



Supported by **giz** Cooperation International  
für Entwicklungszusammenarbeit  
und technische Zusammenarbeit

**Individualland**  
Creating space for the individual

# Gender Inclusive Policing

Training Manual for Mid – Level Police Officials

Support for Capacity Development in

Criminal Investigative Services in Pakistan II (CIS II)



# Gender Inclusive Policing

Training Manual for Mid – Level 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 Ahmed Detho 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 assumes 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](mailto:info@individualland.com)

Url: [www.individualland.com](http://www.individualland.com)

**ISBN:** 978-696-9582-49-3

*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](http://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. Attitudes and Tools .....	10
3. Management and Leadership .....	11
Training Programme .....	12
Activities .....	14
Day 1 .....	14
Day 2 .....	18
Day 3 .....	21
Annexures .....	26



### **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 infrastructure of police stations in relation to gender inclusiveness.
- Develop concrete strategies 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.

### **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 sensitivity.
- Highlight the role of mid-level police cadres in ensuring gender inclusiveness in police stations to provide effective service to citizens, including women and transgender.
- Emphasize the role of mid-level police cadres in ensuring a gender inclusive work environment of police stations for the women police personnel.

### **Outcomes of the Manual**

- Increased understanding amongst the mid-level police officials regarding gender inclusiveness,
- Improved capacity of mid-level police officials to deal with gender related issues.

## Framework of the Manual

The manual is based on the gaps identified through IL led stakeholder meetings extensive research; Manual consists of two sections:

Section 1: Theoretical part

Section 2: Training programme

The theoretical section addresses the existing gaps and issues of the Sindh police department with respect to gender inclusiveness by elaborating concepts, tools and strategies. The section on training programme and detailed activities is based on examples, case studies, and training methods. The Annexures consist of material in reference to the theoretical part, and the activities. Reading material recommended in the Annexures 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.<sup>1</sup> There are a total of 6,363 of the women police officers in Pakistan out of which only 96 are deployed by the Sindh Police; i.e. 1.5% of the total women police service.<sup>2</sup> 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 cases by claiming that issues related to women need 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.<sup>3</sup> 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.<sup>4</sup> Additionally, the report mentions the acquittal of accused persons of the 17 cases registered under the Criminal Law (Third Amendment) Act 2011 under section 310 A (punishment for giving women or girl in marriage or otherwise in Badla-e-Sulh, Wani, Swara).<sup>5</sup>

<sup>1</sup> 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

<sup>2</sup> 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

<sup>3</sup> 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

<sup>4</sup> 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

<sup>5</sup> 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

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.<sup>6</sup> 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.<sup>7</sup> In Larkana Range<sup>8</sup> measures to institutionalise gender sensitive service includes the deployment of 69 women police personnel of different ranks at 22 rescue centres present in Larkana Range.<sup>9</sup> Alongside this, a total of 35 women police personnel have been deployed on 31 women desks set up in Larkana Range.

Despite the aforementioned measures, the culture of police stations 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.<sup>10</sup> 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 hinders them from conducting independent investigation, field work, and run other important functions at

<sup>6</sup> 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

<sup>7</sup> 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

<sup>8</sup> Districts included in Larkana Range are Larkana, Qambar, Shikarpur, Jacobabad, and Kashmore.

<sup>9</sup> 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)

<sup>10</sup> Individualland Pakistan, Male Police Perception of Women Police in Pakistan, Gulmina Bilal, 2012

the station. Additionally, there are a few opportunities available for the women police personnel to participate in capacity building trainings.<sup>11</sup> 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.<sup>12</sup> 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.<sup>13</sup> 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 i.e. 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.<sup>14</sup> 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

---

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

<sup>12</sup> Ibid.

