a felony and is liable to imprisonment for fourteen years.

**Section 215 - Attempt to commit unnatural offences**

Any person who attempt to commit any of the offences defined in section 214 of this Code, is guilty of a felony and is liable to imprisonment for seven years.

**Section 216 – Indecent treatment of boys under fourteen.**

Any person who unlawfully and indecently deals with a boy under the age of fourteen years, is guilty of a felony and is liable to imprisonment for seven years.

The terms “deal with” includes doing any which, if done without consent, would constitute an assault as hereinafter defined.
Section 217 – Indecent practices between males

Any male person who, whether in public or private, commits any act of gross indecency with another male person, or procures another male person to commit any act of gross indecency with him, or attempt to procure the commission of any such act by any male persons and is liable to imprisonment for three years.

The offender cannot be arrested without warrant.

Section 218 – Defilement of girls under thirteen

Any person who has unlawful carnal knowledge of a girl under of thirteen years is guilty of a felony and is liable to imprisonment for life, with or without caning.

Any person who attempts to have unlawful carnal knowledge of a girl under the age of thirteen years is guilty of a felony and is liable to imprisonment for fourteen years, with or without caning.

A prosecution for either of the offences defined in this section of this Code shall be begun within two months after the offence is committed.

A person cannot be convicted of either of the offences defined in this section of this Code upon the uncorroborated testimony of one witness.

Section 219 – Householder permitting defilement of young girls on his premises

Any person who, being the owner or occupier of any premises, or having, or acting, or assisting in the management or control of any premises, induces or knowingly permits any girl of such age as is in this section of this Code mentioned to resort to or be in or upon such premises for the purpose for the purpose of being unlawfully carnally known by any man, whether a particular man or not, is guilty of an offence.

If the girl is of or above thirteen and under sixteen years of age, he is guilty of a misdemeanour and is liable to imprisonment for two years, with or without caning.

If the girl is under the age of thirteen years, he guilty of felony, and is liable to imprisonment for life, without caning.

Section 221 – Indecent treatment of girls under sixteen

Any person who unlawfully and indecently with a girl under the age of sixteen years is guilty of a misdemeanour, and is liable to imprisonment for two years, with or without caning.

If the girl is under the age of thirteen years, he is guilty of a felony and is liable to imprisonment for three years, with or without caning.
It is a defence to a charge of the offence defined in this section to prove that
the accused person believed, on reasonable grounds, that the girl was of or
above the age of sixteen years.

The term “deal with” includes doing any act which, if done without
consent, would constitute an assault as hereinafter defined.

Section 222A – Causing or encouraging the seduction or prosecution of a girl
under sixteen

Section 223 – Procuration

Section 224 – Procuring defilement of woman by threats or fraud, or
administering drugs

Section 225 – Abduction of girl under eighteen with intent to have carnal
knowledge

Section 225B – Keeping a brothel

Section 226 – Unlawful detention with intent to defile or in a brothel.

Section 227 – Conspiracy

Section 228 – Attempts to procure abortion

Section 230 – Supplying drugs or instruments to procure abortion

Section 351 – Punishment of assault

Section 352 – Assault with intent to commit unnatural offence

Section 353 – Indecent assaults on males

Section 354 – Assaults on person protecting wrecks

Section 355 – Assaults occasioning harm

Section 356 – Serious assaults

Section 357 – Definition of rape

Section 358 – Punishment of rape

Section 359 – Attempt to commit rape

Section 360 – Indecent assaults on females

Section 361 – Abduction
Section 362 – Abduction of girls under sixteen

1999 Constitution

Section 34 – Right to dignity of human person

Section 35 – Right to personal liberty

African Charter on Human and People’s Rights

Article 3:

1. Every individual shall be equal before the law.
2. Every individual shall be entitled to equal protection of the law.

Article 4:

Human beings are inviolable. Every human being shall be entitled to respect for his life and the integrity of his person. No one may be arbitrarily deprived of his right.

Article 5:

Every individual shall have the right to the respect of the dignity inherent in a human being and to the recognition of his legal status. All forms of exploitation and degradation of man particularly slavery, slave trade, torture, cruel, inhuman or degrading punishment and treatment shall be prohibited.

Article 16:

1. Every individual shall have the right to enjoy the best attainable state of physical and mental health.

2. State parties to the present Charter shall take the necessary measures to protect the health of their people and to ensure that they receive medical attention when they are sick.

Article 17:

1. Every individual shall have the right to education

2. Every individual may freely, take part in the cultural life of his community.
Article 18:

1. The family shall be the natural unit and basis of society. It shall be protected by the state which shall take care of its physical health and morals.

2. The state shall have the duty to assist the family which is the custodian of morals and traditional values recognized by the community.

3. The state shall ensure the elimination of every discrimination against women and also ensure the protection of the rights of the woman and the child as stipulated in international declarations and conventions.

4. The aged and the disabled shall also have the right to special measure of protection in keeping with their physical or moral needs.

Article 24:

All peoples shall have the right to a general satisfactory environment favourable to the their development.

VAPP ACT

Section 1 – Definition of rape

Section 2 – Inflicting physical injury on a person

Section 3 – Coercion

Section 4 – Willfully placing a person in fear of physical injury

Section 5 – Offensive conduct

Section 6 – Prohibition of female circumcision or genital mutilation

Section 10 – Depriving a person of his or her liberty

Section 14 – Emotional, verbal and psychological abuse

Section 17 – Stalking

Section 18 – Intimidation

Section 21 – Attack with harmful substance

Section 22 – Administering a substance with intent.

Section 25 – Incest Schedule
Section 26 – Indecent exposure

**Child Right ACT**

**Section 1** – Best interest of a Child to be of paramount consideration in all actions

Section 2 – A child to be given protection and care necessary for his well-being

Section 11 – Right to dignity of the child

Section 13 – Right to health and heal services

Section 16 – Right of a child in need of special protection measure

Section 21 – Prohibition of child marriage

Section 22 – Prohibition of child betrothal

Section 23 – Punishment for child marriage and betrothal

Section 30 – Prohibition of buying, selling, hiring or otherwise dealing in children for the purpose of hawking or begging for aims or prostitution etc.

Section 31 – Unlawful sexual intercourse with a child etc.

**International Instruments**

International convention on social economic and cultural rights (ICSECR). This was ratified in 1993 it provide for the right to the highest standard of physical and mental health in Article 12.

Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)

This was ratified by Nigeria in 1985 it prohibits all forms of discrimination against women. General recommendation Number 19 provides that “*discrimination includes gender-based violence, that is violence this is directed against a woman because she is a woman .... It includes coercion and other deprivation of liberty....*”

Convention Against Torture (CAT) This was ratified in 2001. The Convention Against Torture Prohibits all forms of torture.
MODULE 3:

Procedure

These are laws that provide and guide the prosecution of Criminal/ Quasi Offences. Some of these procedural laws include

- Administration of Criminal Justice ACT
- Fundamental Right Enforcement Procedure Rules
- Criminal Procedure Code
- VAPP ACT

The ACJA was enacted to “ensure that the system of Administration of Criminal Justice in Nigeria promotes efficient management of criminal justice institutions speedy dispensation of justice, protection of the society from crime and protection of the rights and interests of the suspects, defendant and victim.

