

Attitudinal



MODULE



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Self Awareness

1-INTRODUCTION AND OVERVIEW

The attitudinal change module aims to transform attitudes of the policemen and women through a process that:

- Creates an understanding of self,
- Develops skills for healthy personality development
- And increases knowledge and sensitivity to key social issues

The module comprises 45 lessons of 40 minutes each, which can be run as single weekly sessions or as double or triple sessions during the week.

2- TRAINING RELEVANCE/RATIONALE:

The development of positive attitudes and healthy behavior is useful in order to enrich the personal and professional lives of all people. However, this is even more critical for certain groups and institutions that work in high stress conditions and carry responsibilities that affect millions of lives. The Police are one such institution of the state. It requires the highest standards of socio-ethical conduct in its day-to-day operations. It is a need of both the police force and the larger society that more work be done to achieve this goal.

The efficiency, effectiveness and professionalism of the Police force are adversely affected by a range of stressful factors. The present day police woman/man is over-worked, underpaid, unappreciated by the community, feels alienated from his/her family and often has to work under conditions where his/her life is under threat. Rozan's experience of working with Police personnel indicates that they often experience great difficulty in coming up with the resources and strategies required to effectively cope with the job stress, anger and frustration they face as part of their day-to-day work. There is also a need to improve the interpersonal communication skills, knowledge and attitudes needed to deal with the many sensitive social issues faced by certain vulnerable members of the society, such as violence against women and children. Further, the police force also lacks the training, systems and support channels required to cater to the psychosocial needs of its staff, leaving the police with few healthy alternatives.

These attitudinal and behavioral limitations have serious effects. First, they result in ineffectual police responses to crimes, and second they lead to serious police abuse and a violation of human rights. As a result, there is a sense of insecurity and distrust regarding the police in the general public and the institution does not carry the respect and confidence of the very people and society whom it is meant to work for. This has a direct impact on

the police's level of self-respect, self-confidence, collective self-esteem and efficiency, which in turn affects performance and, thus, the vicious cycle, goes on. Most people, including the police force itself agree that there is an urgent need to have policemen and women demonstrate more sensitive and positive attitudes.

Keeping the above needs in mind, Rozan's training module aims to contribute to a positive and sustainable change in police attitudes and, consequently their behavior. It has been long established that social change will not be sustainable based on behavioral skills and awareness or knowledge alone; the attitudes underlying this behavior and awareness must also be altered. For an attitudinal change program to be successful, it must address all three of these components. The importance and relevance of these components have been tested time and again through extensive formal research done as part of Rozan's work with 1600 policemen/women over the last 6 years. A better understanding of oneself, improved self-esteem, the learning of new skills, such as assertiveness, anger and stress management, etc and more in-depth information on social issues, such as violence, etc. are all areas that are consistently identified as being important and useful by policemen/ women themselves, and significant changes have been noted in each of these areas after every Rozan workshop. The proposed *attitudinal change*-training curriculum recognises these needs and its success in addressing them, and, therefore, focuses on all of these levels. Each of these forms a separate section of the *attitudinal change* module:

- Self-awareness
- Life skills
- Social awareness and knowledge

The benefits for the police force expected from the attitudinal change curriculum are:

- A police force with more positive attitudes towards themselves and others, improved interpersonal communication skills and self-respect will be better equipped to carry out its responsibilities effectively and, thus, make a valuable contribution to police culture and to the society as a whole.

- Once this change in attitudes and social behavior has been demonstrated, the society will also begin to develop a level of trust, confidence and respect for the police, thus creating a positive and mutually beneficial police-community partnership.

Notes for trainers

Structure and content

The attitudinal change module is a comprehensive set of material for trainers, allowing them to run the module with little reference required from outside sources. As mentioned earlier, the module is divided into 3 sections: self-awareness, life skills and social awareness. Each section is structured in the same way, starting with a **rationale** for the section, explaining the importance of the section for the police, followed by a **preface**, outlining what is included in the section, followed by **special notes for the trainer** for that section and ending with the **lesson plans** for each section.

Each lesson plan is presented in great detail, outlining the objective/s of the lesson, followed by the activities that are to be carried out in the lesson, including the time required for each, the material needed, the pre-group preparation expected from the trainer, the outcomes expected by the end of the session and a step by step method, followed by notes for the trainer on the lesson, the readings required, sample responses to discussion questions, and activity material.

The trainer is expected to be fully prepared for the lesson by reading and thoroughly familiarizing him/herself with the required readings outlined at the beginning of the lesson plan. The actual readings are included at the end of every lesson plan, and provide detailed information on the material to be presented and discussed in the lesson. The lesson plans themselves contain only basic points for discussion; detailed information on what exactly is to be presented, taught and discussed can only be gained through the readings at the end of each lesson plan. In addition to these readings, some lesson plans are also followed by samples of responses trainers

can expect from some of the discussion questions. This is aimed at helping trainers to guide their questions accordingly and ensure that the main points are covered.

The lesson plans also outline the material (hand-outs or posters) that is required for each lesson and the preparations the trainer needs to make beforehand. For example, the trainer may need to write down discussion statements on a poster to be put up during the lesson. Each lesson plan ends with additional notes for the trainers. These notes highlight special points or areas of interest or considerations that need to be noted for each lesson.

Methodology

The attitudinal change module employs a variety of techniques as part of its activities to encourage participants to discuss and learn new concepts and skills. The main techniques used are interactive presentations, small groups, large group, pairs, statement completion and individual response.

Interactive presentations

The methodology used for the teaching of this module is primarily interactive. Although a lot of material is presented, the trainer is expected to avoid one-way communication and involve the participants as much as possible. For example, before presenting any topic, the trainer may ask the participants what they understand by the term. Similarly, at the end of the presentation, the trainer may ask the participants if there is anything they would like to add to the information presented. If there is time, the trainer may want to allow questions and brief discussions even during the presentations.

Small groups

In many activities the participants are given a set of issues to discuss in small groups. While the discussion is going on the trainer will need to circulate among the groups to ensure that the instructions are being followed

and that the discussion questions have been understood correctly, to help the participants generate ideas and to encourage all the participants to fully participate.

Large group

This refers to when the small groups come back together with the rest of the participants. Often the main points from the small group discussions are then brought out in the large group and discussed.

Pairs

At times, the participants are given a topic to reflect on and share with one person sitting next to them. This technique allows for more in-depth information sharing and is used only when the participants are expected to reflect on and identify aspects of themselves as individuals.

Statement completion

For some activities, where the participants are expected to give out information about themselves or their attitudes towards an issue, they may be asked to complete a series of statements. This is an individual exercise, but the main points that emerge from this are then discussed in pairs, small groups or the large group.

Individual responses

In some activities, the participants may be asked to individually reflect on and note down their responses to a particular question or discussion point. These are then shared in pairs, small groups or the large group. This is used only when more in-depth information about individual behaviors or attitudes is required.

Rationale

The first section of the attitudinal change module covers self-awareness (for a definition see reading notes). Self-awareness is the extent to which a person knows him/ herself. One way to increase this awareness is to understand how the image of our self or self-concept developed. The more we understand the forces that in a way 'shaped' us, the more we will know our self. We are all influenced by a number of factors, including biological factors, people who have been significant in our lives and the environment, culture and society around us. There is an important advantage of looking at and consciously reflecting on these forces. It provides us the opportunity to distinguish between their positive and negative impacts on our lives and their role in shaping who we are today.

Self-awareness is a key concept in the Rabta training model. This is based on a global research finding that developing awareness and understanding of one's own identity, personality, emotions, attitudes, strengths, limitations, behavior and needs allows individuals to connect with and accept others. This, in turn, is likely to

lead to more sensitized, mature and responsible human beings, and ultimately, a more humane society. Awareness is considered to be the first step towards change.

Self-awareness is beneficial for all people, but for certain groups of people this is even more important. Rozan's work with the police has shown that in the context of police work, self-awareness has far-reaching benefits. A police force equipped with individuals and groups who are self-aware, self-confident, conscious of their limitations, and yet able to build on their potential and strengths, is much more likely to be recognized as an effective, responsible and trusted institution than one whose members exercise their power with a limited understanding of themselves, their role, their power and the very people they are meant to serve.

Preface

The self-awareness section of the module consists of 14 lessons, covering a range of presentations and discussions that provides participants with the opportunity to look at:

- What self-awareness means and why it is so important for the police
- Who they are as individuals and as policemen and women
- The roles they play in their lives, both personal and professional
- Their values
- Their personality traits
- Their attitudes towards themselves and others

- Their strengths and limitations
- The role of power in their personal and professional lives.

In addition to the content of the lessons, the method used in the teaching of these concepts is also worth noting. The emphasis is on employing a methodology that helps create a comfortable and open atmosphere where participants can begin their process of self-awareness with the help of open interaction and discussion with the trainer and other participants.

Special notes on the Self-awareness section for trainers:

The lessons on self-awareness require skills and special sensitivity from the trainer. It becomes important that as participants start the process of self-exploration and sharing of personal information, the atmosphere in the group be one of mutual respect. Often this may be the first time that participants openly share with others certain aspects of their lives. Trainers need to convey the fact that they appreciate that this is a difficult step to take, and that they value the information being shared. At times, participants may share certain information that may be difficult for others in the group to handle. Trainers will need to maintain a supportive, accepting stance without being patronizing or over protective. They also need to be careful that the level of sharing and expression of emotions is not too distressful for the participants and the group. If at any time they feel that what

is happening in the group may end up being harmful to the person or the group, they would need to actively intervene in a manner which is gentle, yet firm and provides relief. If the trainers feel that a participant is particularly troubled, they may need to offer support or information about other sources of support (e.g. organizations working on mental/emotional health) to the individual after the lesson is over.

Another important point to keep in mind and to emphasize, especially during initial sessions is that all personal information must be kept strictly confidential and must not leave the training room. Even though participants voluntarily share personal information and how much they share is up to them, there is often some discomfort afterwards. Bringing this out in the open as an issue, and stressing the confidentiality norm is often encouraging for participants.

Lesson 1: Introduction to Emotional intelligence and self-awareness

Objective/s

- To introduce the attitudinal change module, its structure and objectives
- To increase the participants' understanding of the concepts of attitudinal change, emotional health and self-awareness

Activity 1: Introduction to module, norms and outcomes

Time required:

- 10 minutes

Material needed:

- **White/black board**
- Objectives chart (Reading 1)

Preparation needed:

- Basic readings: Introduction to attitudinal change module
- Reading of sample responses

Outcomes:

- Participants will be able to identify structure, objectives, methodology and outcomes of module

Method:

- Interactive presentation

Step 1:

The trainer presents an overview of the structure, content and outcomes of the attitudinal change module ***and its expected benefits for the police force (see readings).***

Notes:

- ***If there is time, the trainer may wish to allow a couple of questions and provide brief answers.***
- ***The trainer needs to emphasize that this module has special relevance for the police and has been trailed with them for many years as one off workshops.***

Step 2:

The trainer asks the participants what class rules would help them participate actively and effectively. The rules identified and agreed on by all, are noted down on a chart and displayed somewhere in the classroom (wall, board, etc).

Notes:

- ***This step may be a difficult one initially. If this happens, the trainer should give examples of possible rules such as speaking one at a time, not interrupting, confidentiality, etc (See sample group rules below)***
- ***The trainer needs to emphasize that because these lessons will require some sharing of personal stories or information with each other, confidentiality needs to be established as a strict group rule. The trainer needs to explain that telling outsiders the general information that was gained in the session or the kind of activities that were used is OKAY and does not fall into the***

confidentiality rule, but that if any personal information about any other group member becomes known, it must be kept confidential, as a mark of mutual respect and in order to create trust in the group.

Activity 2: Attitudes and attitudinal change

Time required:

- 10 minutes

Material needed:

- Poster/OH: Attitudes
- Hand-outs: Attitudes

Preparation needed:

- Basic reading: Attitudes

Outcomes:

- Participants will be able to define the concept of attitudes and identify their importance, particularly for the police.

Method:

- Interactive presentation

Step 1:

The trainer presents the concept of attitudes and explains that an attitude may be defined as a mental state involving beliefs, feelings, values and tendencies to act in certain ways. It may be a strongly held belief or feeling, which manifests in behavior.

Step 2:

The trainer clarifies the link between behavior and attitudes by explaining that attitudes have a huge impact on our behavior and so if we want to change our behavior, our attitudes will also have to change, especially if we want to bring about long-term and sustainable change. The police are an institution with the responsibility to work towards this change; thus police attitudes are critical to social change.

Activity 3: What is emotional intelligence (EQ)?

Time required:

- 20 minutes

Material needed:

- Poster/OH: Emotional Intelligence (EQ)
- Hand-outs: Emotional intelligence (EQ)

Preparation needed:

- Emotional intelligence reading

Outcomes:

- Participants will be able to define the concept of EQ and its importance.

Method:

- Interactive presentation

Step 1:

The trainer tells the group that the process of attitudinal change in the police will begin with the concept of emotional intelligence. The trainer presents the concept of emotional intelligence and explains its 5 components one by one.

Note

- The concept of EQ is not always an easy one for participants to grasp immediately. The trainer needs to ensure that the participants understand all the components.

Overall notes – Lesson 1:

As this is the first lesson of the module, it is extremely important that the trainer sets the tone for the lessons to come and demonstrate the interactive methodology that will be used. Gently encouraging the participants to participate in the interactive presentations and discussions, not putting them down, not allowing one person to dominate the discussions, etc are all examples of this. It is also important to ensure that the participants understand the expected outcome of each activity and that this is reiterated at the end of each activity. For example, after the activity of emotional intelligence, the trainer might say something like, “Now you should all be able to define what EQ means and what its key components are.” As the introductory lesson of the module, the trainer will also need to make sure that the participants understand the importance and relevance of this training for the police.

Sample Responses – Lesson 1

Sample group rules

Taken from Rabta’s workshops with the police

- Speak one at a time, and do not interrupt each other
- Everyone tries to participate in the discussions
- Mobile phones should be switched off except in special circumstances
- Ask questions if you don’t understand – take

responsibility for your own learning

- Be respectful of each others' opinions even when you disagree
- Listen to each other attentively
- Keep all personal information shared confidential

Readings – Lesson 1

Reading 1 (R1): Introduction to the attitudinal change module

The attitudinal change module has been developed by Rabta, which is a program run by Rozan, an NGO working on mental and emotional health. Rabta works with the Police towards creating a positive attitudinal change in the police force and in enhancing the police-community relationship.

The attitudinal change module consists of 45 lessons and is divided into 3 sections:

- Self
- Life skills
- Social awareness.

The module focuses on personal development and improved emotional health through an increased self and social awareness and through the learning of new skills.

By the end of the module, we are expected to:

- Be more self-aware and confident
- Have improved interpersonal communication skills
- Have more knowledge of social issues
- Have more positive attitudes towards ourselves, police work and the community we serve

The benefits of this are that:

- A police force with more positive attitudes, improved interpersonal communication skills and self-respect will be better equipped to carry out its responsibilities effectively and, thus, make a valuable contribution to society, ***both personally and professionally.***

- Once this change in attitudes and social behavior has been demonstrated, the society will also begin to develop a level of trust, confidence and respect for the police, thus creating a positive and mutually beneficial police-community partnership.

These classes require active participation from the participants, as the module involves interactive presentations, discussions and some group work.

Reading 2 (R2): Attitudes

An attitude may be defined as a complex mental state involving beliefs, feelings, values and dispositions to act in certain ways. It may be a strongly held belief that reflects a person's options and feelings and which manifests in behavior.

As the last line of the definition shows, attitudes have a huge impact on our behavior. For example, if we have a negative attitude towards our work, our performance will suffer. Similarly, if we have a negative attitude towards children, for example, our behavior and relationships with them will suffer or will be absent. If we have a negative attitude towards our community, our dealings and relationships with them will suffer. Thus, if we want to change our behavior, our attitudes will also have to change. Short-term change can be brought about through the learning of new skills, but change in behavior is not long-term or sustainable unless the underlying attitudes are also altered, which is why attitudinal change is critical to any program aiming at bringing about any real change.

Reading 3 (R3): Emotional intelligence - EQ versus IQ

The first lesson of the module begins with a discussion of what emotional health means and why it is important.

Most people think that being a successful person means doing well at one's studies (Academic performance), being intelligent (intellect or IQ) and eventually having a brilliant good career. However, recent research data shows that these factors are only a part of what makes a person successful. In fact, as Western data shows only 20% of a person's success in life is linked to IQ, leaving 80% to other factors, especially to his/her emotional intelligence or EQ.

Emotional intelligence (EQ) refers to an individual's feeling about him/herself, his/her feelings and behavior with others, her/his capacity to meet the demands of everyday life and the ability to express feelings. It is therefore, much more linked to one's confidence, attitudes, awareness and social skills. In his book, "Emotional Intelligence (EQ)", Daniel Goleman (Goleman, 1997) argues that emotional intelligence may be even more powerful than intellectual intelligence, in determining a person's success in life. This explains why there are people who may not have done well in school, but lead successful lives as adults because they are confident, have more friends, etc. Similarly, there are also many people who may have been brilliant students, but as adults they may be maladjusted, depressed, have few friends, etc.

Can you think of people that you know who are like that, whose success, satisfaction and adjustment doesn't depend on their intelligence and school performance?

Daniel Goleman identifies 5 main components of emotional health. These are:

Self-awareness: The ability to be able to reflect on one's own life and self with a critical, yet understanding eye, awareness of one's strengths/weaknesses, emotions, needs etc.

Management of feelings/emotions: The ability to learn to monitor and control one's emotions. Control, however, does not mean stopping the emotions, but having enough control over them to be able to have a variety of ways of expressing them and then consciously and responsibly deciding how to best express them in a given situation.

Motivation: The driving force, energy and hope that comes from having a purpose, goal and interest in one's life.

Interpersonal skills: It is the ability to relate to other people, to form healthy, fulfilling and meaningful relationships in one's life

Empathy: The ability to understand other people's feelings and needs, to be able to look at things from their point of view.

As is clear from the above, self-awareness is one of the main components of good emotional health, which is why this module focuses on this aspect.

Lesson 2: EQ and the Police

Objective/s

- To increase the participants' understanding of the importance of emotional intelligence in the work of the police.

Activity 1: Emotional intelligence (EQ) for the Police

Time required:

- 40 minutes

Material needed:

- White/black board
- OH/Poster: Components of EQ
- Personal notebooks

Preparation needed:

- Basic reading: EQ and the Police

Outcomes:

- Participants will be able to identify the importance of emotional intelligence for the police.

Method:

- Groups

Step 1:

The trainer puts up the poster on components of EQ on the board or wall where everyone can see it.

Step 2:

The trainer divides the participants into 3 groups, places them at different points of the room as far away as possible from each other and asks them to take each EQ component one by one and identify its importance for policemen and women. One participant in each group is to act as the scribe and note his/her group's responses down in his/her notebook. The participants have about 20 minutes for this.

Note:

- *As the participants may not have participated in small groups before, the trainer gives an example of how to take each component and identify its importance. For example, the participants can write down the first component (self-awareness) and then take responses from all the group participants as to why they think this is important for the police (e.g. a self-aware policeman is better able to understand others). The scribe then notes this down in his/her notebook.*

Step 3:

The trainer gets the groups to come back into the large group, and asks the groups to read out their responses separately for each component. These are noted onto the board, emphasizing the importance of emotional intelligence for policemen and women.

Note:

- *Often policemen and women are not easily able to identify the importance of emotional intelligence for their work immediately. The trainer may need to go around the groups while they are working and suggest ideas*

- The trainer may ask for a couple of responses from one group, then move onto the second group and then the third group, asking them to read out anything different from each other that they may have written. This may be repeated for each component.

Overall Notes – Lesson 2

This is an important class for the participants. For most participants this is the first time that they are thinking of emotional health and what it means in the context of ***police work***. Through group discussions, the participants begin to realize that their work is not mechanical and that they are people, and that their awareness of themselves and others and their behavior affects their work, the people around them as well themselves. It is important for the trainer to encourage thought and discussion on this aspect both while the participants are working in their small groups and when they share their responses in the large group.

This lesson is also important because it introduces yet another kind of activity used in the attitudinal change module: working in small groups. For most participants this may be the first time they have participated in such an activity. The trainer will, therefore, need to make sure this activity is properly understood and go around the groups and ensure that everyone understands and is participating.

Sample Responses - Lesson 2

Importance of EQ for the Police				
Self-awareness	Management of feelings	Motivation	Interpersonal skills	Empathy

<p>Policemen and women are able to identify and improve on their limitations</p> <p>They have better self-esteem and are able to use their strengths to help people more effectively</p>	<p>Policemen and women are better able to deal with the stress in their work</p> <p>They are better able to deal/ manage their anger and aggression.</p>	<p>Policemen and women are eager to learn more about social issues.</p> <p>They are able to do their work with a lot more commitment.</p>	<p>Policemen and women are able to communicate much more effectively with the community.</p> <p>They are better able to deal with their colleagues, bosses, etc.</p>	<p>Policemen and women are better able to understand the people they are meant to serve.</p> <p>The community will trust them more.</p>
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Readings - Lesson 2

Reading 4 (R4): Attitudinal Change, EQ and the Police

Project Rationale

The development of positive attitudes, meaningful behavior and emotional health is useful in order to enhance the personal and professional lives of all people. However, this is even more critical for certain groups, such as those whose work affects millions of lives. The police force is an extremely important community institution, which carries with it the responsibility of maintaining law and order and protecting the life, property and honor of its citizens. It requires the highest standards and socio-ethical codes of conduct in its day-to-day operations. Yet both the police force and the larger society recognize that these standards are rarely met. A range of stressful factors adversely affects its efficiency, effectiveness and professionalism. The present day police woman/man is over-worked, underpaid, often ridiculed and unappreciated by the community, feels alienated from his/her family and sometimes has to work under conditions where his/her life is under threat. Rozan's experience with the police personnel indicates that they typically lack the resources and strategies required to effectively cope with the job stress, anger and frustration they face as part of their day-to-day work. Also limited are the interpersonal communication skills, knowledge and attitudes needed to deal with many sensitive social issues faced by certain vulnerable members of the society, such as violence against women and children

A serious result of these attitudinal and behavioral limitations is that the police force does not carry the respect and confidence of the very people and society whom it is meant to work for. Not only does this add to the society's sense of insecurity, but also it adversely affects the police's level of self-respect, self-confidence, collective self-esteem and efficiency. Most people, including the police force itself agree that there is an urgent need to have a police force with more sensitive and positive attitudes than they currently demonstrate.

The benefits for the police force expected from the proposed training project are two-fold:

- A police force with more positive attitudes, improved interpersonal communication skills and self-respect is much better equipped to carry out its responsibilities effectively and, thus, make a valuable contribution to society.
- Once this change in attitudes and social behavior has been demonstrated, the society will also begin to develop a level of trust, confidence and respect for the police, thus creating a positive and mutually beneficial police-community partnership. Lesson 3: Self-awareness

Objective/s

- To increase the participants' understanding of self-awareness and its importance in police work.
- To help the participants become aware of and address their possible blocks to self-awareness.

Activity 1: What is self-awareness?

Time required:

25 minutes

Material needed:

- White/black board
- Flip charts and pens
- Poster/OH: Self-awareness
- Hand-outs: Self-awareness

Preparation needed:

- Basic reading: Self-awareness and its importance

Outcomes:

- Participants will be able to define the concept of self-awareness and identify its importance *in police work*.

Method

- Groups

Step 1:

The trainer divides the participants into 4 groups and asks them to identify what they understand by “self-awareness” and what is included in it. As with all group activities, one participant in each group is to note his/her group’s responses down in his/her notebook.

Step 2 :

The trainer gets the participants back into the large group and asks the groups to call out the responses and the trainer notes them down on the board.

Step 3:

The trainer asks the participants to identify any broad categories that they think the responses can be divided into, e.g. definition, process, etc.

Note:

- *This can be a difficult activity for participants to do and the trainer may need to go around the group and ask prompting questions, e.g. what does self-awareness mean? How do you become self-aware? What happens when you become self-aware?*
- *When noting down participant responses on the board, ensure that responses are not repeated, i.e. if one response has already been written down, it does not need to be written down again even if another groups has identified the same thing.*

Step 4:

The trainer presents the definition of self-awareness and discusses with the participants how self-awareness is a broad concept that includes all of the responses that the participants have identified, that it is a life long journey that is not always easy. Yet it is extremely important for one's personal and professional development and is worth the difficulty. Its importance for certain institutions such as the police is even more so because of their great responsibility towards people and society.

Activity 2: Blocks to self-awareness

Time required:

15 minutes

Material needed:

- White/black board
- Poster/OH: Blocks to self-awareness
- Hand-outs: Blocks to self-awareness

Preparation needed:

- Basic reading: Blocks to self-awareness
- Make a poster/Chart: Blocks to self awareness from the above reading

Outcomes:

- Participants will be able to identify the basic blocks to self-awareness

Method

- Interactive participation

Step 1

The trainer asks the participants to brainstorm on what may prevent people, particularly the police, from becoming more self-aware. These are noted on the board.

Note:

- ***If the participants initially find it difficult to identify blocks, the trainer will need to start them off by giving examples.***

Step 2

The trainer shows the blocks to self-awareness poster/OH, and points out if any were left out from either the participants' or the trainer's list, making the point that some of these blocks are external (lack of time) while others are internal (fear of discovering your own faults). It is also important to point out that sometimes blocks that we think are external (e.g. time) may actually be internal, in the sense that perhaps it is we who are not managing our time well enough.

Note:

When the trainer shows the poster/OH, s/he should point out any blocks identified by one list (e.g. participants') that were left out in the other (i.e. The trainer's), and acknowledge that there are probably many other blocks that they have not yet identified and may not even be aware of.

Step 3

The trainer emphasizes the importance of identifying one's own blocks and findings ways to overcome them.