<sup>13</sup> 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

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



the study, lack of knowledge among women regarding their legal rights, and slow judicial response are key issues due to which gaps persist.<sup>15</sup> 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's 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 mid-level police cadres in Sindh are given below;

- Key missing gaps include:
  - Inability to differentiate between different concepts relating to gender by junior police cadres.
  - Inadequate capacity of the police personnel to deal with gender related issues due to lack of knowledge regarding different techniques, tools, and mechanisms.
  - Attitudinal behaviour amongst police personnel based on stereotypes; it is evident from their perceptions of women police counterparts and citizens including women and transgender;
  - Inadequate knowledge regarding the existing laws and policies for women and transgender.
  - Mid-level police cadres have minimal skills in leading and managing their subordinates to deal with a gender related issues.

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.

<sup>15</sup> 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

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

1. Elaborating key concepts;
2. Identifying appropriate attitudes and required tools;
3. Management and leadership skills for inclusive police stations.

### 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.<sup>16</sup>
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.<sup>17</sup>
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.<sup>18</sup>
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.<sup>19</sup>
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.<sup>20</sup>
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.<sup>21</sup>

<sup>16</sup> 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

<sup>17</sup> 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

<sup>18</sup> Ibid.

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

<sup>20</sup> 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

<sup>21</sup> 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 interests, and elimination of gender discriminatory policies, strategies and practices.<sup>22</sup>
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).<sup>23</sup>
  - 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.<sup>24</sup>
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.<sup>25</sup>
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.<sup>26</sup>
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.<sup>27</sup>

<sup>22</sup> United Nations, Gender Terms Explained, retrieved from: [http://www.un.org/esa/sustdev/csd/csd15/lc/gender\\_terms.pdf](http://www.un.org/esa/sustdev/csd/csd15/lc/gender_terms.pdf)  
Date of Access: March 12, 2018

<sup>23</sup> 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

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

<sup>25</sup> 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.

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

<sup>27</sup> 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

- 18. Cognizable Offence:** is 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.
- 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.<sup>28</sup>
- 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.<sup>29</sup>
- 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.<sup>30</sup>
- 26. Investigation:** The systemic examination of facts by different methods such as interview, interrogation, evidence collection.<sup>31</sup>
- Investigation is summed up as collection of oral, documentary, material and circumstantial evidence to connect an offender with an offence in section 4(l) of Cr. P.C. <sup>32</sup>
- 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. Attitudes and Tools**

The lack of skills and ability of police personnel to deal with gender related issues is due to inadequate knowledge of basic practices such as investigation, interview, and interrogation. Moreover, there is a lack of knowledge regarding existing policies, mechanisms and updated laws which impedes the ability of police personnel to properly conduct cases related to gender.

There is a need to augment the capacity of the mid-level police cadres, in exhibiting gender sensitive conduct while dealing female counterparts, and with female and transgendered citizens. This requires effective communication skills and gender inclusive mechanisms to be put in place. 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.

