



Supported by **giz** German Research Institute for International Cooperation

Individualland
Creating space for the individual

Gender Inclusive Policing

Training Manual for Junior Police Officials

Support for Capacity Development in
Criminal Investigative Services in Pakistan II (CIS II)



Gender Inclusive Policing

Training Manual for Junior Police Officials

Training Manual Team Lead: Hoor Kakar

Training Manual Development Team: Farhan Khalid Khan, Sundas Syeda, Rehan Ali & Anam Basit

Peer Reviewed By: Iqbal Ahmed Detho

Designer: DOTLINES

The Team Lead acknowledges the support of “Support for Capacity Development in Criminal Investigative Services in Pakistan (CIS II) GIZ-CIS II” for providing financial assistance to develop this manual. Our special thanks to Mr. Iqbal Dheto for peer reviewing the manual and also taking the lead in the consultative sessions with the Sindh police that serve as a basis for the training manual. The information presented here would not have been possible without the cooperation of Sindh police and valuable inputs by the police personnel. Despite all the assistance received, Individualland personally assume responsibility of any omissions.

Individualland

House 289, Alstonia Avenue

Safari Villas-III, Bahria Town

Islamabad - Pakistan

Tel: +92-51-5732791-2

E-mail: info@individualland.com

Url: www.individualland.com

Supported by:

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

Support for Capacity Development in Criminal Investigative Services in Pakistan (CIS II)

Url: www.giz.de

Publication Year: 2018

Disclaimer:

This publication has been developed and produced with the support of the German Federal Foreign Office (AA) through the CIS II project implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH. The views expressed in this publication do not necessarily represent those of GIZ Pakistan.

Contents

Who can use the Manual?	3
How can this Manual be used?	3
Objectives of the Manual	3
Outcomes of the Manual	3
Framework of the Manual.....	4
Introduction.....	4
Development of the Manual.....	7
1. Key Concepts	8
2. Social Psychology vis-à-vis Gender Inclusive Communication Skills	10
3. Gender-based Human Rights in Constitution of Pakistan.....	13
Training Programme	14
Activities	15
Day 1.....	15
Day 2.....	20
Day 3.....	21
Annexure.....	24

Who can use the Manual?

The manual aims to sensitize, introduce and build the capacity of its readers and users on the importance of Gender Inclusiveness especially with regard to the functioning of police. Moreover, it focuses on present policies and mechanisms of gender inclusive police departments at national and global level. It can be used by Sindh Police as a guide to;

- Generate ideas to improve police services in relation to gender inclusiveness.
- Introduce concrete ideas and practices to ensure gender inclusive policing within the department and the police stations.

Additionally, it can be used by police trainers, instructors of police training academies, and other stakeholders as;

- A basis for the curriculum used at police training schools, colleges, and academies.
- Background reading material for familiarizing police personnel with concepts, tools, and mechanisms in relation to gender issues.

How can this Manual be used?

The theoretical part and training programme can be used individually or altogether. The duration of each activity in the training programme can be adjusted in accordance with the period of the workshop or for training programs at police training institution and field level unit.

Objectives of the Manual

This manual aims to;

- Put forward a basis for the revision of curriculum used by police training centres in accordance with gender inclusiveness.
- Emphasize on the attitudinal behaviour of junior cadres of police when interacting with female counterparts and associates in ensuring gender inclusive police stations.
- Highlight the key role of junior level police officials in dealing with public and to ensure gender inclusiveness facilitation of citizens i.e. women and transgender.

Outcomes of the Manual

The junior cadres of police including Constables, Head Constables and Assistant Sub-Inspectors will be able to:

- Differentiate between the varying concepts of gender and its relevance to police practices.
- Curtail the use of gender based stereotypical notions via having improved impartial attitudinal behaviour when facilitating citizens including women and transgender.

- Deal with gender related issues in the light of the existing constitutional laws of Pakistan that ensure protection of human rights of women and transgender.

Framework of the Manual

The manual is based on the gaps identified through ILs extensive research; elaborated in the manual constituting of three sections;

Section 1: Theoretical part,
Section 2: Training programme,
Section 3: Detailed activities.

The theoretical section addresses the existing gaps and issues of the Sindh police department with respect to gender inclusiveness by elaborating concepts, behaviour, attitude and gender laws. The section on training programme and detailed activities is based on examples, resource material and training methods. The annexure consists of material in reference to the theoretical part, and the activities.

Reading material recommended in the annexure consists of the existing body of knowledge that is based on gender inclusive policing at national and global level.

Introduction

According to the National Police Bureau (NPB), in 2017, women made up less than 2% of the total police Service of Pakistan.¹ There are a total of 6,363 of the women police officers in Pakistan, of which only 96 are deployed by the Sindh Police; i.e. 1.5% of the total women police service.² Moreover, access to police services by citizens, specifically women and transgendered persons, is hindered due to a lack of gender sensitivity exhibited by police personnel at police stations. Hence, access to justice is slow where police personnel exhibit reluctance in lodging most of the cases by claiming that issues related to women needs to be settled privately; if cases are lodged, prosecution is slow and biased. This is evident from the statistics of Larkana District/Range, Sindh; where out of a total of 517 cases lodged by women at the DIG Complaint Cells between 2016 and 2017, approximately 14% of cases have been successfully resolved.³ Furthermore, according to a trend analysis report of Jacobabad district, out of 188 cases of murder in the name of honour (between 2008 and 2016), and 22 cases of rape (between 2008 and 2014), none of the accused persons were sentenced or punished, with most of them set free.⁴ Additionally, the report mentions the acquittal of accused persons of the 17 cases registered under the Criminal Law (Third Amendment) Act 2011 under section 310A (punishment for

¹ DAWN, Women make up less than 2pc: report, April 26, 2017, retrieved from: <https://www.dawn.com/news/1329292> Date of Access: February 28, 2018

² Daily Times, Engendering Policing in Pakistan, Dr. Rakhshinda Perveen, September 13, 2017, retrieved from: <https://dailytimes.com.pk/117176/engendering-policing-in-pakistan/> Date of Access: February 28, 2018

³ Shared by DIG Larkana at a consultation meeting conducted by Individualland Pakistan in collaboration with Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) at Larkana, February 14, 2018

⁴ Daily Times, Access to Justice and Women Rights, Jamil Junejo, August 23, 2017, Retrieved from: <https://dailytimes.com.pk/119725/access-to-justice-and-women-rights/> Date of Access: March 13, 2018

giving women or girl in marriage or otherwise in Badla-e-Sulh, Wani, Swara).⁵ These statistics reflect upon gaps that exist in the institution of police that overlook gender inclusive policies, practices and strategies; providing a basis for a gender insensitive approach. The issue of gender insensitivity in the police department has been prevalent in Pakistan, and certain remedial measures have been taken at both the national and provincial level. These measures seek to introduce policies, infrastructure, and mechanisms in accordance with the gender aspect at the organisational level so as to improve service delivery to citizens. A major step taken at the policy level by the Sindh Police is a 3% increase in the female quota to ensure female representation, i.e. reserving 5% quota for female police personnel in each rank.⁶ Furthermore, the proposal of re-designating women police stations as Women and Children Police Station, and upgrading their respective workforce and resources, suggested by the Sindh IGP has been underway since March 2018.⁷ In Larkana Range⁸ (Sindh), measures to institutionalise gender sensitive service includes the deployment of 69 women police personnel of different ranks at 22 rescue centres present in 5 districts of Larkana.⁹ Alongside this, a total of 35 women police personnel have been deployed on 31 women desks set up in the 5 districts of Larkana Range.