Fundamental Rights Enforcement Procedure Rules 2009

The overriding objectives of the rules are for the expensive interpretation of the Africa Charter on and Chapter IV of the Constitution.

VAPP ACT Provides for the procedure to seek interim Orders of the Court.

Prosecution

The ACJA provides for different modules of instituting criminal trials.

Section 109 (a)

Criminal proceedings may be instituted by

(a) in a Magistrate Court by a charge for a (b) Complaint, whether or not out.

(c) First Information Report.

In the High Court by

(1) Information by Attorney General of the Federation.

(2) Information or charge filed in the Court.

(3) Information or charge filed by a private prosecution.

So far only about 11 states have pused the ACJA:

A Focus on its Innovative provisions.

a. **Arrest in lieu**: Section 7 of the Administration of Criminal Justice Act specifically prohibits arrest in lieu.

b. **Establishment of a Police Central Criminal Records Registry (CCRR)**: Section 16 of the Administration of Criminal Justice Act provides for the establishment, within the Nigeria Police.

c. **Recording of statement of suspect**: Section 17 of the Administration of Criminal Justice Act stipulates that where a person is arrested on allegation of having committed an offence, his statement shall be taken in the presence of a legal practitioner of his choice.

d. **Monthly report by Police to supervising magistrate**: Section 29 of the Administration of Criminal Justice Act.

e. **Magistrate monthly inspection**: Section 34 of the Administration of Criminal Justice Act.


g. **Women sureties**: By virtue of Section 167 (3) of the Administration of Criminal Justice Act no person shall be denied, prevented or restricted from entering into any recognizance or standing as surety for any defendant or applicant on the ground only that the person is a woman.

h. **Professional bondsperson**: Section 187 of the Administration of Criminal Justice Act makes provisions for professional Bondspersons. It provides for the registration and use of Bondspersons.

i. **Plea Bargaining**: Section 270 of the Administration of Criminal Justice Act makes provisions for plea bargain.

j. **Day to day trial of criminal cases and adjournments**: Section 396 of the Administration of Criminal Justice Act, makes provision for day-to-day trial of criminal cases.

k. **Conclusion of Part Heard matters**: Section 396(7) of the Administration of Criminal Justice Act further states that a Judge of the High Court who has been elevated to the Court of Appeal shall have dispensation to continue to sit as a High Court Judge only for the purpose of concluding any part-heard criminal matter.

l. **Witness Protection for vulnerable persons during trial**: Section 232 of the Administration of Criminal Justice Act, permits witnesses to some offences to give evidence in camera.
CHALLENGES:


b. **Plea Bargaining**: The practice of plea-bargaining in Nigeria, particularly in economic crimes cases, has created some kind of division. It has been suggested that plea-bargaining in Nigeria favors one class over the other.

c. **Section 2 of the Administration of Criminal Justice Act** makes ACJA applicable in only federal courts and with respect to offences contained in federal legislation.

d. Heavy docket of cases, for judges making it impossible for the judges to quickly dispense with criminal cases.

e. Charges are not prepared based on available evidence and at the commencement of trial there are serious challenges by the prosecution to procure witnesses.

RECOMMENDATIONS:

**What is the way forward.**

a. **Prosecutors:**

b. Evidence and legal arguments should be prepared thoroughly.

c. Charges should be prepared based on available evidence and not by appearance of the weight of crime committed.

Under the Criminal Procedure Code, Act Criminal Proceeding can be commenced by

1. Taking cognizance of the offence – Section 143


3. Complaint in writing by the Attorney General

4. Director Criminal Complaint.

5. Through information received by anybody other than Police

While in the High Court trial is commenced through charge.

**Conclusion:**

Prosecutional Activism is needed to explore evolving means of prosecuting SGBV.

This will curb the tide and reduce the deluge of cases of SGBV.

Thank you.
CONFLICT RELATED SEXUAL VIOLENCE AND PROTECTION OF WOMEN AND CHILDREN IN THE NORTH EAST
Conflict Related Sexual Violence and Protection of Women and Children in the North East
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Introduction and Background

It is estimated that close to 90 per cent of current war casualties are civilians, the majority of whom are women and children, compared to a century ago when 90 per cent of those who lost their lives were military personnel.

Although entire communities suffer the consequences of armed conflict, women and girls are particularly affected because of their status in society and their sex. Parties in conflict situations often rape women, sometimes using systematic rape as a tactic of war. Other forms of violence against women committed in armed conflict include murder, sexual slavery, forced pregnancy, forced sterilization, mass rape, military sexual slavery, forced prostitution, forced “marriages”, gang rape (with multiple perpetrators) and women forced to offer sex for survival, or in exchange for food, shelter, or “protection”¹

Over the past few years, there has been growing attention to wartime Conflict related sexual violence as a broader part of the women, peace, and security agenda, signified by nine UN Security Council Resolutions. There have also been increasing attempts to prosecute rape as a war crime and crime against humanity at the International Criminal Court.

In August 2015, the UN Security Council warned that, in Iraq and Syria, sexual violence is being used as a deliberate tactic, saying these acts are war crimes., with claims that Daesh (Islamic State) in particular has created a ‘theology of rape’ including sexual slavery. But violence against women of this type is in no way unique. Each situation is specific and it is important to use an inter-sectional analysis and avoid generalizations. The, UN estimates include:

- In Rwanda, up to 500,000 women raped during the 1994 genocide, in acts known as ‘genocidal rape’.
- In Sierra Leone 60,000 women raped during the civil war from 1991-2002.
- In Liberia, 40,000 women raped and mutilated (1989-2003).

In Bosnia in Europe, 60,000 women raped (1992-1995).

- In Democratic Republic of the Congo, more than 200,000 women raped in a decade of conflict.
- High levels of sexual violence uncovered in hidden conflicts (e.g. the previous struggles in Myanmar, Algeria).²

¹ https://www.who.int/gender/violence/v7.pdf

Nigerian women have paid a heavy price in the long and violent conflicts that have been ravaging the country especially in the past two decades. Women have continued to endure unprecedented levels of sexual violence and assault, along with related HIV infections, involuntary pregnancies and health complications as a result of abuses. Violent conflicts have forced several women to flee from their homes. Often, their male family members have gone to participate in the conflicts or have been maimed or killed, leaving the households headed by women to fend for themselves and the entire family. Women even at displaced camps experience increased insecurity that comes from not having their traditional support systems available. They suffer from food insecurity that comes from not having an adequate means of livelihood and from culturally prescribed, and in some cases, legal prohibition on owning land. Women and girls live in fear of being kidnapped and used as war exploits, sex slaves and domestic servants. Additionally, they suffer from post-traumatic stress disorder and other psychological consequences of conflict.

The insurgency in the North Eastern Nigeria began in 2009, when the jihadist group Boko Haram started an armed rebellion between Salafist conservative faction led by Abu Usmatul al-Ansari, and the more dominant, violent faction led by Abubakar Shekau. Boko Haram has been accused of widespread human rights violations, including murder, abduction, mutilation, child-sex slavery, and forcing children to participate in hostilities, rape and forced marriage of abducted young girls and women.