<sup>28</sup> Article 2 (b) of United Nations Organised Crime Convention, 2012

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

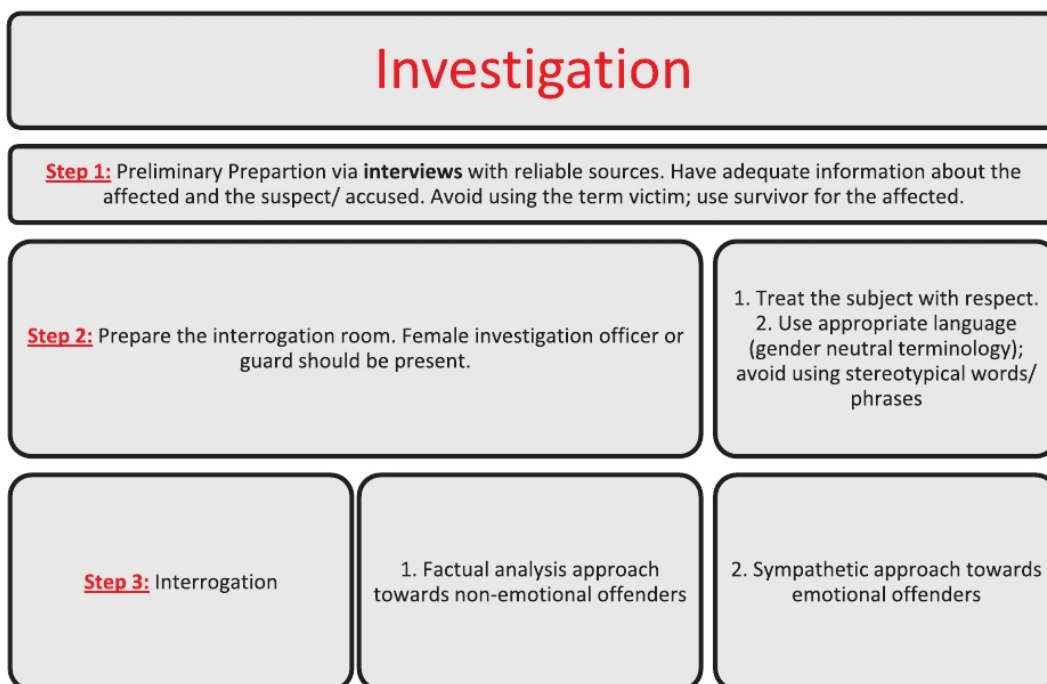
<sup>30</sup> WAR Against Rape; Sexual Violence and Laws of Pakistan, 2011, Retrieved from: [http://www.war.org.pk/WAR%20Webfiles/PDF's/Sexual\\_Violence\\_in\\_Pakistani\\_Law.pdf](http://www.war.org.pk/WAR%20Webfiles/PDF's/Sexual_Violence_in_Pakistani_Law.pdf) Date of Access: March 8, 2018

<sup>31</sup> 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

<sup>32</sup> Barrister Abdul Khaliq Shaikh and Muhammad Akber Arain :Basic Investigation Handbook (2014) Sindh Police P.20

Stereotypical phrases and gender neutral terminology are given in Annexure I as handouts for activities in the manual.

Furthermore, basic practices exercised by police personnel, such as investigation, interviews and interrogation, 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 below<sup>33</sup>;



In addition to this, there is a need to disseminate existing laws<sup>34</sup> regarding women in all police stations, complaint cells, and police training institutions. Supplementary existing laws regarding women at national and provincial Sindh level are listed in Annexure II.

### 3. Management and Leadership

It is essential for mid-level police officers, such as SHOs, to demonstrate leadership and management skills. An SHO is in-charge of police station and is responsible for administration of their charge within their respective jurisdiction. The conduct of their sub-ordinates and

<sup>33</sup> Shared by Humaira Masihuddin at a Training of Trainers conducted with Women Police by Individualland Pakistan, 2017

<sup>34</sup> Powers of Police Officers to Investigate the cognizable Offences are mentioned from Section 156 to 175 Criminal Procedure Code 1898 and Chapter 25 of the Police Rules 1934. Arrest of Woman and Children are specially handled according to Police Rules 26.13, 26.14, 26.25 respectively and Juvenile Justice System Ordinance 2000.

performance of police station under their charge reflects how effectively an SHO is playing leadership and management role, respectively. Therefore, it is essential for them to be familiar with basic know-how of management and leadership in order to ensure a gender inclusive environment within police stations. Ensuring gender inclusiveness in police stations includes; a professional environment for women police personnel, and as a service to the citizens (women and transgender). The SHOs, hence, play a significant role in ensuring that their respective subordinates are briefed about;

1. Gender inclusive police practices;
2. Gender based laws/ mechanisms.

Furthermore, they ensure that the needs of female police cadres under their authority are taken into notice. They play a major role in ensuring that the police station, they are in-charge of; have effectively implemented gender inclusive Standard Operating Procedures (SOPs) to assist the female police staff and complainants, respectively.