Despite the aforementioned measures, the culture of police stations in Sindh (Pakistan) is devoid of gender sensitivity when dealing with female police officials, or female and transgendered citizens. Individualland Pakistan has identified the following gaps that persist despite serious measures taken for gender inclusive policing;

- **Negative perception** of citizens and male colleagues about the female police officers;
- **Under-resourced** women police stations;
- An **institutionalised lack of interest** in investing in the improvement of the skills of women police officers;
- **Inadequate training** of police personnel to deal with women and transgendered citizens;
- Limited **quota** for women police and **discouragement** from families.

The prevailing incompetence of women police in efficient and effective policing techniques is due to the unconstructive perception of women in uniform by citizens and male counterparts. The realization of the importance of having women in uniform for gender responsive police service has been observed in Individuallands extensive research; however, societal and cultural mindsets are prevalent in the perception of the male police personnel.¹⁰ Furthermore, the women police personnel are allocated duties with restricted participation in mainstream policing; confining them to supporting roles in a range of police activities. This limits them from

⁵ Daily Times, Access to Justice and Women Rights, Jamil Junejo, August 23, 2017, Retrieved from:

<https://dailytimes.com.pk/119725/access-to-justice-and-women-rights/> Date of Access: March 13, 2018

⁶ DAWN, Sindh govt increases female police quota from 2pc to 5pc, Imtiaz Mugheri, December 20, 2017. Retrieved from:

<https://www.dawn.com/news/1377769> Date of Access: February 28, 2018

⁷ Express Tribune, Sindh Police decides to rename women police stations as women and children police station, March 7, 2018. Retrieved from: <https://tribune.com.pk/story/1652752/1-sindh-police-decides-rename-women-police-stations-women-children-police-station/> Date of Access: March 7, 2018

⁸ Districts included in Larkana Range are Larkana, Qambar, Shikarpur, Jacobabad, and Kashmore.

⁹ Shared by DIG Larkana at a consultation meeting conducted by Individualland Pakistan in collaboration with Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) at Larkana, February 14, 2018. It is pertinent to mention that these Women Rescue Centres were notified in compliance of case *Rehmat Bibi Vs SHO Karan* (PLD 2016)

¹⁰ Individualland Paistan ale Police Perception of omen Police in Paistan ulmina ilal 2012

conducting independent investigation, field work, and run other important functions at the station. Additionally, there are a few opportunities available for the women police personnel to participate in capacity building trainings.¹¹ The increase in quota for females does not address the issue of less female representation as it does not guarantee female recruitment. Moreover, insufficient resources and infrastructure contribute to the inefficiency and ineffectiveness of the women police personnel when dealing with women and transgendered persons.

Generally, mainstream police stations are converted into women police stations without renovation. Consequently, the infrastructure at these police stations is not suitable for the needs of women. A model of gender inclusive police station would require availability of infrastructure, transportation, and other facilities with the aspect of gender. Considering gender inclusive infrastructure, the Capital City Women Police Station (CCWPS), Islamabad, has a day-care centre for the children of women in custody or being interrogated.¹² Moreover, a Women and Child Protection Centre has been established in the CCWPS for protection of citizens; alongside a mobile vehicle to respond to cases of violence against women and children.¹³ In contrast to this, the infrastructure present at the women police stations in Sindh is not well sustained regarding the needs of women. For example, in Karachi some police stations which were converted into women police stations had washrooms in poor condition and no water. Another such police station in Karachi had urinals installed. While in Mirpurkhas, the women police station did not have washrooms at all. Women police stations established as separate stations, such as the ones in Hyderabad and Larkana, are not well maintained. In Hyderabad, the women police station is divided into three separate sections; Each for Citizens Police Liaison Committee (CPLC), Anti Encroachment Cell, and Women Police Station. In Larkana, the women police station was established with new security equipment (CCTV cameras), and Audio/Visual tools for investigation. Both the equipment and station are not well-maintained and, therefore, are not in operative conditions. Moreover, the women police face issue of conveyance and lodging when they are assigned temporary special duties in different cities.¹⁴ These inadequacies lead to limited access to justice and services for women and transgendered persons.

United Nations Women (UN Women), in collaboration with the Bureau of International Narcotics and Law Enforcement Affairs (INL), conducted a baseline study to identify gaps in service delivery and access to justice for women in 5 cities across Pakistan (these included Khairpur, Karachi, and Dadu from Sindh) with high risk of violence against women. According to the study, lack of knowledge among women regarding their legal rights, and slow judicial

¹¹ Women Police as the Agents of Change, Individualland Pakistan, 2015, Retrieved from: <http://www.dailymotion.com/video/x37cuh7> Date of Access: March 30, 2018

¹² Ibid.

¹³ Pakistan Today, Islamabad Police Establishes Women and Child Protection Centre, January 29, 2018, Retrieved from: <https://www.pakistantoday.com.pk/2018/01/29/islamabad-police-establishes-women-and-child-protection-centre/> Date of Access: March 30, 2018

¹⁴ Women Police as the Agents of Change, Individualland Pakistan, 2015, Retrieved from: <http://www.dailymotion.com/video/x37cuh7> Date of Access: March 30, 2018

response are key issues due to which gaps persist.¹⁵ In addition to this, Rozan developed training manuals aimed at creating an understanding of gender based concepts, and enhancing knowledge and sensitivity on key social issues. Iqbal Detho, Human Rights Trainer and Legal Expert, and Niaz Ahmed Siddiki, Ex-IGP Sindh in collaboration with Sindh Police, developed a training module aimed at creating awareness and enhancing skills regarding the role of police in enforcing human rights. (Recommended readings: **Annexure V**)

The lists of women police stations (women protection desks and cells), child rights protection cells and human rights cells are attached in **Annexure VI**.