The group gained global attention on 14 April 2014, when it abducted 276 girls from a school in Chibok. Women and girls account for 99 per cent of the victims of reported incidents of sexual violence across Adamawa, Borno and Yobe States. Approximately 38 per cent of the incidents of sexual violence reported were perpetrated in the context of trafficking, forced conscription, abduction, kidnapping or other forms of detention.

From June through August 2014, Human Rights Watch interviewed 30 individuals who were abducted by Boko Haram between April 2013 and April 2014, and 16 others who witnessed the abductions. The victims, including 12 students of the Chibok School who escaped from Boko Haram custody after they were abducted, provided further details of the abuses they endured. The women and girls described how they were abducted from their homes and villages while working on the farms, fetching water, or attending school. The victims were held in eight different Boko Haram camps that they believed to be in the 518-square-kilometer Sambisa Forest Reserve and around the Gwoza hills for periods ranging from two days to three months. They saw scores of other women and children, but were unable to ascertain if some, or all, had also been abducted or if they were family members of the insurgents. The women and children ranged from infancy to 65 years old. The Gwoza hills, which form a natural barrier between Nigeria and Cameroon,

overlook Sambisa forest to the north and runs from Pulka town, 80 miles south east of Maiduguri, Borno State into Cameroon’s Far North region.

The women and girls told Human Rights Watch that for refusing to convert to Islam, they and many others they saw in the camps were subjected to physical and psychological abuse; forced labor; forced participation in military operations, including carrying ammunition or luring men into ambush; forced marriage to their captors; and sexual abuse, including rape. In addition, they were made to cook, clean, and perform other household chores. Others served as porters, carrying the loot stolen by the insurgents from villages and towns they had attacked. While some of the women and girls seemed to have been taken arbitrarily, the majority appeared to have been targeted for abduction because they were students, Christians, or both.

The ongoing conflict has resulted in grave human rights violations and protection risks. The Office of the National Security Advisor (ONSA) estimates 8,000 children may have been recruited and used by Boko Haram in both combat and support roles. Children were also used by Civilian Joint Task Force and vigilante groups. The failure to effectively reintegrate boys who were associated with armed groups and provide them with opportunities for education and livelihoods exacerbates their poverty and risks of future radicalization.

Conflict Related Sexual Violence (CRSV)

The term “conflict-related sexual violence”, refers to incidents or patterns of sexual violence that occur in conflict or post-conflict settings or other situations of concern (e.g. political strife). These include: rape, sexual slavery, forced prostitution, forced pregnancy, forced abortion, enforced sterilization, forced marriage, and any other form of sexual violence of comparable gravity perpetrated against women, men, girls or boys that is directly or indirectly linked to a conflict.

That link may be evident in the profile of the perpetrator, who is often affiliated with a State or non-State armed group, which includes terrorist entities; the profile of the victim, who is frequently an actual or perceived member of a political, ethnic or religious minority group or targeted on the basis of actual or perceived sexual orientation or gender identity; the climate of impunity, which is generally associated with State collapse, cross-border consequences such as displacement or trafficking, and/or violations of a ceasefire agreement.

The term also encompasses trafficking in persons for the purpose of sexual violence or exploitation, when committed in situations of conflict.

CRSV can undermine long-term state stability and security even after states have transitioned out of violent conflict as it often does not stop when the war ends.

In the North East of Nigeria, sexual violence is wide spread and perpetrated by Boko Haram as a tactic of war. Guided by its ideology ‘Boko Haram’ in Hausa, which translates, as ‘western education is sinful’, the insurgent group is accused of systematically targeting women and girls believed to be under the influence of ‘western’ ideals and/or from minority religious groups such as Christians. These women and girls abducted by

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4 UN Secretary General’s 2017 annual report on Conflict Related Sexual Violence
the Boko Haram are subjected to sexual slavery and undergo forced marriages to the fighters resulting into unwanted pregnancies and children born of war. CRSV is no longer seen as an inevitable by-product of war, but constitutes a crime that is preventable and punishable under International Human Rights Law, International Humanitarian Law and International Criminal Law.

**Causes and effects of armed conflict on women and girls**

Gender inequality is the root cause and driver of sexual violence, including in times of war and peace. Structural gender inequalities and discrimination are at the heart of the differential impact conflict has on women, men, boys and girls. Preventing sexual violence requires the advancement of substantive gender equality before, during and after conflict, including by ensuring women’s full and effective participation in political, economic and social life and ensuring accessible and responsive justice and security institution.

Approximately 90 per cent of those affected by conflict in northeast Nigeria do not have access to basic services. As a result, women and girls have been forced to exchange sex for food and other essential supplies, and early marriages of girls to older men are on the rise, as a protection mechanism and source of income for desperate families. There are cases of sexual violence allegedly perpetrated by security guards, army officers, camp officials, members of the Civilian Joint Task Force and vigilantes. Some officers were reportedly arrested and are currently standing trial.

Conflict has a devastating effect on the lives and dignity of women and girls, as well as on the health and educational services that are essential to family and community survival. Essential services such as basic health care, including reproductive health care and counseling, are often disrupted or become inaccessible during conflict situations. Access to lifesaving assistance is limited. Many of the survivors of CRSV that sought medical care were not able to access it. Health risks - public health needs soar. Women and girls become the individual and systematic targets of sexual violence, specifically when rape and sexual assault are used as weapons of war. -

It is estimated that almost half of all survivors decline to report sexual violence because of a lack of trust in formal and informal justice systems, a prevailing culture of impunity, fear of stigma and personal risk.

Armed conflict increases the rate of new infections across affected populations, but women and girls are significantly more likely to become infected than men and boys. -

Rape, high-risk behaviors, the inability to negotiate safe sex, and sexual exploitation are risks that have disproportionately impacted women and girls. Trauma and lack of social support and services are especially harmful to young people and may have lasting effects on their physical and mental health. When social structures break down in the face of war and instability, young adults frequently engage in high-risk drug use or sexual behavior.

Conflicts expose women to increased vulnerability on a range of health threats. Social, cultural and economic disempowerment is compounded by poverty, and their combination produces a context in which women are susceptible to sexual exploitation and drug abuse.
Shame and stigma: Survivors risk being twice traumatized: first by the action of the perpetrator, then again by the reaction of society and the State, which is often unresponsive or even punitive and discriminatory. Victims are turned into outcasts, thus unraveling the family and kinship ties that hold communities together. Stigma has led to lethal retaliation, “honor” crimes, suicide, untreated diseases, unsafe abortion, economic exclusion and indigence.

- The stigma of “guilt by association” with the perpetrator and their group; fear of suspected sexually transmitted infections such as HIV; the perceived dishonor of lost chastity or virginity; the stigma of maternity out of wedlock, especially where children conceived through rape are considered “children of the enemy”; homosexuality taboos, in the case of male rape; and the shame of being unable to defend oneself and loved ones.

Children born of rape may face a lifetime of marginalization, owing to stigma and uncertain legal status. Socio cultural stigma compounds the problem of universal underreporting of sexual violence in times of war. Survivors who have no opportunity to disclose abuse or are forced to delay disclosure due to safety concerns and a lack of services have been found to suffer higher rates of post-traumatic stress and depression.