### Training Programme

A 3 day training programme for the training of mid-level police officials is given below:

<b>Day1</b>	
<b>Session</b> 10:00 am 10:30 am	Introduction and Context Setting
<b>Session 1</b> 10:30 am 11:30 am	Sensitization on Different Genders
<b>Session 2</b> 11:30 am 12:45 pm	Who am I?
<b>Session 3</b> 12:45 pm 01:45 pm	What is Gender Inclusiveness?
<b>Break</b> 01:45 pm 02:30 pm	
<b>Session 4</b> 02:30 pm 03:30 pm	Gender Discrimination
<b>Session 5</b> 03:30 pm 04:30 pm	Victims or Survivors?
<b>Day 2</b>	
<b>Session</b> 10:00 am 10:30 am	Yesterdays Click
<b>Session 1</b> 10:30 am 11:30 am	Communication Skills; Dealing with Cases related to Women & Transgender
<b>Session 2</b>	Gauging Intensity of Tone when Interacting with Women and

<b>11:30 am 12:00 pm</b>	Transgender
<b>Session 3</b> <b>12:00 pm 12:45 pm</b>	Situational Awareness on Gender Inclusiveness & Active Listening
<b>Break</b> <b>12:45 pm 01:30 pm</b>	
<b>Session 4</b> <b>01:30 pm 02:30 pm</b>	Dealing with Gender-based Cases of Women and Transgendered People
<b>Session 5</b> <b>02:30 pm 03:30 pm</b>	Examining Police Station Practices in light of Human Rights & Constitutional Rights
<b>Day 3</b>	
<b>Session</b> <b>10:00 am 10:30 am</b>	Yesterdays Click
<b>Session 1</b> <b>10:30 am 11:00 am</b>	Identifying Challenges Faced by Police Personnel in Gender Exclusive Police Stations
<b>Session 2</b> <b>11:00 am 12:00 am</b>	Leadership Skills; Ensuring Gender Inclusive Working Environment in Police Stations
<b>Session 3</b> <b>12:00 am 12:40 pm</b>	Managing Gender Inclusive Working Environment in Police Stations
<b>Session 4</b> <b>12:40 am 01:25 pm</b>	Devising Gender Inclusive Standard Operating Procedures (SOPs)
<b>Break</b> <b>01: 25 pm 02:00 pm</b>	
<b>Session 5</b> <b>02:00 pm 02:30 pm</b>	Examining Global and Local Practices
<b>Session 6</b> <b>02:30 pm 03:15 pm</b>	Adopting Good Policing Practices
<b>Concluding Session</b> <b>03:15 pm 04:00 pm</b>	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 to each other.

#### 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 will now 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;

<b>Dealing with sensitive, vulnerable groups and individuals (female, transgender and children)</b>		
<b>Police Tasks</b>	<b>Gender Inclusive Practices</b>	<b>Gender Exclusive Practices</b>
Interrogations	E.g. presence of female investigation officer/ guard	E.g. remand of female by male police personnel
Investigations	E.g. use of appropriate language	E.g. using stereotypical phrases
Raids	E.g. female officers onboard	E.g. no female police personnel onboard
Lodging FIR	E.g. display of empathy	E.g. reluctance in listening to grievances
Lodging in-house complaints	E.g. display of trust in female counterparts	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: Gender Discrimination**

**Objectives:**

- To highlight the importance of avoiding gender discriminatory practices in police stations.

**Time required:** 60 minutes

Resources needed: Cards and markers.

**Method:**

**Step 1:** The facilitator elaborates the difference between gender exclusiveness and gender discrimination.

**Step 2:** The participants are then asked to write one favourite and discriminatory point to each sex in their department as police personnel and community member.

**Step 3:** The cards are displayed on the board and a discussion is generated on the highlighted discriminatory practices.