Overall notes – Lesson 3

Self-awareness is a difficult concept to understand at times. The participants may have questions about this and the trainer must be prepared with at least basic answers. The trainer needs to emphasize that there is no easy way of defining self-awareness as it is a broad concept and encompasses a range of areas and levels within it. At a basic level, for example, it may simply involve an awareness of one's traits and characteristics, while at a deeper level it may involve an awareness of one's subconscious motives. Self-concept and self-esteem may also be part of it. Some people may take self-awareness to an even deeper level and include in it one's ability to be aware of and reach one's full potential.

The trainer may also need to discuss the blocks identified by the police in some details and bring out the point that some blocks that we consider to be external (e.g. time) may, in some cases actually be internal (bad time

management), but we may not realize this and, therefore, not make an effort to change it. This point is particularly important here because the police commonly identify blocks such as time, pressure from family and superiors, problems in the system and financial pressures, as external barriers, even though often these are internal (i.e. more to do with personal time management, priorities, feeling of helplessness, etc.).

In order to further emphasize the above points regarding self-awareness, the trainer can share the following references

A saying of Hazrat Ali (RS) is **“The way to knowing God is to know your own self”**.

(Nehj-ul-Balgaha, Allama Mufti Jafar Hussain)

Our National poet Allama Mohammad Iqbal has written a lot on the concept of self.

KHUDI MEIN DOOB JA GHAFIL, YEH SIRRAY ZINDGANI HEY
NIKAL KAR HALQA SHAM-O-SEHAR SEY JAVEDAN HO JA

(Nazam Talooea Islam)

Regarding the process of self-awareness Allama Iqbal wrote in Bale Jabreel

KHUDA WHO BEHAR HEY JIS KA KOI KINARA NAHEEN
TU ABJO ESAY SAMJHA AGAR TO CHARA NAHEEN

Sample Responses – Lesson 3

These responses are based on past Rozan police trainings.

What is self-awareness?

- Know Who I am
- Know my own character
- Be aware ourselves about situation and condition
- Know about our habits
- Recognize ourselves
- Know our personality
- Be aware of our personal qualities and weaknesses.
- Learn skills to improve ourselves
- Life long process
- Difficult process

Self-awareness categories

- Definition of self-awareness (e.g. getting to know each other's identity, identifying our strengths)
- Process of self-awareness (difficult, painful, fun, etc.)
- Fruits of self-awareness (e.g. advantages, self-esteem, guilt)

Readings – Lesson 3

Reading 5 (R5): Self-awareness and its importance

Self-awareness is the ability to know oneself, to be able to reflect on one's own life and self with a critical, yet understanding eye. It is an awareness of our:

- Personality traits, skills, strengths, limitations
- Emotional states
- Identity and its various aspects
- Needs, desires and goals, etc.
- Values, opinions and attitudes
- Relationships

It includes an understanding of our history, our past experiences both positive and negative, and the impact they have had on who we are today. Our self-awareness comes not only from within us, but also from people around us. Self-awareness is a process, and one that may never be complete. It is a journey that continues our whole life. The more we allow ourselves to open up our minds to self-discovery, the further along the path we can go. Thus, self-awareness may be divided into 3 categories:

- Definition of self-awareness
- Process of self-awareness and
- Characteristics of self-awareness (risks and advantages).

Self-awareness is an extremely important process for all of us. For centuries, philosophers and scholars have encouraged human beings to know themselves.

Great Sufi saint Baba Bullah says,

PARH PARH ALAM FAZAL HOEIN

KADI APNA AP TEY PARHIA E NAHEN

WAR WAR JANA EY MANDAR MASATEY

KADI MAN APNAY WICH WARIA E NAHEN

Here again the focus is on self-analysis.

Baba Fareed Shakar Gunj says in one of his KAFI,

AP AWARAIN MEIN MILAN

MEIN MILAN SUKH HO

FARIDA JEY TU MERA HUWEN

SAB JAG TERA HO

(God says, if you reform your self, you will find me, he who finds me finds peace, if you submit to me, the whole world would submit to you)

(Professor Saeed Ahmad, Kafian Baba Fareed)

Hence the importance of self-awareness cannot be overemphasized. It is the key to our emotional well-being. It is also an essential element in allowing us to understand and get closer to others, thus building meaningful and supportive relationships.

Becoming self-aware helps us understand why we behave the way we do in various situations, what motivates us, what angers us and so on. This gives us the ability to be able to identify, challenge and change the attitudes and behaviors that are harmful to us or to others and that hinder our personal development. The more we know ourselves, the better we are able to manage emotions, overcome weaknesses, and harness our potential productively to benefit ourselves and others. Self-confidence and a sense of control over our lives are important fruits of self-awareness. It also allows us to connect with and accept others and to move closer to becoming more sensitized, mature and responsible human beings, and thus ultimately contributing towards a more humane society. Awareness is considered to be the first step towards change.

Although self-awareness is important for all people, its importance becomes more critical for people like the police who are working in the service sectors and whose work involves working closely with and for people. A police force equipped with individuals and groups who are self-aware, self-confident, who can manage themselves, are conscious of their limitations, and yet able to build on their potential and strengths, is much more likely to be recognized as an effective, responsible and trusted institution

than one whose members exercise their power with a limited understanding of themselves, their role, their power and the very people they are meant to serve.

Reading 6 (R6): Blocks to self-awareness

If self-awareness is so important, why are more people not self-aware or not actively working towards it? One reason may be that many people do not recognize its importance, but there are also many blocks to self-awareness, both internal (fear) and external (social expectations) which are important to identify, for only then can one begin to move past them:

- Self-awareness requires time and effort, which not everyone is willing to give.
- It is not always easy to open up to people and share experiences and feelings with them, which is something that needs to be done as part of the self-awareness process. People may be afraid of being judged by others, particularly when talking about very personal issues.
- Exploring and talking about past experiences, particularly negative ones can be painful at times for some people. They may fear that this could open up old wounds and may not want to re-experience those emotions or express them in front of people.
- Facing oneself and one's limitations can be a difficult thing to do, particularly for people who would rather block out issues they are uncomfortable with than identify them.

- People may not consider themselves worthwhile or valuable enough to want to learn about themselves. It requires a certain level of self-worth to begin the process of self-awareness.
- Information and structured opportunities for enhancing one's self-awareness (e.g. through courses, workshops, etc.) are limited and many people may not know where and how to initiate the process.
- Men are not expected to talk about personal or emotional issues

Yes, the process of self-awareness is not always easy. Yet it is critical to our well-being and personal development and thus worth pursuing. We must, therefore, find ways of moving beyond these blocks and facilitate the process for ourselves. There are 2 points to understand in this respect. First, every person's experience of self-awareness will be different from another. Because one person has difficulties exploring and facing personal issues does not mean that everyone will. Similarly, because one person is able to easily analyze oneself, trust people and disclose an experience easily does not mean everyone will. Secondly, we have the right to choose how self-aware we wish to be and when. How deeply we choose to explore, what and how much we choose to disclose to another, who we disclose to, to what extent we analyze what emerges during the process is always in our control. If we feel uncomfortable at first, we may choose, for example, to take the process very slowly until we begin to feel more confident and in control and begin to trust people.

Lesson 4: Identity

Objective/s

- To help the participants identify ways of becoming more “open” as part of their self-awareness process.
- To increase the participants’ understanding of the concept of personal identity.

Activity 1: The Johari window

Time required:

15 minutes

Material needed:

- Poster/OH: The Johari window
- Hand-out: The Johari window

Preparation needed:

- Basic reading: Johari window 1
- Additional reading: Johari window 2

Outcomes:

- Participants will be able to describe the Johari Window and ways of opening up various aspects of their identity and personality.

Method:

- Interactive presentation

Step 1

The trainer shows the Johari window poster/overhead and explains that this is a useful model describing the window to a person's personality in relationships. The Johari window divides personal awareness into four different types, as represented by its four quadrants: open, hidden, blind, and unknown.

Step 2

The trainer explains that the first quadrant (open) represents that part of our personality that both *we ourselves and other people know* or learn of easily, and almost as soon as they meet us, e.g. our height, colour of hair, nationality, name, etc.

Step 3

The trainer explains the second quadrant (blind) represents that part of our personality that *others know about us, but we are blind to*, e.g. there may be certain gestures or habits that we have, which other people notice, but we don't. If this quadrant contains something that is affecting us or other people, we need to know about it and either change (e.g. bad listening skills) or build on (a special talent), then someone needs to give us feedback on it. Once this happens, our blind quadrant becomes smaller (we are less blind) and the open window becomes bigger as we now know more about ourselves.

Step 4

The trainer explains that the third quadrant (hidden) represents that part of our personality that *we know, but others don't know* e.g. our life history, our feelings and opinions. If we want to get closer to people, we need to get to know them better and let them get to know us. We would then need to tell people a bit more about ourselves, and when this happens, this quadrant becomes smaller (less hidden from others) and again, the open window becomes larger as others know more about us now.

Step 5

The trainer explains that the last quadrant (unknown) represents those aspects of our personality that *neither others nor we know*, e.g. our unknown needs, unconscious motives, etc. This quadrant is not normally further opened in day-to-day relationships and does not need to be unless a person wishes to really explore his/her personality in-depth, such as with your closest friends or in therapy. So, this quadrant usually remains this size and only becomes smaller very gradually and only in certain circumstances if at all.

Note:

- *The trainer needs to try and involve the participants in this activity at each stage. After introducing each quadrant (e.g. the open window), the trainer could ask the participant what sort of things it might contain, and take a few responses.*
- *The trainer also needs to give at least 2 or 3 personal examples for each quadrant.*

Step 6

The trainer discusses with the participants the importance of making the open window even larger, for interpersonal relationships, making the point that people who tend to generally share themselves with others (talking about themselves, listening, giving and taking feedback) are generally better in developing close relationships.

Activity 2: What is identity?

Time required:

10 minutes

Material needed:

- Poster/OH on Identity
- Hand-out on Identity

Preparation needed:

- Basic reading: Johari window 1
- Basic reading: Identity

Outcomes:

- Participants will be able to define the concept and components of identity.

Method

- Interactive presentation

Step 1

The trainer asks the participants what they understand by “identity”. *There is no need to note these down.*

Step 2

The trainer presents the concept and components of identity and explains that it is a multi-layered concept with many different aspects. Each of us tends to focus on different aspects of our identity to define who we are.

Activity 3: Personal Introductions

Time required:

15 minutes

Material needed:

- Introduction statements poster.

Preparation needed:

- Preparation of introduction statements poster.

Outcomes:

- The participants will be able to begin sharing aspects of themselves with other participants, thus initiating the process of self-awareness

Method

- Pairs

Step 1

The trainer puts up the 7 introduction statements and asks the participants to quickly complete them in their own notebooks.

Step 2

The trainer asks each participant to share their responses with the person on their right.

Step 3

In the large group, the trainer briefly discusses with the participants how they felt sharing their responses and whether or not they felt their open window had opened a little bit more.

Note:

The trainer needs to tell the participants that they are not to interrupt the person when listening.

Overall notes – Lesson 4

Participants usually quite enjoy this session. The Johari window is a popular activity and helps the participants understand the concept of self-awareness and developing relationships much better. Because the participants have been working together for a while now, they also tend to be more comfortable with the activity in pairs at the end. Because there is a substantial amount of material to cover in this session and because the participants are usually fairly eager to participate, the trainer needs to be extra alert and mindful of time and instructions given.

This is an important lesson for yet another reason. For most participants, this will be the first time they will have shared personal information with each other in a formal setting, if at all. Thus, some participants enjoy the activity, while others may feel a bit uncomfortable. The trainer needs to tell the participants that this can be a fun activity for many participants, but also acknowledge that for some it can be difficult and that the participants are to share as much as they feel comfortable with.

Readings – Lesson 4

Reading 7 (R7): Johari window 1

Think about the people you know and with whom you have relationships. You will see that the people we feel closest to and trust the most are those who are willing to be open with us and who share a part of their personalities with us. This is why an important part of being self-aware and developing meaningful relationships is to talk to people and to give them a part of yourself. How much you choose to give and to whom is completely in your control.

	Known to Self	Not Known to Self
Known to Others	1 OPEN	2 BLIND
Not Known to Others	3 HIDDEN	4 UNKNOWN

The Johari Window, named after the first names of its inventors, Joseph Luft and Harry Ingham, is one of the most useful models describing the window to a person's personality in relationships.

A four paned "window," as illustrated above, divides personal awareness into four different types, as represented by its four quadrants: open, hidden, blind, and unknown. The lines dividing the four panes are like window shades, which can move, as others know more of one's personality.

Let us look at the 4 quadrants, using me as an example:

The "open" quadrant

This represents things that both I know about myself, and that you know about me. For example, I know my name, and so do you. You also know my hair colour and what I'm wearing from just looking at me. Any other basic information you guess about me or that I share when we first meet (where I'm from, etc.) is part of this quadrant. As we begin talking and more information is shared the window shades move down, placing more information in the open window.

The "blind" quadrant

This represents things that you know about me, but that I am unaware of. So, for example, you might notice that I might move my hands in a certain way, but not be aware if it or I might be talking too softly for you to understand me and not realize. There may be many other habits of mine that others may notice, but I may be completely unaware of. Now it may not be important for me to be aware of every little thing that I do, especially if it doesn't affect anyone, but if there is something here that needs to be appreciated or changed, then I would need to know, and the only way I can know is if you tell me. For that to happen, we would need to have a relationship in which you can give me feedback and I can ask you for feedback. When you give me this feedback, the open quadrant will start to open up further and this quadrant will become smaller. For example, the evaluation forms that we get participants to fill out after training are because we want their feedback

The "hidden" quadrant

This represents things that I know about myself that you do not know. For example, you may not know what my life has been like, where I grew up, how I feel about the war, etc. As we get to know and trust each other better, and I start to tell you more about myself, this quadrant will start to become smaller, thus enlarging the open quadrant.

The "unknown" quadrant

This represents things that neither I know about myself, nor you know about me. This includes motives, experiences and feelings that may be very deeply buried inside me, that neither one of us is aware of. In normal circumstances I do not need to actively try and open this window unless what I have buried is affecting someone, including myself. If so, I may then go into therapy or

join more in depth self-awareness courses. In most social situations, however, I do not need to try and expand this part of my personality.

Reading 8 (R8): Identity

Identity is defined as a set of behavioral or personal characteristics by which an individual is recognizable or defines him or herself. Physical or geographical characteristics, beliefs, ideas, roles, etc. may be clear markers of identity. In other words, identity is the core of which one is.

Identity is a multi-layered concept. We may describe who we are in many different ways, depending on how meaningful various aspects of our identity are to us. For example, when asked to talk about our identity, some of us may describe ourselves first as human beings, others as Muslims, while others may identify themselves as Pakistanis. Others still may identify themselves in terms of the roles they play such as mother, policeman, etc. Yet others may include key personality traits in the description of their identity, such as loving, hardworking, lazy, etc., which may be described in either literal or symbolic terms (e.g. I am a cloud!). There is no wrong or right about how people identify. What is an important aspect of one person's identity may not be as important for another.

Thus, our identify or our understanding of who we are, may include the following:

- Our name or our family name
- Our gender
- Our cultural/ethnic/religious/geographical group (e.g. Pakistani, Muslim, Sindhi, etc.)
- Our socio-political group (e.g. communist, Jamaati)
- Our personal and/or professional roles (e.g. friend, doctor)
- Our core habits, activities, hobbies, etc. (e.g. vegetarian, runner)
- Our personality traits or skills (e.g. shy, assertive)

Activity material – Session 4

Introduction statements

- My family consists of....
- My strengths as a person are...
- What I cannot tolerate about....
- What I love...
- What I never want others to think, say or do...
- I feel nervous when....
- The most useful piece of feedback I ever received

Lesson 5: Identity, roles and traits

Objective/s

- To increase participants' understanding of various aspects of their identity in relation to their roles and traits
- To help the participants identify aspects of their identity they would like to focus on.

Activity 1: Personal identity

Time required:

40 minutes

Material needed:

- Paper, pencils

Preparation needed:

- The trainer should individually do the activity him/herself before this lesson in order to be able to demonstrate it to the participants.
- Basic reading: The importance of prioritizing

Outcomes:

- Participants will be able to identify who they see themselves as.
- Participants will be able to identify issues in their role-time management and changes they would like to make.
- Participants will begin thinking of giving time to roles that are priorities for them

Method

- **Pairs**

Step 1

The trainer tells the participants that they will now be exploring their identities a little further in relation to their roles and traits. S/he asks the participants to write down in their notebooks the answer to the question “who am I?” for themselves in 10 separate words (traits, roles, physical characteristics etc).

Step 2

The trainer asks the participants to make pairs with any of the people sitting next to them and quickly share these responses her/him.

Step 3

The trainer collects the participants’ *who am I?* Lists for a later exercise

Note:

Many participants find this activity difficult initially. The trainer may need to give examples for traits, such as hardworking, confident, disorganized etc., for roles, such as (brother, husband, wife) and for characteristics such as (tall, fair, etc).

Step 4

The trainer asks the participants to make a pie chart or round cake divided into pieces whichever is easier for the group to understand, illustrating the amount of time in a typical week that they give to the various roles they play in their lives.

Step 5

The trainer quickly makes his/her own pie chart on the board to demonstrate this activity.

Step 6

The trainer asks the participants to show and explain their charts to their original partner.

Step 7

The trainer asks the participants to individually evaluate their own pie charts and identify what changes, if any, they would like to bring about in the amount of time or attention they give to the roles they play in their lives and to share these with their partner.

The trainer should give an example of changes s/he would like to make in his/her own pie chart.

Step 8

In the large group, the trainer asks the participants what sort of changes they would like/need to make.

Step 9

The trainer discusses with the participants the importance of analyzing and readjusting one's time to accommodate roles that are priorities, including time for oneself.

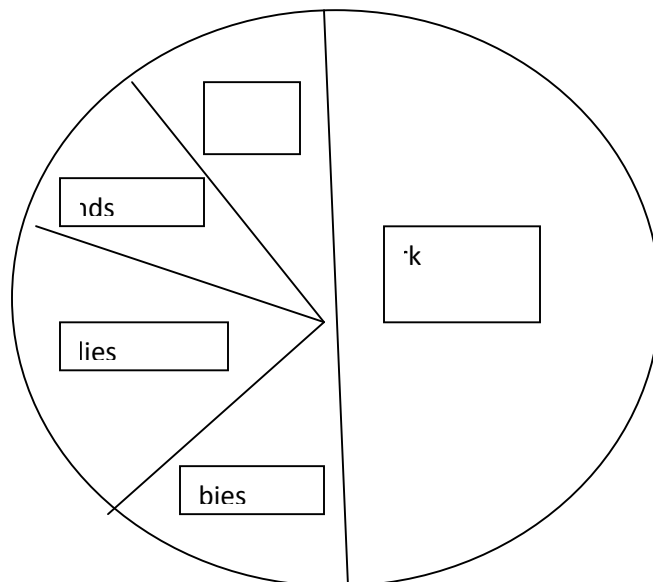
Overall notes – Lesson 5

The trainer needs to ensure that the instructions for this activity are clear and understood by all. This is why giving good examples that are relevant to the police and demonstrating the different parts of the activity are so important. There is also a need during this session to ensure that the discussion is going in the right direction and there are some important points to be made. The trainer will need to play a proactive role in this, and draw the important learning from the participant's discussion. The trainer must emphasize the point that we all need to ensure that it is we who control our time and not let time control us completely. This is extremely important for policemen and women who are already over-worked and often do not have the skills to manage their time effectively. If there are areas in our lives (roles, dreams, etc) that are meaningful to us, but are not getting due attention, we need to reassess our life styles and make adjustments (i.e. cut down in other areas) to make time for the important ones. Typically, family life absorbs women's lives, leaving little time for any self-development or entertainment. If these areas that are important, then women need to take some (it is up individuals how much) time out of their family life and put that into other things. With men the pattern tends to be the opposite. So much of their lives are taken up by work, that there is little quality time left for the family.

Sample responses – Lesson 5

a) Who am I?
Father
Husband
Teacher
Pakistani
Muslim
Loving
Friend
Lazy
Tall
Peace-loving

Pie chart



Readings – Lesson 5

Reading 9 (R9): The importance of prioritizing

- We all want to do and be many things and to play the many roles we have - parent's siblings, spouses, children, friends, professionals, policemen and women, etc.
- Although each of these roles, dreams and responsibilities are important and make us who we are, we cannot do justice to all of them. We must, therefore, identify our priorities and readjust our life styles to accommodate those that are the most important for us, even if it means cutting down on the others.
- Along with priorities involving other people (e.g. more time with spouse and children), it is also important to give ourselves self-time to do things that we as individuals, and not just as parents, spouses, children or professionals, want to do, such as pursuing our hobbies, self-development, etc.
- This would also allow us a lot more time to get to know ourselves and to reflect on our lives.
- Taking this time out for people and activities that are important to us, including ourselves, needs to be a conscious effort. For example, someone who wishes to make time for him or herself may plan to get up 15 minutes earlier than usual in order to take a walk in the morning. Someone wishing to spend more time with the family, for example, may need to cut down on socializing on weekends. Taking care of ourselves allows us to take care of others better and to meet our responsibilities in an improved manner.

Lesson 6: Identity and personality

Objective/s

- To increase participants' understanding of personality formation
- To help the participants understand that personal control over some personality traits is possible

Activity 1: What is personality?

Time required:

5 minutes

Material needed:

None

Preparation needed:

- Basic reading: Personality

Outcomes:

- Participants will be able to define personality.

Method

- *Interactive presentation*

Step 1

The trainer asks the participants what they understand by personality and takes a couple of responses.

Step 2

The trainer defines personality and explains that personality is the patterns of behavior, thought and emotion unique to an individual. It is how an individual reacts and interacts.

Activity 2: Traits and roles

Time required:

35 minutes

Material needed:

- Traits and roles case study

Preparation needed:

- Basic reading: Personality
- The trainer should read and highlight the important points from the case study before the session.

Outcomes:

- Participants will be able to understand that although difficult to change, traits are not necessarily permanent and can be modified.

Method

- *Case study analysis, groups*

Step 1

The trainer hands out a case study to the participants and allows about 5 minutes time for them to read through it.

Step 2

The trainer divides the participants into small groups of 8 - 10 participants each and asks them to identify the following:

- a) The main personality traits of the character in the case study.

- b) How these character traits change or remain consistent from role to role – identify which traits emerge with which roles.

Note:

- *The trainer might want to ask one person in each group to volunteer to note down the responses.*
- *In order to ensure that there is good analysis being done in the groups, the trainer will need to go around the groups and suggest answers to prompt the participants and encourage them to think.*

Step 4

In the large group, the trainer asks participants to call out responses to each question and discusses them with them, making an important point about how personality traits may shift from role to role, and are, therefore clearly changeable and in one's control to some extent.

Note:

As there may be many groups, the trainer will not be able to get everyone's responses on every question. It may be useful for the trainer to start discussion on every question by taking a couple of answers from one group and asking the others if they have anything different to add. For every question, a different group could begin.

Overall notes – Lesson 6

The trainer needs to encourage discussion when the groups are working in their small groups. For this, the trainer should have read and analyzed the case study beforehand. The trainer also needs to ensure that a good level of analysis takes place. For example, when the participants identify the characters' personality traits, they need to base their assessment on specific behaviors and also be able to bring out why these traits changed with different roles. At the end it is important that the trainer make a clear point that personality traits are changeable at least to some extent. With your boss, for example you control your aggression because s/he has some power over you, but at home, you may feel you have the power and therefore, not make an effort to control your anger. Technically, however, if you can control your aggression in one role, then you can, if you

tried hard enough, do the same in another, even though it may be more difficult. The important message that participants need to go home with from this activity is that one has some control over one's traits. The trainer needs to point out that this lesson is an important point for the police because often police personnel seem stuck in certain kinds of roles that they are expected to perform. For example, exercising unlimited power over people and aggression, etc. are traits that are strongly associated with the police. Whether these are common stereotypes or traits that are actively encouraged within the police force, it is important to understand that they are not necessarily permanent and with some self-awareness and effort, can be brought under one's own control.

Readings – Lesson 6

Reading 10 (R10): Personality

Personality refers to the patterns of behavior, thought, and emotion unique to an individual, and the ways they interact to help or hinder the adjustment of a person to other people and situations. It may be considered as the sum total of ways in which an individual reacts and interacts with others. This is most often described in terms of personality traits that a person exhibits, such as reserved/outgoing, submissive/dominant, passive/aggressive, relaxed/tense, etc.

Although many personality traits are consistent over time, people and situations, many others are not. For example, a man may be known as a very good-natured person at work, but as a short-tempered person at home. A woman may be a very loving and gentle wife, but a very strict teacher. A child may be shy and quiet at school, but a terror at home. Similarly, a person may have been known to be an outgoing and fun-loving person in college, but may be a home-loving and quiet person in his/her old age.

The fact that our personalities change both in the short-term (with different situations and people) and long-term (over time) brings an important point to our attention – that personality traits are not necessarily permanent or written in stone. They are changeable and, therefore, in our control to some extent. For example, in the examples above, if the woman can be gentle with her family, she can, if she wishes to and makes a conscious effort to do so, also be gentle with her students. Clearly, gentleness is not a new trait she needs to learn; it is already part of her personality (i.e. with her family), and need only be shifted to a different role (as a teacher). Similarly, if the man can control his temper and be good-natured with his colleagues and his boss, he can, if he wishes to and makes a conscious effort to do so, control his temper with his family. Again, control over his temper and a good nature are not new traits he needs to learn; they are already part of his personality (i.e. with his colleagues) and need only be shifted to a different role (as a husband and father).