Development of the Manual

Individual and Pakistan (IL), under the initiative, *Support for Capacity Development in Criminal Investigative Services in Pakistan II (CIS-II)*, in collaboration with Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), consulted with senior and junior police officials from 4 districts/Ranges/Zones of Sindh namely; Sukkur, Larkana, Hyderabad, and Karachi, in order to identify gender gaps that persist in spite of the above mentioned remedial measures. The key findings of ILs consultative meetings in relation to the role of ASIs, Head Constables, and Constables in Sindh are given below;

- Key missing gaps identified include;
 - Inability of the junior level police cadre to differentiate between different **concepts** relating to gender.
 - The social psychology that leads to the **attitudinal behaviour** of the junior level cadres of police to be based on stereotypes.
 - Inadequate **communication skills** of the police personnel (such as conducting interviews, and investigation) to deal with gender related issues.
 - Inadequate capacity of the police personnel to deal with gender related issues due to lack of knowledge regarding different **techniques, tools, and mechanisms**.
 - Inadequate knowledge regarding **human rights in the light of the constitution of Pakistan** for women and transgender.

Alongside these meetings, IL conducted an extensive literature review to identify present measures taken to counter conceptual, and infrastructural, gaps and needs. This manual focuses on knowledge gaps that persist despite remedial measures.

The manual addresses the aforementioned gaps with a gender based approach by;

1. Elaborating key concepts;
2. Focusing on psychological aspects of appropriate attitudes and communication skills required to deal with citizens;

¹⁵ UN Women, Asia & the Pacific, Retrieved from: <http://asiapacific.unwomen.org/en/news-and-events/stories/2017/08/un-women-baseline-study-identifies-gaps> Date of Access: March 8, 2018

3. Giving an overview of Human Rights present in the Constitution of Pakistan.

1. Key Concepts

Key concepts related to gender related cases are elaborated below:

1. **Gender:** Socially constructed characteristics of women, men and transgendered individuals, i.e. the roles attributed to individuals by the society in public and private spheres.¹⁶
2. **Sex:** Biological distinction of individuals; there are two sexes i.e. female and male.
3. **Transgender:** An umbrella term that describes individuals who have a gender identity or gender expression that differs from their assigned sex.¹⁷
4. **Transsexual:** Transsexual is generally considered a subset of transgender. A transsexual person (like a transgendered person) experiences a gender identity that is inconsistent with, or not culturally associated with, their assigned sex. Transsexual persons unlike transgendered people usually seek medical assistance (including hormone replacement therapy and other sex reassignment therapies) to help them align their body with their identified sex or gender.¹⁸
5. **Human Rights:** Rights inherent to all human beings from birth till death; regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Everyone is entitled to these rights, without discrimination.¹⁹
6. **Gender Inclusiveness:** The incorporation of gender equality, empowerment of women and transgender (active participation in political, social, economic and cultural spheres), and for all genders to be able to exercise their human rights via mainstreaming of inclusive policies.²⁰
7. **Gender Exclusiveness:** It is opposite to gender inclusiveness i.e. it means the expulsion of specific gender(s) from access to/ ability to exercise basic human rights.
8. **Gender Mainstreaming:** A globally accepted strategy/ approach for promoting gender equality; involves the assessment of legislations, policies, and programmes ensuring that gender perspectives are central to all activities.²¹

¹⁶ World Health Organisation, Gender, Equity and Human Rights, Retrieved from: <http://www.who.int/gender-equity-rights/understanding/gender-definition/en/> Date of Access: March 8, 2018

¹⁷ American Psychological Association, Guidelines for Psychological Practice with Transgender and Gender Nonconforming People, December 2015, Retrieved from: <https://www.apa.org/practice/guidelines/transgender.pdf> Date of Access: March 9, 2018

¹⁸ Ibid.

¹⁹ United Nations, Human Rights, Retrieved from: <http://www.un.org/en/sections/issues-depth/human-rights/> Date of Access: March 13, 2018

²⁰ UNESCO, Gender Inclusion, Retrieved from: <http://www.unesco.org/new/en/social-and-human-sciences/themes/urban-development/migrants-inclusion-in-cities/good-practices/gender-inclusion/> Date of Access: March 8, 2018

²¹ UN Women, Gender Mainstreaming, Retrieved from: <http://www.un.org/womenwatch/osagi/gendermainstreaming.htm> Date of Access: March 8, 2018

Difference between Gender Inclusiveness and Gender Mainstreaming

Gender inclusiveness means the action or state of providing a shared access of all genders (male, female and transgender) to a service.

While...

Gender mainstreaming means the promotion of active and visible engendered perspective in all policies, programmes and practices.

9. **Engender:** Make a procedure gender sensitive by incorporation of gender needs and interests, and elimination of gender discriminatory policies, strategies and practices.²²
10. **Gender indicators:** Tools that measure and compare the situation of women and men over a time period. They refer to quantitative indicators (gender equity) and qualitative indicators (gender equality).²³
 - **Gender Equity** refers to a fair/ partial approach towards different genders. Gender equity leads to gender equality.
 - **Gender Equality** refers to equal rights, responsibilities and opportunities for women and men; implying that interests, needs and priorities of both men and women are taken into consideration.²⁴
11. **Gender Discrimination:** The bias towards a certain gender through limited employment opportunities, low wage, poor access to health and educational facilities etc.
12. **Empathy:** The ability to recognise and understand the situation/ condition of another individual from their perspective.
13. **Sympathy:** The feeling of concern or concern for an individual in distress.
14. **Offence:** Any behaviour (Act or Omission) that is punishable by law under the respective legal systems.²⁵
15. **Accused:** Individual who is alleged to have committed an offense i.e. before it is found whether they are guilty or not.
16. **Offender:** An individual who has been found to have committed an offense.²⁶
17. **Juvenile:** Anyone under the age of 18 who, if he or she commits an offence, should be dealt with and tried in a manner different from Adults.²⁷
18. **Cognizable Offence:** When police is authorised to practice an arrest and initiate investigation with or without the permission of court.
Cognizable Offence: It is also defined as a criminal act for which the Police is empowered to register FIR, investigate and arrest an accused without a warrant issued by court .These offences are listed in First Schedule of the Criminal Procedure Code 1898.

²² United Nations, Gender Terms Explained, retrieved from: http://www.un.org/esa/sustdev/csd/csd15/lc/gender_terms.pdf
Date of Access: March 12, 2018

²³ European Institute of Gender Equality, Gender Indicators, Retrieved from: <http://eige.europa.eu/gender-mainstreaming/methods-tools/gender-indicators> Date of Access: March 8, 2018

²⁴ UN Women, Concepts and Definitions, Retrieved from: <http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>
Date of Access: March 8, 2018

²⁵ Section 2.2 (b) of UN Minimum Standards Rules for administration of Juvenile Justice 1985 (Beijing Rules).Furthermore section 40 of Pakistan Penal Code 1860 and section 4 of Criminal Procedure Code 1898 defines the offence.