**Session 5: Victims or Survivors?**

**Objectives:**

- To highlight the significance of using appropriate semantics when interrogating.

**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?

It is essential to know what the terms rape victims and rape survivors imply.

- 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 donts regarding investigation:

#### Donts

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

#### Dos

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

### Day 2

#### Session 1: Communication Skills: Dealing with Cases of Women & Transgendered People

#### Objectives:

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

**Time required:** 60 minutes

**Resource Required:** White paper, pencil/ markers

#### Method:

**Step 1:** Six 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 or transgender)

**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:** 30 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), and citizens (women and transgender), 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 tone intensity?
- At which level do you normally operate?
- Are you equally comfortable with each level?
- What are the virtues of different tone intensity in conveying your message?

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

### 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:** 45 minutes

**Method:**

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

**Step 2:** Each pair share an experience 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.

**Session 4: Dealing with Gender-based violence related Cases of Women and Transgender**

**Objectives:** To promote the idea of empathy while dealing with women and transgender.

**Time required:** 60 minutes

**Method:**

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

- A rape survivor,
- Assaulted transgender,
- Survivor of domestic violence,
- 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 5: 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 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.

## Day 3

### Session 1: 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 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 2: Leadership Skills: Ensuring 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.
- To enhance the ability of participants to recognise their leadership role in critically thinking the working environment of police stations from the gender lens.

**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, as in-charge of a police station;

- What can they do about the issues?
- What must the female colleagues expect from them?
- How can they ensure that the sub-ordinates display a gender-sensitive attitude?

### **Session 3: Managing 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.

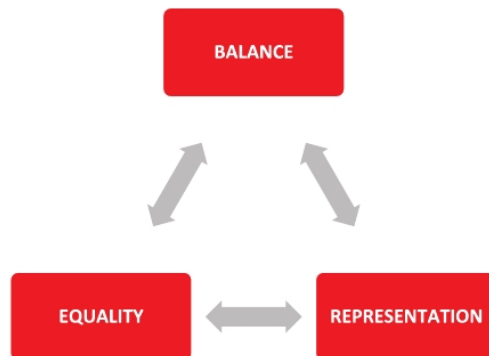
**Time required:** 40 minutes

**Resources needed:** Flipchart, marker

### **Method:**

**Step 1:** Participants are briefed on the three strategies of managing an inclusive environment in police stations;





**Step 2:** The facilitator then elaborates<sup>35</sup> each strategy in relation to gender inclusiveness as:

- Gender balance among managers;
- Where women representation is less, increase women's proportion in decision-making positions and leadership;
- Equally treat and recognize capacities for women and men.

**Step 3:** The participants are then asked to suggest what measures must be taken as managers of a police station to ensure gender inclusiveness in police stations.

#### **Session 4: Devising Gender Inclusive Standard Operating Procedures (SOPs)**

**Time Estimated:** 45 minutes

Material Needed: Brown sheets, meta-plan cards, markers, Handout of Notification (Annexure VII)

#### **Method:**

##### **Standard Operating Procedures (SOPs)**

Standard Operating Procedures (SOPs) are the written instructions of achieving a specific function.

<sup>35</sup> Gender and Communications Toolkit, International Organisation for Migration, 2015, Retrieved from: <https://www.iom.int/sites/default/files/about-iom/gender/IOM-Gender-and-Communications-Toolkit-2015.pdf> Date of Access: March 30, 2018

**Step 1:** The participants are divided into 4 groups and each group is to develop SOPs with gender inclusive approach;

- Group 1: Police Stations (Premises)
- Group 2: Complaint Cells
- Group 3: Women Support Desks
- Group 4: Women Protection Cells

**Step 2:** Each group give presentation on their points and all presentations are displayed.

**Step 3:** The participants are asked to find similarities on each board and the facilitator will thread them.

**Step 4:** The facilitator highlights that standard SOPs can be developed and utilised at all police stations, complaint cells, women support desks, and women protection cells.