Activity material – Lesson 6

Personality traits case study

Afzal Saleem is a sub Inspector (SI) with the Police and is known as a hardworking Police officer. Today the SHO calls him to his office and asks him about the progress of the murder case he is working on. The SHO says to him that there is a lot of pressure from the senior management regarding this case, and that thus far his progress is unsatisfactory. Afzal gets upset about this as he is working hard on the case and has even found valuable evidence, but he does not say anything to his senior and assures him that he will do his best.

Soon after, Afzal calls a meeting with the case investigation team, which consists of an ASI, two constables and a head constable. One of the constables comes late to the meeting and Afzal shouts at him for his tardiness and gives the team four days to complete the investigation of the case.

In the evening when Afzal goes home, his wife asks him if she can go visit her parents. She says that it has been two months since she last saw them, and that her mother has also been unwell these past few days. Afzal gets angry with her because he feels she is always more interested in seeing her parents and neglects the children and other domestic matters. In the meantime, his youngest daughter tells him that she has come first in her class. Afzal gets excited and carries his daughter in his arms and hugs her.

Activity material Lesson – 6

Sample Responses

- **Hardworking (at work)**
- **Passive (with Senior)**
- **Busy (at work)**
- **Determined (Police Officer)**
- **Caring (with daughter)**
- **Aggressive (with wife, Juniors)**
- **Bad-tempered (with wife and Juniors)**

Lesson 7: Personality development and childhood

Objective/s

- To increase participants' understanding of personality development
- To increase participants' understanding of how childhood messages and experiences have an impact on police personnel's personality.

Activity 1: Personal traits and roles

Time required:

5 minutes

Material needed:

Participants' "who am I"? Lists

Paper and pencils

Preparation needed:

None

Outcomes:

Participants will be able to identify which of their own personality traits are consistent and which vary from role to role.

Method

- ***Interactive presentation***

Step 1

The trainer returns the participants' *who am I?* Charts to them

Step 2

The trainer asks the participants to ensure that they have at least 4 or 5 traits on their lists. If not, they need to add some.

Step 3

The trainer asks the participants to think about these traits and identify which ones are consistent across roles and which ones are more role-specific.

Step 4

In the large group, the trainer asks the participants whether their traits were generally consistent or varying, taking only a few quick responses.

Step 5

The trainer asks the group whether there are some traits that are generally consistent in the police force, but vary among their personal roles. For example, aggression may be expected at work, but policemen and women may not be aggressive at all in their personal lives.

Activity 2: Personality development

Time required:

10 minutes

Material needed:

OH/Poster: Personality development

Hand-out: Personality development

Preparation needed:

- Basic reading: Personality development

Outcomes:

Participants will be able to identify the determinants of personality development.

Method

- *Interactive presentation*

Step 1

The trainer asks the participants what they think the factors determining personality are, and writes them down on the board.

Step 2

The trainer explains that personality is determined by a combination of factors: heredity, environment and a situation, and gives a few examples of each from the list the participants have generated.

Step 3

The trainer asks the groups why it is important for policemen and women to be aware of how their personalities have developed, and takes a few responses.

Activity 3: Childhood messages and experiences

Time required:

25 minutes

Material needed:

OH: The impact of childhood on personality

Hand-out: The impact of childhood on personality

Preparation needed:

- Basic reading: The impact of childhood on personality

Outcomes:

Participants will be able to identify childhood messages and experiences that have an impact on one's personality.

Method

- *Interactive presentation*

Step 1

The trainer explains that childhood is a critical time for the development of one's personality, and briefly defines the terms 'childhood experiences', which are events or situations that occur or the environment during one's childhood (e.g. lack of attention from parents) and 'childhood messages', which are impressions, meanings, opinions, etc. that are communicated to you verbally or non-verbally by people around you (e.g. "you are a very intelligent child")

Step 2

The trainer tells the parents that there will be a discussion on childhood experiences in the next lesson, but for now, the focus is on childhood messages. The trainer then asks the participants what sort of messages a child may receive and takes a few examples, adding his/her own to the list. This does not need to be written down.

Note:

Messages and experiences are easily confused. The trainer must ensure that the focus stays on messages (e.g. "You're not as important as your older brother."). If the participants start to identify experiences instead (e.g. "My father was always criticizing me!"), the trainer needs to point out the difference or if possible, encourage the participants to identify the message behind that experience, e.g. "You are not a good child!"

Step 3

The trainer asks the participants what effects childhood messages or experiences might have on one's personality, and writes them down on the board.

Note:

It is important during this step to focus on the actual effects of childhood (e.g. problems with relationships in adult life), not on the kind of childhood experiences (e.g. child abuse) that have those effects, as this will be covered in the next lesson. However, to start the participants thinking about effects, the trainer might need to give examples of childhood experiences and messages.

Step 4

The trainer presents the range of effects that might occur, such as a low or high self-esteem, good or bad relationships, etc.

Note:

If the participants have already identified all or most of the possible effects, this presentation may be kept very brief.

Step 5

The trainer makes a closing point that we all receive both positive and negative messages from people around us when we are growing up. The positive messages make us feel good about ourselves and have a positive impact on our personalities. The negative messages help us improve in some ways, but some messages hurt us and have a negative impact on us. Even the best and most well-meaning parents sometimes give negative messages without realizing how it affects children. We need to understand the negative impact such messages have had on us so that we can change it.

Overall notes – Lesson 7

Participants tend to find this class both interesting and useful. However, depending on the kind of discussion that takes place and the information shared, it may also become an emotional session for some participants. The trainer needs to be able to control the environment and ensure that it does not get too emotional and personal, while still allowing the participants to talk about some of their experiences if they wish to do so. If some personal information is shared, the trainer needs to re-emphasize the confidentiality rule. Some participants may also react negatively to parts of this lesson, perceiving it as criticism of their parents or families. The trainer needs to handle this carefully and ensure that s/he clarifies that this discussion is not about criticism or blame, but about identifying both positives and negatives about people and situations in our childhood. Even the best parent with the best intentions makes mistakes, and it is only when we identify these mistakes that we can change their impact, if any, and ensure we don't make the same mistakes with our children.

Readings – Lesson 7

Reading 11 (R11): Personality development

There are many psychological theories on personality development, focusing on different factors influencing personality development. No one theory offers a full explanation. For example, theorists who claim that heredity (e.g. genes) determines an individual's personality at birth, ignore the fact that people's personalities may change over the years as they interact with their environment and encounter different situations. If heredity was the only or even the main factor in determining personality it would be impossible or very difficult to change any personality traits. It is therefore, more correct to say that our personalities are a combination of 3 main factors.

Heredity

Characteristics that we inherit from our parents at birth.

Environment

Our early family and social environment, norms and teachings, the culture in which we were raised, our childhood experiences, our relationships. The environment we are exposed to plays a critical role in shaping our personalities.

Situation

Different situations we encounter place different demands on us and therefore, while our personalities may be generally stable and consistent, they may also change from situation to situation. Certain situations may be more likely to bring out different aspects of our personalities than others.

Reading 12 (R12): The impact of childhood on personality

Childhood is a critical time for the development of personality. Although there are many factors those influences how we become, our childhood experiences can affect us in many important ways:

- Our self-image, self-esteem and self-confidence
- The quality of our relationships (e.g. gender, trust, support, control, etc.)
- Our communication style (e.g. aggression, listening, expression of emotions, etc)
- Our career choices and working style
- Our habits and behavior
- Our values, opinions and attitudes
- Our coping styles
- Our emotional health

We all grow up hearing a range of verbal and non-verbal messages about ourselves from people around us, such as our immediate families, relatives, friends, teachers, etc. for example, your mother might have said to you that you were a very intelligent child and would make something of yourself one day. Or your relatives might have made fun of you because you were short.

- There is an important advantage of looking at and consciously reflecting on these messages as this provides us the opportunity to understand how we become who we are and distinguish between their positive and negative impacts.
- There are many messages given to us that are positive and healthy and that we need to appreciate and preserve.
- However, there are also messages that are negative and that do not contribute towards making us stronger or better human beings.

- Our parents, friends and caretakers meant the best for us, but not everything that they did was good for us.
- We need to be able to identify these factors and try and reduce their influence on our lives and to change them for our children.

Lesson 8: Exploring one's personality development

Objective/s

- To increase participants understanding of how their own personality has developed.

Activity 1: Life experiences

Time required:

5 minutes

Material needed:

OH/poster: Life experiences

Handout: Life experiences

Preparation needed:

Basic reading: Life experiences

Outcomes:

Participants will be able to identify the kinds of experiences that have an impact on personality.

Method

- *Interactive presentation*

Step 1

The trainer shows the participants the *Life experiences* OH or poster and briefly goes through its contents, outlining the range of experiences that may have an impact on personality development

Activity 2: Personal life experiences

Time required:

35 minutes

Material needed:

Paper and pencils

Preparation needed:

None

Outcomes:

Participants will be able to identify factors in their lives that have influenced them.

Method

- *Individual, small groups*

Step 1

The trainer asks the participants to make 6 columns on a piece of paper and label according to the following age categories:

- 0 – 5 years
- 6 – 12 years
- Teenage
- Young adulthood (19 – 25 years)
- Adulthood
- Middle age (if needed)
- Senior (if needed)

Step 2

The trainer asks the participants to take 10 minutes to quickly note down important memories or influences from each age group in its section.

Note:

This is sometimes a difficult step for participants. The trainer may need to give examples. The trainer also needs to clarify that if there is nothing important to remember from a particular age category, they can leave it blank. It also needs to be clarified that no one else will be looking at their columns and how much of it they share is also up to them, so they are free to cut down as much as they like.

Step 3

The trainer divides the participants into small groups (of about 4 – 5 each) and asks them to discuss with each other the kind of factors that have determined their personalities.

Note:

The trainer needs to clarify that the participants are not to disclose all their experiences to each other in the small groups, and are to keep the discussion as general as possible (on the kinds of experiences that occur and their impact).

Step 4

Ask the participants how they felt doing this exercise, whether they were able to identify some factors and how this will help them as policemen and women.

Overall notes – Lesson 8

With some participants this class can become a bit emotional, while with others, the sharing is at a surface level. The trainer needs to try and maintain a balance, and emphasize the point that everyone has both positive and negative experiences. The trainer also needs to clarify that this is primarily an individual activity and what is identified on one's personal columns need not be shared with the others. The small group activity is aimed at discussing experiences and their impact in general, and not to disclose personal experiences. While circulating among the groups, if the trainer notices that there is either too much personal sharing taking place, or that one participant is taking up most of the group time to talk about him/herself, or if a group is not doing the activity seriously at all and is sharing funny childhood stories instead, the trainer needs to intervene and bring them back to the focus.

Sample responses – Lesson 8

- **0 – 5 years**

My parents did not have a lot of money, my grandmother died, 3 younger siblings were born

- **6 – 12 years**

I was a very good student and popular with friends, I had a bad accident and injured my leg.

- **Teenage**

I got involved in a bad group of friends and was always in trouble, I passed by FSC with excellent marks

- **Young adulthood (19 – 25 years)**

I did well in my BA, got a very good job, I got married, and a very good friend betrayed me.

- **Adulthood**

I have children, I don't get along with my colleagues, my spouse is a great support for me, I make a lot of money

Possible effects

Always trying to get attention

Very close to my children and wife

Low self-esteem because of bad leg

Over-achiever

Cut off contact with old friends because of embarrassment – so I don't have close friends

Very hard worker

Always thinking of money.

Readings – Lesson 8

Reading 13 (R13): Life experiences that have an impact on us

- **Health status**

Have I been healthy or have I encountered a serious illness or disability?

- **Financial circumstances**

Has there been a lot of financial stress or have we been financially secure? *Having too much money can also affect us in terms of our attitudes towards money and people.*

- **Family status**

- Have all my close family members always been there or have I lost someone through death or separation of some sort (e.g. divorce or living overseas, etc.)

- **Parenting style**

Were my family's disciplining styles effective or was there too much or too little discipline in our house?

Did I get enough attention or was I neglected...or did I get too much attention?

Was I made to feel valuable by my family, was I encouraged or was I put down or criticized a lot?

- **Parental relationship**

- Did my parents get along well with each other or was there a lot of fighting or violence?

- **Emotional and physical safety**

- Have I felt safe and secure...or has there been physical, emotional or sexual abuse by family member, acquaintance or outsiders?

- Have there been any other distressing or traumatic experiences that I have encountered such as a serious injury, earthquake, flood, war, etc?

- **Emotional well-being**

- Have my family and I been generally happy or has there been severe stress, such as financial problems, illness, drug or alcohol-related problems, too many responsibilities or others?

- **Relationships**

Have I had good and supportive relationships with people around me (family, friends, teachers, etc.) or have I been lonely? Has there been mistrust, aggression, lack of communication, etc.?)

- **Adjustment at school**

Was I happy and well adjusted at school or was I unhappy, lonely and unvalued? Did I perform well? Am I happy and well adjusted at work?

Lesson 9: Self-esteem

Objective/s

- To increase participants' understanding of self-esteem
- To increase participants' self-esteem and sense of self-worth in both their personal and professional lives

Activity 1: What is self-esteem?

Time required:

10 minutes

Material needed:

OH/poster: Self-esteem

Hand-out: Self-esteem

Preparation needed:

Basic reading: Self-esteem

Outcomes:

Participants will be able to define the concept of self-esteem

Method

- Interactive presentation

Step 1

The trainer asks the participants what they understand by “self-esteem” and takes a few responses.

Step 2

The trainer presents the concept of self-esteem, explaining that self-esteem refers to the value we place on ourselves and it is determined by a number of factors, such as our life experiences, childhood, relationships, etc. A high self-esteem means liking and respecting yourself, for the most part, as you are.

Step 3

The trainer explains that there are 5 components of self-esteem: security, belonging, competence, identity and purpose.

Step 4

The trainer asks the participants why self-esteem and its components are important for policemen and women, and explains that self-esteem and self-confidence allow individuals to perform better, to understand and serve others better and to work towards self-improvement. It gives people a sense of achievement, the motivation to continue to do well and respect for others as well as for themselves. For institutions such as the police, whose main responsibility is to serve people, these 4 qualities are extremely important.

Activity 2: Personal achievements

Time required:

25 minutes

Material needed:

None

Preparation needed:

None

Outcomes:

Participants will be able to identify their own achievements and strengths.

Method

- *Small groups*

Step 1

The trainer asks the participants to take a few minutes and think of 2 achievements in their lives, emphasizing the point that achievements can be anything that they feel proud of.

Step 2

The trainer hands out a *strength sheet* to each participant.

Step 3

The trainer divides the participants into small groups of about 5 – 6 participants each and gives them the following instructions for the group activity:

- Each participant is to take turns *briefly* telling her/his achievements to their group.

- After each response, the group members identify the strengths that the person sharing must have for him/her to achieve what s/he did. They may use the strength sheet for help.
- When a participant's strengths are being identified, s/he is to circle the strengths in his/her own sheet.

Step 4

The trainer asks the participants to write their names on their strength sheet and return them to the trainer for later use.

Step 5

The trainer asks participants how they felt doing the exercise, how this would help them in their personal and professional lives, and takes a few responses.

Activity 3: Ways of Improving self-esteem

Time required

5 minutes

Material needed:

None

Preparation needed:

Basic reading: Self-esteem

Outcomes:

Participants will be able to identify ways of improving self-esteem.

Method

- *Interactive presentation*

Step 1

The trainer briefly discusses possible ways of improving one's self-esteem, such as being aware of one's strengths, not judging oneself against unrealistic standards, positive self-talk, etc.

Overall notes – Lesson 9

This is usually an enjoyable session for participants. The trainers need to explain to the participants that achievements need not be anything spectacular. Anything they have done that they are proud of, that makes them feel worthy, useful and good about themselves, is an achievement. This may be helping a friend, winning a match, giving up a bad habit, etc. the trainer also needs to explain to the group that the strengths they choose for a person are not general qualities they know that person possesses; they are to correspond with the achievements the person has identified for herself. For example, if someone says s/he helped a friend through a very difficult time that might show that the person is caring and helpful.

The trainer needs to emphasize the importance of self-esteem for the police, making the point that policemen and women who respect themselves and have confidence in themselves, are much better able to perform their responsibilities effectively. They are also better able to inspire confidence and trust in others, which is an important task for the police.

Readings – lesson 9

Reading 14 (R14): What is self-esteem?

In simple terms, self-esteem is "the value we place on ourselves"

- A high self-esteem means liking yourself, for the most part, as you are.
- You can have OK self esteem and still have occasional bouts of self-doubt.
- Self-esteem means recognizing your own achievements
- Self-esteem means liking your own uniqueness
- Self-esteem means having intrinsic worth
- Self-esteem is compatible with humility, which is not the same as self-effacement.
- Self-esteem does not mean seeing yourself as the greatest person in the world.
- It's not the same as being conceited.
- It does not mean that you never see any of your faults or limitations
- The right balance should place you mid-way between grandiosity and self-effacement.
- Some examples of people who have low self-esteem are those who try too hard and become very competitive and over-achievers. They have few actual feelings of "self-worth" and try to show that they are someone by their successes and achievements or by putting other people down and through aggression

The components of self-esteem

- Security (how safe you feel in your life)
- Belonging (people you connect to, your place in their lives, how accepted you feel)
- Competence (what you do well or would like to or could learn, what your achievements are)
- Identity (who you are, what you stand for, what you believe in)
- Purpose (what makes you happy and gives your life meaning, what vision you have for your life)

Ways of improving and maintaining a healthy self esteem

- Be aware of your strengths and limitations
- Be sure that you are not judging yourself against unreasonable standards Forgive yourself for your mistakes.
- Celebrate your strengths and achievements.
- We are so used to negative feedback that we are more aware of our weaknesses.
- Set achievable targets and get regular feedback.
- Change the way you talk to yourself - stop putting yourself down.
- Identify constructive and realistic ways of working on your limitations

Activity material – Lesson 9

Strengths sheet

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endly	ustworthy	aightforward
ving	yal	wn to earth
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m	pendable	certaining
hny	lick-witted	ave
hse of humor	xible	aptable
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ong	ganized	tive
f-confident	derstanding	f-respecting
ertive	oportive	cepting
d	od planner	hther
piring	nsitive	are
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alytical	ar-headed	cused
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ative		eerful

Lesson 10: Prejudice

Objective/s

- To increase participants' understanding of prejudice and its destructive impact.

Activity 1: What are prejudice and stereotypes?

Time required:

10 minutes

Material needed:

OH/poster: Prejudice and stereotypes

Hand-out: Prejudice and stereotypes

Preparation needed:

Basic reading: Prejudice and discriminatory behavior

Outcomes:

Participants will be able to define prejudice.

Method

- *Interactive presentation*

Step 1

The trainer asks the participants what they understand by the term prejudice and takes a few responses

Step 2

The trainer presents basic information on prejudice and stereotyping, explaining that prejudice is an unsubstantiated prejudgment, of and a negative attitude towards of an individual or an entire category of people, often an ethnic, religious or racial minority or gender, and that the hostility that prejudice can produce and the discrimination to which it may lead toward an ethnic group, gender, religious or linguistic minority have caused great human suffering throughout history.

Step 3

The trainer explains that prejudice is the process of denying opportunities and equal rights to individuals and groups because of prejudice? The biased attitudes of prejudiced people often lead to discriminatory behavior.

Activity 2: The dynamics and effects of prejudice

Time required:

30 minutes

Material needed:

Prejudice Case study

Preparation needed:

Trainer needs to have read and analyzed case study beforehand.

Outcomes:

Participants will be able to identify the kinds of prejudices and stereotyping that exist in our society and their destructive effects in our personal and professional lives.

Method

- *Case study analysis*

Step 1

- The trainer hands out a case study to the participants and asks them to quickly read it.

Step 2

The trainer discusses the case study with the participants using the following questions as a guide:

- What kinds of prejudices did you notice in the story?
- Where do you think these prejudices came from?
- What effects did or could these prejudices have on those affected by them?
- How would prejudice both towards the police and by the police affect their work?

Step 3

In the large group, the trainer takes the main responses from the group and gives his/her own analysis.

Overall notes – Lesson 10

This can sometimes be a sensitive and complicated activity. For this class, the trainer also needs to identify and analyze his/her own prejudices and ensure that they do not influence the discussion in a negative way. Sometimes participants have strong opinions about certain groups of people and do not realize that these are not based on anything factual, but only opinions they have heard or seen on TV, and are, therefore, prejudice. People also find it hard at times to see the effect that such attitudes have on people and societies. The trainer needs to emphasize these effects and make the point that a healthy society needs to have in it people of different kinds; this is what makes societies develop further. If all people were the same, there would never be new ideas or healthy changes. The trainer might want to use Islam and Muslims as an example. In many Western countries, Muslims face a lot of prejudice from people around them, and this affects their adjustment and self-esteem. In turn, this also affects the societies they live in because those societies then are deprived of the contribution that Muslims migrants can make. So, when we hold prejudices against people, we all lose.

The trainer will need to point out that as people whose work involved daily dealings with people of all kinds and from all backgrounds, policemen and women need to be particularly aware of their own prejudices and on how it affects their work. A conscious effort needs to be made by every policeman and woman to challenge these prejudices and to ensure that their work is based on concepts of justice and equality for all human beings.

Readings – Lesson 10

Reading 15 (R15) – Prejudice and Discriminatory Behavior

Prejudice is an unsubstantiated prejudgment, of and a negative attitude towards of an individual or *an entire category of people, often an ethnic, religious or racial minority or gender*. Resenting people for their actions does not signify prejudice. However, stereotyping them on the basis of characteristics such as race, ethnicity or religion is a form of prejudice. Some researchers attribute prejudice to deep-rooted "fear of the stranger," while others cite religious or nationalist chauvinism or fear of economic competition or more commonly to the social factor **ethnocentrism**- the tendency to assume that one's culture and way of life are superior to all others. Structural factors, enforced by social institutions, such as government, religion, education and the economy also contribute to prejudices.

The hostility that prejudice can engender and the discrimination to which it may lead on the part of a dominant population toward an ethnic group, gender, religious or linguistic minority have caused great human suffering throughout history

Discrimination is the process of denying opportunities and equal rights to individuals and groups because of prejudice and other arbitrary reasons. The biased attitudes of prejudiced people often lead to discriminatory behavior.

Prejudiced *attitudes* should not be equated with discriminatory *behavior*. Although the two are generally related, they are not identical. Prejudice is related to the attitudes of people, while discrimination involves practical actions against others, and one condition can be present without the other.

Most, however, agree that prejudice is learned and can be reduced when members of different communities work together. Since prejudice and discrimination each contribute to the origin and growth of the other, prejudice can be reduced by removing discrimination, and a change in discriminatory institutions usually leads to a change in attitudes.

Source: Shaefer, R.T. & R.P. Lamm, 1983, *Sociology*, International Edition, McGraw-Hill Inc.

A Stereotype is a simplified mental picture of an individual or group of people who share a certain characteristic (or *stereotypical*) qualities. The term is often used in a negative sense, and stereotypes are seen by many as undesirable beliefs which can be altered through education and/or familiarisation.

Common stereotypes include a variety of allegations about various racial groups, predictions of behavior based on social status and wealth and allegations based on sex.

Activity material – Lesson 10

Prejudice Case study

Zahid lives in a small village. A few days back, some thieves broke into his home and stole some valuables. He immediately went to the local Police station with his friend to register a First Investigation Report (FIR). The Police officer at the Police station told Zahid that he was not going to file an FIR because poor villagers usually register false cases against their rivals or enemies just to take revenge. He also said that didn't trust Zahid and that he would need the support of a village influential in order to file an FIR. Zahid's friend thinks that the Police officer is not registering the case because he wants Zahid offer him money.

When Zahid returns home, his wife asks him about the robbery and the FIR. He stays quite and doesn't discuss anything with her, as he thinks that women are not strong and get worried about little things.

The next day Zahid goes to one of the influential of the village to ask for help in registering the case. Since Zahid belongs to a low caste (Barber, Nai) family of the village, the influential doesn't give him due respect. Zahid takes a seat on the ground while he himself takes a chair. He reminds Zahid that last year his brother's buffalo was stolen and now he is here again with another case. He insults Zahid telling him that there is something wrong with " his kind of people" and refuses to help him.

Zahid is very worried and depressed about the situation and has not been able to go to work for the past few days.

Case-study points to note

1. What kinds of prejudices are there in the case study?

- Theft case of Zahid is not registered as he is poor villager and Police Officer believes that poor people often lie.
- Zahid's friend thinks that Police officer is corrupt.
- Zahid did not tell her wife the status of case, as he thinks that she would worry unnecessarily.
- Influential of the village refuses to go with Zahid for registering of FIR because Zahid belongs to low caste (Nai, Barber).

2. Where did these prejudices come from?

- These prejudices came from a range of channels, messages that we get from the society, the family, our social circle, the media, the educational system we are a part of, from lack of ability to analyze information we receive from around us, etc.

3. What effect did, or could these prejudices have had on the individuals affected by them?

There are a number of ways in which these prejudices could affect people.

- Zahid is not able get justice as he is poor and belongs to a low caste family.
- Image of Zahid's friend about the Police is tarnished.
- Zahid is not able to seek support of his wife and doesn't share his problems with her.
- Zahid is unable to go for work and become depressed.
- Financial problems for Zahid and his family.

Lesson 11: Prejudice

Objective/s

- To increase participants' understanding of prejudice and its destructive impact.

Activity 1: Groups vulnerable to prejudice

Time required:

10 minutes

Material needed:

None

Preparation needed:

None

Outcomes:

- The participants will be able to identify the groups that are vulnerable to prejudice and the effects of prejudice on the development of a society
- The participants will be able to identify the role of prejudice in their own lives as individuals and as policemen and women.

Method

- *Interactive presentation*

Step 1

- The trainer asks the participants to brainstorm on groups that are particularly prejudiced against, and writes down the responses onto a flip chart.