²⁶ Section 2.2 (c) of UN Minimum Standards Rules for administration of Juvenile Justice 1985 (Beijing Rules)

²⁷ Section 2.2 (a) of UN Minimum Standards Rules for administration of Juvenile Justice 1985 (Beijing Rules) and Section 2(b) of Juvenile Justice System Ordinance 2000

- 19. Non-Cognizable Offence:** When the police does not have an authority to detain an accused for a crime without permission of the court.
- 20. Crime:** An action or omission which constitutes an offense and is punishable by law.²⁸
- 21. Violence:** Use of physical force to cause harm to people or property is known as violence.
- 22. Abuse:** Emotional/ psychological violence to exploit an individual is known as abuse.
- 23. Gender Based Violence (GBV):** Violence that targets individuals or groups on the basis of their gender.
- 24. Violence Against Women (VAW):** Violence that is directed against a woman because she is a woman or that affects women disproportionately.²⁹
- 25. Sexual Violence:** Any non-consensual sexual activities, with or without the use of physical or emotional force, which may be perpetrated by partners, friends, family, acquaintances, or strangers.³⁰
- 26. Investigation:** The systemic examination of facts by different methods such as interview, interrogation, evidence collection, etc.³¹
- Investigation** is summed up as collection of oral, documentary, material and circumstantial evidence to connect an offender with an offence in section 4(I) of Cr. P.C.³²
- **Interrogation** is the process in which suspects are questioned about their involvement in an act that gave rise to the investigation.
 - **Interview** is a conversation intended to elicit information regarding an act from witnesses and potential suspects.

2. Social Psychology vis-à-vis Gender Inclusive Communication Skills

Social psychology focuses on the perception, language and thinking of individuals; and is based on the Affect-Behaviour-Cognition triangle theory.³³ The main component of social psychology, i.e. social categorization, causes the common exercise of stereotypes and discrimination.³⁴ The two principle variables of social psychology, i.e. individual personality and cultural setting, lead to this action of social categorization, spontaneously.³⁵ In consideration of a gender based approach, the process of social categorization leads to gender exclusive practices in the society;

- Influence thoughts, feelings, and behaviours towards differing genders;
- Solidify gender based stereotypes;
- Paves way for gender discrimination to become common practice.

²⁸ Article 2 (b) of United Nations Organised Crime Convention, 2012

²⁹ Committee on Elimination of Discrimination against Women (CEDAW), GR 19, Article 3 Istanbul Convention

³⁰ WAR Against Rape; Sexual Violence and Laws of Pakistan, 2011, Retrieved from: http://www.war.org.pk/WAR%20Webfiles/PDFs/Sexual_Violence_in_Pakistani_Law.pdf Date of Access: March 8, 2018


³¹ International Foundation for Protection Officers, Investigative Interviewing: Strategies and Techniques, August 2005, Retrieved from: <https://www.ifpo.org/wp-content/uploads/2013/08/interviewing.pdf> Date of Access: March 8, 2018

³² Barrister Abdul Khalique Shaikh and Muhammad Akber Arain :Basic Investigation Handbook (2014) Sindh Police P.20

³³ Social Psychology, Stereotypes, prejudice and Discrimination, Chapter 12, Retrieved from: <https://opentextbc.ca/socialpsychology/part/chapter-12-stereotypes-prejudice-and-discrimination/> Date of Access: March 27, 2018

³⁴ Social Psychology, Stereotypes, prejudice and Discrimination, Chapter 12, Retrieved from: <https://opentextbc.ca/socialpsychology/part/chapter-12-stereotypes-prejudice-and-discrimination/> Date of Access: March 27, 2018

³⁵ Ibid.



The insensitive approach of police personnel towards different genders (women and transgendered person) is due to the social categorization that takes place at the cultural level. A partiality occurs within the police stations in their conduct with the citizens, including women and transgender, and the women police personnel.

Considering that the role of ASIs, Head Constables and Constables is aligned with citizen centric policing entailing the first line of contact between citizens and the police; it indicates their significant role in ensuring gender inclusiveness within police stations. In order to play this role efficiently, it is essential for the police personnel to have the capability to adopt effective communication skills in consideration of gender inclusiveness. Gender inclusive communication skills include cognitive and emotional intelligence to deal with women and transgender.

The police practices in relation to gender inclusive aspects, for facilitating citizens including women and transgender, and displaying a professional conduct towards the women police personnel, are elaborated below;

- Exhibit empathy when dealing with gender based crimes such as rape, sexual violence, domestic violence, etc. It helps in consoling the survivor of violence and augments their trust in the police to help them resolve the issue.
- Facial expressions and gestures carry more weight in how messages are perceived. Police personnel must be aware of how their non-verbal communication signals might be interpreted by the people they encounter in order to resolve an issue effectively.
- Exhibit gender sensitive conduct while dealing female counterparts, or with citizens, both women and transgender.
- Language is an essential tool that needs to be utilised appropriately as it propagates notions that can be stereotypical or neutral. Hence, it is essential to be sensitive about terminology used whilst dealing with male, female or transgendered individuals. Stereotypical phrases and gender neutral terminology are given in **Annexure I** as handouts for activities in the manual.
- Attentive and empathetic listening is an essential skill required for effective facilitation of the citizens; especially women and transgender, in order to seek a clear understanding of their situation.

Furthermore, basic practices exercised by ASIs, Head Constables, and Constables such as investigation and interview need to have an element of gender sensitivity when dealing with women and transgendered victims/ survivors, suspects, and witnesses. It is essential to use appropriate language, maintain distance and have an impartial approach when dealing with female and transgendered persons. In this regard, the process of investigation with the gender aspect is elaborated below³⁶;

³⁶ Shared by Humaira Masihuddin at a Training of Trainers conducted with Women Police by Individualland Pakistan, 2017

Investigation

Step 1: Preliminary Preparation via **interviews** with reliable sources.

Step 2: Have adequate information about the affected and the suspect/ accused.

Step 3: Avoid using the term victim; use survivor for the affected.

Step 4: Treat the subject with respect.

Step 5: Use appropriate language (gender neutral terminology); avoid using stereotypical words/ phrases.

In addition to this, for effective listening skill it is required to be familiar with certain ethical behaviour, especially when dealing with gender sensitive issues. The dos and don'ts when communicating with women police personnel or citizens (women and transgender) are given below³⁷:

<u>Dos of Effective Listening</u>	<u>Donts of Effective Listening</u>
<ol style="list-style-type: none">1. Showing interest2. Be understanding of the other person3. Expressing sympathy4. Singling out the problem if there is one5. Listening for causes of the problem6. Helping the speaker associate the problem with the cause7. Encouraging the speaker to develop competence and motivation to solve his or her own problems8. Cultivating the ability to be silent when silence is needed	<ol style="list-style-type: none">1. Arguing2. Interruption3. Passing judgment too quickly or in advance.4. Giving unsolicited advice5. Jumping to conclusions6. Letting the speaker's emotions react too directly on your own

Moreover, to initiate an interview with women or transgendered persons, use of appropriate phrases can help to assist, which include:

³⁷ C.9 Working with Women and Men, Good and Bad listening; OXFAM Accessed from: <file:///C:/Users/lenovo/Downloads/bk-gtm-10-working-with-women-men-010194-en.pdf> Date of Access: March 20, 2018

Appropriate use of Phrases

1. How may I help you?
2. What can I do for you?
3. I am sorry for the trouble.
4. What happened is not your fault.
5. I believe you.
6. Your case is important/ unique
7. Do you have any concerns about your safety?
8. Would you like a referral for further assistance?
9. Do you need anything else?
10. If you do, contact me at.
11. I understand what you are going through, and I am going to try and help you.
12. Lets see if we can figure out your most important needs right now

3. Gender-based Human Rights in Constitution of Pakistan

The lack of knowledge regarding the existing policies, mechanisms and updated laws impedes the ability of the junior police personnel to deal with cases related to gender. The 1973 Constitution of Pakistan not only provides fundamental human rights to every citizen regardless of gender, but also ensures equal rights for the safety and respectful living for women. The existing laws regarding women at national and provincial (Sindh) level are listed in **Annexure II**.