**Step 5:** The participants are given handouts on a notification for women police station. The participants are asked to evaluate the SOPs mentioned in the handout on;

- What needs to be improved?
- What needs to be added?

**Step 6:** A discussion is generated on the need for SOPs with gender inclusive approach for all police stations.

#### **Session 5: Examining Global and Local Practices**

##### **Objectives:**

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

**Time required:** 30 minutes

##### **Method:**

**Step 1:** Discuss the domestic and local laws, policies (Annexure II) and global practices (Annexure IX) with participants.

**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 adopted across the province.

## **Session 6: Adopting Good Policing Practices**

### **Objectives:**

- Highlight the need of ensuring the implementation of gender inclusive mechanisms in police stations.

**Time required:** 45 minutes

**Resources:** Board, Brown Sheet/ White Chart, markers, Handouts (Annexure IV and Annexure VIII)

### **Method:**

**Step 1:** The facilitator briefs about good policing practices to the participants (in the light of given examples in Handouts)

**Step 2:** Handouts are distributed among the participants.

**Step 3:** A discussion is generated on the following questions:

- What mechanisms are already implemented in our police stations?
- Which practice do you think need to be followed?
- What mechanisms need to be adopted to ensure the selected good practice?

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

Handout of Stereotypical Phrases

<p>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 کھسے تھانے انا اسکو روز کا کام ہے</p>	<p>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</p>
<p>بچے تمہاری بیوی نے پیدا کرنے میں تمہیں چھٹی کیوں چاہئے چھٹی کیوں چاہئے ایسی جگہ ٹرانسفر کروں گا کہ عقل اچانے 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 بچڑوں کا کام ہی ناچ گانا کرنا ہے</p>	<p>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 thanay mai station officer lag ker kia Karogi? Yeh itna bada case nahi hai yeh khawateen bhi dekh lendi Tum mard ho ker yeh case leny se inkar ker rahe ho bandoq utha lo gay yeh tum se ziada bhari hai tafteesh ker lo gi? kaam nahin ker sakti to ghar raho aur bachay palo Onub tm namard hijron ka kam hi nach gana hai</p>

Handout for Gender Neutral Terminology<sup>36</sup>

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 پولیس	Police Officer پولیس آفسر	Use the gender neutral word when referring to a group of police officers.
Chairman چینر مین	Chair or Chairperson چینر پرسن	Using the word chairman gives

<sup>36</sup> Adopted from UN Police Gender Toolkit, 2015, Retrieved from:  
[http://repository.un.org/bitstream/handle/11176/387374/United%20Nations%20Police%20Gender%20Toolkit%20Handbook.p](http://repository.un.org/bitstream/handle/11176/387374/United%20Nations%20Police%20Gender%20Toolkit%20Handbook.pdf?sequence=51&isAllowed=y)  
df?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	محترمہ، مس، مادام سر، محترم	Call with respect while using good tone
Maam please wait here بی بی انتظار کریں Maam, Brother, Sir, Uncle باچی جی، ماں جی، بھائی صاحب، انکل	Respected, Miss, Madam Sir, Respected	
/ Behaving like transgender کھسروں والی حرکتیں	The colleagues behaviour was (specify) عورتوں/ مردوں کی طرح چوڑیاں 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 co-relation 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 Rights**<sup>37</sup>:

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<sup>1</sup> 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)).

---

<sup>37</sup> Retrieved from [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2484371](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2484371) Date of Access: March 13, 2018

**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



**Case Studies<sup>38</sup>**

- In Karachi there were commodes installed which were not appropriate for the female usage. In some police stations there are washrooms but they cannot be used due to poor condition and no availability of water.
- In Mirpurkhas, women police station has no washrooms.
- In Larkana, the women police station was established with new security equipment (CCTV cameras), and Audio/Visual tools for investigation. The equipment and the stations are not well-maintained and therefore the CCTV cameras and audio/visual tools are not in operative conditions.
- The women police station in Hyderabad was established as a separate station; however, it was divided into three separate sections. One used by Citizens Police Liaison Committee (CPLC), one by Anti Encroachment Cell, and one is used as Women Police Station.