Note:

If needed, the trainer needs to add important prejudices that have not been mentioned, such as women in general (especially, single or divorced women, victims of rape, actresses, leaders), poor people, effeminate men, ethnic groups, non-Muslims, and institutions, such as NGOs, the police, etc.).

Step 2

The trainer asks the participants which of these prejudices are common in Pakistan.

Step 3

The trainer briefly discusses with the participants the possible impact such prejudices may have on Pakistan's development, and brings out responses such as lack of national unity, civil unrest, ethnic violence and discrimination, violence and discrimination against women, both of which lead to slow development and progress and low self-confidence as a society, dissatisfied citizens and therefore, low level of performance, massive migration from Pakistan, etc.

Activity 2: Personal experience with prejudice

Time required:

15 minutes

Material needed:

None

Preparation needed:

Outcomes:

Participants will be able to identify the kinds of prejudices they hold and have faced, and the feelings that accompany them.

Method

Step 1:

The trainer asks the participants to take a minute and think of a) 1 prejudice that they hold against a certain group and b) a prejudice that they face individually.

Step 2:

The trainer divides the participants into pairs and asks them to briefly tell their partners what prejudices they hold and face.

Step 3:

The trainer briefly takes a couple of responses regarding how it felt to share and listen.

Activity 3: Challenging prejudices

Time required:

15 minutes

Material needed:

Preparation needed:

Basic reading: Myths about prejudice reduction

Outcomes:

Participants will be able to identify ways of challenging their own and the society's prejudices

Method

- *Interactive discussion and pairs*

Step 1

The trainer asks the participants how these prejudices can be challenged and changed and takes a few answers.

Step 2

The trainer makes the point that everyone is affected by prejudice. Yet that not every problem that one person has with another is because of prejudice. Sometimes there may be very valid reasons for it. For example, it may be that a manager who happens to be a Sunni yells at his employee who happens to be a Shia. The manager may have a good reason for it, or he may generally be an aggressive person, or he may simply not like that particular employee's personality, or he may have just had a bad day and that employee happened to be the first person he let it out with! It is important therefore, to base your opinion on whether something is prejudicial or discriminatory on a number of factors, such as what the aggression is based on (is there a valid reason, based on accurate facts or is the prejudiced person or group jumping to unfounded conclusions?), whether the prejudiced person or group behaves that way with everyone, with just that person, or a particular group of people?), etc.

In order to reduce these attitudes people need to learn more about people they are prejudiced against and try and find common ground. It may also help to prioritize for themselves what they think is important for a good person and good society. As human beings they also need to think about how they feel when they face prejudice, and how it affects them, and then extend this to other people. Damaging an individual's or a group's self-esteem makes them less productive and therefore, affects the whole society. It is important to realize that different is not necessarily bad, and that it is through a combination of different types of people, that human and social development occurs. This is also the message of Islam, which focuses on equality and justice. When we are prejudiced, we violate both these principles.

Step 3

The trainer divides the participants into pairs and asks them to identify and share with each other one concrete action they will now make in order to change their own prejudices.

Step 4

In the large group, the trainer asks the participants to call out the kinds of actions they have identified and gives ideas, such as learning more about different groups, looking at people like people and not at ethnicities/gender/nationality, making an effort to get to know people from a different group, focusing on similarities rather than differences, etc.

Overall notes – Lesson 11

This lesson can be a sensitive lesson for some participants firstly because there are often strong and deeply ingrained opinions about the groups that are prejudiced against and secondly because a discussion of personal prejudices can be threatening. The trainer, therefore, needs to handle the issue carefully and focus on the damaging aspects of prejudice and the fact that every individual not only holds, but also faces prejudice at various levels. By identifying early on the prejudices that the trainer him/herself holds and faces may help to encourage the participants and allow them to feel more comfortable. When talking about challenging these prejudices, the trainer may also want to talk about some group that s/he used to be prejudiced against, but changed his/her opinion of once more information about that groups was gained and once he/she realized that essentially the needs, emotions, dreams, of all people are the same and that all of them deserve justice.

Readings – Lesson 11

Reading 16 (R16) – MYTHS ABOUT PREJUDICE REDUCTION

1- *A strong desire for the reduction of prejudicial behavior will reduce it, so we should just stop thinking prejudiced thoughts.*

Desire is not enough. In fact, there is evidence that a strong desire to be prejudice-free, without some comfort and a level of skills to relate cross culturally, might even produce anxiety, which may be abrupt or hostile. There is also evidence that the repression of stereotyped thoughts will not reduce prejudiced thinking, but will simply repress it for a short time. The stereotyped thoughts will then return or rebound with greater strength. It is far more effective to replace the stereotyped thought or image with a more positive one.

2- *Those with the strongest prejudices need prejudice reduction the most.*

There is little evidence that prejudice reduction trainings will change those with the strongest prejudices in any positive way. When strongly prejudiced people take part in prejudice reduction activities, they often grow stronger in their prejudices. There seems to be more support for managing their prejudicial behavior through environmental discouragement. The most likely outcome of providing prejudice reduction for the strongly prejudiced is backlash, because the process threatens their way of being.

3- *If we spend time with people about whom we have learned negative stereotypes, the prejudicial thinking will fade away.*

Simply coming together is not enough. Certain other conditions need to exist in order for prejudices to be reduced. People need to come together with equal status and equal power and they should not be in competition with each other, so that they do not benefit from each other's misfortune. Hence, the overall environment needs to be cooperative and tolerant.

4- Whenever one does something that is to the disadvantage of others simply because of their skin color or gender, it is an intentional act of prejudicial behavior.

Stereotypes in specific cultures are widely known and influence the behavior of society. Often, the sudden or fast decisions made without focusing attention on the justification for those decisions, are made on the basis of stereotyped information, even when this information is in conflict with one's beliefs. Thus, actions that may be disadvantageous for others may be taken due to stereotyped images and not prejudices.

5- Those who behave in prejudicial ways are not bothered by their own behavior.

There is evidence that some people feel guilty or self-critical, after taking subtle stereotypical actions that are in disagreement with their beliefs. This is not true, of the strongly prejudiced personalities, who seem to feel no remorse. But, for those who are committed to a more egalitarian sense of fairness and non-prejudicial life style, guilt may very well be an experience that follows an act of prejudicial behavior.

Source: www.eburg.com/beyond.prejudice/Myths.html

Lesson 12: Power

Objective/s

- To increase participant's understanding of the role of power and its dynamics in the lives of police personnel

Activity 1: Defining power, its types and sources

Time required:

40 minutes

Material needed:

OH/Posters: Types of power

Preparation needed:

Basic reading: Types of power

Outcomes:

- Participants will be able to define "Power", identify its types, sources and *dynamics in police work*.

Method

- *Interactive presentation*

Step 1

- The trainer tells the participants that today's session focuses on power in society.

Step 2

The trainer divides the participants into 4 groups and gives them the following instructions. They are to identify:

- Who holds power in the society (e.g. the government, army, politicians, landowners, big families, Businessman, Muslims, Sunnis, Religious parties, Punjabis, men in general, etc.)?
- What is this power based on (money, gender, position, family back ground, religious/ethnic majority, connections, skills, etc.)?
- Who holds the least power in the society (e.g. poor people, women, religious/ethnic minorities, villagers, common people, children, etc)
- What kind of power do you feel most suppressed by in your police work?

Step 3

In the large group, the trainer asks the participants to shout out their responses, and writes them on the whiteboard.

Step 4

The trainer presents the 4 types of power that exist, making the point that *power over* is the most destructive source of power, which takes other people's power away. *Power to* and *power with* are both helpful types of power, but it is *power within* that makes people give *power to* and get involved in *power with*.

Step 5

The trainer asks the participants to give examples of the 4 types of power in police work, including when they might have used any of the 4 types themselves.

Step 6

The trainer links this to prejudice, emphasizing the point that prejudice is linked to power because being in a majority (dominant class) can also be a source of power, which is why minority communities often suffer. Yet position is sometimes an even bigger source of power, which is why women are also prejudiced against. Similarly, sometimes money can be an even bigger source of power, which is why the poor are discriminated against even though they may be in a majority. This kind of power also explains why judges or senior police officers can be bought even though they occupy a higher position than the criminals. The trainer talks about how police power is often associated with power over because of images of force, violence, etc that surround it. Recognizing this allows policemen and women to analyze these concepts within the police force and actively work towards change. At the same time, policewomen and men also need to acknowledge the areas where they feel powerless and identify ways of turning these into those where they feel powerful, but where the power is associated with power to, power with and power within, rather than power over.

Overall notes – Lesson 12

The concept of power is a critical one for the police. The trainer needs to ensure that this lesson and its importance in the work of the police and their dealings with people is understood well. Participants need to understand that their uniform and position carries with it a strong image of power and authority. The trainer needs to bring out the point that the word power, however, is not always considered to be a positive, especially when associated with the police. This is so because police power brings to mind images of the abuse of power, of domination, suppression, force, violence, brutality and torture. This creates a sense of fear in people. The trainer needs to ensure that the participants understand that power itself is not a bad word. Power could also mean the power, ability and capacity to create safety, security, peace, and social change. Thus the power of the police could be associated with this meaning of power instead and command respect and trust instead of fear. Thus, holding a position of power is not enough; it is the type of power that individuals are associated with and how it is perceived by society that makes the difference. At the same time, the trainer must acknowledge and point out those policemen and women also perceive themselves to be powerless at many levels. Strong notions of subordination, following orders, discipline, autocratic and unjust systems, financial insecurity and the abuse of power from above consistently emerge as sources of powerlessness. By recognizing our sources of power and differentiating between constructive and destructive power, policemen and women can begin to make significant changes in their work lives.

Readings – Lesson 12

Reading 17 (R17): Types of power

Power over:

Power that people use to control others to exert and force their authority (e.g. society over people, men over women, parents over children)

Power to:

Power that we give to other people, for example through education or information

Power with:

Collective power, for example the power of joint action or through groups

Power within:

The personal power and strength that we have inside, for example self-awareness, confidence, personal commitment, decision-making, assertiveness.

Lesson 13: Personal power

Objectives

- To increase participants' understanding of situations in which they feel powerful or powerless in their personal and professional lives.
- To explore ways of increasing the “power within” (personal power) in their personal and professional lives.

Activity 1: Personal powerlessness and power

Time required:

30 minutes

Material needed:

None

Preparation needed:

None

Outcomes:

- The participants will be able to identify areas in which they feel powerless and powerful

Method

- *Small groups*

Step 1

The trainer divides the participants into small groups of about 4 – 5 and asks them to discuss and note down the following:

- a). As policemen or women, what makes you feel *powerless*?
- b). As policewomen or men what makes you feel *powerful*?

Step 2

In the large group, discuss the following:

- *Is there any power in front of which you feel vulnerable?*
- *Do you feel these powers in your everyday life?*

- *Are you ever helpless in front of these sources?*
- *Why and when do you feel helpless?*
- *Is a powerful person always powerful?*

Note:

These questions are meant to encourage participants to express their feelings about power – there are no right or wrong answers. The role of the trainer here is simply to lead the discussion, let the participants speak and to acknowledge what they are saying. In the last 2 questions, however, the trainer needs to make a couple of important points. The trainer needs to clarify that people are only powerful until the powerless people keep giving them the power. By building exercising one's power to (by giving other people resources) and power with (in a group for example) and one's power within, one can start to take power away from people and systems that use power over.

Activity 2: Personal power (power within)

Time required:

10 minutes

Material needed:

OH/Posters: Personal Power

Hand-out: Personal power

Preparation needed:

Basic reading: Personal power

Outcomes:

The participants will be able to identify ways of increasing their personal power

Method

- *Brainstorming*

Step 1

Discuss possible ways of increasing one's personal power, such as self-awareness, self-esteem, the learning of skills, seeking feedback, analyzing issues, gaining information, social awareness, working in groups, etc.

Overall notes – Lesson 13

This lesson can be a source of great encouragement for the police. The trainer needs to emphasize here that recognizing and developing one's power within can make a significant difference to one's personal and professional life. Some participants may find this lesson difficult and continue to be absorbed by their sense of helplessness, the trainer will need to make the point that everyone has the ability to effect positive change at an individual level as well as all societal level, and this is power within. Awareness, knowledge and positive attitudes constitute the first step towards developing power within as they allow us to open ourselves, spread ourselves further and explore our full potentials. The trainer may want to point out that if every individual exercised his personal power (power within) and transferred his/her knowledge, skills, attitudes and awareness to others (power to) and then these powers were combined with each others (power with), tremendous changes would be possible.

Regarding the power within Allama Mohammad Iqbal has expressed it in this way in

BALEY JABREEL

KUUDI KO KAR BULAND ITNA KEH HAR TAQDEER SAY PEHLAY

KHUDA BANDAY SAY KHUD PUCHAY BATA TERY RAZA KIA HEY

Here again the emphasis is focusing on power within. Readings – Lesson 13

Readings 18 (R18) - Power, powerlessness and personal power

- The sense of power is experienced when you feel in ***control of your life***.
- Power is the ability to ***achieve goals***.
- Power is the ability to ***influence others***.
- A significant source of power is the ability to ***communicate effectively***.
- Your enthusiasm, optimism, energy level, ***self-esteem and personal freedom*** are all closely linked to your sense of power.
- Personal power is the ability to ***achieve what is meaningful and important for you***.
- More than anything else, it is ***personal power that brings you success and happiness***.
- The feelings of powerlessness, negativity, helplessness, and inertia are the biggest barriers to power. It is not just our own powerlessness, but also the powerlessness of those around us that are the problem.
- ***Human choice is the greatest power*** on earth – to some extent, we choose our lives and circumstances, jobs, relationships, friends, the quality of our relationships and friendships, homes, etc.
- Even the problems of the world - war, crime, drugs, pollution, poverty, starvation, etc. inflation, and all the world's achievements - peace, wealth, health, technology, are results of individual and collective human choices.
- Yet there are also some events do occur that we didn't choose and had no power over.
- Any individual, ***through the power of individual choice***, can set in motion a process whereby changes (good or bad) occur and spread. Making such a choice, expressing such a desired result, it is not necessary to know how that result will be achieved. It is not even necessary to know that the result can be achieved.
- As worthwhile human beings, we all express – ***and should express our power - feel that we are in control***.
- Helplessness is the opposite of power. Many people are stuck in helplessness and Hopelessness. Helplessness can be a trap – if you feel helpless you also tend to feel helpless about your helplessness.

- Some times the actions we take to change a situation have no effect. When this happens again and again, we learn to be helpless, believing that nothing we do will have any effect, and so we begin to feel helpless in almost every situation. This is called learned helplessness.
- Helplessness, then, can be recognized by a lack of motivation and energy, an inability to link actions to results, blaming others and external factors, negative emotions (depression, hopelessness, frustration, anger, pessimism), etc.
- A person with personal power tends to feel optimistic most of the time. Like helplessness, this is also a skill that can be learnt

*(Taken from: HOW TO ACHIEVE AND INCREASE PERSONAL POWER" By Frederick Mann
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Lesson 14: Self-assessment on *Self-awareness*

Objective/

- To help participants identify and review their learning of the self-awareness section.

Activity 1: Self-assessment

Time required:

40 minutes

Material needed:

None

Preparation needed:

None

Outcomes:

- The participants will be able to identify their learning from the self-awareness section and identify areas they would like to work on further

Method

Step 1

The trainer hands out the self-assessment form to the participants and asks them to fill it out.

Note:

The trainer needs to tell the participants that they may write as many learnings and details that they like. The aim here is not to write what they liked, but what learning/points they got from these sessions. For example, "I learnt that personality traits can be changed."

Step 2

The trainer discusses with the participants which parts of the section they found most useful and which ones they would like to work on more.

Self-assessment form

My main learning about emotional attitudinal change is that

My main learning about emotional intelligence (EQ) is that

My main learning about self-awareness is that

My main learning about identity is that

My main learning about childhood messages and experiences is that

My main learning about life experiences is that

My main learning about self-esteem is that

My main learning about prejudice is that

My main learning about power is that

My main learning about personal power is that

LIFE SKILLS

Rationale

The second section of the attitudinal change module covers *life skills*. This refers to the self-development skills every individual needs in order to enhance his/her performance in life, or in other words, his/her emotional intelligence (EQ). As discussed at the beginning of the attitudinal change module, interpersonal communication skills and the ability to manage one's emotions are important components of EQ.

Life skills constitute an important part of the attitudinal change module. We do not live in isolation; we are all essentially social beings, and our success in life, both personal and professional, depends, therefore, on how we relate to people. Research on EQ indicates that the ability to exercise control over one's own emotions and behavior and to communicate effectively allows individuals to connect with other people and to build healthy and mutually respectful relationships. Fortunately, these are skills that can be learnt and improved. We learn from people around us, from training, from practice and from understanding the concepts behind them.

Every individual needs healthy life skills, but for certain professions like the police, the importance of such skills cannot be over-emphasized. The people who approach the police are typically people who are in some amount of distress. The way the police respond, talk to and listen to them can make a huge difference to their level of comfort and to the quality of service they receive. Data comparing results of police investigations from the developed countries, and Pakistan, show that the police in Pakistan are not any less skilled than others in solving cases. However, it is in the area of interpersonal communication, both verbal and non-verbal, where there seems to be a need for improvement. A police force that demonstrates healthy and effective communication skills is much more likely to be relied on and respected by the general community than one that people fear, ridicule and would rather avoid contact with.

Preface

This section comprises 16 lessons, covering a range of topics, allowing the participants an opportunity to increase their understanding of and learnt:

- What the components of good communication skills, both verbal and non-verbal are
- What communication tools are useful and how to use them
- What feedback is, why it is important and how to use it effectively
- What kinds of interpersonal behavior people exhibit and how to become more assertive
- How to manage one's anger and stress
- What good leadership means and how to build leadership skills

As in the self-awareness section, these exercises are highly interactive and participatory. There is significantly less personal sharing, and much more skill-development through participation and practice. Most participants find this section to be both useful and fun.

Special notes on the Life Skills section for trainers:

As this section is highly interactive, the trainer needs to be alert, energetic and analytical at all times. Compared to the self-awareness module, which is more conceptual, the life skills module is aimed at teaching very specific skills, and thus, requires concentration, quick thinking and the ability to build linkages between theory and practice. Throughout the section, the trainer needs to be able to relate the theory and concepts being taught to the police's day to day work. Although the communication tools and their explanations are the same for each group, the exercises work best when participants can relate to them personally as well as professionally.

There are times the trainer or the participants may get frustrated with this section because some of the concepts taught can be hard to understand the first time and harder still to apply practically. The trainer must keep in mind that the best learning takes place in groups, through practice and demonstration, and that there should always be sufficient time for this.

Lesson 15: Life Skills

Objective/s

- To introduce the concept of life skills
- To increase the participants' understanding of good communication

Activity 1: What are life skills?

Time required:

5 minutes

Material needed:

None

Preparation needed:

Basic reading: Life skills

Outcomes:

- The participants will be able to describe the concept of life skills.

Method:

- Interactive presentation

Step 1

The trainer asks the participants what they understand by life skills and takes a few responses

Step 2

The trainer explains the concept of life skills, making the point that apart from academic, professional skills, an individual also needs life skills in order to lead an emotionally healthy and successful life. These include skills such as good communication, listening, managing one's own emotions, etc.

Step 3

The trainer links the concept of life skills to attitudinal change, by reminding the participants that self-awareness, life skills and social awareness are important components of attitudinal change. The process of self-awareness must begin before skills are learnt.

Activity 2: Overview of the life skills section

Time required:

5 minutes

Material needed:

None

Preparation needed:

Basic reading: Life skills section preface

Outcomes:

- Participants will be able to identify the areas covered in the life skill section

Method:

- Interactive presentation

Step 1

The trainer tells the participants that this section will spread over 16 lessons. The trainer briefly goes through all the topics that will be covered as part of this section.

Activity 3: Good communication

Time required:

- 30 minutes

Material needed:

- OH/Poster: Good interpersonal communication
- Hand-out/s: Good interpersonal communication

Preparation needed:

- Basic reading: Good communication

Outcomes:

- Participants will be able to identify the components of good interpersonal communication

Method:

- Interactive presentation

Step 1

The trainer asks the participants what interpersonal communication (communication between people) means to them, and after taking a few responses, explains that interpersonal communication refers to the process of:

- expressing one's thoughts, opinions, needs, or transmitting information, etc to another
- And listening to others' thoughts, opinions, needs, etc.

Step 2

The trainer asks the participants to think of a time in their lives where they felt their communication with someone had been very effective.

Step 3

The trainer asks them to identify what they think made that communication so effective. E.g. the speaker was very clear, respectful, etc. or the listener listened really attentively, etc. The trainer notes these responses down.

Note:

The trainer must clarify that they are to talk about the factors not the situation itself.

Step 4

The trainer asks the participants to identify what other factors make communication effective, and brings out a range of factors, such as clear speech, calm tone, appropriate language, attentive listening, understanding, good body language, quiet place, etc.

Step 5

The trainer points out the 3 main components of communication that emerge from the list they have generated:

- Characteristics of the speaker (speech, tone, language, body language, etc.)
- Characteristics of the listener (attention, understanding, body language)
- The environment in which the communication is taking place (noise level, temperature, comfort, etc.)

Step 6

The trainer explains the process of communication through the communication model diagram, explaining the dynamics of interpersonal communication, which involve:

- Source-receiver, meaning that in personal communication, the speaker-listener roles is constantly being switched, where the speaker (source) also becomes the listener (receiver) and vice versa.
- Encoding, which means transmitting a message (verbally or in writing)
- Decoding, which means receiving the message (hearing or reading)
- Message, which is what is exchanged between the speaker and listener, encoded by the speaker and decoded by the listener.
- Channel, which is the medium through which the message is exchanged, e.g. speaking, listening, writing, body language, etc.
- Noise, which is the environment within which the communication occurs.
- Context, the situation in which the communication occurs (e.g. a serious occasion, a fight, a party, etc.)

Step 7

The trainer further explains the elements of communication that occur within each of these components such as the speaker and the listener's:

- behavior - what they say or hear (speech quality, language, words, etc.) or how they say/hear it (tone, style, pitch, body language)
- Attitudes – the emotions and attitudes behind the words that influence the behavior (e.g. a feeling of superiority, prejudice, love, respect, etc).

Step 8

The trainer explains that good communication involves keeping in mind each of these aspects whether you are the speaker or the listener, roles which are constantly switching during interpersonal communication. When speaking, we need to be aware of what we are saying (are we using the right kind of language for the listener?) and how we are saying it (is our tone, speech, pitch, style, body language appropriate and effective?). Similarly, when we are listening to what someone is saying to us, we need to be aware of what we are hearing (are we really understanding what the person is saying?) and the way we are listening and giving the person the message that we really are listening, not just hearing him/her (are we giving the speaker attention, do we have

the appropriate level of eye contact, etc.). We also need to keep in mind the environment within which we are communicating. Sometimes we do not have the luxury of choosing our environment, but we can still try and make it as appropriate as possible in the given situation. For example, talking to someone about personal and sensitive issues with many other people around you is unlikely to make your communication experience (both speaking and listening) effective.

Step 9

The trainer reminds the participants of the importance of good interpersonal skills the participants had identified during the lesson on EQ and emphasizes the fact that these skills are particularly important for the police.

Overall notes: - Lesson 15

This is usually not a very difficult lesson for participants to get through. As the first session of this section, this is an important one, and the trainer must ensure that the participants have understood the concepts clearly as they will be referred to again and again throughout the section. When people think of the term communication, often they think only of speaking, and the trainer, therefore, needs to clearly make the point that listening and body language communication are equally a part of communication. This session also gets the participants to start immediately thinking about and becoming more aware of their own communication styles.

Readings – lesson 15

Reading 19(19): Interpersonal communication

Interpersonal communication differs from other forms of communication in that there are few participants involved, the people interacting are in close physical proximity to each other, there are many sensory channels used, and feedback is immediate.

Components of communication

- Speaker (speech, tone, language, pitch, words, content, attitudes, body language, etc.)
- Listener (attention, understanding, attitudes, body language)
- Environment (noise, temperature, comfort, privacy, etc.)

Important elements or terms of interpersonal communication

Interpersonal communication is communication that takes place between two persons; it includes e.g. what takes place between a son and a father, an employer and employee, two friends, a helper and helpee, two strangers etc.

Source-receiver

Each person who is a sender (source) is also a receiver and vice versa. This means that each individual in interpersonal communication performs both functions of sender and receiver.

Encoding-decoding

Encoding refers to the act of producing messages- e.g. speaking or writing. This means that speakers and writers are encoders.

Decoding refers to the act of understanding messages e.g. listening and reading. This means that listeners and readers are decoders. Each person performs these two activities of encoding and decoding in combination. For interpersonal communication to take place, messages must be encoded and decoded.

Messages

In interpersonal communication messages must be sent and received, they may be heard, seen, touched, smelt, tasted or any other combination. Messages do not have to be oral; you communicate by gestures or touch, as well as by sound.

Channel

The communication channel is the medium through which messages pass. It is the bridge between source and receiver. Communication rarely takes place over one channel only. Normally two, three, or four channels are used simultaneously e.g. you speak and listen, but you also use gestures etc. channels can also be the means of communication e.g. face-to-face, telephone, radio, television etc.

Noise

Noise enters into all communication systems. It includes anything that distorts or interferes with message reception. There are three main types of noise:

Physical: e.g. bad phone connection, screech of passing car etc.

Psychological: e.g. our biases and prejudices etc.

Semantic: e.g. use of different languages, using technical or complex words etc.

Context

The environment in which communication occurs is its context e.g. there will be difference the context of communicating at a funeral, in a police station, in a cricket stadium and in the home.