Training Programme

A 3 day training programme for the training of junior cadres of police including Constables, Head Constables and Assistant Sub-Inspectors is given below;

Day 1	
Session 10:00 am 10:30 am	Introduction and Context Setting
Session 1 10:30 am 11:30 am	Sensitization on Different Genders
Session 2 11:45 am 01:00 pm	Who am I?
Session 3 01:00 pm 02:00 pm	What is Gender Inclusiveness?
Break 02:00 pm 02:45 pm	
Session 4 02:45 pm 03:00 pm	Victims or Survivors?
Session 5 03:00 pm 03:30 pm	Identifying Challenges faced by Police Personnel in Gender Exclusive Police Stations
Session 6 03:30 pm 04:30 pm	Gender Inclusive Working Environment in Police Stations
Day 2	
Session 10:00 am 10:30 am	Yesterdays Click
Session 1 10:30 am 11:15 am	Constitutional Rights of Women in Pakistan
Session 2 11:30 am 12:50 pm	Analysing domestic & international gender laws through
Session 3 12:50 pm 01:10 pm	Situational Awareness on Gender Inclusiveness & Active Listening
Day 3	
Session 10:00 am 10:30 am	Yesterdays Click
Session 1 10:30 am 11:00 am	Communication Skills; Listening Effectively to Women & Transgendered Persons Cases
Session 2 11:00 am 11:20 pm	Gauging Intensity of Tone when Interacting with Women and Transgender
Session 3 11:20 pm 12:50 pm	Dealing with gender related cases of women and transgender
Break 01:00 pm 02:00 pm	
Session 4 02:00 pm 03:00 pm	Examining Police Station Practices in light of Human Rights & Constitutional Rights
Concluding Session 03:00 pm 03:45 pm	Recap of the Training

Activities

The activities to be conducted in the aforementioned training programme are detailed below day-wise:

Day 1

Use an icebreaker to introduce the participants with one another.

Session 1: Sensitization on Different Genders

Objectives:

- Understand the difference between gender and sex.
- Discuss ways in which gender characteristics are socially rather than biologically constructed

Time required: 60 minutes

Resources needed: Pink and Blue cards, markers, Flip charts

Method:

Step 1: Each participant is asked to write a characteristic of woman on a blue card and a characteristic of man on a pink card.

Step 2: The facilitator makes two columns on a flip chart, and put tags of Woman and Man above each column.

Step 3: The facilitator then asks two participants to volunteer. First volunteer will collect pink cards from all participants and second volunteer will collect all the blue cards.

Step 4: First volunteer will paste the collected cards under the tag of Woman and the second volunteer will paste the collected cards under the tag of Man.

Step 5: The tags of Woman and Man are switched. Assessment of the characteristics of woman defined by participants for Man and vice versa is done. This exercise will help the participants identify the biological and socially constructed characteristics of woman and man.

Step 6: The facilitator discuss ways in which gender characteristics are socially rather than biologically constructed. The biological and socially constructed characteristics of the transgender are discussed. This discussion will help the participants differentiate between gender and sex.

Session 2: Who am I?

Objectives:

- Develop an understanding about how the gender stereotypes are created.

Time required: 90 minutes

Resources needed: Printouts of quiz (**Annexure III**), markers

Method:

Step 1: The participants are engaged in a plenary discussion about when they realized that they were a specific gender by taking the following quiz.

Step 2: The participants are given a handout of a quiz; they are given 10 minutes to complete the quiz. The facilitator will read the answers and clarify in case of any confusion.

Step 3: The participants will highlight the stereotypes and reverse roles of man and woman identified in the given handout.

Questions to Ponder

- Why don't all men wear makeup as women do?
- Do we see women driving trucks on the road?
- Can men become good mothers? (Read: Caretakers)
- Why are women not hired as guards?
- Why do no men sew clothes at home but most professional tailors are men?
- Why are most chefs men but very few men cook at home?
- Why are women considered talkative whereas on average men talk more?

Step 4: The socially constructed stereotypes about femininity and masculinity are discussed.

Step 5: Based on the above discussion points the participants are asked to also identify the stereotypical roles assigned to transgender.

Session 3: What is Gender Inclusiveness?

Objectives:

- Highlight significance of gender inclusive police practices.

Time required: 90 minutes

Resources needed: Flip charts, brown sheets, Power-point presentation (Gender Inclusiveness) and markers.

Method:

Step 1: The facilitator will explain the term Gender Inclusiveness and its benefits through a power-point presentation.

Step 2: The facilitator draws a table on a brown sheet and displays it;

Dealing with Citizens including Women and Transgendered individuals		
Police Tasks	Gender Inclusive Practices	Gender Exclusive Practices
Interviews	E.g. presence of female investigation officer/ guard	E.g. asking such questions by a male officer that make female respondent uncomfortable
Investigations	E.g. use of appropriate language	E.g. using stereotypical phrases
Raids	E.g. remain respectful & non - judgmental	E.g. no female police personnel onboard
Search and Seizure Proceedings	E.g. female officers onboard	E.g. no female police personnel onboard for searching women
Register Complaints	E.g. take a prompt follow-up/ redress of public grievances	E.g. making presumptions and showing bias while registering female or transgender complaints
Lodging FIR	E.g. display of empathy	E.g. reluctance in listening to grievances

- Each participant is to take up a police task mentioned in the table and write about gender inclusive practice and gender exclusive practice.
- All the cards will be collected and pasted on the board under their heading
- Facilitator helps the participants to discuss the practices and find out what is needed.

Step 3: Participants are divided into three groups; each group is to devise strategies to change gender exclusive practices into gender inclusive ones.

Step 4: The facilitator asks a participant from each group to volunteer and present the work developed by their group.

Step 5: The facilitator concludes the session by providing individual feedback to each group and identifying how police can positively contribute to implement gender inclusiveness in police stations.

Session 4: Victims or Survivors?

Objectives:

- To highlight the significance of using appropriate semantics when interviewing or investigating.

Time required: 60 minutes

Method:

Step 1: The participants are asked what term is appropriate “rape victim” or “rape survivor”.