Perpetrators of CRSV

Perpetrators of CRSV are not limited to armed actors but also include government security officials who are supposed to protect citizens from CRSV.

Militaries and police may engage in a campaign of CRSV with the aim of obtaining information through torture or as a means of extortion. There have also been documented uses of CRSV to suppress dissident groups in Kenya, as well as the use of rape as a form of compensation to the combatants and allied militias affiliated with the government in South Sudan, which has been unable to pay troops in the face of a collapsing economy.

United Nations Peacekeepers also perpetrate CRSV. According to the United Nations Conduct and Discipline Unit, there were sixty-nine incidents of sexual exploitation and abuse in 2015, though the numbers are likely much higher due to underreporting. Research shows that peacekeepers who come from countries with records of low gender equality are more likely to perpetrate sexual exploitation and abuse, as well as other human rights violations, in the mission host country. These studies indicate that the composition of peacekeeping forces influences the quality of missions: when peacekeepers are socialized to devalue women in their home countries, abuses abroad are more likely.

Objectives /Motives:

Motives could be political, military or psychological objectives to:
- control territory, population or resources, CRSV is frequently and deliberately used to target vulnerable populations, inflicting psychological trauma, humiliation, displacement, terrorizing populations into compliance, displacing civilians from strategic areas. It is also used to elicit operational intelligence, force conversions through marriage and entrench
an ideology based on suppressing women’s rights and controlling their sexuality and reproduction. 

CRSV is used to generate revenue, as part of the shadow economy of conflict and terrorism, through sex trafficking, sexual slavery, enforced prostitution and the extortion of ransoms from desperate families. In some circumstances, women and girls are treated as the “wages of war”, being gifted as a form of in-kind compensation or payment to fighters, who are then entitled to resell or exploit them as they wish. Women and girls held in sexual slavery are used as human shields and suicide bombers, denoting their status as expendable “resources” in the machinery of terrorism.

In the context of mass migration, women and children affected by conflict, displacement or violent extremism are particularly at risk of falling prey to traffickers owing to the collapse of protective political, legal, economic and social systems.

CRSV is at times used as a means of repression, terror and control. Armed actors’ gang-rape and sexually humiliate detainees perceived as political opponents. It is used to displace communities, expel so-called “undesirable” groups and to seize contested land and other resources.

Sexual violence is also used to entrench discriminatory gender norms that limit women’s roles and their enjoyment of basic rights

Issues and Needs

Sexual Violence, Exploitation and Abuse:

Sexual violence has become one of the highlights of the insurgency in the NE. A Human Rights Watch (HRW) report released in October 2016 detailed cases of rape and sexual abuse by the military and government authorities such as camp leaders, vigilante groups, policemen and soldiers

Transactional sex has been reported by women/girls in many IDP camps in Borno, for a variety of reasons including in exchange for food assistance and to gain freedom of movement in/out of camps. The overcrowding and situations in camps and host communities’ limits privacy and impairs attainment of human rights and dignity. Some women and girls are resorting to such negative coping mechanisms under the strain of prolonged uncertainty and shrinking resources. Families are utilizing negative coping marriages to access food and ensure social security and protection such as offering their daughters to be married off to older men with perceived economic capacity. There have also been increased reports of child prostitution in camps and host communities. This is coupled with a culture of silence in a society where patriarchal gender norms and social/economic inequities have worked to undermine the role of women. Speaking publicly on these security and protection concerns only increases safety risks associated with reporting of incidents because women and girls fear stigmatization and retaliations

Re-integration of Women and children formerly associated with the Boko Haram:

Discussion with some survivors reveals cases of stigma, isolation and violations of freedom of movement for formerly abducted young women. Women and girls who

5 Raised by survivors who testified during a five days exchange workshop organized by Women’s Rights Advancement and Protection Alternative (WRAPA), Nigeria, Women’s Advocacy Network administered by the Justice and Reconciliation Project (JRP), Uganda and Alain Foundation for Peace and Development, Nigeria organized an exchange visit titled Connecting Survivors, Strengthening Voices, and creating sustainable change. The overall goal of the visit is to connect survivors of conflict related sexual violence for improved advocacy to achieve lasting change. The exchange visit was organized with support of Trust Africa (TA) 21st -25th Jan 2019
were abducted/kidnapped by the Boko Haram insurgent group but subsequently gained their freedom, at times with children or pregnant are exposed to further abuse by the security personnel often during the process of screening. They face a risk of rejection, stigmatization and violence in some communities, as community members perceive them as having been radicalized, even after being screened by the Nigerian military. With regard to children born by the survivors, some communities believe that children born of Boko Haram parentage may have inherited genetic components that are likely to manifest violent behavior in the future.

Reintegration for male children is more difficult, as they are perceived to be prone to violent behavior. The rejection could exacerbate their poverty situation, criminality and future radicalization.

**Forced/early marriage and other forms of GBV.** The conflict has increased the level of threat to women and girls while simultaneously deepening men’s social protection roles. This combination has contributed to marriage being a means to protect young girls and women, increasing rates of forced and child marriage. Child marriage is likewise being used to cope with diminishing resources, especially in prolonged displacement, through reducing the household size and gaining monetary compensation from the groom.

The conflict induced change in gendered roles has created female headed households with the primary responsibility of ensuring family economic survival; hence women have had to take on extra roles which traditionally were not theirs in the face of the conflict.

**Violation of Children’s Right:** There is a prevalence of grave violations of children’s rights, including forced recruitment into armed groups, attacks on schools and hospitals, sexual violence, a lack of prevention measures in place and limited response services available for victims of grave violations. There are reports of forced conscription of children by insurgents as child soldiers, ammunition carriers, porters, cooks, wives, sex slaves and suicide bombers. Children are also joining the ranks of civilian JTF and vigilante groups in increasing numbers; this is also in the form of forced recruitment.

**Access to Justice:** There is unfavorable Legal Environment for Litigation of conflict related sexual violence and religious practices continue to restrict women’s rights. The legal regime in Nigeria is a mix of common law, sharia law and customary law. States have a level of autonomy that, legislations passed at federal government level can only be applicable in states after a process of domestication. Although the 1999 Constitution of Nigeria prohibits discrimination on the grounds of sex, customary law. Also, the contradictory provisions of existing laws worsen the situation of women and girls in terms of harmonized interpretation and application. While reporting is already low as survivors and families are silenced by shame and fear of reprisal by the perpetrators; the contradictory provisions in the tripartite levels of legislations have huge implications in relation to protection and redress for GBV survivors.