Communication model

Adapted from: The Interpersonal Communication Book by Joseph A. Devito (7th edition)

Lesson 16: Communication and listening

Objective/s

- To help the participants become aware of some of the common blocks to good interpersonal communication.
- To introduce the concept of active listening, its importance and barriers

Activity 1: Blocks to communication

Time required:

- 40 minutes

Material needed:

- OH/Poster: Blocks to communication
- Hand-out: Blocks to communication

Preparation needed:

Basic reading: Blocks to communication

Outcomes:

Participants will be able to identify common barriers to communication

Method:

- Interactive presentation

Step 1

The trainer puts up the components of good communication from the previous session on the board.

Step 2

The trainer divides the participants a total of 6 groups. Two groups are to identify the problems/blocks to communication that may arise on the part of the speaker (i.e. what problems in communication may arise because of the speaker?) Two groups are to identify the blocks to communication that may arise on the part of the listener. Two groups are to identify how the environment may contribute to communication problems.

Step 3

In the large group, the trainer takes each component turn by turn and asks the participants to call out responses for each, noting down their responses (but not repeating those which have already been identified).

Step 4

The trainer discusses the following questions with the participants:

- What are the blocks that hamper interpersonal communication between the community and the police?
- Do policemen and women need to be aware of these blocks? Why?
- What are the important characteristics which a police officer should possess and watch out for as a listener, speaker and in his/her environment?

Step 5

The trainer highlights the importance of being aware of one blocks and making a conscious effort to reduce them.

Overall notes – Lesson 16

This is an important lesson for the life skills module as it is here that the participants actually think about and identify the gaps in their communication and how it affects their dealings with the community in particular. The trainer will need to encourage full participation from the participants and ensure that they are able to understand the implications of their communication styles. The trainer can ask a variety of questions to get the participants thinking about this, for example: what is your tone like with people when they approach you? Does it make people feel comfortable...or does it make them uncomfortable or intimidate them? Do you use clear language so that people understand exactly what is happening and what to do? Do you give accurate and comprehensive information? Do you communicate differently with men and women? Would a woman feel comfortable walking into your office and talking to you? Can people communicate well in the environment created in your office? Is there privacy? What are the areas that need to be improved – and how can we begin to improve our communication? The participants need to understand that every aspect of their communication affects their work both with their own colleagues as well as with the community in general. The participants also need to realize that self-analysis is the first step towards change. After all, we need to be aware of and clearly identify what exactly we need to change in order for us to change it.

Readings – Lesson 16

Reading 20 (R20): Blocks to listening

Speaker	Listener	Environment
<p>Speech - too unclear, too fast or too slowly</p> <p>Volume/pitch - may be too low or too loud or high</p> <p>Attitude - e.g. aggressive, sarcastic, threatening, scared, ridiculing, etc.</p> <p>Language - too difficult to understand, unclear or inappropriate use of words, may be aggressive, sarcastic, etc.</p> <p>Attitude – prejudiced, preconceived assumptions, biases about the other, feeling of superiority in relation to speaker, etc.</p> <p>Emotions – anger, anxiety, fear, etc.</p> <p>Body language and behavior – aggressive, stiff, passive, bored, lack of eye contact, inappropriate facial expression, etc.</p> <p>Content – subject may not be of interest to listener</p>	<p>may not give attention to speaker</p> <p>may not be interested in what is being said</p> <p>may be distracted</p> <p>may be bored or tired</p> <p>may interrupt frequently, ask too many questions or pass too much time on comments in between</p> <p>may be rehearsing what to say in response</p> <p>may not show that s/he is listening</p> <p>lack of eye contact, lack of responsiveness, etc.</p> <p>may not give any response, opinion, feedback, etc.</p> <p>may be involved in something else at the time or unnecessarily fidget with something,</p> <p>body language may be inappropriate</p> <p>stiff, threatening, aggressive</p> <p>prejudiced, angry, bored, scared, etc.</p> <p>may be mistrusting</p> <p>attitude towards speaker may be biased</p>	<p>noise</p> <p>weather – too hot or cold</p> <p>illumination</p> <p>crowded</p> <p>unsafe</p> <p>uncomfortable</p> <p>too many inappropriate people around</p> <p>lack of time or space</p> <p>too many distractions</p>

Lesson 17: Non-verbal communication

Objective/s

- To increase participants' understanding of the importance of non-verbal communication (body language) in interpersonal communication.
- To increase the participants' awareness of the impact of one's non-verbal communication on other people.

Activity 1: what is non-verbal communication?

Time required:

20 minutes

Material needed:

Reading: Non-verbal communication

Preparation needed:

Basic reading: Non-verbal communication

Outcomes:

- The participants will be able to define non-verbal communication and identify its importance in interpersonal communication.

Method:

- Interactive presentation

Step 1

The trainers ask the participants to brainstorm on various non-verbal behaviors/ cues that play a part in communication. These are eye contact, tone of voice, and body language such as posture, gestures, and facial expressions etc.

Step 2

The trainer explains that in real interpersonal communication, words are always accompanied by non-verbal messages. You make yourself, your feelings and your thoughts known to others by encoding your ideas and meanings into a code of verbal and non-verbal signals. The verbal portion is language-the words, phrases and sentences you use. The non-verbal portion consists of a variety of elements, gestures, facial expressions, eye movements, touch and variations in the rate, volume and pitch of your speech. In face-to-face communication, you blend verbal and nonverbal messages that convey your meanings.

Step 3*5 mins.*

The trainer writes the figures 7%, 38%, and 55% on the board and asks the participants which percentage figure would, in their view reflect the contribution of the following in interpersonal communication:

- Tone
- Words
- Facial expressions and Body language.

Step 4

The trainer tells them the correct answers (words: 7%, tone: 38%, Body language 55%).

Step 5*5 mins.*

To reinforce this point, the trainer demonstrates this to the group by giving an example such as he/she could smile and say in a soft tone: "I am very angry with you" or look out of the window and say: "I am very interested in what you are saying."

Note:

It is important to emphasize the point that whenever there is a contradiction between the non-verbal and verbal messages being given, the non-verbal message will always have more impact.

Activity 2: A non-verbal role-play

Time required:

20 minutes

Preparation needed:

None

Outcomes:

- The participants will be able to identify the impact of non-verbal communication on people.

Method:

- Pairs

Step 1

The trainer divides the group into pairs, and explains that the member of each pair will sit in different positions and that as they assume each position they have to remain silent and be aware of the effect of that seating arrangement.

Step 2

Once the dyads are formed, the trainer asks them to sit back to back without talking. After the pairs have been sitting in this position for about a minute, the facilitator asks them to sit side by side. After another minute he/she asks them to sit face-to-face.

Step 3

After another minute, the trainer asks each pair to briefly talk about how it felt to sit in each position and what sort of communication they had with their partners.

Step 4

Normally, the participants will say that communication was best when they were sitting face to face. The trainer explains that this is because being able to see the other person's facial expressions, eye contact, gestures, allows us to understand the other better, thus enhancing communication.

Step 5

The trainer asks the pairs to keep sitting face to face and silently assume three body postures (one minute each): slouched, straight and leaning forward.

Step 6

The trainer then gets the pairs to talk about how each of the positions felt in terms of communication between the partners. Normally, the position where participants are leaning forward slightly is when communication is the best.

Step 7

The trainer asks the each pair to assume that one person in the pair is someone who needs help (the helpee) and the other is the helper. Each pair is asked to nominate who the helper and helpee will be.

Step 8

While seated face to face, the trainer asks each pair to silently experience three different eye contact situations (one minute each):

1. The helper attempts to look the helpee in the eye while the helpee looks down or away.
2. The helpee attempts to look the helper in the eye while the helper looks down or away.
3. The helper and the helpee have direct eye contact.

Step 9

Step 8 is repeated.

Step 10

The trainer asks participants how it felt to be in each position.

Step 11

The trainer makes the point that the lack of eye contact can also make a person feel powerless. For example, when the helpee was trying to make eye contact with the helper and the helper was looking the other way, it was making the helpee feel powerless. In a real life situation too, a lack of appropriate body language from the helper (e.g. a police officer), who are usually in positions of more power can make the helpee (e.g. a client) feel powerless, thus affecting their level of communication.

Step 12

The trainer asks the participants if this exercise has made them think of any aspects their body language that they would like to change.

Overall notes – lesson 17

Participants usually respond well to this lesson and accept the role of body language in communication. The trainer will, however, need to explain that it is not that words and language are not important in communication, but that body language, which is often ignored, is also important. The role-play is also usually quite enjoyable by most participants. However, the trainer must ensure that it is quick, done correctly and that the main points are brought out in the discussions, which must be kept brief, after every position.

Readings – Lesson 17

Reading 21 (R21) – Non-verbal communication

Non-verbal communication is the way we:

- Reinforce our spoken word
- Replace our spoken words using our bodies to make visual signals or our voices to make oral but non-verbal signals

It is easy to take non-verbal communication for granted – we are often not aware of our own non-verbal communication, but aware of that of other people.

Functions of non-verbal communication

- Conveys our mood/state of mind
- Conveys interpersonal feelings
- Conveys the feeling behind the words
- Supports our verbal message if we are speaking
- Provides feedback, assurance etc if we are listening

Kinds of non-verbal communication

- Using your face, facial expressions
- Using other body parts, particularly arms and hands
- Stance and posture
- Movement, gestures – either static or frenetic
- Feedback sounds (e.g. hmm!)
- Tone

A non-verbal communication checklist

- Plan and be prepared
- Consider your appearance
- Choose the right style – think of your purpose and your audience
- Be aware of how you use your voice – tone, volume, pace
- Be aware of your facial expressions and gestures
- Be aware of your position and posture
- Listen carefully – provide feedback and response
- Look for signals from other person
- Be gracious and polite

Lesson 18: Communication tools

Objective/s

- To improve the participants' understanding and application of key communication tools.

Activity 1: Communication tools

Time required:

40 minutes

Material needed:

OH/Poster: Communication tools

Handout: Communication tools

Communication tools practice situations

Preparation needed:

Basic reading: Communication Tools

Outcomes:

- The participants will be able to identify 4 key communication tools and apply them to a range of situations.

Method:

- Interactive presentation

Step 1

The trainer says that communication is a skill and can be learnt, and that certain tools can facilitate or improve our communication.

Step 2

The trainer presents information on the following communication tools, giving examples of each. The last 2 (problem solving and changing the environment are mentioned only briefly):

Ownership of the problem

The first step in trying to address an interpersonal problem situation is to establish whose problem it really is. Once this has been established, the person may decide what tool to use to deal with the problem.

“I” statements

Once a person has decided to take the responsibility for doing something about a problem, s/he may use “I” statements (statements starting with “I” to address it, focusing on what s/he wants/needs/feels.

Reflective listening

This refers to communicating to another person that you are not just listening to his/her verbal message or words, but are also trying to understand the feelings behind the words.

Stroking

A “stroke” is any action that makes the receiver feel good and appreciated. It means genuinely acknowledging and appreciating someone, but is different from flattering for some gain.

Problem-solving

Communication problems are normal. Often these are little problems, and if these are managed well, bigger and more serious problems can be prevented.

Changing the environment

As the environment can have a great influence on communication, sometimes the problems that arise in communication can simply be solved by bringing about a change in the environment.

Note:

- ***The trainer must be very familiar with these tools as well as have plenty of examples. It is useful to give personal examples where possible, but not too many. A number of examples are included in the notes for trainers.***
- ***The trainer tells the participants that they will only touch on the last 2 tools because the first 4 are more important and require more practice.***

Step 3

The trainer reads out a number of communication tools statements and asks the participants to call out which tool/s could be or need to be used in each statement, and how.

Note:

With each statement, the trainer helps the participants to come up with the correct tool, by asking questions, if necessary and asking them to explain their reason for using a certain tool. For example, s/he may ask questions such as, “Whose problem is this?” “Who is most affected by it?” “Why would stroking be a useful tool here?” “How would you use an “I” statement in this situation?” etc.

Step 4

The trainer explains that these are all tools that most of us already use in our every day communication, but that being aware of them and their uses and then using them consciously allows us to improve our communication skills and to use these tools correctly.

Overall notes – Lesson 18

It can sometimes take a bit of time for the participants to understand the communication tools and to see their relevance in their day-to-day lives, especially professional. The trainer must, therefore, ensure that the rules are explained clearly with relevant examples. Asking the participants how each tool might be useful in their work setting might be one way of ensuring that the discussion stays useful. At the beginning, some participants may also feel that using these tools would appear artificial and that they do not sound natural. Here the trainer will need to explain that these tools themselves are not artificial and are used regularly by most people. This lesson only makes the participants aware of the uses to which these can be put so that they are able to use them more consciously and to their advantage. Reflective listening is the only tool, which may actually be new for the participants, requiring a considerable amount of practice at times. The trainer can tell the participants that they will be practicing these more in the next session.

Reading 22 (R22) – Communication tools

Ownership of the problem

Before trying to deal with any interpersonal problem, the first step is to establish ownership. In other words, this means to establish whose problem it is. A skill in relating to other people is our ability to determine 'ownership'. Owning a problem means to have the right and responsibility to deal with it and to take the first step towards it. After you have determined whose problem it is, you can decide which tool to use to deal with it.

Sometimes the problem lies with another and has nothing to do with us, but we may feel compelled to take the responsibility for it and to solve it. This absolves the person from his/ her responsibility and also places an unnecessary burden on others.

Example 1:

A senior is constantly putting down a fellow officer. You can see that clearly and instead of allowing him to take the decision to do something about it, you take on the responsibility and decide to talk to the senior. You may be concerned, but it is really his/her problem and he/she is the one who must take the responsibility. Once you have established that, you may advise, suggest and help him, but he is the one who must take the step.

Sometimes however, the problem is ours and we absolve ourselves of the ownership and expect others to solve it.

Example 2:

A fellow policeman or woman constantly hands over his work to you, always making some excuse or the other for not being able to complete it. Often, people do not take ownership and keep blaming the other person for things like these. However, as in this case, the problem is yours because it is affecting you and it is your time and effort that is going into doing your colleague's work. So you need to take ownership of the problem and do something about it.

2. "I" statements

"I" statement focuses attention on the speaker e.g. *"I feel sad"* or *"I am hungry"* by honest sharing of feeling or need. It can also be effective in changing the behavior of another who is causing the problem, since it is not accusatory. "You" statements on the other hand, make the other person defensive e.g. *"You are always rude"* as opposed to *"I feel upset when you speak to me in that angry tone."*

"I" statement also means voicing responsibility for a problem which has been "owned" by the speaker. It also allows people to speak for themselves rather than generalizing and accusing.

Example 1:

You are trying to work, but your colleague keeps talking loudly that bothers you. First you own the problem because it is YOU who is being disturbed and then you express your concern by using an "I" statement such as "I find it difficult to work when you are talking. I would appreciate it if you could talk more softly." Instead of, *"You're talking so loudly! Be quiet!"*

To be effective, the statement should impart several pieces of information to the person causing the problem:

- how the speaker feels
- a non-blameful description of specifically what the person has done that is troublesome
- How the speaker is inconvenienced by the person's behavior.

Example 2:

"I find it difficult to trust people," instead of *"No one is trustworthy."*

3. Reflective listening

Often when people talk to you about situations in their lives, particularly their problems, they express their feelings about them indirectly. As listeners, even when we care about them and want to be good listeners, we tend to jump in and try and give them solutions to their problems immediately. At times this may be what the speaker wants, but often they are talking to us because they want to be listened to and understood first. We can show them that we are listening and that we understand what they are saying by paying careful attention to the feelings and needs lying behind the speaker's thoughts and words. An important aspect of reflective listening understands that when people talk they communicate more than words (they communicate needs and feelings behind those words). A reflective response communicates to the speaker that you have just not heard the words but also the feelings behind the verbal message. The effect is to convey acceptance of the speaker and his/her problems. This makes the speaker feel s/he is being really heard and helps you to confirm that you have really understood.

It is important to note that this does not mean that you do not help or provide information or advice to the speaker if that is what s/he wants; what it means is that initially you try and only listen and understand, and then perhaps offer advice or help as a second step.

Reflective listening has three major aspects:

- Picking out the core feeling from what the speaker says
- Picking out the core message
- Combining the first two together and reflecting it back to the speaker.

Example 1:

A colleague says to you *"I did not get a promotion again this year. I don't think I will ever be able to achieve anything big in life."*

Core feeling: Hopelessness

Core message: No promotion again this year

Your possible response (core feeling + core message + reflecting them back): *"It seems that you are feeling hopeless because you did not get a promotion again."*

Example 2:

Your mother says to you, *"I have not slept well for the past few days; I don't know what to do."*

Core Message: lack of sleep

Core Feeling/s: worry, helplessness

Your possible response (core message + core feeling + reflecting them back): “You sound worried because you have not slept well for several days.”

Example 3:

A woman says to you, “I took a long time coming to the police about this; I didn’t know how the police would react to this, so I just didn’t bother reporting it before”.

Core feeling: Fear, confusion, worry

Core message: did not report incident

Your possible response: “So you were scared of the way we might react, and didn’t report this before”.

Sometimes, particularly when the feelings behind the words are vague and you are not sure, you may want to phrase your sentence as a question or as your understanding only (e.g. from what you are saying, my understanding is that you are feeling sad because...). This shows the speaker that you are really making an effort to understand what s/he is trying to say and allows him or her to clarify whether or not you have picked up the right feeling.

When it is someone else’s problem, reflective listening should be used, and when it is the person’s own problem, then “I” statement is effective.

4. Stroking

A “stroke” is any action that makes the receiver feel good and appreciated. It means acknowledging and appreciating someone. Hugs, smiles, pats, compliments etc. are strokes. It has been observed that people use negative feedback more often than positive feedback. Focusing on positive feedback can be very helpful in relationships. This is different from flattering because in stroking the appreciation is genuine and honest and is not being used to get something out of the other person. Positive strokes are essential to the development of an emotionally healthy person. They are also the lubricants for a loving relationship.

5. Problem-solving

Communication problems are normal. Often these are little problems, and if these are managed well, bigger and more serious problems can be prevented. In order to work towards the solution of a problem, people need to identify what the actual need is and to brainstorm on all the possible solutions to the problem. There is often more than one solution. It is helpful to try and find a win-win solution, in which both parties are satisfied rather than a win-lose situation where one person wins and the other loses. It is also important to remember that the focus is the problem itself, not the other person.

6. Changing the environment

As the environment can have a great influence on communication, sometimes the problems that arise in communication can simply be solved by bringing about a change in the environment. For example, if two people are attempting to communicate with each other on the phone, but are not being able to get their points across effectively, they may choose to talk face to face instead. Similarly, if a person is extremely angry with the other and is therefore, unable to communicate properly, it may help if one person left the scene for a bit in order to calm down or let the other person calm down and then talk when both are able to communicate better.

Activity material

Communication tools situations

Situation 1:

Your friend often makes fun of you, which you do not like, but he does not seem to realize this.

Tool/s

You need to first establish whether this is your problem or your friend's. In this case the problem is yours because YOU are the one who is affected by this the most. Once you have established **ownership** and know that it is your problem, you now need to do something about it. Here an **"I" statement**, which would allow you to address the issue with your friend and express how you feel about it, would be the most appropriate. You may say something like, "I feel annoyed that you make fun of me so often. I wish you would stop doing that because it really affects my relationship with you." So both tools are useable here.

2. Situation 2:

Your colleague says to you, "What is the use of a job in which you are always abused."

Tool/s

When someone says something to you about himself or herself, your role is often that of a listener. To be a good listener and give a supportive response, **reflective listening** is a good communication tool to use. Remember to pick up what you think the *core feeling* might be (in this case it sounds like your colleague is disappointed or unhappy with his/her job and is hopeless about what it will give him or her) and what the core message (in this case it is being abused in the job) is. Then combine the two in a sentence and say it back to the speaker in your own words to show him/her that you are really listening and trying to understand what s/he is saying. You might say something like, "It seems like you're disappointed with your job because you feel you're being abused."

Situation 3:

Your friend chased a robber and caught him.

Tool/s:

Your friend has clearly done something well. This calls for **"stroking"** to be used as a tool to acknowledge his accomplishment. You may want to say something like, "That was a job well done!"

Situation 4:

You have been very busy at work and haven't been getting any time with the family. You realize that they do not like the situation and want to apologize to them.

Tool/s:

As you have already established that you want to do something about this problem, the best tool to use would be an **"I" statement** because it would allow you to express your feelings about it. You may say something like, "I realize I have been very busy at work lately and have not been able to spend enough time with all of you. I'm sorry this has been happening – it's been a busy time at work. I will try my best to make more time for all of you this week onwards."

Situation 5:

Your sister has knitted a sweater for you.

Tool/s:

Your sister has done something especially for you. You might want to appreciate her gesture and pay her a compliment through **stroking**. You might say something like, "You've knitted a lovely sweater! I really like it and appreciate you making something like this for me!"

Example 1:

You say to your friend, *"I want to tell you that I really appreciate how much you've helped me with my problems. I feel you're a very good listener and I find that very helpful."*

Example 2:

You say to your juniors, "You've all worked really hard. I know that this is a stressful job to do, but you've handled the pressure really well."

Lesson 19: Communication tools practice

Objective/s

- To improve the participants' understanding of the usage and application of key communication tools.

Activity 1: Communication tools

Time required:

40 minutes

Material needed:

Communication tools practice situations

Outcomes:

- The participants will be able to apply the 4 key communication tools and apply them to a range of situations.

Method:

- Small groups

Step 1

The trainer divides the participants into groups of 3 and hands out a set of communication tools practice situations to each group and asks them to identify which tool/s could be used for each situation and to construct a sentence for each situation, using the appropriate tool. They are to note these responses down.

Note:

- *There are 3 sets, with 3 situations each, which are distributed among the groups, and some groups will have the same sets*
- *The trainer may wish to go around the groups, and see if help is needed.*

Step 2

In the large group, the trainer reads out one situation at a time and asks the groups, who had been given that situation to call out their responses (which tool was most appropriate and a sentence using that tool) to it.

Step 3

After each situation is completed by all the groups who had been given that situation, the trainer gives the group the correct answer and explains why.

Overall notes – Lesson 19

This lesson is usually an energetic one, with the participants actively involved in practicing the skills. During the small group activity, the trainer may need to go and spend some time with every group and explain the process involved in using the tools if participants are finding it difficult. In the large group, the trainer will need to explain that there is not necessarily one right response to every situation, and that different people may use the tools slightly differently. As long as the main points remain the same, this is all right. The trainer will also need to clarify that although at this point the process of identifying the tools to be used and constructing a response statement may seem artificial, with practice, it will come more naturally, and the participants will start using their own words to get the same results.

Activity material – Lesson 19

Situation sets for groups

Situation Set A

1. Your friend and colleague is disturbed due to the poor conduct of a senior colleague and he always comes and complains to you about it. This has happened a number of times and you initially were supportive by listening. However, his ongoing complaining is wasting a lot of your time and does not leave you with enough time to finish your work..

Whose problem is this? And what tool would you use to deal with it? Can you make a sentence to show how it might be used?

2. Your colleague is always put on VIP duty and says to you one day, “I can’t do anything else that I need to do or attend to any of my other problems because I’m always being put on VIP duty”.

What tool would you use to respond to this? Can you make a sentence to show how it might be used?

3. One of the people working with you on a case keeps criticizing the junior policemen and women over every little thing. You are heading the team, and want to do something about this because this affects your team’s morale and performance.

What tool would you use to respond to this? Can you make a sentence to show how it might be used?

Situation set B

1. Your friend complains to you that a senior officer’s son has just verbally abused him and that he feels like going and smashing something in his office.

What tool would you use to respond to this? Can you make a sentence to show how it might be used?

2. Your colleague always talks to you while you are busy working and distracts you and your work is being affected as a result.

Whose problem is this? What tool would you use to respond to this? Can you make a sentence to show how it might be used?

3. A colleague says to you, “I’ve been trying so hard, working day and night to solve this case, but all I ever hear from the seniors is that my team is inefficient. I don’t know what else to do. Maybe I should just give up.”

What tool would you use to respond to this? Can you make a sentence to show how it might be used?

Situation set C

1. A colleague of yours says to you, "What's the point of putting our life in danger for people's safety? They don't appreciate us, they don't respect us, and they don't have any faith in us. I really don't want to do this anymore."

What tool would you use to respond to this? Can you make a sentence to show how it might be used?

2. A close colleague of yours gets very aggressive with people whether s/he's interrogating them, searching them, etc. The other said s/he pushed this prisoner very hard for no reason. You do not like this at all and get upset every time you see it happening.

Whose problem is this? What tool would you use to respond to this? Can you make a sentence to show how it might be used?

A colleague of yours says to you, "I cannot believe the way this other friend and colleague of mine spoke to me this morning. I asked him if he could help with some work, and he snapped at me and was very rude and sarcastic. I considered him a friend and can't believe the way he responded."

What tool would you use to respond to this? Can you make a sentence to show how it might be used?

Possible responses to situations (for trainer)

Situation Set A

1. Your friend and colleague are disturbed due to the poor conduct of a senior colleague and he always comes and complains to you about it. This has happened a number of times and you initially were supportive by listening. However, his ongoing complaining is wasting a lot of your time and does not leave you with enough time to finish your work.

- *This is **your problem** because of his/her constant complaining.*
- *An “**I**” **statement** would be a good tool to use here and you could combine it with **reflective listening** by saying something like, “It seems to me that you’re very upset about the way your colleague has been behaving with you. However, when you complain to me about it constantly I feel anxious because then I can’t finish my work in time.”*

2. Your colleague is always put on VIP duty and says to you one day, “I can’t do anything else that I need to do or attend to any of my other problems because I’m always being put on VIP duty”.

***Reflective listening** is a good tool to use here. You could say something like, “You sound frustrated by your constant VIP duty as it does not allow you any time to do anything else in your life.”*

3. One of the people working with you on a case keeps criticizing the junior policemen and women over every little thing. You are heading the team, and want to do something about this because this affects your team’s morale and performance.