Step 2: A discussion is generated on why one of the terms is appropriate to use while investigating reporting. The facilitator elaborates the Violence against women shall be understood to encompass, but not be limited to, the following:

- Physical, sexual and psychological violence *occurring in the family*;
 - Battering, sexual abuse of female children in the household,
 - Dowry related violence,
 - Marital rape,
 - Female genital mutilation
 - Other traditional practices harmful to women,
 - Non spousal violence and violence related to exploitation.
- Physical, sexual and psychological violence *occurring within the general community*,
 - Rape,
 - Sexual abuse,
 - Sexual harassment, and intimidation at work, in educational institutions and elsewhere,
 - Trafficking in women and forced prostitution.

Victims or Survivors?

When talking about semantics, it is essential to know what the terms “rape victims” and “rape survivors” imply upon.

- “Victim” could imply the passivity of the individual.
- “Survivor” implies the resistance and inner strength of the individual against the trauma of the assault

Step 3: Participants are familiarised with the do’ and don’ts regarding investigation:

Donts

- Victim blaming
- Inadequate facts
- Derogatory language
- Details about the assault

Dos

- Seeking the truth
- Minimizing the harm
- Sensitivity towards the survivor

Session 5: Identifying Challenges Faced by Police Personnel in Gender Exclusive Police Stations

Objectives:

- To examine the issues faced by women police officials working with male police officials and vice versa.

Time required: 30 minutes

Resources needed: Projector (Screening of Individuallands Documentary on Women Police)

Method:

Step 1: A documentary regarding the challenges faced by women police in Pakistan is screened.

Step 2: The participants are then briefed on the significant role they can play in ensuring gender inclusive practices within the police stations.

Step 3: The participants are then engaged in a discussion to share ideas on how the issues highlighted can be addressed by having a constructive approach towards women in uniform.

Session 6: Gender Inclusive Working Environment in Police Stations

Objectives:

- To highlight the issues faced by women police officials working with male police officials and vice versa.

Time required: 60 minutes

Resources needed: Brown sheets, markers.

Method:

Step 1: Two participants are selected as presenters and each is assigned to note down;

- Challenges faced by women police personnel in the police station
- Challenges faced by women police personnel on-field

Step 2: The rest of the participants are divided into two groups; each group give suggestions (in the light of their personal experiences/ observation) to one presenter. After 15 minutes, the groups switch the presenters.

Step 3: The two participants present their respective topics; a discussion is generated pointing out what kind of gender based issues they have observed.

Step 4: At the end of the discussion the participants are asked to suggest;

- What can I, as a male colleague, do about the issues?
- What can I, as a female colleague, expect from my male colleagues?

Day 2

Session 1: Constitutional Rights of Women in Pakistan

Objectives:

- Develop an understanding on existing Gender based laws in Pakistan among the participants.

Time required: 40 minutes

Resources needed: Power point presentation, projector (**Annexure II**)

Method:

Step 1: Describe the laws, amendments and acts related to women year wise by using a power point presentation.

Step 2: The facilitator highlights the gender based laws in context of Pakistan. The gender based laws of women and their legal rights are shared with article number and its content.

Step 3: A discussion is generated to the existing laws and their implementation.

Session 2: Analysing Domestic and International Gender laws

Objectives:

- To analyse similarities of gender based laws in Pakistan in comparison with global laws.

Time required: 80 minutes

Resources Needed: Hand outs on Gender laws, Wool Thread, Brown sheets, and marker

Method:

Step 1: Participants are briefed about the activity and divided into 3-4 groups; each group is to read and record the gender specific details from the given laws document.

Step 2: Participants are asked to write the facilities and provisions mentioned in gender laws on a brown sheet.

Step 3: The group work is displayed on the board and participants are asked to match the similarities in provincial and international laws with the help of wool thread.

Step 4: A discussion is generated on what the similarities and differences are based on i.e. cultural context etc.

Session 3: Situational Awareness on Gender Inclusiveness & Active Listening

Objectives:

- Encourage participants to communicate and share their feeling on gender inclusiveness.
- To strengthen listening skills of the participants.

Time required: 30 minutes

Method:

Step 1: The participants are divided into pairs; each pairs given a topic on gender inclusiveness e.g. (give 2 or 3 gender based topics)

Step 2: Each pair share an experiences or opinion on the given topic with each other.

Step 3: Member of each pair then share the opinion/experience of their respective partners, with the participants.

Step 4: The facilitator points out how gender inclusive practices make the environment of the police stations cooperative. In addition the importance of active listening is highlighted by the facilitator.

Day 3

Session 1: Communication Skills; Listening Effectively to Women & Transgendered Persons Cases

Objectives:

- To enhance the listening skills for recording complaints and listening to gender related cases

Time required: 30 minutes

Resource Required: White paper, pencil/ markers

Method:

Step 1: Three pairs are made among the participants for a role-play activity on interview; the rest of the participants are asked to take notes of the interviews.

Step 2: Each pair is given a theme for the interview in a case related to harassment of a woman or transgender in a public space;

- Interview with survivor (woman or transgender)
- Interview with offender (man)
- Interview with witness (woman)

Step 3: The pairs conduct role-plays, one-by-one; the interviews are conducted with linked information.

Step 4: A discussion is generated on how the interviews could be made more gender inclusive with effective communication strategies.

Session 2: Gauging Intensity of Tone when Interacting with Women and Transgender

Objectives:

- Enhance the interaction skills of participants while communicating with female colleagues or with female and transgender citizens

Resources: Notepad and pens

Time: 20 minutes

Method:

Step 1: Each of the participants is asked to write 3 statements on a piece of paper that they use with the female co-worker (senior or junior), women and transgender citizens each.

Step 2: Each participant reads their respective statements in three ways-

- Low Intensity
- Medium Intensity
- High Intensity

Step 3: The participants will be asked;

- What was the effect of the reading in each level of intensity?
- At which level do you normally operate?
- Are you equally comfortable with each level?
- What are the virtues of being so loud or using very low intensity in conveying your message?

Step 4: Conclude the activity by discussing the importance of intensity in statements of daily use and how they impact the interaction with women, transgender or women police officials.

Session 3: Dealing with Gender-based Violence related Cases of Women and Transgender

Objectives: To inculcate the idea of empathy while dealing with women and transgender,

Time required: 90 minutes

Method:

Step 1: Divide the participants into four groups; each group will be assigned a theme;

1. A rape survivor,
2. Assaulted transgender,
3. Survivor of domestic violence,
4. Transgender filing a case against discrimination.

Step 2: Each group is given 10 minutes to discuss the theme assigned.

Step 3: The groups then perform a role play on their respective theme; one playing the role of the citizen, while the rest play the role of police personnel at desk.

Step 4: At the end of the role-plays, a discussion is generated on what improvement is required in their behaviour of interacting with women and transgender in cases of gender based discrimination and violence.

Session 4: Examining Police Station Practices in light of Human Rights & Constitutional Rights

Objectives:

- Evaluate the understanding of police officials on existing laws, policies and practices that are implemented in Sindh.