Sexual violence and the crime of rape are dealt with under the Penal Code, yet the definition of rape is not comprehensive and other failings exist with evidential and procedural requirements for successful litigation. The rules of evidence in relation to sexual violence can worsen the trauma of GBV survivors. The Violence against Persons Prohibition Act, 2015 comprehensively dealt with rape, from which existing penal laws protected only females and limited to vaginal penetration. The Act is aimed to eliminate violence in private and public life, prohibit all forms of violence, including physical, sexual, psychological, domestic, harmful traditional
practices; discrimination against persons and to provide maximum protection and effective remedies for victims and punishment of offenders. This Act covers most of the prevalent forms of violence that could be categorized into: Physical violence; Psychological violence; Sexual violence; Harmful traditional practices; and socioeconomic violence. It has expanded the scope of rape to protect males and to include anal and oral sex as well as protect the identity of rape victims. The following are offences punishable under the Act: Rape, Inflicting Physical Injury on a Person, Female Circumcision or Genital Mutilation, Forceful Ejection from Home, Depriving a Person of His/hers Liberty, Forced Financial Dependence or Economic Abuse, Forced Isolation or Separation from Family and Friends, Emotional Verbal and Psychological Abuse, Harmful Widowhood Practices, Abandonment of Spouse, Children and Other Dependent without Sustenance, Spousal/Partner Battery, Indecent exposure, Harmful Traditional Practices, Political Violence, and Violence by State Actors. Other innovations in this Act includes the prohibition and punishment for stalking, substance attack, criminalizing incestuous conducts, protection order for victims and persons under threat of violence, and compensation for victims of violence. It provided for a register for convicted sexual offenders, which shall be maintained and accessible to the public. Importantly, the Act contained provisions on effective remedies, including the rights of victims to assistance. This Act will bring succor and effective remedies to millions of victims who have suffered in silence without recourse to justice or rehabilitative- psycho-social support for their recovery and reintegration. The only drawback in relation to this law is its limited application to the Federal Capital Territory, Abuja. The act needs to be adopted by the 36 states of Nigeria for it to be applicable in those states. The Act needs to be adopted by the states in North East before it can be implemented there.

In October 2017, Nigerian authorities began trials of Boko Haram suspects, with subsequent rounds in February and July 2018 at Wawa Cantonment, in Kainji, Niger State. In the third round of trials, which commenced in July 2018, over 200 defendants, including three women, were tried under the Terrorism (Prevention) (Amendment) Act, 2013. The courts convicted 113 defendants, acquitted 5, and discharged 97 without trial. None of the accused was charged with sexual violence. The outcome is of great concern, as sexual violence plays a dominant role in Boko Haram operations and strategies. In 2018, the national human rights commission in Nigeria constituted a special investigations panel on alleged human rights violations in north-east Nigeria and invited public submissions of allegations of human rights violations committed in northeast Nigeria, including allegations concerning sexual violence against internally displaced persons, the lack of investigations, the sexual exploitation of women and girls in exchange for food and security, and the discrimination and violence against women and girls returning from Boko Haram captivity (pejoratively called “Boko Haram wives”).

Protection of Women and Children

Every human being has basic rights and these rights should be protected. Human rights are claims that every individual has on the society in which he or she lives. They are universal and inalienable, belonging to every human in every society.
irrespective of geography, history, subculture, ideology, politics, economic system or stage of development. Fundamental human rights do not depend on gender, race, class or status. A woman or child is as much entitled to live free from harm as a man, simply by virtue of being human.

In the context of violence against women, both the victim and the offender have rights. In many countries, the lack of respect for the rights of the offender is an issue, just as is the lack of respect for the rights of victims. The Charter of the United Nations, adopted in 1945, is generally considered the fundamental document for subsequent international human rights laws, norms and standards. The Charter proclaims and recognizes the inherent dignity of all human beings and their equal and inalienable rights, and effectively states that those rights are a subject of international concern and thus are no longer within States’ exclusive domestic jurisdiction. Article 13, paragraph 1, of the Charter states that fundamental freedoms are for all, without distinction as to race, sex, language, or religion.

The Universal Declaration of Human Rights\(^7\) followed in 1948 and in its preamble notes that the recognition of the inherent dignity and equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world. It further recognizes that the Member States of the United Nations have reaffirmed their faith in human rights and the equal rights of men and women. Article 1 of the Universal Declaration recognizes that all human beings are born free and equal in dignity, while article 2 provides that everyone is entitled to all the rights and freedoms set forth in the Declaration, without distinction with regard to race, color, sex, religion, political or other opinion, national or social origin, property, birth or other status.

Additional United Nations instruments and standards that refer specifically to the protection of women’s (and children’s) rights and protection from violence and other harms, and to the Model Strategies, include: International Covenant on Civil and Political Rights and Optional Protocols \(^8\) International Covenant on Economic, Social and Cultural Rights\(^9\) Convention on the Elimination of All Forms of Discrimination against Women \(^10\) and Optional Protocol thereto\(^11\) Convention on the Rights of the Child\(^12\) Convention on the Political Rights of Women\(^13\) Convention for the Suppression of Traffic in Persons and of the Exploitation of the Prostitution of Others\(^14\) Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment \(^15\) Building on the above is the Platform for Action adopted by the Fourth World Conference on Women, in which three strategic objectives were established for Member States, critical to violence against women: (a) Take integrated measures to

\(^7\) General Assembly resolution 217A(III)
\(^8\) Optional Protocol to the International Covenant on Civil and Political Rights (General Assembly resolution 2200 A (XXI), annex; Second Optional Protocol to the International Covenant on Civil and Political Rights, aiming at the abolition of the death penalty (resolution 44/128, annex).
\(^9\) Resolution 2200 A (XXI), annex
\(^11\) Ibid., vol. 1577, No. 27531
\(^12\) General Assembly resolution 640 (VII), annex.
\(^13\) Ibid., vol. 1465, No. 24841
prevent and eliminate violence against women; (b) Study the causes and consequences of violence against women and the effectiveness of preventive measures; (c) Eliminate trafficking in women and assist victims of violence due to prostitution and trafficking. In addition to the above list, there are several other United Nations instruments and standards that relate to the protection of women, children and vulnerable groups, including: Declaration on the Elimination of Violence against Women" International Convention on the Elimination of All Forms of Racial" Discrimination\footnote{Ibid., vol. 660, No. 9464} Additionally, there are regional instruments, relating to the protection of the rights of women and children, and protecting them from harm.

Article 3 of the Declaration on the Elimination of Violence against Women provides that women are entitled to the equal enjoyment and protection of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. These rights include the right to life, the right to equality, the right to liberty and security of person, the right to equal protection under the law and the right not to be subjected to torture or other cruel, inhuman or degrading treatment or punishment.

Article 4 of the Declaration sets forth that States should condemn violence against women and should not invoke any custom, tradition or religious consideration to avoid their obligation with respect to its elimination. States should pursue by all appropriate means and without delay a policy of eliminating violence against women. To that end, States should, among other things: Refrain from engaging in violence against women." Exercise due diligence to prevent, investigate and, in accordance with national " legislation, punish acts of violence against women, whether those acts are perpetrated by the State or by private persons. Consider the possibility of developing national plans of action to promote the " protection of women against any form of violence, or to include provisions for that purpose in plans already existing, taking into account, as appropriate, such cooperation as can be provided by NGOs, particularly those concerned with the issue of violence against women. Develop preventive approaches that promote the protection of women against " any form of violence, and ensure that the re-victimization of women does not occur because of laws insensitive to gender considerations, enforcement practices and other interventions. Work to ensure that women subjected to violence and, where appropriate, “their children have specialized assistance, such as rehabilitation, assistance in child care and maintenance, treatment, Take measures to ensure that law enforcement officers and public officials " responsible for implementing policies to prevent, investigate and punish violence against women receive training to sensitize them to the needs of women.