*You could use an “**I**” **statement** here to let the person know how you feel about this, by saying something like, “I feel upset when I see you criticizing the policemen and women of our team so often. I can see that it affects their work as well, and I wish you would be less critical of them and encourage them instead.”*

Situation set B

1. Your friend complains to you that a senior officer’s son has just verbally abused him and that he feels like going and smashing something in his office.

***Reflective listening would be a good tool to use here.** For example, you could say, “You sound really angry about being abused by that boy and seem to want to do something about it.”*

2. Your colleague always talks to you while you are busy working and distracts you and your work is being affected as a result.

- *This is your problem because it is your work that is being affected by it.*

- *You can address this problem by using an “I” statement, such as, “I am unable to get all my work done properly when you talk to me while I am working. I would rather we talked during our breaks instead.”*

3. A colleague says to you, “I’ve been trying so hard, working day and night to solve this case, but all I ever hear from the seniors is that my team is inefficient. I don’t know what else to do. Maybe I should just give up.”

Reflective listening would be a good tool to use here. You could say something like, “It seems to me that you feel hurt and helpless because your seniors don’t appreciate your work and you don’t know what to do about it.”

Situation set C

1. A colleague of yours says to you, “What’s the point of putting our life in danger for people’s safety? They don’t appreciate us, they don’t respect us, and they don’t have any faith in us. I really don’t want to do this anymore.”

Reflective listening would be useful in this situation. You could, for example, say, “It sounds like you are disappointed with the lack of appreciation and respect you get from people around you and this makes you want to give up your work.”

2. A junior officer in your team gets very aggressive with people whether s/he’s interrogating them, searching them, etc. The other said s/he pushed this prisoner very hard for no reason. You do not like this at all and get upset every time you see it happening.

This is **your problem** because this officer is part of your team and you are upset by his/her behavior.

You could use an **“I” statement** and say something like, “It really disturbs me to see you deal with prisoners so aggressively. I suggest you use more appropriate ways of communicating with them.”

3. A colleague of yours says to you, “I cannot believe the way this other friend and colleague of mine spoke to me this morning. I asked him if he could help with some work, and he snapped at me and was very rude and sarcastic. I considered him a friend and can’t believe the way he responded.”

Reflective listening would be a good tool to use here. You could say something like, “You seem quite shocked and hurt by the rudeness with which your friend spoke to you this morning.”

Lesson 20: Interpersonal behavior

Objective/s

- To help the participant differentiate between aggressive, passive and assertive behaviors.
- To increase the participant understanding of the characteristics of each of these behaviors.

Activity 1: Kinds of interpersonal behavior

Time required:

40 minutes

Material needed:

Interpersonal behavior case study

OH/Poster: Aggressive behavior

OH/Poster: Passive behavior

Preparation needed:

Reading of interpersonal behavior case study

Basic reading: Aggressive behavior

Basic reading: Passive behavior

Outcomes:

- The participants will be able to identify the 3 kinds of interpersonal behaviors and describe their characteristics.

Method:

- Interactive presentation

Step 1

The trainer hands out a case study to participants and gives them 5 – 10 minutes to read through it.

Step 2

The trainer asks the participants to identify the different ways that people might react to the situation in the case study.

Note:

The trainer needs to clarify that s/he is not asking for ideal responses, but the way different people might react. If necessary, examples can be given, for example, some people might shout, others might sit quietly and do nothing, etc.

Step 3

When a good list has been generated, the trainer explains that there are 3 main categories of interpersonal behavior: aggressive, passive and assertive. Briefly, the trainer explains that passive behavior is at one end of the spectrum and refers to not doing anything at all in response to a negative situation or responding meekly or too nicely. Aggressive behavior is at the other end, refers to an over-powering, angry response to a situation. The trainer also mentions that sometimes people may also respond in ways that are part aggressive and part passive. This is called passive-aggressive. For example, you may be upset with a friend for having been rude to you. You do not bring it up with the friend him/herself (which is passive behavior), but you bring it up with other friends of yours and backbite viciously about that friend (which is aggressive). Similarly, a stony silence or not talking to someone can also be considered passive aggressive because it means not bring up the issue (passive), but may be intimidating or frightening for the other person (aggressive). Then there is assertive behavior, which will be discussed in more detail later.

Step 4

The trainer asks the participants to identify all the responses that they would consider aggressive and circles these.

Step 5

The trainer asks the participants to identify all the responses that they would consider passive and marks these differently (e.g. with a tick or cross).

Step 6

The trainer asks the participants to identify any responses they think are both aggressive and passive (passive-aggressive) and marks these

Step 7

The trainer points out that most or all of the remaining responses will fall into assertive.

Note:

The trainer will need to have a good understanding of these 3 behaviors (see reading) and will need to guide the participants through this process, explaining why the responses they have identified fall into such and such category.

Step 8

The trainer explains that assertive behavior lies in the middle of the 2 behaviors identified, which is different from aggressive in that it does not aim to control or attack the other. It is different from passive in that it does mean standing up to a negative situation and not sitting back or withdrawing.

Step 9

The trainer explains that for most of us aggressive and passive behaviors are situational and may come out depending on the situation. We may be aggressive sometimes, passive at other times and assertive at others. In some people, however, these behaviors may be personality traits, meaning that they may be characteristic of a person's personality. For example, there are people who are generally considered to be aggressive because they respond aggressively to most people in their lives. It is when we start to become stuck in any one of these behaviors (e.g. always passive in every situation or most situations) that they start to harm us. Being aware of these behaviors allows us to consciously decide what behavior is most useful for us in different situations, trying to stay assertive in most situations.

Step 10

To discuss each of these behaviors in more detail, the trainer writes the word “aggressive” on the board and asks the participants to identify the following for aggressive behavior and for people who are generally aggressive:

What kind of behavior is aggressive behavior?

What sort of body language would be considered aggressive?

What is an aggressive person thinking/feeling when s/he is being aggressive?

What effect might the aggressive person is having on the other?

Step 11

Repeat for passive behavior

Step 12

The trainer tells the group that assertive behavior will be discussed in more detail later.

Overall notes – Session 20

It is important during this class to explain passive and aggressive, their motivation and thinking process as well as some aspects of both behaviors as they are easily confused with assertive, which will be looked at in detail in the next class. Some kinds of passive behavior are, in many ways, more difficult to identify than aggressive behavior. Aggressive behavior, because it is intimidating, is more easily identifiable. Even when it is not loud, aggressive behavior is recognizable by its arrogance, threatening tone or sarcasm. Most people can relate to the feeling of wanting to back off or to retaliate that another person’s aggressive behavior brings on. Passive behavior is more complicated and this needs to be clarified, because passivity is not always about keeping quiet or being scared; it can also manifest as being extra nice and polite. Over-explaining, giving false excuses or too many excuses or being very apologetic are also forms of passive behavior. It may be useful to explain that any behavior in which a person is unable to stand up for and express his/her own needs or point of view honestly is a form of passive behavior. All behaviors are relative and there are degrees to how passive, assertive or aggressive you can be, and so some behavior, e.g. not being able to speak up at all, may be more passive than other behavior, such as speaking up but making false excuses, but both are passive nevertheless.

Readings – Lesson 20

Reading 23 (R23) - Aggressive behavior

Examples of aggressive behavior

Yells, screams, attacks, gets angry, puts down, humiliates, ridicules, is violent, dominates, intimidates, threatens, terrorizes, throws things, controls, shows one's power, is judgmental, gets easily irritated and impatient, always wants one's own way, thinks about one's needs only, is argumentative, forces, does not listen, interrupts, gives feedback, but cannot take it, is often sarcastic, etc.

Aggressive body language

Stiff, upright, tense, intimidating eye contact, threatening gestures, glaring, tight-lipped, uninterested, mocking expression, etc.

Aggressive thoughts and feelings

Only my needs are important, I must make the other person feel bad, weak or scared, I am the most important person here, I am superior (or I am weak, but must act superior to hide my weakness), I must win no matter what, I must scare and intimidate the other person, I must appear strong at all times, I must attack the other person before s/he attacks me, etc.

Effect on other people

People are intimidated, scared off, passive, aggressive, manipulative and sneaky (passive-aggressive), they may back off to withdraw, avoid, distance themselves from the person, do not respect person, feel disrespected, lose self-respect, become equally aggressive, do not respect the person, but may pretend to respect out of fear or in order to avoid confrontation, etc.

Reading 24 (R24) – Passive behavior

Examples of passive behavior

Avoids, is nervous and scared, backs off from the argument, does not bring up issues and things that bother him/her, wants to please others, always agrees, does not say "no", does not express needs and opinions, speaks in a low voice, gives in easily, does not ask for things, always worries about upsetting others and so is always nice, cannot give feedback, does not confront, always agrees with feedback that is given to her, etc. makes excuses rather than giving the real reason, is apologetic for own needs, feels guilty about own needs, is under-confident.

Passive body language

Nervous, fidgeting, little eye contact, bent, etc

Passive thoughts and feelings

The other person is more important than me, I should not upset the other person, it does not matter if my needs are not met, I should not get angry or show that this is upsetting or bothering me, I am not as strong as the other person, it doesn't matter if I lose, I can't say anything if what the other person says is hurtful to me, I should not let this become a fight, I am not worth respecting, etc

Effect on other people

Other people think that they can take person for granted, think that person can be used and suppressed, feel pity, and lose respect for the person.

Activity material – Lesson 20

Case study: Interpersonal behavior

There is a team of 8 policemen and women working on a very important case. At the beginning of the investigation, the team met and everyone was assigned tasks that they would take responsibility for. They decided they would meet at the end of every day to review progress and plan ahead. On the first day, all but one of the team members, Amir, had completed their tasks for the day and had made good progress. Amir had not even begun. He said he had been busy working on something else, but would definitely start tomorrow. Three days later, he had still not started and had nothing new to report. There was always some reason or the other – other work, etc. This was putting more pressure on the rest of the members, who now had to do more work in less time. A month later, Amir had still not completed his set of assignments, and had even messed some tasks up, such as losing a set of important documents. The team is under a lot of stress and pressure from the seniors increases every day. Everyone is have to put in a lot of extra time and effort in trying to solve this case, and because of Amir, there is even more pressure. Today there is another team meeting. Amir is already half an hour late. The team is very upset by this time. He finally arrives and apologizes, saying he had some other things to do.

Everyone has different ways of responding to such situations. How do you think various people in the team will respond to Amir when he enters the room?

Lesson 21: Assertive behavior

Objective/s

- To help the participants identify and understand assertive behavior and its dynamics.
- To develop the participants' assertiveness skills

Activity 1: What is assertive behavior?

Time required:

25 minutes

Material needed:

OH/Poster: Assertive behavior
Handout assertive behavior

Preparation needed:

Basic reading: Assertive behavior

Outcomes:

- The participants will be able to identify and describe the characteristics of assertive behavior.

Method:

- Interactive presentation

Step 1

The trainer writes the word "assertive" on the board and asks the participants to identify the following for assertive behavior and for people who are generally assertive:

What kind of behavior is assertive behavior?

What sort of body language would be considered assertive?

What is an aggressive person thinking/feeling when s/he is being assertive?

What effect might the assertive person is having on the other?

Note:

This is often a difficult behavior for participants to identify and the trainer will need to continuously add to the list (see readings).

Step 2

The trainer presents assertive behavior in more detail, making the point that not everyone can be assertive all the time. There are situations that call for a little more aggression (e.g. in self-defense) or for more passive behavior (e.g. at gun point), but generally, assertive is preferable to the other 2 behaviors because it keeps in mind a person's own needs, but is respectful of the other person at the same time. It does not allow others to take advantage of you, but does not allow you to take advantage of them either. It allows a healthy interpersonal balance.

Activity 2: Practicing assertiveness

Time required:

15 minutes

Outcomes:

- The participants will be able to apply the principles of assertiveness to specific situations.

Method:

- Role-play

Step 1

The trainer tells the group that they will now be participating in a role-play to see the difference between the behaviors and to practice assertiveness.

Step 2

The trainer asks for about 7 volunteers for the role-play: 2 for aggressive, 2 for passive and 2 for assertive behaviors, and 1 person to play the role of Amir in the case study.

Step 3

The trainer calls them to the front of the room and explains that they will now perform a 3 – 5 minute skit, playing the Amir situation. The 2 aggressive actors will respond to Amir aggressively, the 2 passive players will respond passively and the 2 assertive players will respond assertively. Amir will try and be a generally difficult person and respond as he pleases with each of the players.

Step 4

The trainer facilitates the role-play and watches the skit, noting when the players are aggressive, passive or assertive and what effect they are all having on each other.

Step 5

After 3 minutes, the trainer stops the skit, sends the volunteers back to the large group and discusses the following with the participants:

- *How aggressive were the aggressive players?*
- *What did the aggressive players do that was aggressive?*

- *Were they aggressive throughout or were there times they were more passive or assertive instead?*
- *What effect did the aggressive behavior have on Amir?*
- *How passive were the passive players?*
- *What did the passive players do that was passive?*
- *Were they passive throughout or were there times they were more aggressive or assertive instead?*
- *What effect did the passive behavior have on Amir?*
- *How assertive were the assertive players?*
- *What did the assertive players do that was assertive?*
- *Were they assertive throughout or were there times they were more passive or aggressive instead?*
- *What effect did the assertive behavior have on Amir?*

Note:

Many people find it difficult to stick to a particular role and tend to keep slipping into what comes more naturally to them. The trainer needs to pick this up and point this out to them.

Step 6

The trainer tells the participants that we all switch behavior depending on different situations and on how people behave with us. By becoming more aware of our styles, we can begin to control our own behavior, rather than letting other people or situations control it.

Overall notes – Lesson 21

This class is normally a source of great learning for the participants if it is handled well. The trainer will need to be very alert and analytical during this lesson. It is not unusual for participants to unconsciously slip from one behavior into another when role-playing. This happens most often in cases where the role being played by the participant does not come naturally to him/her. For example, a person who is not generally aggressive, but is attempting to play an aggressive role, may start to give excuses, making the behavior more passive than aggressive. Similarly, a person who is not passive in real life, but is to play a passive role here may find it difficult to give in, and may start to sound more aggressive or even assertive in the role-play. The most problems (slipping into a different behavioral role) usually occur when attempting to play an assertive role as participants frequently slip in and out of aggressive and passive as they try and find a middle ground. It is the trainer's job to pick this up and point it out to the actors after the role-play if none participants it up and to explain why the behavior was more passive or aggressive rather than assertive. The trainer also needs to clarify that slipping in and out of roles is very natural in real life, but that one should try and stay in an assertive role as much as possible in most situations, at least as a first resort.

Readings – Lesson 21

Reading 25 (R25) – Assertive behavior

Some people find it difficult to assert their rights. They may want to always be nice to people and not cause trouble. They may be compliant, self-sacrificing and passive. They may feel weak, afraid, resentful, helpless and inadequate. Other people assert their rights without any consideration for the other person's needs, rights, feelings and opinions. They may be aggressive, hostile, self-centered and arrogant. They may make people fear, dislike or avoid them.

Assertiveness means justly, effectively, confidently and respectfully expressing our preferences, needs, opinions and feelings. It means standing up for our rights without violating the rights of others. It means neither taking away all power and control from other people, nor giving them all your power and control.

Some behaviors that may be included in assertiveness are:

- Speaking up, making requests, asking for favors, demanding that your rights be respected as a human being
- Overcoming social fears and low self-esteem
- Expressing negative emotions (complaints, criticism, disagreement, etc.)
- Saying no, refusing requests.
- Showing positive emotions (pride, appreciation)
- Accepting compliments
- Asking for reasons, questioning authority or tradition
- Taking responsibility, taking your share of control over situations
- Initiating and carrying on change
- Expressing thoughts, opinions and experiences.
- Dealing with minor irritations before your anger builds into intense resentment and explosive aggression.
- Listening to others
- Respecting others rights
- Giving and receiving feedback

An assertive person brings issues that are of importance to her, clearly states the problem and its effect on her, is firm and calm, expresses own feelings, listens to other person, has a balanced voice, clear speech, asks what the other person wants, asks clarifying questions, expresses how the situation affects her, attempts to understand the other person's point of view and shows that to the other person (e.g. "what I understand is..."), is able to say "no" when needed, discusses options and attempts to come to a collaborative solution to a problem, does not claim to be an expert, asks for more time if needed, can give feedback constructively and take it, is honest, is able to decide when to be aggressive, passive and assertive, etc. takes responsibility and uses "I" statements.

Body language

Relaxed body and expression, eye contact, shows that the other person is being listened to (nodding, facial expressions, etc.), natural, etc.

Thoughts

My needs, opinions and wants are important, the other person's needs, opinions and wants are also important, if something is bothering me I should express it, we can discuss issues together and try to come to a solution, if there is something I cannot or do not want to do, I should tell the other person honestly, I should not take on more than I can handle in order to please people, I have a right to say no and disagree, other people have a right to say no and disagree, etc.

Effect on other people

People cannot walk all over the person, but are not scared of the person either. Some people may not like it and may get aggressive, but they gain respect for the person, they feel listened to, feel acknowledged and respected even if they disagree, they have the space to express own feelings, needs and opinions, are more open to listening to assertive person, become more relaxed and less defensive.

Lesson 22: Assertive behavior practice

Objective/s

- To improve the participants' assertiveness skills

Activity 1: Being assertive

Time required:

40 minutes

Material needed:

- Hand-out: Example of steps to an assertive response
- Hand-out: Assertive behavior examples
- Assertiveness situations

Preparation needed:

- Basic reading: Example of steps to an assertive response
- Basic reading: Assertive behavior examples

Outcomes:

- The participants will be able to apply assertive behavior to a range of situations.

Method:

- Role-play

Step 1

The trainer tells the participants that today they will be practicing assertive behavior.

Step 2

The trainer briefly presents the main characteristics of an assertive response:

- State the problem
- State how it affects you
- State your suggestion
- Listen to the other person throughout

Step 3

The trainer reads out situation 1 and asks for 2 volunteers to come to the front of the room and role-play it. One person is to play the problem person and the other, the assertive player.

Note:

The role-play should last about 3 – 5 minutes

Step 4

After 3 -5 minutes, the trainer stops the skit, sends the volunteers back to the large group and discusses the following with the participants:

- *How assertive was the assertive player?*
- *What did the assertive player do that was assertive?*
- *Was s/he assertive throughout or were there times s/he was more passive or aggressive instead?*
- *What effect did the assertive person's response have on the problem person?*
- *Could the assertive person have done anything else to be more assertive?*

Step 5

The trainer repeats steps 3 and 4 for the other 2 situations.

Step 6

The trainer asks the participants how they liked the activity, whether they feel more comfortable being assertive now, what they learnt about assertiveness and what the most difficult part about being assertive was.

Overall notes – Lesson 22

In this class the trainer aims to work on consolidating the skills learnt in the last session by focusing on assertive behavior. The participants learn well during this session as they are exposed to a range of situations to practice with. As in the last session, the trainer needs to be alert to instances where passive and aggressive behavior may start to creep into the assertive role-plays. It may be useful to take careful notes while the role-play is carrying on in order to remember the exact moment and sentence where the behavior stopped being assertive. The aim of such careful identification and discussion is not to show the participants that one must be assertive all the time, but to help them recognize the subtle differences between the 3 behaviors and to be aware of when they start to slip, so that their behavior is more in their control.

Readings – Lesson 22

Reading 26 (R26) - Steps to an assertive response

Situation: *Your friend keeps borrowing your books and returning them to you ruined. This really upsets you because you love your books and want to maintain them.*

Steps

- 1. State the problem** (e.g. you tell your friend you want to talk to him. You tell him he has ruined 2 of the books he borrowed from you.
- 2. State how you feel and how it affects you** (e.g. you tell him it upset you because you like to take care of your books and now you feel worried about lending him your books.
- 3. State your suggestion for the future** (e.g. either you don't want to lend him your books again or that you want him to make sure this does not happen again.

And don't forget to listen along the way.....

Reading 27 (R27) – Example of assertive responses

Situation 1: Your colleague constantly makes fun of you or puts you down in front of your seniors.

Possible aggressive response: saying to him/her, "You're such an immature and inconsiderate person." You stay away from me – I don't want to see you again. You wait and see what I do to you next time you try that!"

Possible passive response: Avoiding being with the 2 of them together, or letting it go each time and never bringing it up, fearing that your colleague will get annoyed or the relationship will be damaged.

Possible assertive response: Saying to him, "When we are sitting with our seniors you often make jokes about me or criticize me in some way. For example, yesterday you made the remark about how funny my eating habits were, and this morning you made a joke about the state of my office. I feel embarrassed and frustrated because I can't respond to you in front of the others and because I feel such remarks are unnecessary as they have nothing to do with my work and don't need to be said in front of the seniors, where I am considered a professional. I would prefer it if you did not make such remarks in the future. If you want to joke with me or have any constructive feedback to give me about my work I would rather you did that in private.

Activity material – Lesson 22

Assertive behavior situations

Situation 1

Your senior is asking you to work double your working hours for a particular case. You are usually willing to put in extra hours, but you have already done this often and this time you really need more time for your personal life and do not want to do this extra work at all, especially when you have asked around and know there are other people who are able to do it instead.

1 possible assertive response:

I understand that you need someone to put in more hours for this case, but I'm sorry I don't want to do it this time. I have been putting in extra hours for some time now, and feel frustrated because I am not getting any time for my family because of my work. I have asked a few other people and there are some who are available for extra work, so I suggest you ask one of them. I think you will find someone suitable.

Situation 2

Your colleague gets very aggressive with people when s/he is in a bad mood or under stress. All of this week and especially today, s/he has been yelling at you over very small things. S/he is also this way with other people, including prison inmates. At times s/he even gets physically aggressive. You are upset about this and decide to have a talk with him/her.

1 possible assertive response

I've noticed that over the last week, especially today you have been yelling at some people like Asif, the new prisoner and me quite a bit. Yesterday you told me in a very loud voice to leave you alone when you were working in your office, and just this morning you yelled at me when I couldn't find your file immediately. I know you are under pressure, but it annoys me to have you talk to me that way, especially over something that is not serious. I also wanted to tell you that yesterday I saw you shake that prisoner really hard because he didn't answer you the first time, and I was upset about that too because he had not done anything that serious and I don't think your behavior was appropriate. I really wish you would find a way of calming yourself down when you are feeling stressed out and talk to all of us more respectfully.

Situation 3

Your training academy is arranging a special training course for its members of which you are one. They said they would pick a few members on the basis of who had the most experience in the field they are looking at. At a meeting the person in charge of the selection informs all of you of the people who have been picked. Your name is not among them even though you are one of the most experienced policeman/women at the academy. The academy may have its reasons for not picking you, but you want to at least know why, and so you decide to talk to the main person in charge.

1 possible assertive response

I wanted to talk to you about the selection process for the special training package. I remember clearly that according to the selection criteria you outlined at the meeting last week, members were to be selected according to the number of years of experience they had. I was, therefore, disappointed when my name was not called out this morning because as you know I am one of the most experienced people at the academy. I thought I would ask you why I had not been selected when I clearly match the requirements.

Lesson 23: Feedback

Objective/s

- To increase the participants' understanding of feedback and its importance in interpersonal communication both in one's personal and professional lives.

Activity 1: What is feedback?

Time required:

15 minutes

Material needed:

OH/Poster: Feedback

Preparation needed:

None

Outcomes:

- The participants will be able to define feedback

Method:

- Interactive presentation

Step 1

The trainer asks the participants what they understand by feedback, and after taking a few responses, tells them that feedback in interpersonal communication means giving your opinion on what someone says or does. The trainer goes on to explain that throughout the interpersonal communication process you exchange feedback - messages sent back to the speaker concerning reaction to what is said or done earlier. Feedback tells people what effect they are having on others around them. It may, for example, tell the speaker what effect he or she is having on listeners. On the basis of this feedback, the speaker may adjust, modify, strengthen, de-emphasize, or change the content or form of the messages. Feedback is not the same as criticism, as the aim of feedback is always to improve the situation. Feedback may, however, be critical, which means it may identify a certain behavior that is not helpful. Positive feedback refers to identifying behavior that is helpful, and is aimed at sustaining it. Feedback shows that you care about the performance of the person you are giving it to, and about the progress of the work you are involved in.

Activity 2: The importance of feedback

Time required:

25 minutes

Material needed:

Preparation needed:

Basic reading: Difficulties of feedback

Outcomes:

- The participants will be able to identify the importance of giving and receiving feedback

Method:

- Interactive presentation

Step 1

The trainer makes the point that feedback; both positive and critical is not always easy to give. The trainer asks the participants why they think this is so, takes a few responses, and explains that people may be afraid of a number of things when giving feedback, and so they tend to avoid it as much as possible.

Step 2

The trainer asks the participants why it is also difficult to take feedback, and explains that people do not always want to face what they need to change or may take feedback very personally.

Step 3

The trainer divides the participants into 4 groups. Two of these are to identify what advantages there are of giving both positive and critical feedback. The other two are to identify what could happen if feedback is not given.

Step 4

After 10 minutes call the groups back into the large group and ask a person from each group to briefly present his/her group's responses.

Step 5

The trainer ends the discussion by making the point that feedback is very important for interpersonal communication. If it were not given or taken, there would be less room for improvement or further learning, the person who is seeking feedback may start to feel that s/he is not important enough, the person wanting to give feedback would feel frustrated that s/he is not able to, the relationship would be superficial because there would no honest sharing of opinions, etc.

Step 6

The trainer reminds the participants of the Johari window where one way of expanding the open quadrant was to further close what *others know, but I don't know window*. This refers to feedback because it is through feedback that we find out what others think about us, that we ourselves were perhaps not aware of.