Time required: 60 minutes

Method:

Step 1: A discussion is generated on the local laws, policies and practices with participants (**Annexure I & II**).

Step 2: Participants are asked to identify which one of the mentioned practices is;

- Implemented accurately;
- Needs improvement.

Step 3: Participants are asked to give ideas on what needs to be improved and what needs to be adopted in all police stations across the province.

Conclude the training with a recap of the concepts, behavioural and attitudinal aspects in relation to gender.

Annexure I

Handout of Stereotypical Phrases

مرد روتے نہیں عورتیں غیبت کرتی ہیں عورتوں کی طرح نازک مردوں کی طرح طاقتور زر، زن اور زمین فساد کی جڑ ہیں پٹھان مرد کشمیری لڑکی برقعے والی عورتیں داڑھی والے مرد یہ گھر بسانے والی عورت نہیں ہے طوائف کی کیا عزت کھسرے تھانے آنا اسکو روز کا کام ہے	Mard Rotay nahin Auratein gheebat karti hain Auraton ki tarah nazak Mardon ki tarah taqatwar Zar, Zan, aur Zameen Fasad ki jarh hain Pathan Mard Kashmiri Larki Burqay wali auratein Darhi walay mard Yeh to hay he ghar na basanay wali aurat Tawaif ki kya izzat Khusrey Thaney ana is ka roz ka kam hay
بچے تمہاری بیوی نے پیدا کرنے میں تمہیں چھٹی کیوں چاہئے چھٹی کیوں چاہئے ایسی جگہ ترانسفر کروں گا کہ عقل آجائے گی تمہیں یہ اسائنمنٹ کیوں چاہئے؟ تمہارے بس کا کام نہیں ہے مردوں کے تھانے میں اسٹیشن ہائوس آفیسر لگ کر کیا کرو گی؟ یہ اتنا بڑا کیس نہیں ہے یہ خواتین بھی دیکھ لیں گی تم مرد ہو کر یہ کیس لینے سے انکار کر رہے ہو بندوق اٹھا لو گی یہ تم سے زیادہ بہاری ہے تفتیش کر لو گی؟ کام نہیں کر سکتی تو گھر رہو اور بچے پالو بجڑوں کا کام ہی ناچ گانا کرنا ہے	Bachy tmhari biwi ne paida kerny hain tmhy chute kyun chaheye Aisi jagah transfer keruga k aqul aajaey gi Tumhyeh assignment kyun chaheye? Tmhary bas kaam nahi hay Mardon k thanymai station house officer lag kar kerogi? Yehitnabada case nahi hay yehkhawateenbhidekhengi Tum mardhokryeh case leny se inkarkrahyho Bandooqutha lo giyeh tum se ziyadabhari hay Tafteeshkr lo gi? olap yehcab rua ohar rahg ot itks rk ihan maaK iah anag hcan ih maak ak norjiH Namard mt bunoo

Handout for Gender Neutral Terminology³⁸

Word	Alternative, Gender neutral Word	Reason
Man آدمی	Person, Individual شخص یا فرد	A gender neutral word is appropriate while referring to an entity
Policeman مرد پولیس	Police Officer پولیس افسر	Use the gender neutral word when referring to a group of police officers.

³⁸ Adopted from UN Police Gender Toolkit, 2015, Retrieved from: <http://repository.un.org/bitstream/handle/11176/387374/United%20Nations%20Police%20Gender%20Toolkit%20Handbook.pdf?sequence=51&isAllowed=y> Date of Access: March 7, 2018

Chairman چینر مین	Chair or Chairperson چینر پرسن	Using the word chairman gives the impression that only men can fulfil this role
Manning table میننگ ٹیبل	Staffing table اسٹافنگ ٹیبل	Using the word manning gives the impression that only men are able to do this.
The common man اوسط درجے کے مرد	The average person اوسط درجے کے لوگ	Using the word man excludes women
Fireman فائر مین	Fire-fighter فائر فائٹر	Using the word man excludes women
Boys and girls Men and Women	Men and women or women and men لڑکے اور لڑکیاں مرد اور عورتیں	Use parallel terms when referring to a group of adults.
Maam have a seat خاتون یہاں بیٹھیں Maam please wait here ہی ہی انتظار کریں Maam, Brother, Sir, Uncle باچی جی، ماں جی، بھائی صاحب، انکل /	محترمہ، مس، مادام سر، محترم	Call with respect while using good tone
Behaving like transgender کھسروں والی حرکتیں	The colleagues behaviour was (specify) عورتوں/ مردوں کی طرح جوڑیاں پہن لو	Being specific reduces possibility of stereotype bias

Annexure II

List of Woman related General Laws (amendments in provisions of Pakistan Penal code and Criminal Procedure Code) and Special Laws at Federal and Provincial Levels

Federal Laws

1. Haddood Ordinance (Offences of Qazaf), 1979 (Section 7, 14).
2. Qiyas & Diyat Ordinance, 1997 (PPC: 310).
3. Criminal law (Amendment) Act-2004 (PPC-295-C, 56 -B Cr. P.C, PPC 302, 310, 311)
4. Criminal law (Amendment) Act 2005 (PPC: 310-A, 332)
5. Protection of Women (Criminal Law Amendment) Act 2006 (Cr. P.C 167, 203-A, 203-B, 203-C PPC: 354, 354-A, 364 A, 365-B, 366-A, 366-B, 367A, 371A, 371B, 375(V), 493, 496A, 375, 376, 496 B, 496-C).
6. Acid Control / Acid crime Prevention (Criminal law Amendment) Act 2009 (PPC: 332, 336-A, 336-B)
7. The Protection Against Harassment at the Workplace Act, 2010
8. Criminal Law (Amendment) Act 2010 (PPC 309, 509)
9. Criminal Law (Third Amendment) Act 2011 (PPC: 310 A, 498-A,498-B,498-C, Cr. P.C 497)
10. Criminal law (Amendment) Act-2016 (PPC: 82,83,292-A,292-B,292-C,328-A,369-A ,377 A)
11. Criminal Law (Amendment) Act-2016 Offenses related to Rape and Honour Crimes; (PPC-55,PPC-166,PPC-186,PPC -376 A, Cr. P.C 53 A,154,161 A,164 A ,B)
12. Equal Rights of Women Prisoners written in Cr. P.C & Jail Manual

Right Provided to Women under Family Laws

13. The Dissolution of Muslim Marriage Act, 1939 , Section 2
14. Muslim Family Laws Ordinance, 1961, Section 5,6,7, 8, 9, 10
15. The West Pakistan Family Courts Act, 1964, Section 5, 17-A,
16. The Guardians and Wards Act , 1890
17. Family Law Courts, (Amendment) Act, Child Marriage Restraint Act, 1929
18. Dowry and Bridal Gifts (Restriction) Act, 1976, Section 3, 6, 9

Provincial Laws (Sindh)