In essence, everyone, including women, girls and boys, have the right, without distinction as to race, sex, language, or religion, to: Life" Liberty and security of person" Equal protection under the law" Dignity" Protection from harm, including violence, torture or other cruel, inhuman or " degrading treatment or punishment

The international community has taken steps to affirmatively address women’s unique experiences of conflict and the role they can play in peace and security initiatives. UN Security Council Resolution 1325 on Women, Peace and Security (2000) (UNSCR 1325) calls for full and equal participation by women in peace processes and for the mainstreaming of gender issues in security work. Protecting women and girls from gender-based violence in armed conflict is highlighted as an area that should be given particular attention.” UN Security Council Resolution
1820 (2008) reaffirms obligations to protect women from violence, emphasizing that “despite ... repeated condemnation of violence against women and children in situations of armed conflict ... and ... calls addressed to all parties to armed conflict for the cessation of such acts with immediate effect, such acts continue to occur, and in some situations have become systematic and widespread, reaching appalling levels of brutality.” Resolution 1820 calls for a cessation of all sexual violence used in conflict, the development of zero tolerance policies and training programs and the strengthening of national-level institutions to assist victims.

The adoption of Security Council resolution 1325 (2000) was a ground breaking event, not least, for the many women and girls in conflict zones who have lived through the violence, losses and injustices of war. It constituted a landmark in the recognition of the vital role of women in the prevention and resolution of conflicts, the importance of their participation in efforts to maintain peace and security, and their specific needs and concerns in armed conflict and its aftermath.

UN Resolution 1325 is dedicated entirely to the link that exists between armed conflict, peace building and the gender dimension and builds on the Convention on Elimination of all Forms of Discrimination against Women (CEDAW), the Beijing Platform for Action, the Windhoek Declaration and the Namibia Plan of Action on mainstreaming, a gender perspective in Multi-dimensional Peace Support Operations adopted in Windhoek in May 2000.

The UN Resolution 1325 provided the first international legal and political framework recognizing the disproportionate impact of armed conflicts on women as well as the pivotal role of women in peace-building. It acknowledges the importance of the participation of women and the inclusion of the gender perspective in peace negotiations, humanitarian planning, peacekeeping operations, post-conflict peace-building and governance. It is first and foremost about peace and security but rooted on the premise that women’s inclusion (their presence and participation) in the peace process, their perspectives, or their contribution to peace talks will improve the chances of attaining viable and sustainable peace.

For the first time, the Council called for a comprehensive assessment of the impact of armed conflict on women and girls, the role of women in peace-building and the gender dimensions of peace processes and conflict resolution.

Nigeria has adopted the resolution and a National Action Plan (NAP) has been developed. The NAP reflects government’s commitment as well as accountability in ensuring the security of women and girls during armed conflicts and enhancing their active and direct participation in conflict prevention and peace building as well as post-conflict efforts. It is also a practical and operational tool for those affected by armed conflicts has been developed.

A few states in Nigeria have tried to develop their own action plans. The problem is implementation. Under the programme, the Women, Peace and Security Network was created among women CSOs. The members of that organization include about 34 women from CSOs. The WPS Network liaised with the Ministry of Women Affairs, which is supposed to be the owner of the Action Plan and they were to monitor the implementation however, nothing much happened. The project that supported the development of the Action Plan (the NSIVF) ended in September 2015.

Protecting civilians from the ongoing conflict in the North East Nigeria requires a multidimensional response to address the various sources of vulnerabilities affecting populations. Government authorities including the Police, parties to the conflict and civil society actors also have their responsibility. The Nigerian government has the central role and responsibility to guarantee the protection of all Nigerians.
IDP sites are considered “high visibility” targets for insurgents; inviting further restrictions by security actors to movements in and out of IDP camps. The Nigerian military and the Police play a prominent role in securing displacement sites, managing camps.

- Logistical challenges and security restrictions (curfews and road blocks) due to military operations and attacks on Government installations further limit the reach of government service providers. This also has implications for freedom of movement. The military plays a predominant role in the accessible areas, presenting challenges to the civilian character of IDP camps.
- Enhancing protection of people in need through livelihood, recovery, and social cohesion; promote a rights-based approach to durable solutions and access to justice.
- Ensuring that protection issues are effectively addressed and protection is mainstreamed across all sectors, including with the military.

Provision of psychosocial support and material based protection interventions

- Develop a capacity building program (training) for security forces on international protection and human rights
- Advocate for the mainstreaming of protection principles in all procedures and locations where IDPs are screened to ensure that these screenings are conducted in a dignified manner and are gender and age-sensitive.
- Guarantee the centrality of protection by ensuring the participation of affected persons in the planning and implementation of solutions, taking into account age, gender and diversity, and paying particular attention to persons with specific needs.
- Strengthen the identification of vulnerable persons with specific needs, such as women and children at risk, pregnant, survivors of SGBV

Protecting children affected by the conflict in the North East Nigeria

As a result of the conflict, there are large numbers of separated children, who are unable to locate their families, and a number of unaccompanied children. There is a need to scale up efforts to identify and document the numbers of separated and unaccompanied children

This will include alternative care and tracing services. Psycho-social interventions should be provided to the large numbers of traumatized children. The trauma of armed conflict is severely impacting the psychological well-being of children and families, which in turn undermines their ability to care for themselves.

Closure of schools and lack of access to schools due to insecurity has resulted in the denial of the right of children to education. Additionally, in other places, the quality of education has also been negatively affected. Most of the school-age children in Adamawa, Borno and Yobe States have had their opportunities for schooling severely constrained.

The following supports are important:
- A tracing system is established to reunite separated children and divided families (using various tools such as phone calls and announcements where appropriate);
- Psycho-social programs are provided to displaced children and other children affected by the violence. Support the release and reintegration of children affected by the conflict in the NE.
Preventing and addressing Sexual and Gender Based Violence and abuse

The climate of impunity and a weak justice system hampers prevention of and response to violations against women and children. Few survivors come forward for fear of reprisals by perpetrators and stigmatization by their own communities, as well as having no confidence that the authorities will hold perpetrators accountable or that reporting the crime will provide them with access to much needed services.

Ways of addressing CRSV and preventing same include:

- Providing trainings to medical personnel and social workers: (a) for dealing with survivors of SGBV; (b) for treatment of others who have experienced trauma.
- Provision of GBV trainings for community volunteers on community sensitization for stakeholders (religious, community leaders, women leaders etc.).

Promoting Access to Justice for IDPs requiring legal assistance and counseling. Detention of men, women and children associated with Boko Haram either directly or due to their connections continues to be an area of significant concern.

Women and children are being held for screening and/or rehabilitation in facilities which are more like detention centers. There is a significant back log of counter terrorism cases which remain unprocessed due to lack of adequate resources. Whilst these cases remain outstanding, the suspects remain in detention. These suspects should be granted access to legal advice.