Overall notes – Lesson 23

In the feedback class there is often a lot of discussion and sometimes argument over whether or feedback should be given as a lot of participants assert that honest feedback can sometimes hurt relationships, a risk they would rather not take with relationships that are important to them. Often police personnel do not see the value of this lesson so clearly at the beginning as they feel that they are powerless in front of their seniors and would not be able to ever give them honest feedback. If this comes up in class, the trainer needs to bring up the point that in personal relationships the participants need to decide whether it is the existence of the relationship per se that is important or its quality because while feedback can sometimes create friction, at the end, if the relationship is worth it, it will come out stronger because you only give feedback to someone you care about and about things you genuinely want to improve. The trainer also needs to emphasize that feedback is not about criticizing the person, but about giving your opinion about a certain behavior or act; it need not be taken personally either. The trainer needs to acknowledge that in professional relationships, especially hierarchical ones, giving feedback is difficult. However, it is not impossible, and participants need to decide for themselves how important it is for them and when. To a large extent, this depends on how it is given.

Readings – Lesson 23

Reading 28 (R28) - Difficulties of Feedback

Why is feedback difficult to give?

- Some people find it much easier to criticize than to give positive feedback
- Some people find it hard to give critical feedback because they are afraid of hurting people's feelings
- They may be afraid of the reaction that critical feedback will provoke in the other person.
- They may be afraid that giving critical feedback will damage their relationship with the other person.
- They may have ulterior motives – they may actually want the other person to fail at whatever s/he is doing and not improve.
- They may not be self-confident enough to give critical feedback
- They may be afraid of the other person.
- They may not care enough about the situation or person to give feedback

Why is feedback difficult to receive?

- Some people get embarrassed when they are complimented on something they have done well.
- They may not have enough self-confidence or trust in people to believe that the positive feedback is genuine.
- Some people do not want to face things about themselves that they need to change
- They may take feedback personally rather than about that particular behavior.
- They may feel hurt and get defensive
- It may make them feel bad about themselves
- It may embarrass them that people around them have noticed something they did not do as well.
- They may not want to make the effort to change or improve on anything.
- They may not care enough about the situation or the other person to change anything about themselves.
- They may not be good listeners.

Lesson 24: Giving and receiving feedback

Objective/s

- To help the participants apply the feedback principles to specific situations.
- To improve the participants' skill of giving and receiving feedback.

Activity 1: Guidelines for feedback

Time required:

20 minutes

Material needed:

OH/Poster: Guidelines for giving and receiving feedback

Preparation needed:

Basic reading: Guidelines for giving and receiving feedback

Outcomes:

- The participants will be able to identify the guidelines for giving and receiving feedback

Method:

- Interactive presentation

Step 1

The trainer makes the point that the way in which feedback is given or taken can make a big difference on its impact. The trainer asks the participants what a person giving feedback can do to make the process more useful. After taking a few responses, the trainer presents and explains the guidelines for giving feedback, making the point that the aim of giving feedback is only to improve a certain, changeable behavior, and not to put the other person down or to make him/her feel bad.

Step 2

The trainer asks the participants what a person receiving feedback can do to make the process more useful. After taking a few responses, the trainer presents the guidelines for receiving feedback, making an important point that *listening* with an open mind to the feedback being given to you is extremely important whether you choose to agree, disagree or think about the feedback.

Activity 2: Feedback practice

Time required:

20 minutes

Outcomes:

- The participants will be able to give and receive feedback while following the guidelines.

Method:

- Small groups

Step 1

The trainer explains that in this activity the participants will practice both giving and receiving feedback while following the guidelines.

Step 2

The trainer puts the guidelines up on the wall/board.

Step 3

The trainer demonstrates by giving the participants some feedback, while following the guidelines.

Step 4

The trainer invites feedback from the participants (only one) about any aspect of the training or trainer, and responds to it following the guidelines.

Step 5

The trainer divides the participants into groups of 3 participants each and tells them that the group members are to take turns giving feedback to each other about the behavior they have observed during the days they have been together during this training. While one person is giving feedback to the second, the third person is to observe whether or not the guidelines for both giving and receiving feedback are being followed. By the end all 3 group members should have received feedback, given feedback and observed the process.

Step 6

In the large group, the trainer asks the participants how it felt to give and receive feedback, both positive and critical, whether it was easy or hard. The trainer asks the observers if the guidelines were being generally followed.

Overall notes – Lesson 24

Identifying ways of giving and receiving feedback are not very difficult to identify, but the actual practice session can be a bit threatening for some participants. Even when the trainer invites the participants to give him/her feedback, there is often some reluctance and even when they do, the participants will give only positive feedback. If the trainer wishes s/he may ask them for feedback on something that needs to be improved. Before they break up into small groups, the trainer should clarify once again that both critical and positive feedback can be given in the groups, and the guidelines need to be followed at all time both when giving and receiving the feedback. The trainer may wish to remind the participants again that feedback can only be given about some aspects of the participants' behavior during this training and must be useful and changeable. Giving feedback about someone's height for example, is neither useful nor changeable.

Readings – Lesson 24

Reading 29 (R29) – Guidelines for Giving Feedback

1. Descriptive

It should be descriptive, not evaluative. Describe the behavior, do not judge it or respond to personality and assumed motivation. Does not use right/wrong language (*"I notice that you are looking really down these days?"*)
Not *"Why are you being so aggressive to others?"*)

2. Specific

Instead of general talk about a specific piece of behavior (*"When you went to your mother's house while I was sick, I felt as if you did not care about me."*) **Not** *"You are always inconsiderate and cold."*)

3. Changeable

Only deal with that which a person can do something about; **not**, *"I do not like the shape of your nose."*

4. Requested

Feedback is heard most easily when the other person asks for it. There is also the option of asking a person if they want to hear some feedback you wish to offer.

5. Timely

Feedback is best when you give it as soon after the action/behavior as possible.

6. Positive combined with critical.

Try to give positive feedback first and then negative feedback (but in a constructive way.)

7. At an appropriate time and place.

Try to give feedback at a time which is appropriate and enough for you and the other person.

Reading 34 (R34) – Guidelines for Receiving Feedback

- **Listen** and agree with what is being said. (*"I also do not like it when I do that."*)

OR

- **Listen** and request more information about what the person means. (*"Could you be more specific? What about my being quiet bothers you?"*)

OR

- **Listen** and say thank you.

OR

- **Listen** and disagree. (*"What I hear you saying is that I have given too many suggestions during the meeting. Although I respect your point of view, I do not agree. I think my contributions have been valuable and I will continue offering them."*)

OR

- **Listen** and express what you are feeling. (*"I am feeling upset. It was not my intention to avoid you."*)

AND/OR

- **Listen** and request time to deal with the issue later.

Lesson 25: Anger

Objective/s

- To help participants understand anger in general and its role in their personal and professional lives

Activity 1: What is anger?

Time required:

15 minutes

Material needed:

OH/Poster: Anger

Handout: Anger

Anger statements

Preparation needed:

Basic reading: Anger

Outcomes:

- The participants will be able to understand anger and its expression

Method:

- Interactive presentation

Step 1

The trainer asks the participants what emotions are most common in their lives. Responses should include happiness, worry, anger, fear, sadness, etc.

Step 2

The trainer explains that anger is a common emotion, and is one of the most difficult ones to manage. This has been identified time and time again in training with the police.

Step 3

The trainer reads out a statement one by one and asks the participants to raise their hands if they agree with it. The statements are:

- Anger is a natural and normal emotion
- Anger is a bad and destructive emotion
- Good people do not feel angry
- People should try and stop themselves from feeling angry

Step 4

When all the statements have been read out, the trainer gives his/her answers to each statement and makes the point that anger is a natural and normal emotional state that can vary in intensity from mild irritation to intense fury and rage. Every human being feels angry at some point. Anger even has its advantages – for example, it makes people stand up against injustice and fight for their rights. It is not anger that is bad and destructive, but how it is dealt with that can be good or bad.

Activity 3: Personal anger

Time required:

25 minutes

Material needed:

Personal anger statements poster

Preparation needed:

Personal anger statement poster

Outcomes:

- The participants will be able to assess the sources of their own anger and its expression.

Method:

- Statement completion, interactive presentation

Step 1

The trainer puts up a poster with 4 incomplete statements and asks the participants to complete the statements individually in their notebooks and to share their responses in pairs.

Step 2

The trainer asks the participants the following questions and notes down the responses:

- *What are the general sources of your anger? – What sort of things makes you angry?*
- *How do you feel about your own anger? – is it justified? Is it excessive? Is it too mild? Is it controllable?*
- *What happens when you are unable to express your anger directly at the object of your anger?*
- *What happens when you cannot express your anger at all?*

Step 3

The trainer acknowledges that there are a number of situations in the lives of policemen and women in response to which they feel angry. There is a huge amount of stress in their lives, there are power issues, there are discipline issues, and there are interpersonal problems as they are in every team. It is important to

acknowledge these and to understand that they are very real issues and that anger is a natural and normal reaction to them most of the time. At the same time people also need to analyze their own anger and assess whether the source of their anger is always external (to do with the environment) or at times also internal (to do with their own personality). In both cases, policemen and women need to understand the impact of this anger on them when they deal with it, either by choice, or by a lack of it, in ways that are not helpful, such as a when they are do not or are unable to express it directly, when they do not express it at all, when they express it, but in inappropriate ways. This will be discussed in more details in the next session.

Overall notes – Lesson 25

The anger session often starts off with a denial or disapproval of anger as an emotion. Participants often put forth religious or social arguments regarding anger and speak of the virtues of never feeling angry. The trainer needs to listen to all of this, but then intervene and make the point that anger is simply a reaction to a violation, real or imagined, of one's rights or to perceived injustice. As every human being perceives at some time or the other that his/her rights are being violated or that things are not fair, anger is a very natural emotion. Denying one's anger or feeling guilty at its emergence are in fact, not helpful ways of responding to one's anger because the more it is suppressed, the more likely it is to harm you. The trainer points out that all the revolutions in the world, including religious and political, begin because someone wants to rebel against what s/he considers to be a form of injustice. Never being angry would mean we would never stand up to any wrongdoing. The trainer must emphasize again and again that it is the way in which anger is dealt with which makes it wrong or right. In order to get to a point where one can manage one's anger in this way, one must first analyze one's anger, its source and your existing way of dealing with it, which is what the aim of this class is.

Readings – Lesson 25

Reading 30 (R30) - Anger

- Anger is "an emotional state that varies in intensity from mild irritation to intense fury and rage," (Charles Spielberger, psychologist)
- Anger is a completely normal, usually healthy, human emotion.
- Like other emotional responses, anger is accompanied by physiological changes, such as an increase in the heart rate, blood pressure, energy hormones and adrenaline.
- Every person, no matter who s/he might be, feels angry at some time or another, and this, is nothing to be ashamed or guilty about.
- Anger is not a bad or destructive emotion itself. In fact, it even has its advantages, such as giving us the motivation, energy and sometimes even aggression needed to stand up for issues that we feel strongly feel about, the violations of our rights, for self-defense, etc.
- The reason anger is often considered to be a bad emotion, is because it is often expressed in ways which is inappropriate and harmful.
- How we respond to and express our anger is what makes it good or bad, constructive or destructive.
- Therefore, our effort should not be going into trying to stop ourselves from every getting angry, but into identifying and learning ways of expressing this anger in useful and appropriate ways.
- At the same time we also need to examine our own anger (what or who provokes anger in us, how often we become angry and how we usually express it) and assess whether the anger is really justified – (that there is a valid reason for it) or whether it is part of our personality – and we react to everything angrily or often show excessive anger.

Activity material – Lesson 25

Personal anger statements

I feel angry when others.....

I feel my anger is.....

When I do not express my anger directly, what happens is that.....

When I do not express my anger at all, what happens is that.....

Lesson 26: Anger management

Activity 1: Anger management

Time required:

20 minutes

Material needed:

OH/Poster: Anger management

Hand-out: Anger management

Preparation needed:

Basic reading: Anger management

Outcomes:

- The participants will be able to identify destructive and constructive ways of managing anger

Method:

- Interactive presentation

Step 1

The trainer asks the participants to brainstorm on all the ways in which people respond to their anger

Step 2

The trainer asks the participants to identify the following from the list:

- *Which ones are destructive to either the person expressing the anger or to others?*
- *Which ones are constructive – effective in the long run?*

Step 3

The trainer re-emphasizes that it is not anger itself that is bad, but the way in which people respond to or manage it that can be destructive.

Step 4

The trainer asks the participants what they think would happen if a person ignored his/her anger and suppressed it completely, making the point that it is important that anger is always consciously dealt with, but constructively. Otherwise, what can happen is that the anger grows inside and finds inappropriate outlets for it and starts to control the person rather than the person controlling the anger.

Step 5

The trainer discusses with the participants problem-focused (focusing on solving the actual problem) and emotional-focused (focusing on reducing the emotion only) techniques of effective anger management, both of which are useful depending on the circumstances.

Activity 2: Personal anger situations

Time required:

20 minutes

Material needed:

Personal anger questions

Preparation needed:

Outcomes:

- The participants will be able to identify a source of anger in their lives, analyze their own reactions to it and identify appropriate ways of dealing with it.

Method:

- Pairs

Step 1

The trainer asks participants to individually identify the following in 5 - 7 minutes.

- *A situation in your life where you felt really angry with someone.*
- *What about the person made you angry?*
- *How did you deal with the anger? –What did you do or say?*
- *What would you have liked to do differently, if at all?*
- *Are there other effective ways in which you could have managed your anger?*

Step 2

Ask the participants how it felt to do this exercise and how it would help them as policemen or women.

Overall notes – Lesson 26

This is an important class, which allows the participants to thoroughly analyze their coping with anger skills and to understand their implications. The trainer needs to clarify that there are different levels of coping and that sometimes, especially when the anger level is high and the person is afraid of losing control and of doing or saying something s/he might later seriously regret, stopgap or temporary ways of dealing with anger are helpful. For example, drinking a glass of water or taking a shower or avoiding the situation, etc. The trainer needs, however, to clarify that these are not long-term anger management techniques. In order to deal with on-going anger-provoking situations, people need to develop better skills. Here the trainer needs to clarify that some techniques are useful when you have thought about and established that the anger cannot be expressed directly to the person who is the object of anger. At other times, skills such as assertiveness, good communication, etc are useful and may help you to arrive at a sustainable solution rather than only looking for a way of calming yourself. Whatever the case, we all need to think about the ways of managing our anger, which do not involve suppressing or ignoring the anger, but which allow us to find healthy ways for its expression.

In order to further emphasize the above points the trainer can share the sayings of Holy Prophet (PBUH)

“One who manages ones anger well is better than the other who lets down the opponent at that time “
(*Ravi Hazrat Abu Huraira (RS), Sahee Bukhari, Hadees No. 854/35*)

Readings – Lesson 26

Reading 31 (R31) – Anger management

People use a variety of both conscious and unconscious processes to deal with their angry feelings. Whatever the method chosen, it is important that the anger is managed in some appropriate and effective way. If it is too suppressed and ignored, it can lead to harmful results, such as constant resentment, cynicism, sarcasm, hostility, bitterness, perpetual sulking, depression, anger being turned inwards to self-blame, physical symptoms (e.g. hypertension) or an explosion of the bottled up anger, which often comes out as aggression.

The other extreme is people whose anger swings out of their control and who deal with it in inappropriate ways, such as through verbal or physical aggression or through self-destructive ways such as alcohol and drug abuse, self-blame, hurting oneself, taking out the anger at other people not related to the situation, back-biting, etc.

Clearly, both categories of people - those who regularly suppress their anger and those who regularly lose control over their anger are likely to have problems in their relationships.

Anger Management

Anger management refers to acknowledging and managing one's emotional, behavioral and physiological reactions to anger. The steps to anger management are a) to be aware of one's anger, b) to assess whether or not the feeling is really anger (e.g. could it be sadness covered up by anger?), c) to assess the intensity of our anger (e.g. scale of 1 – 10) and d) identify ways of managing the anger. The methods that one uses to manage this anger can be problem-focused, meaning that they focus on solving the actual problem that is the cause of the anger, or they may be emotion-focused, meaning that they aim to reduce the emotional and physiological reaction to the anger, rather than the actual situation.

Problem-focused coping

Anger can be managed by either expressing it directly to the person who is the object of the anger or it can be dealt with indirectly. Ideally, the direct, assertive expression is the best way of managing your anger as it leaves no resentment or unresolved anger, which can harm either you or others in any way. If the other person also responds assertively, direct expression can also strengthen your relationships, as it is honest and respectful.

However, some people are unable to express their anger directly either because of internal (e.g. lack of self-confidence) or external (serious and unaffordable implications) barriers. In this case, people need to identify other ways of dealing with this anger that are effective, yet harmful neither to themselves nor to others. Seeking the support of people around you to whom you can talk about the situation, express your feelings and seek advice from is one such way. Inviting these people to help you mediate with the person you are angry with is another way.

Emotion-focused

Yet there are times when people feel that there is no real resolution to the situation, that nothing will really change the behavior of person you are angry with or that even if the problem is resolved, the anger will remain. Sometimes this sense of helplessness regarding the expression of anger is an accurate judgment, but at other times it may be imagined because of one's own lack of self-confidence or assertiveness skills. Whatever the reason, some people may choose to manage their anger by calming themselves and reducing their emotional distress rather than by dealing with the problem itself. This may be aimed at either a temporary or a long-term

reduction in your anger. At times, this sort of coping may be the only choice a person has for managing his/her anger. Some examples of such techniques are:

- Rating your anger on a scale from 1 – 10, and not confronting the issues until you have reached at least a 6 or 7 (so that you are calm enough to communicate)
- Taking out time to relax and calm yourself, such as through relaxation techniques, prayer, etc.
- Distracting yourself through other means, such as work or hobbies
- Temporary measures such as drinking water, taking a shower, etc.
- Expressing the anger through writing, art, music, etc.
- Participating in supportive therapy or support groups

Sometimes problem-focused and emotional-focused techniques can be used in combination. For example, a person may start by rating his/her anger and take a shower to calm him/herself down and then speak to the person s/he is angry with assertively.

It is also important to analyze your own anger and to assess its validity. If you are a person who feels angry too often or flies into an intense rage easily, you would need to assess whether that anger is really because of other people or because of your own emotional issues. If this is the case, you may consider talking to a professional about it. Similarly, if you are a person who never feels angry at anything, it may be that you are unconsciously suppressing your anger because you think it is wrong to feel angry. This could affect you in other ways.

Lesson 27: Stress

Objective/s

- To help participants understand stress, its causes and effects.
- To highlight the importance of understanding self for better stress management.

Activity 1: What is stress?

Time required:

20 minutes

Material needed:

OH/Poster: Stress

Handout: Stress

Preparation needed:

Basic reading: Stress

Outcomes:

- The participants will be able to define stress and identify its causes

Method:

- Interactive presentation

Step 1

The trainer asks the participants what they understand by the term stress, and takes a few responses. The trainer explains that self-awareness of one's own stress is extremely important both in one's personal and professional life as it allows us to manage it more effectively. This affects our personal well being, self-confidence, our relationships and in turn, our performance.

Step 2

The trainer explains that some pressure is good because it increases performance. However, when the pressure on an individual seems to be excessive, overwhelming or out of his or her control, stress occurs. It is sometimes a very natural reaction to any big change in one's life, which requires an adjustment. People are exposed to a range of stressors both at work and in their personal lives. Certain occupations, such as the police have higher stress levels than others, but individuals react to stress in different ways.

Step 3

The trainer asks the participants what they think causes stress, and after taking a few responses, explains that a range of situations can contribute to stress in people's lives. There is survival stresses such as at times of danger to one's life, there is internal stresses, which refers to worry over a situation one cannot do anything about,

there is environmental stress, which is a response to things around you – work pressure, family pressure, personal losses, illness, etc. and there is stress caused by fatigue and overwork.

Activity 2: Stressors

Time required:

20 minutes

Material needed:

OH/Poster: Stress

Preparation needed:

Basic reading: Stress

Outcomes:

- The participants will be able to identify stressors in their own lives

Method:

- Small groups

Step 1

The trainer divides the participants into groups of about 4 – 5 participants each and asks them to brainstorm on what the stressors (sources of stress) in their lives are, and to note these down.

Step 5

In the large group, the trainer asks the group to call out their responses and notes them down on the board. The trainer then highlights the most common stressors and adds to the list those that have been identified in other research with the police.

Step 6

The trainer makes the point that everyone experiences stress and that it is a normal reaction to major changes in one's lives. How one copes with this stress can determine to what extent this has an impact on you. This will be discussed in the next session.

Overall notes – Lesson 27

Stress is an issue that everyone relates to. It is usually quite easy for the participants to identify the basic causes, triggers and sources of their stress. In that sense this is normally a class that participants respond well to. The trainer needs to point out that while every human being experiences stress at some point or another, certain professions themselves are stressful. The police, for example, deal with a range of situations that must feel out of their control. This is to do with both the nature of their jobs (fighting crime, long hours, etc) and the structure of their institution (hierarchy and discipline). The likelihood for the police to experience stress is therefore extremely high. As with anger, it is important for people to be aware of what causes their stress and to focus on either solving the problem itself or finding ways of dealing with the stress.

Readings – Lesson 27

Reading 32 (R32) - Stress

What is stress?

Stress is a very natural reaction to any big change in one's life, which requires an adjustment. Some pressure in one's life is a good thing because it increases performance and gives us the energy and strength we need to deal with the demands and challenges of daily life. However, when the pressure on an individual seems to be excessive, overwhelming or out of his or her control, it is called stress.

What causes stress?

Stress may be caused by a variety of factors:

- Environmental pressures (routine or specific – family pressure, work pressure, pollution, overcrowding, difficult working conditions, over-work and fatigue, conflicts, personal illness, caring for an ill person, injury, financial, relationships issues, violence, etc.
- Sudden changes in life (good or bad) – threatening emergency situations, change in jobs, relocation, new relationships, etc. or losses through death, divorce, job loss, etc.

Some specific stressors for policemen

- Unsafe and uncomfortable work conditions
- Exposure to seriously dangerous situations, with a high likelihood of injury or death
- Possible loss of colleagues and friends in dangerous situations
- Extremely long working hours – with little time for self or family
- Over work and fatigue
- Hectic traveling
- Low pay rates and financial problems
- Inadequate leave
- Lack of job security
- Pressure to follow orders - little control on system
- Huge responsibilities and expectations from community
- Lack of adequate support for work – equipment, staff, financial, facilities, etc.
- Lack of appreciation from community

Lesson 28: Stress management

Objective/s

- To help participants identify the impact of stress and ways of managing it effectively

Activity 1: The impact of stress

Time required:

15 minutes

Material needed:

OH/Poster: The stress reaction

OH/Poster: Impact of stress

Handout: The stress reaction

Handout: Impact of stress

Preparation needed:

Basic reading: The stress reaction

Basic reading: Impact of stress

Outcomes:

- The participants will be able to identify the impact of stress

Method:

- Small groups

Step 1

The trainer divides the participants into groups of 4 – 5 each, and asks them to identify the following:

- The possible physical impact of stress
- The possible emotional/psychological impact of stress

Step 2

In the large group, the trainer asks the participants to call out their responses to the 2 questions and notes them down.

Step 3

The trainer presents the main ways in which stress may affect people physically (e.g. ulcers, heart, etc) or psychologically (depression, lack of concentration, etc.), making the point that not everyone responds to stress in the same way. The kind of stress experienced, other stressors in one's life, personal experiences, support from others, personality traits, etc. all combine to determine how someone responds to stress.

Activity 2: Managing stress

Time required:

25 minutes

Material needed:

OH/Poster: Managing stress

Hand-out: Managing stress

Preparation needed:

Basic reading: Managing stress

Outcomes:

- The participants will be able to differentiate between destructive and constructive ways of dealing with stress.
- The participants will be able to identify some constructive ways of dealing with their own stress

Method:

- Interactive presentation

Step 1

The trainer asks the participants the different ways in which people respond to stress, and notes these down.

Step 2

The trainer asks the participants to identify which ones of these are helpful (constructive) ways of dealing with stress and which ones are harmful (destructive).

Note:

The trainer will need to have a good understanding of helpful and harmful ways of dealing with stress and will need to make the point that just because something brings temporary relief does not mean that it is a helpful way of managing stress. In fact, it may actually be harmful (e.g. alcohol).

Step 3

The trainer presents ways of dealing with stress, clarifying that there are a) stop-gap ways of dealing with stress, which provide temporary relief and are not harmful, but are not sustainable in the long run, there are b) harmful ways and there are c) constructive stress management techniques that may take longer to start working, but are much more useful in the long-run.

Step 4

The trainer discusses various constructive stress management techniques with the participants.

Step 5

The trainer asks the participants to individually identify one major stressor in their lives, and to identify one constructive ways of coping with it. They are to quickly share these in pairs.

Overall notes

While most people acknowledge its existence, not everyone realizes the range of ways in which it can impact one's well-being, both psychological and physical. Even fewer people know of ways in which they can manage stress effectively. The trainer needs to clarify that the aim of stress management is not to eliminate stress from one's life because this is impossible. The aim is to identify the stressors that one faces and find ways of dealing with them which are not harmful and which actually reduce the impact of stress. As with anger, the management of stress can focus on the actual cause or it can focus on the symptom. Focusing on the cause is of course a more sustainable way of dealing with the problem, but the trainer needs to acknowledge that this is not always possible, one, because some situations are not changeable (e.g. loss through death) and, two, because even if one cause is eliminated, others will appear since stress is a common reaction to all kinds of changes. Therefore, managing one's symptoms becomes critical. The trainer needs to give the participants time to think about and to identify all the different ways in which they deal with their stress and to analyze by themselves which ones are effective and for how long and which one's are ineffective and to what extent. This self-analysis and sharing of experiences will give the participants the space to think about and choose for themselves ways of dealing with stress that suit their personalities and life styles.