A. Women Protection Laws

1. Sindh Child Marriage Restraints Act of 2013 (penalises marriage of both males and females below the age of 18 years);
2. Domestic Violence (Prevention and Protection) Act of 2013 (provides for, inter alia, formation of; commission mandated with extraordinary powers of suo motu on the issues of domestic violence, protection committees at district level and appointment of protection officers);
3. Sindh Commission on the Status of Women Act of 2015;
4. Criminal Law (Amend.) (CLA) 2004 (PPC 302);
5. CLA (2006) (PPC 365 B, 371 A, 371 B, 364 A, 375(V));
6. CLA 2010 (PPC 309);
7. CLA 2011 (PPC 310 A, 498 A, 498 B, 498 C);
8. Sindh Human Rights Protection Act-2011
9. Sindh Hindu Marriage Registration Act-2016
10. The Code of Criminal Procedure (Sindh Amendment Act)-2017 (CLA 2016 (Offenses related to Rape and Honour Crimes)) (Cr. P.C: 156-C Mandatory DNA Testing in Rape cases,156-D,Preservation of DNA Evidence)

B. Juvenile Justice System and Child Protection

1. Sindh Children Act-1955 (special offences with regards to children section 48-58) with correlation to girl child)
2. Juvenile Justice System Ordinance 2000 and 2002 Sindh Rules with latest amendments;
3. Criminal Law (Amend.) 2016 (PPC 292 A, B, C Child Seduction, Pornography, 377 A Child Sexual Abuse, 328 A Cruelty to Child, 369 A Human Trafficking);
4. Sindh Child Protection Authority Act 2011;
5. Sindh Human Rights Protection Act 2011;
6. Sindh Child Marriage Restraint Act 2013 (mentioned above in A (1));
7. Sindh Domestic Violence (Prevention and Protection) Act 2013 (Woman, Children, Vulnerable which may include Transgender, Disabled or Elder person);
8. Sindh Bonded Labour Abolition Act 2015;
9. Sindh Prohibition of Child Labour Employment Act 2016;
10. Sindh Prohibition of Corporal Punishment Act 2017;
11. Islamabad Capital Territory Child Protection Bill 2018 (protect children from violence, abuse, exploitation and neglect).

Constitutional Rights³⁹

1. Rights of life and liberty
 - a) Right to life and liberty (Art.9);
 - b) Safeguard as to arrest and detention (Art.10);
 - c) Right to fair trial (10-A)
 - d) Protection against retrospective punishment (Art.12); and
 - e) Protection against double punishment (Art.13).
2. Rights to Equality (irrespective of gender, race, religion, caste, residence)
 - a) Equality before law (Art. 25);
 - b) Right to free and compulsory education (25-A)
 - c) Equality regarding accessibility to public places (Art. 26);
 - d) Equality of employment (Art. 27); and
 - e) Inviolability of dignity of man (Art. 14)
 - f) Inadmissibility of confession under custodial torture (14(2)).

³⁹ Retrieved from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2484371 Date of Access: March 13, 2018

Annexure III

Gender Quiz

For each question, identify whether the difference between men and women is based on sex (biological) or on gender (a difference constructed by society). Circle the correct answer.

1. Women give birth to babies, men dont.
Sex Gender
2. Little girls are gentle, little boys are tough.
Sex Gender
3. Boys do better in science and math; girls do better in art and literature.
Sex Gender
4. Amongst agricultural workers, women are paid only 40-60 percent of the male wage.
Sex Gender
5. Women can breastfeed babies, men can bottle-feed babies.
Sex Gender
6. In ancient Egypt men stayed at home and did weaving. Women handled family business.
Sex Gender
7. Mens voices change at puberty, womens do not.
Sex Gender
8. In one study of 224 cultures, there were 5 in which men did all the cooking and 36 in which women did all the house building.
Sex Gender
9. According to UN statistics, women do 67 percent of the worlds work, yet their earnings for it amount to only 10 percent of the worlds income.
Sex Gender
10. According to statistics from the Inter-Parliamentary Union, only 20 percent of parliamentarians worldwide are women despite the fact that women represent roughly 50 percent of the population.
Sex Gender



Annexure IV

Individuallands Documentary on Women Police (Available on Website:
http://www.dailymotion.com/video/x37cuh7#tab_embed)

Annexure V

Recommended Reading Material (Available Online)

- Niaz A. Siddiki & Iqbal A. Detho (2014), Protecting Human Rights; Training Manual for Police Officers, Sindh.
- Rozan, Gender Sensitisation Module for Gender Trainers
- Rozan & National Police Academy, Attitudinal Change Module
- United Nations Police Gender Toolkit, 2015
- UN Women & DCAF, Gender and Security Training Manual, 2012
- Oxfam, Gender Training Manual, 1994

Annexure VI

List of Cells/Desks/ Police Stations in Sindh⁴⁰

1. Human Rights Cells:

Human Rights Cells (HRC) was established by Standing Order 235/09 dated 26th November, 2009. HRCs are established in SSP offices across all Districts and Zones of Sindh. However they are more functional in some districts while dormant in some; with further establishment of specialised units regarding children, women, and anti-bonded labour according to need and context of situation.

2. Child Rights Protection Desks:

Child Protection desks are established in Women Police Stations of Karachi, Hyderabad, Sukkur, and Mirpurkhas. In other districts of Sindh, the desks are established at the 15 (Madadgar) Police Help-lines.

3. Women Police Stations:

Notified WPS		Not Notified WPS		Women Complaint Cells
Hyderabad	1	Khairpur	1	
Larkana	1	Dadu	1	
Mirpurkhas	1	Mtayri (Bhitshah)	1	
Umerkot	1	Nawabshah	1	
Karachi	3 (1 each in East, West, and South)	(Benazirabad)		
Total	7	Total	4	

4. Women Protection Desks:

Woman Protection Cells are established in DIG Office in Hyderabad, and are to be established in DIG Office in Sukkur under the administrative order of respective DIGs.

⁴⁰ Shared By Iqbal Ahmed Detho in a consultative meeting conducted by Individualland in Sukkur on February 13, 2018

Individualland

Creating space for the individual

Individualland Pakistan (IL) is a research based organization working on governance, rule of law, media and communication skills, policing reforms, gender equity, youth development, strengthening civil society, peace-building and democratic development throughout the country since its inception in 2007. Individualland has a demonstrated track record of working with various stakeholders ranging from legislators, civil society organizations, media, youth to academia, women, police etc. IL engages the stakeholders through various interventions including capacity building workshops, focus group discussions (FGDs), seminars, meetings, research publications, media campaigns consisting of documentaries and audiomentaries, talk shows and etc. IL's staff consists of experienced individuals with expertise on research, advocacy, management and facilitation. IL has provincial field coordinators in each of the provinces that assist in organizing the field events and coordinating with stakeholders in different districts.

www.individualland.com/FIRM info@individualland.com

**Find us on Facebook and Twitter
INDIVIDUALLAND**