In addition to these human rights issues, IDPs lack access to basic legal services to assist them in the daily conduct of their affairs. IDPs need documentation to prove who they are and move about, births and deaths need to be registered,

Role of the Police

Police are at the frontline of the criminal justice system. They are often called upon to intervene when an act of violence is in progress or shortly after it has occurred. Police work with victims, offenders, witnesses and various forms of evidence. Their attitude and response to all involved can have a dramatic impact on ensuing developments, including the prevention of future violent acts and the protection of victims. For example, in situations of recurring acts of domestic violence, the police response can help victims leave a violent relationship or, conversely, the victim, believing that nothing and no one can assist them, may remain in an abusive, violent setting.

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

In post-conflict and transitional societies, police face many challenges in protecting women from violence and in responding effectively to such acts. Relevant legislation may be ineffectual or non-existent, resources may be scarce, a culture of impunity may be prevalent and support agencies and services to enhance the protection of women may be severely lacking.

In 1979, the General Assembly adopted a Code of Conduct for Law Enforcement Officials, which states: Police are to serve the community by protecting all persons from illegal
acts, “consistent with the high regard of responsibility required by their profession. In the performance of their duty, law enforcement officials shall respect and “protect human dignity and maintain and uphold the human rights of all persons.

The purpose of the Code of Conduct is to ensure that law enforcement officials (police) act in accordance with the principles of human rights, including respect for all persons, acting at all times in accordance with the law and protecting the rights of all persons, including those who violate the law, and vulnerable persons such as children and juveniles, and women who experience violence.

Failure of police to act in accordance with these simple rules can have several negative consequences, including legal sanctions/discipline being imposed.

The Nigerian Police has the mandate to ensure the internal security of the country. Section 4 of the Police Act 2004 enumerates the duties of the Police to include among others: prevention and detection of crime; apprehension of offenders; preservation of law and order; protection of life and property; due enforcement of laws and regulations with which they are directly charged; and performance of such military duties within or without Nigeria as may be required by them, or under the authority of this or any other Act.

To engender the Force, the Nigeria Police Force recently adopted a Gender Policy, which is guided by the philosophy and general principles of human rights, gender equality, and women empowerment entrenched in International, Regional, and National laws and instruments. The overall goal of the policy is to eliminate all gender-based discriminatory regulations and practices within the Nigeria Police Force, and ensure that the Police Force as a major security organ of government can effectively deal with gender-based violence within the larger Nigerian society.

As a follow up to this, gender desks have been established within the Police force and desk officers appointed. The Police force has also deployed female Police Officers to the IDP Camps in the NE. In discharging their mandate, the officers protecting the IDPs in the camps need to do the following:

- Monitoring and verifying incidents of CRSV
- Monitor, analysis and report on CRSV
- Take into account the need for the safety of the female IDPs, victims of CRSV and others related through family, socially or otherwise.
- Support the IDPs in developing a personal safety plan
- Conduct research, collect data and compile statistics, especially concerning CRSV, relating to the prevalence of different forms of violence against women and encourage research on the effectiveness of measures implemented to prevent and redress violence against women, those statistics and findings of the research to be made public.
- If they have the capacity, adopt measures put in place by humanitarian agencies operating in the NE, directed towards the elimination of violence against women
- To take steps to ensure the safety of the IDPs and the children.
- Assist the IDPs and the children in obtaining medical assistance, if necessary.
- Be culturally sensitive in dealing with the IDPs
- To ascertain if language is a barrier and arrange to provide a translator when “necessary. Children or family members should not be used as interpreters. To gather and preserve evidence in accordance with the police service’s investigative procedures, which should
include making detailed notes of the actions and utterances of the parties and a detailed occurrence report

- To ensure that any children at the scene of a crime are provided with appropriate support/assistance as required, including referrals to appropriate agencies. To conduct detailed interviews with all victims and witnesses
- To assist the IDPs develop a personal safety plan.
- Provide protection as women move in and out of the camp, on the way to and from the market, farms etc.
- Provide counseling services when needed and empathize with victims
- Helps bring female IDPs forward with complaints of victimization and helps to provide access to needed services
- Serve as positive role models

As regards the protection of children, the Convention on the Rights of the Child declares that States have an obligation to ensure that in all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration (article 3, para. 1) The police should therefore:

- Ensure that the child has such protection and care as is necessary for his or her well-being,
- Encourage victims of CRSV to speak about their experiences of violence and trauma.
- Provide physical protection to civilians, including women and children

Conclusion

Despite the increased attention of the government and the international community to protecting citizens in the North East and ending impunity for Conflict related sexual violence crimes, protection needs across the North East States of Nigeria still remains high. Victims of conflict-related sexual violence are still being assaulted in the course of essential livelihood activities. There is need for the presence of more female police officers to support and protect the IDPs in and around the camps. There is also need to continue with capacity development (training and retraining) of the Nigerian Police Force to recognize and effectively handle cases of gender-based violence/violence against women as this is needed for those working in the NE. They need to develop their capabilities to provide adequate help, protection, support and justice to victims of gender-based violence.
Resources:

1. Report of the UN Secretary General on Conflict-Related Sexual Violence for the year 2016. 15 april 2017 | s/2017/249


STRATEGIES FOR COMMUNITY INTERACTION AND RELATIONSHIP FOR POLICE WOMEN
Strategies for Community Interaction and Relationship for Police Women
Rahila Jibrin

Introduction

Crime has always been a part of every society and crime prevention and detection has always been an integral part of the policing system. Hence, police in every society plays a major role in a number of things ranging from crime, traffic, law and order management and above all protection of lives and property to make the society as free of crime as possible.

The police are a highly recognised security body equipped and trusted to handle these responsibilities. As societies advance and sophisticated in daily endeavours, so does the responsibility of security and the need for sophistication to meet the trending challenges. The Police has to always be a step ahead in strategizing to rid the society of emerging criminal activities and maintain a regular community interaction and relationship.

The centrality of community interaction and relationship for the police in actualizing its statutory responsibility can never be over emphasised, especially when it’s obvious that the law enforcement represents the interests of the communities in which they police. The police deal with the community on several levels: individually and group/organization and they need to be sync with the community at these levels to avoid discontent and dissention, since “different community groups view the police differently and have varying notions of the priorities and objectives of law enforcement and criminal justice” (Cordner and Scarborough, 2007. p10).

Nigeria like any other nations in the world has its societal challenges that borders on criminality. The Nigeria Police is saddled with the enormous responsibility of maintaining law and order nationwide. Developments in Nigeria in for about a decade now has brought the police more than ever to the fore. Security challenges and enormity crime (Kidnapping, community clashes, farmers/herders conflict, bandits and insurgency) have
more than ever placed the police and other security agencies on a constant alert and increasing need for community interaction and relationship for the police.

The insurgency, with the North East region worst affected, has led to displacement of people and forced victims into displaced persons’ camps for protection. However, recent developments and the restoration of some level of normalcy in the region, displaced persons are returning to their original settlements. This effort has its accompanying challenges, especially for vulnerable persons, such as women, girls and children. There have been reports of harassments, abuses and other illegalities (Read, 2017).

These developments have placed a huge responsibility on the police. In fact, an additional responsibility that requires re-strategizing among other things in area of community interaction and relationship, to meet demands of the dynamic conflict and emergency situation in the region, especially challenges that affect vulnerable members of the society, such as women, girls and children.