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

**Recommended Reading Material (Available Online)**

- Niaz A. Siddiki & Iqbal A. Dhetto (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

**List of Cells/Desks/ Police Stations in Sindh<sup>39</sup>****1. Human Rights Cells:**

Human Rights Cells (HRC) was established by Standing Order 235/09 dated 26<sup>th</sup> 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.

<sup>38</sup> <http://individualland.com/downloads/womenPolice/Rough-roads-to-equalitywomen-police-in-south-asia-august-2015.pdf>

<sup>39</sup> Shared By Iqbal Ahmed Dhetto in a consultative meeting conducted by Individualland in Sukkur on February 13, 2018

### 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.

## Annexure VII

### Notification for Women Police Station by Government of Sindh, 1994<sup>40</sup>

Standard Operating Procedures (SOPs)

1. Investigation of cases involving vice or sexual offences such as rape, trafficking of women, and offences against children.
2. Handling enquiries/ investigations of female deaths/ injury cases of stove burning.
3. Handling drug related cases involving women and children.
4. Dealing with cases involving search, arrest and questioning of women suspects who have or are suspected of committing an offence.
5. Assisting in executing search warrants for the recovery of kidnapped and abducted women and children.
6. Escorting female and juvenile prisoners.
7. Guarding female prisoners.
8. Helping Crime prevention work such as giving talks in schools and women colleges in particular on road safety and accident prevention.
9. Assisting in public order situation involving women demonstrators.
10. Helping women in obtaining driving licenses and in due course conducting driving tests and issuing driving licenses.
11. Visiting and inspecting institutions for the welfare of women and children.
12. Assisting in any other duties which the Inspector General may like to assign.

<sup>40</sup> Shared By Iqbal Ahmed Dhetto in a consultative meeting conducted by Individualland in Sukkur on February 13, 2018

### Good Examples of Policing

GOOD PRACTICE EXAMPLE 1: Publish recruiting information in magazines and newspapers aimed at women.

GOOD PRACTICE EXAMPLE 2: Selection criteria for enrolment into the police education system are the same for men and women. Only exceptions will be there related to physical fitness and motor functions, height and weight, and some aspects of health capacities, due to different physiques of men and women.

GOOD PRACTICE EXAMPLE 3: If there is insufficient number of women applicants for basic police training, a campaign specifically targeting women can be launched. Across the country preparatory programs can be organized for women candidates interested in enrolling into basic police education courses. The training sessions will focus on the positive aspects and challenges of the police profession, as well as acquainting potential candidates with the entry forms, exam, and procedures. Preparatory training is considered to be a good opportunity for clarifying any dilemma linked to recruitment and is an effective tool for raising the number of women applying for elementary police education. State Police website should contain materials offering women more information about the police profession.

GOOD PRACTICE EXAMPLE 4: Women representatives of gender equality mechanisms should regularly cooperate with their in-country counterparts in the parliamentary committees, government offices and NGOs, offering support in enforcing national laws and gender equality action plans.

GOOD PRACTICE EXAMPLE 5: Gender sensitive language need to be used and the service titles have both masculine and feminine grammatical forms e.g. instead of using policeman or policewoman, make use of the term police officer.

GOOD PRACTICE EXAMPLE 6: Women police officers need to be consulted on the design of upcoming uniforms.

### National and Global Practices:

1. **Equal Employment Opportunities:** Gender equity needed for strong equal employment opportunity legislation to overcome discrimination, and for affirmative action in some cases. Number of actions has taken in US and Australia to promote increase recruitment opportunities. Improved numerical representation was achieved through a range of supportive measures, including targeted recruitment campaigns, pre-application classes, and career development courses and mentoring programs. The inclusion of women on all selection and promotion panels is one equal opportunity measure, along with the establishment of equity units and appointment officers to deal with sexual harassment cases, inclusion of equity content and anti-harassment information in training. Paid parental leave is also a major innovation, introduced into public sectors, that has been extended to fathers as well as mothers.
2. **Women Police Officers Network of South East Europe (WPON):** This network was formed in November, 2010 under the umbrella of South East Europe police Chiefs Association (SEPCA). The

most highlighted outcome of this network is to develop the Guidelines for Gender Sensitive Policing, with an Emphasis on Recruitment, Selection and Professional Development of Women in Police Services in order to identify the challenges in recruitment, selection and professional development of women in the police services of South East Europe; second is to ensure a greater understanding of the problems that women face within the police services; third is to foster the exchange of information and good practices among the police organizations; and to define measures that can improve the existing practice. The Guidelines that were developed were based on the analysis of data submitted by the police services, members of the Southeast Europe Police Chiefs Association (SEPCA), in response to a questionnaire developed by the WPON.

3. **Gender Audit in Ottawa Police (Canada) brings new hiring policies:** This audit is a starting point to sketch the loopholes and significant differences in opportunities, resources, responsibilities, and acknowledgment of women's role. Recently in Canada, a gender audit firmly helps to settle two new hiring policies i.e. in which all internal interviews for promotions should have at least one woman on the hiring panel, and employees on parental leave can now apply for posted jobs which was not the case before they conducted the gender audit. To measure the performance and to determine gender sensitivity of police organization, such gender audit also conducted in Pakistan. But the Standard Operating Procedures (SOPs) that were referred by gender audit and formulated to deal with women affected by any type of violence were not practiced across the capital and provincial police organizations. Hence, it is important to take a clear picture of gender inequality and what has been implemented so far to counter the issue.
4. **Supporting gender-responsive policing in Khyber Pakhtunkhwa (Aitebaar Program):** To minimize the rate of crime against women in the province and to make police stations more gender inclusive, Saferworld launched Aitebaar programme to set up seven model police stations in five districts of KP three in Peshawar (University Town, Faqeerabad and Gulbahar), and others in Nowshera, Mardan, Swabi and Charsadda. The model police serve as examples on how to provide effective services for all genders. Additionally, seven women's help desks were also developed to provide relief and protection specifically for women. Police officers were designated to these desks to process all the cases filed by women so that their issues are dealt with care. They are also responsible for referring certain cases to specialised psychologists, ensuring effective service delivery and collecting data on crime against women – currently the only source of such primary data in the region.<sup>41</sup>
5. **Gender Responsive Policing Project (GRP):** From 2009-2014, National Police bureau and GIZ implemented the GRP project in Pakistan. The project focused on police reforms ensuring that the key elements of gender equality are incorporated throughout all police procedures, protocols, rules and regulations, reinforced through gender sensitive trainings. The broader aim was to enable the National Police Bureau of Pakistan to assist police in adopting and implementing a uniform policy for gender mainstreaming and gender just access to policing, taking into consideration the principles of the rule of law.<sup>42</sup>

<sup>41</sup> Retrieved from: <https://www.saferworld.org.uk/en-stories-of-change/helping-police-to-be-gender-sensitive-in-pakistan> Date of Access: March 4, 2018

<sup>42</sup> Retrieved from: <http://www.npb.gov.pk/index.php/gcc-grpp/> Date of Access: March 4, 2018

**Individualland Pakistan (IL) is a research based organization working on governance, rule of law, media, policing reforms, youth development, peace-building and democratic development throughout the country since its inception in 2007. IL engages the stakeholders through various interventions including capacity building workshops, focus group discussions (FGDs), seminars, meetings, research publications, media campaigns consisting of documentaries & 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.**