These vulnerable members of the society bring to the fore female police officers who have a strategic role to play in addressing the peculiarities of issues that affects, especially women and girls in conflict affected communities. Although, each gender brings something unique and valuable to policing, the female police officers have increasingly become strategic as “Women often approach and solve problems from a different angle than their male counterparts.... officers recognize these differences and see them as vital components of a great team” (Edmonton Police Service, n. d).

Considering the peculiarity of the situation in the conflict affected North East region of Nigeria, the state of reported vulnerability of women and girls among others and the strategic place of female police officers in the dynamics of the conflict region. Is imperative to look at strategies for community interactions and relationship for female police officers.

The significance of this is to inject new ideas and best practices for effective service delivery for officers in the field and to have in place a manual that would guide strategist officers for result oriented policing.
What is Community?

Community is defined as a group of people with diverse characteristics who are linked by social ties, share common perspectives, and engage in joint action in geographical locations or settings (MacQueen et al, 2001). The common thing they share is interest and participation. Community is also seen as a small or large social unit that has something in common, such as norms, religion, values or identity. Furthermore, community can be seen as national, international or virtual communities.

Community Interaction and Relationship

A. Community Interaction: cooperation by the community members to share information freely with officials or organization (in this case with the police), about their neighbourhoods. The willingness of the community members to work with the police to find out a lasting solution to crime and other disorderly behaviours.

B. Community Relationship: is the various methods used by agencies or organization to establish and maintain a mutually beneficial relationship with the communities in which they operate. As it operates within an environment it draws resources from (information) the community to foster mutual understanding, trust and support.

Importance of Community Interaction and Relationship

The police can effectively accomplish its task with the cooperation and support of the members of a community. When the law enforcement officer fails to respect the rights of citizens and fail to hold those who default accountable, then the police – community interaction and relationship will be in jeopardy. Through a good relationship with the community members the police will enjoy a cooperation and improved information on crime and other related disorder in the society. The police will enjoy tremendous respect and moral support from the community because their friendship was sought by the law enforcement; this simplifies their task of policing the community and the nation at large.
Benefits of Community Interaction and Relationship Policing Approach

Police interaction and relationship with the community will assist the police to be more effective at managing and preventing crime. This will make the police to succeed in protecting the society if they have the support of the public. It also provides an avenue for the police to be acquainted with their community members, know more about the law abiding citizens (the hakimi (District head) Lawan, Bulama or Mai Anguwa (ward head), the women leader, youth leaders, vigilantes and other stakeholders). It creates room for trust and dispels any misgiving or obscure believes about the police and creates a collaborative platform between the police and the community they serve. This gives the police avenue for fresh information about crime, they also enjoy moral support for their activities. This interaction and relationship with the community will increase the reliability and respect of police and this helps police to perform its responsibility more effectively.

Strategies for Community Interaction and Relationship

a. Consultation with communities: the community know more about their own concerns, criminality in their area, and other issues in their neighbourhood than the police. Their input is essential in assisting the police to be effective to the use of police and other law enforcement resources. Direct contact with the women and girls in the community to understand the security threats they faced or are concerned about. When the community is approach to dialogue, collaborate through sharing of information and look in to the concerns of the community, carry out analysis in consultation with stakeholders in the community, such as the, local council, government departments, women and youth groups to establish a better shared understanding of a better solution.

b. Responding to Communities: the police should be responding to the needs of the members of the community when they report about it. None of the issues put forward by the members of the community should be treated lightly. If they cannot provide what is needed they should refer to alternative avenues of redress and assistance. Issues like domestic violence, rape and trafficking in persons should go to FIDA, NAPTIP, National Human Right Commission, Legal Aid Council and NBA.
c. **Mobilizing communities:** mobilizing community refers to the efforts made by the police to ensure that the community assist them in protecting the environment and make it safe. Solving issues that could be triggering crime and other related disorders. The community has the power to influence individuals to behave well through informal social control from that of the police as an enforcement. Through organizing workshops and training sessions for the community to be security conscious and what exactly to do to be alert. What exactly to look out for and what to do in times of emergency.

d. **Solving recurring problems/problem oriented policing:** effective mechanism is key to assisting the community members to identify a malignant problem in their community. Finding a better way of changing community-oriented policing to change conditions that leads to crime and other disorders. When the community policy is based on trust, confidence, transparency, respect and mutual understanding, community partnership, then some recurring problems will be address.

**How do we achieve these Strategies**

The police should positively engage members of the community with the goal of fostering productive relations and a collaborative effort to promote safe communities. There should be an enhanced communication channel establish to maintain the flow of information and distress calls from members of the community. There should be an effective follow up to all community meetings held with the members to see to the conclusion of any issue discussed at the community dialogue or meeting.

**The Female Police Officer, Community Interaction and Relationship:**

The female officer should be the face of the police force. The women officer should be emphatic and considerate in dealing with the complainants when they present themselves at the station or when you go for arrest and other community engagement. The female officer should make it a duty to mobilize and educate the female members of the community to know more about their rights. How to file a complaint when their rights are bridged. In case of rape if they intend to bring the victim for report they should not change his/her cloth or give a bath. In doing this they are washing away the evident or tampering with evident. There should be a provision of where the victim should stay for safety.
Other steps to take in community policing

- Local assessment and Analysis: what are the grassroots groups with which the police should consult? There are various possibilities of engaging the community members at different levels through interaction to have the robust and desired trust and confidence from the community.
- Residents’ associations based on geography, such as housing estates and neighbourhoods;
- Economic interests, such as banks, shopkeepers, taxi drivers, and apartment owners;
- Public service providers or organizations, such as hospitals, shelters for battered women, and halfway houses for paroled criminals;
- Leaders of social/ethnic groups, such as different tribes in a community or castes and immigrants everywhere;
- Women’s organizations and leaders

- initiating interactive platform: Meetings with stakeholders, advocacy visits

- Consultation with communities: Understanding and Consulting with Communities. Extensive contact with community members

- Responding to Communities

- Mobilization activities

- Advise individuals and communities about crime prevention

- Organizing confidence building and coordinated programmes aimed at local community problems such as domestic violence, child-abuse, sexual abuse and exploitation

- Elect and appointed administrators need to understand the police and the law enforcement agency’s implementation strategy and participate in its development.

- Crime Assessment: the capacity and capabilities of the police to be responsive, consultative, mobilizing, and problem solving. The police need to be equipped and be up to date in the area of SGBV issues and how best victims of SGBV can be counsel to have confidence to open/speak about the issue.

the nature, sensitivities and capacities of the communities with which the police must work.
Sample Action Plan

* Policing practice involves all levels of civil society
* Playing a networking role: the police may coordinate with other government agencies, such as the department of sanitation, Mental health services, Justice and Social Affairs, to address conditions that generate crime and disorder.
* Engaging local media: Media is an important tool in awareness rising on crime prevention as it can best convey information to the public
* Organize promotional programmes: some leaflet/posters for people at risk of different sorts of crime, such as snatching, theft, burglaries, road traffic issues, drug dealing and its consequences, prostitution/sex work, harassment or women and children issue: Communities should work towards.

REFERENCES

Community Relations Strategy, Chicago Police Department, General Order G02-03.