Readings – Lesson 28

Reading 33 (R33) – Stress reaction

The physiological reaction

When a person is under stress, all the body's systems gear up to respond to it. Parts of the brain start to trigger the release of certain hormones and neurotransmitters, and create an immediate emotional and physical response to the stress. The heart, lungs and circulation respond by increasing the rate of breathing, transporting more oxygen and increasing the blood flow. The immune system responds by redistributing immune molecules to areas, which are most vulnerable to injury or infection (e.g. lymph nodes and skin, etc.). The mouth and throat muscles respond by diverting fluids to where they are needed most, thus drying the mouth and making it difficult to swallow. The skin responds by diverting blood flow away from the skin to support the heart and muscle tissues, resulting in cool, clammy, sweaty skin. The metabolic system shuts down digestive activity for the time being.

Such responses are necessary in order to prepare the body to deal with an immediate source of stress and to perform well under pressure. Under normal circumstances, once the threat (the source of the immediate stress) has passed and the effect has not been harmful (no serious injury or loss) the stress hormones return to normal and the systems normalize. This is called the relaxation response. However, when the stress is chronic and continues over long periods of time (e.g. a serious illness, violent relationships, etc.) or is low level but long-term (e.g. work pressure), these physical stress reactions are often harmful in the long run, and the relaxation response is no longer sufficient to bring stress levels down.

The possible effects of such stress may be physical or psychological.

Reading 34 (R34): Impact of stress

Physical	Psychological
<ul style="list-style-type: none">• Hypertension (high blood pressure)• Heart diseases• Stroke• Susceptibility to infections (colds, flu, viral infections)• Gastrointestinal problems (ulcers, chronic stomach upsets, inflammation of the colon, etc.)• Eating problems (weight gain, weight loss, eating disorders)• Diabetes• Pain (muscular aches and pains, headaches, including migraine)• Sleep disturbances (insomnia, restlessness)• Reproductive and sexual problems (lack of interest and pleasure in sexual activity, menstrual difficulties in women, pregnancy-related difficulties, etc.)• Skin problems• Hair loss	<ul style="list-style-type: none">• Memory problems• Learning problems• Difficulty in concentrating• Depression• Anxiety• Low self-esteem• Relationship issues• Performance

Reading 35 (R35) – Dealing with stress

Harmful ways

Smoking, drugs, drinking, acting out, self-destructive behavior, suicidal tendencies, over-eating, self-neglect, over-working, aggression, etc.

Stop-gap/temporary ways

Talking, avoidance, distraction, music, tea/coffee, hobbies, fantasizing, keeping busy, sleeping, crying, etc.

Long-term preventive ways

- Relaxation exercises (yoga, meditation, breathing, visualization, prayer, quiet time alone etc),
- self-awareness (therapy, support groups, self growth)
- positive self talk
- healthy attitudes towards and realistic expectations of oneself
- organizational skills
- time management
- assertiveness
- physical exercises
- healthy outlets (having fun, entertainment)
- developing life purpose, philosophy, religion
- accepting change
- finding support and help in friends and family
- maintaining health and nutrition
- developing a healthy routine

Lesson 29: Leading teams

Objective/s

- To help participants in leadership positions to identify the key functions of a leader and performing teams.

Activity 1: leadership and teams

Time required:

20 minutes

Material needed:

OH/Poster: A good leader

Handout: A good leader

Preparation needed:

Basic reading: A good leader

Outcomes:

- The participants will be able to identify and describe the characteristics of a good leader and performing teams

Method:

- Interactive presentation

Step 1

The trainer divides the participants into 4 groups. Two groups are to identify the characteristics of a good team that performs well, and 2 groups are to identify the characteristics of a good leader.

Step 2

In the large group, the trainer asks the participants to call out their responses, starting with good teams, and notes these down on the board.

Activity 2: Functions of a team

Time required:

20 minutes

Material needed:

OH/Poster: Task and Maintenance

Handout: Task and Maintenance

Preparation needed:

Basic reading: Task and Maintenance

Outcomes:

- The participants will be able to identify the functions of a performing team

Method:

- Interactive presentation

Step 1

The trainer presents the task and maintenance functions of the group, explaining that both completing the task and maintaining the group process are important.

Note:

During this presentation, the training can involve the groups by asking questions such as what would happen if the team only concentrated on getting the job done, but did not think about the team process? What would happen if the team only focused on the process but not the job?

Overall notes – Lesson 29

For many people leadership means a top-down leadership approach where orders are given and followed and where the leader has full control and decision-making powers. According to this view of leadership the main aim of the team is to get the job done, and for that, following the leader mechanically is important. In this class, the trainer challenges this absolute view of leadership and presents an alternative model, in which leadership may be shared and where the process by which the team functions and completes its task is just as important as the completion of the task itself. It is important for the leader to be clear about these differences to him/herself. The trainer clarifies that firm leadership, discipline and quick decision-making are important for institutions such as the police where there are critical incidents to deal with on a daily basis. However, the process by which or the culture within which these tasks are carried out cannot be ignored either. If team members are not satisfied or motivated, do not feel valued, are unable to communicate with each other effectively and are excessively stressed, their performance and consequently the task at hand will be affected. Thus, ignoring the process affects the task. The trainer emphasizes that it is important for leaders in the police force to pay attention to such issues and to take care of themselves as well as their colleagues and junior ranks in order to maintain their morale and consequently their performance and responsibilities.

Readings – Lesson 29

Reading 36 (R36) - A good leader

A leader is someone who is concerned about the issues s/he is working for , analyses the situation, is self and socially aware, has a purpose and vision, empowers people, and works with and for them to bring about meaningful change.

A good leader...

- Cares about people and the community, including him/herself
 - Observes, analyses, thinks, questions, challenges (situation)
 - Has ideas, Imagines possibilities, dreams
 - Has a purpose, goal and vision
 - Steps forward, takes initiative
 - Consults, collaborates, build common focus with people
 - Develops relationships with people, Opens up to people
 - Allows people to open up to him/her
 - Analyses oneself and is self-aware (of one strengths, personal power and limitations)
 - Gives and takes feedback
 - Sets direction
 - Tries possibilities
 - Facilitates, empowers and shares power and decision-making
 - Is open to learning new things and to different opinions on ways of doing things
 - Delegates and encourages
 - Communicates and listens
 - Expresses needs and opinions
 - Gives and takes feedback, both positive and critical
 - Stands up for rights and for things s/he believes in
 - Values and respects her/himself and other people
 - Makes the best of one's own and other people's potential
- Works towards and creates social and personal change...not just any change, but meaningful change

Reading 37 (R37) - Leadership Styles

<p>The Autocrat</p>	<p><u>Tells people what to do</u></p>
<p>The autocrat has little confidence in his subordinates and distrusts them. He makes most of the decisions and passes them down the line. He makes threats where necessary to ensure that his orders are obeyed.</p>	
<p>The benevolent autocrat</p>	<p><u>Sells his ideas to others</u></p>
<p>The benevolent autocrat sees himself as a superior father figure who makes all the important decisions and then convinces his subordinates to go along with them. He makes a few decisions to be made by some subordinates within a framework set by himself. Rewards as well as punishments may be used to 'motivate' people.</p>	
<p>The consultative democrat</p>	<p><u>Consults with others before making his decisions</u></p>
<p>The consultative democrat has confidence and trusts in most people and communicates widely with his employees. Before making decisions he will seek the views of his subordinates, but he or she will have the final say.</p>	
<p>The participatory democrat</p>	<p><u>Shares the decision making process with others</u></p>
<p>The participatory democrat has complete confidence and trust in his colleagues. When a major problem arises or a decision has to be made, all the relevant actors are called together to discuss the issues and the majority view is taken as the final decision.</p>	

Taken from Seafield Research and Development Services' adaptation of Tayeb M H (1996) The management of a multicultural workforce; John Wiley

Reading 38 (R38) – Task Maintenance Theory

Every team has 2 tasks: 1) Do a job; 2) Maintain its own life (the team process).

Most teams tend to concentrate only on the task, and do not pay attention to maintenance or to the team process, which is equally important. The ideal is to keep a balance between the two, not spending more time on one or the other. If the team focuses only on the task they may get the job done (though not in many cases), but the team members do not feel good about each other or feel they own the project, which would affect their level of commitment and loyalty. If a team only focuses on group maintenance, they may all enjoy the work, but get little done and this would result in frustration and confusion.

Task and maintenance functions can be shared. Everyone in the team can take some responsibility. Shared leadership used the resources of more members, and stimulates creativity, higher team morale, interest and concern. Members feel they are gaining some personal as well as contributing.

“Task” functions – functions required in selecting and carrying out a task

Initiating

Suggesting ways to precede, ideas for solving a problem, or ways to tackle a task

Seeking information or opinions

Asking for facts, ideas, opinions, feelings, feedback or clarification

Giving information or opinions

Offering facts or generalizations, giving ideas and suggestions, proving information

Clarifying and elaborating

Interpreting ideas or suggestions, clearing up confusions, defining terms, steps, targets and roles, indicating alternatives and issues before team, presenting examples, etc.

Summarizing

Attempting to summarize what has been discussed, pulling together related ideas, etc

Consensus testing

Asking if a team is nearing a decision or conclusion for the team to accept or reject

“Maintenance” function – functions required in strengthening and maintaining group life and activities

Harmonizing

Attempting to reconcile disagreements, reducing tension, getting members to explore differences

Gate-keeping

Helping others to get into the discussions, suggesting procedures to permit participation and feedback by all

Encouraging

Being warm, friendly and responsive to others, indicating through body language the contribution of others, praising ideas, etc.

Compromising

When one’s own idea is involved in a conflict, offering compromises where possible, admitting errors, modifying position in the interest of team cohesion or growth

Standard setting and testing

Testing whether team is satisfied with its procedures or suggesting procedures, pointing out explicit or implicit norms that have been set to evaluate, keep or discard them.

Expressing group feelings

Sharing own feelings, expressing what one thinks are the feelings of the team as they react to ideas, suggestions and procedures.

Functions that go against both task and maintenance functions

Aggressing

Criticizing, attacking others in the group, putting them down

Blocking

Going off to unrelated topics, talking about unrelated personal experiences, arguing constantly without hearing others

Withdrawing

Acting indifferent or unconcerned, being passive or not involved in the team in the face of a conflict or discomfort

Competing

Trying to produce best ideas, talking the most, attempting to be the most popular

Dependency and counter dependency

Leaning on or resisting anyone in the group who represents authority

Lesson 30: Self-assessment on *Life skills*

Objective/s

- To help participants identify and review their learning of the life skills section.

Activity 1: Self-assessment

Time required:

40 minutes

Material needed:

None

Preparation needed:

None

Outcomes:

- The participants will be able to identify their learning from the life skills section and identify areas they would like to work on further

Method

Step 1

The trainer hands out the self-assessment form to the participants and ask them to fill it out.

Note:

The trainer needs to tell the participants that they may write as much learning and details, as they like. The aim here is not to write what they liked, but what learning/points they got from these sessions. For example, "I learnt that assertiveness increases your self-respect."

Step 2

The trainer discusses with the participants which parts of the section they found most useful and which ones they would like to work on more.

Self-assessment form

My main learning about life skills is that

My main learning about good interpersonal communication is that

My main learning about good listening skills is that

My main learning about blocks to communication is that

My main learning about non-verbal communication is that

My main learning about the tools of communication is that

My main learning about life skills is that

My main learning about good interpersonal communication is that

My main learning about good listening skills is that

My main learning about blocks to communication is that

My main learning about non-verbal communication is that

My main learning about the tools of communication is that

My main learning about assertive behavior is that

My main learning about feedback is that

My main learning about anger management is that

My main learning about stress management is that

My main learning about team leadership is that

SOCIAL AWARENESS

Rationale

A critical element in attitudinal change is knowledge and information. Information and knowledge about the social environment is referred to here as social awareness. Social awareness allows individuals to form educated opinions and attitudes about their environment and to develop corresponding strategies to respond to the demands their environments place on them. The process of identifying which skills are needed and how they are to be applied depends on the environment. One of the first steps towards bringing about any social change, therefore, is through a good understanding of one's existing social environment, which includes political environment too. This allows us to identify the existing limitations, strengths and gaps, and to therefore develop visions and plans for change in the future.

Human beings do not exist in isolation and some level of social awareness is essential for all people in order to function in society. However, for professionals such as policemen and women whose very work entails interacting with people, institutions and social structures, and who are faced with socio-political issues on a daily basis as part of their primary work, the importance of such awareness cannot be over-emphasized. As an important social institution itself, the Police must maintain a thorough understanding of social issues, their dynamics, causes and implications. The kind of information the Police has on various social issues and their attitudes towards them determine to a large extent how these issues are responded to. For example, a policeman or woman who has little or inaccurate information on child abuse or child development would respond differently to a case of child abuse than one who has such information and understands the issue well. Thus to effect a positive attitudinal change in the police, accurate information and opportunities to analyze, process and understand this information must be provided.

Preface

This section comprises 16 lessons, covering a range of topics, allowing the participants an opportunity to increase their understanding of:

- Social justice
- Human rights
- Islam and human rights
- Women and child rights
- Prisoners' rights

Special notes on the Social Awareness section for trainers

Although this is primarily an information-based section, the trainer will need to encourage a lot of discussion and analysis. The issues being addressed here can be quite thought provoking and the participants are likely to have strong opinions regarding many of them. The trainer will need to be careful that the discussions remain healthy and useful and not turn into heated arguments among the participants or with the trainer him/herself too often. At the same time the trainer needs to be aware that a difference of opinion are okay and that it is important that people have the space to express their opinions and that these are respected. The trainer also needs to be aware that s/he him/herself may have strong opinions about some of the issues addressed in this section and needs to be able to discuss them calmly with the group and to accept resistance if it comes. Reading up on these issues beforehand would be helpful as a certain level of comfort with these issues is required before talking about them to others. It will be useful to emphasize at the start of the section that the development and progress of any society depends on the well-being of all its members and that if any group is being deprived of its rights and is facing discrimination, the entire society suffers as a result. The trainer will need to try and bring in a personal awareness of how every individual's rights are violated in some way or another and through this create sensitivity towards the violation of the rights of others. Both human rights and Islamic perspectives will need to be used here, as these are aspects of one's identity, which all participants are likely to relate to.

Lesson 31: Ideal society

Objective/s

- Create a common understanding among the participants about the vision of an ideal society

Activity 1: What is an ideal society?

Time required:

40 minutes

Preparation needed:

Read the activity material

Outcomes:

- The participants will be able to define a vision for an ideal society

Method:

- Small groups

Step 1

The trainer asks the participants to close their eyes for 3 – 5 minutes and visualize an ideal society and what that would be like.

Step 2

The trainer asks them to write on their notepads/cards 10 - 15 specific things that they would like to see in this ideal society.

Note

The trainer needs to clarify that they should be very specific in writing these characteristics e.g. if they think an ideal society is an Islamic society then they should write down those specific things or qualities that make it Islamic e.g. they could write that it is a society in which no-one is above the law, whether rich or poor.

Step 3

The trainer divides the participants into groups of 4 or 5 each and asks them to share their individual visions with each other.

Note

The trainer instructs them that they are not to make comments or pass judgments on each other's ideas.

Step 4

Once this is done, the trainer asks the groups to develop a joint vision of an ideal society for their group and write 15 characteristics of this society on the given charts.

Step 5

The trainer asks the groups to paste their charts on the walls. The participants are asked to read each other's charts.

Step 6

In the large group, the trainer discusses the following with the participants:

- *How is everyone feeling?*
- *What can we do about this vision?*
- *Is it possible to make this vision a reality?*
- *Who is responsible for creating this society?*

Step 7

The trainer makes the point that social change comes about when people have a vision in mind to work towards. Thus the first step towards bringing about this change is to develop this vision and to think about identifying one's own role in working towards that vision. Working towards the creation of an ideal society is everyone's responsibility, but for police personnel, even more so.

Overall notes – Lesson 31

This lesson serves as a good introduction to the social awareness section, as it links the issues that are to come up later, to the attitudinal change module. It also reinforces the notion that policemen and women are an important part of the social system and need to be aware of and concerned about social issues at every level. Developing an ideal vision for the society allows the participants to own these issues and to see a personal role in effecting social change. The trainer needs to allow the participants' time to deeply reflect on how they visualize an ideal society and to discuss it with each other. It is important that the discussion not stay at a superficial, clichéd level, and that the participants discuss specific features that they would like to see in an ideal society. The trainer will also need to bring out the commonality in the entire group's vision and to make the point that this means people can work together towards a common vision.

Sample responses – Lesson 31

An ideal society

Taken from Rabta's previous trainings with the police

- Men and women both have equal rights.
- People take care of others' rights and enjoy all facilities equally.
- There is no discrimination
- Women and men both take part to achieve their goals.
- Where people are not biased or prejudiced.
- All people of society can avail basic facilities like education, health care, etc.
- There is respect for each other
- There is confidence between the government and public.
- People spend their lives according to their religion
- There is no feudal system.
- The laws, court systems and other government department are efficient and managed properly.
- Laws and regulations are followed.

Lesson 32: Members of an ideal society

Objective/s

- Help participants understand the characteristics and needs of vulnerable groups in a society

Activity 1: Members of an ideal society

Time required:

40 minutes

Material needed:

None

Preparation needed:

None

Outcomes:

The participants will be able to identify the characteristics of various members of an ideal society.

Method:

- Small groups

Step 1

The trainer asks the participants to imagine that they are living in an ideal society.

Step 2

The trainer divides the participant into 3 groups. 1 group is to imagine a child living in an ideal society, the other group is to imagine a woman in an ideal society and the third is to imagine a religious minority person in an ideal society and to identify the following for each:

- *How is the child/woman/minority person treated?*
- *How does the child/woman/minority person feel?*
- *What does the child/woman/minority person do?*

Step 3

The trainer asks the participants about their feelings.

Step 4

The trainer asks one person from each group to present their responses and adds if necessary.

Step 5

The trainer asks the participants to imagine a policeman or woman living in an ideal society and identify the following:

- *How is the policeman or woman treated?*
- *How does the policeman or woman feel?*
- *What does the policeman or woman do to contribute to this ideal society?*

Step 6

The trainer makes the point that in an ideal society, even its most vulnerable members feel safe, secure, equal and respected and that policemen and women have a great role to play in making people feel this way.

Overall notes – Lesson 32

A key aim of social awareness is to be aware of and to address the issue of social justice, which entails an understanding of social disadvantage and vulnerability. This lesson allows the participants to look at 3 vulnerable groups in society. The trainer must bring out this feeling of vulnerability in the discussion and emphasize how things would be different in an ideal society. The trainer also needs to make the point that being able to visualize specific changes helps people work towards them consciously and in a systematic manner. The trainer needs to link this session to the earlier session on prejudice and discrimination and remind the participants that there are many disadvantaged groups, and the kinds of discrimination that they face are similar to each other in some ways, and different in others, for example, women in all socio-economic groups face discrimination both inside and outside the home. However, the day-to-day work of the police most frequently involves the 3 broad groups discussed in this session.

|

Sample responses – Lesson 32

A child in an ideal society

- A child is treated with love and respect, is not used, abused or harmed by others, is given an education and opportunities for development, gets attention and guidance, is protected, gets good health care.
- A child feels happy, loved, safe and secure, has a high self-esteem.
- A child goes to school, plays, has friends, learns, develops, manages his emotions well, and has good relationships with his /her family.

A woman in an ideal society

- A woman is given the rights accorded to her in Islam such as earning a living, education, respect and safety.
- A woman is treated with respect and love, she is considered equal to men, given all her legal, social and religious rights, she is not harmed, abused or exploited by others, she does not face discrimination in jobs or educational institutions.
- A woman feels safe anywhere she goes at any time, no matter what she is doing or wearing, she has a high self-esteem, and she feels self-confident.
- Women are safe and feel comfortable in public environments.
- A woman makes her own choices – she looks after her home and family and her own needs, she gains an education, she earns a living, she votes, she expresses her needs, she has friends, she socializes, she spends time with her family, she develops herself as a person, she communicates openly, she stands up for her rights and for justice.

A religious minority person in an ideal society

- A minority person is treated with respect and acceptance, s/he is given all his/her legal, social and religious rights, s/he does not face discrimination in jobs or educational institutions, s/he is not harmed by others, s/he is allowed to practice his/her own religion and beliefs freely, s/he has a high self-esteem and confidence
- S/he is not exploited, made fun of, isolated, marginalized
- A minority person feels safe and accepted, feels like an equal member of the society
- S/he has friends, gains education the same as anyone else, s/he does the same jobs as anyone else, s/he stands up for her/his rights and for social justice, etc.

A Policeman/woman in an ideal society

- A policeman/ woman is respected and trusted, s/he is not put down or made fun of, s/he is not stereotyped as always being inefficient and corrupt, and s/he is looked up to and relied on.

- A Policeman/woman feels self-confident and respected, s/he feels responsible and motivated, s/he feels strongly for issues of social justice and human rights, s/he feels capable, has high self-esteem, is self-respecting.
- A Policeman/woman uses his/her power responsibly, follows the law, takes stands against social injustices, deals with people fairly, does not exploit or abuse, stands firm on principles of justice, etc, takes care of one's own needs and development.

Lesson 33: Human rights

Objective/s

- Create awareness and increase understanding among the participants about the United Nations declaration on Human Rights

Activity 1: What are human rights?

Time required:

40 minutes

Material needed:

Poster: Universal Declaration of Human Rights (UDHR)

Hand-out: UDHR

Preparation needed:

Basic reading: UDHR

Outcomes:

- The participants will be able to identify basic human rights.

Method:

- Interactive presentation

Step 1

The trainer asks the participants to brainstorm on what the rights of all people are.

Step 2

The trainer explains that rights are based on needs - practical (e.g. food, health) and strategic (respect, education).

Step 3

The trainer asks the participants where we get these rights from. From example, some rights are given to us by our family, some through social rules, laws, religion, international conventions, etc.

Step 4

The trainer goes through the handouts on the UDHR. The trainer should share that Pakistan also became one of the signatory countries of the declaration in December 1948.

Overall notes – Lesson 33

Although there is much talk of human rights, few people know what exactly these rights entail and what fundamental values they are based on. In this session, the trainer will need to explain to the participants that human rights are universal rights meant for all people simply on the basis of their being human beings, regardless of sex, age, religion, nationality, etc. These are also supported by Islam, as will be discussed later in this section. The trainer needs to have read and understood the UDHR beforehand in order to go through its clauses step by step, and explain that by being a signatory to the convention, Pakistan is obliged to uphold these clauses. Thus, the police force, which is meant to be a custodian of the law, needs to be aware of and to understand these.

Readings – Lesson 33

Reading 39 (R39) - Universal Declaration of Human Rights

1. All human beings are **born free and equal**. We are all the same in dignity and rights and have the same rights as anyone else.
2. Everyone should have the **same rights and freedoms**, no matter what race, gender or colour they may be.
3. Everyone has the **right to live, to be free and to feel safe**.
4. **Slavery should be prevented** at all times.
5. No one should be put through **torture, or any other treatment of punishment** that is cruel or makes the person feel less human.
6. Everyone has the **right to be accepted everywhere as a person**.
7. You are entitled to be **treated equally by the law**, and to have **equal protection of the laws**.
8. If your rights under the law are violated, you have **right to seek justice**.
9. You should **not be arrested, held in jail or thrown out of your own country for no good reason**.
10. In case you have to go to court, you have the **rights to a fair and public hearing** by courts that are open minded.
11. If you are blamed for a crime, you have the **right to be considered innocent until proven guilty**. You should not be punished for something that was not illegal when it happened.
12. You have the **right to privacy**. No one should attack your honesty and self-respect for no good reason.

13. Within any country you have the **right to go and live where you want**. You have the **right to leave any country, including your own, and return when you want**.
14. You have the **right to seek shelter from harassment** in another country.
15. No one should take away the **right to the country where you are from**.
16. Men and women have the **right to marry and start a family**. **Both have to agree to marriage and both have equal rights** in getting married, during the marriage and if and when they decide to end it.
17. Everyone has the **right to have belongings** and no one should take your things away from you for no good reason.
18. Everyone has the **right to believe in any religion they want**.
19. Everyone has the **right to hold their opinions and freedom to express them**.
20. You have the **right to gather peacefully with other people**. No one can force you to join or belong to any group.
21. Everyone has the **right to political participation directly or through voting**. Everyone has the **right to equal access to public service** in their country.
22. Everyone has the **right to have their basic needs met and for personal development**.
23. You have the **right to work, to choose your job and join a union**. Everyone has the **right to equal pay and to be protected against not having work**.
24. Everyone has the **right to rest and relaxation**.
25. Everyone has the **right to an adequate standard of living** that includes having food, clothes, a home and medical care for you and your family.
26. Everyone has the **right to education** as well as **equal access to education**.
27. Everyone has the **right to participate in the cultural life of the community**, to enjoy arts, music and books and to share in the new discoveries of science. If you have written, made or discovered something, you should get credit for it and get earnings from it.
28. Everyone has the **right to a world where rights and freedoms are respected and made to happen**.
29. We all have responsibility to the place where we live and the people around us. To enjoy freedom, we need **laws and limits that respect everyone's rights, meet our sense of right and wrong, keep peace in the world, and support the United Nations**.
30. Nothing in this statement may be taken to mean that anyone has the right to violate our rights.

Lesson 34: Human Rights Violations

Objective/s

- Create awareness and help participants to understand violation of different human rights with reference to Pakistan. (Continued)

Activity 1: Human rights violations

Time required:

40 minutes

Material needed:

Case study:

OH/Poster: Human rights

Preparation needed:

The trainer should have read and analyzed the case study before hand.

Outcomes:

- The participants will be able to identify the human rights violations that occur in the case study.

Method:

- Case study, small groups

Step 1

The trainer displays the human rights poster on the board.

Step 2

The trainer hands out a case study to all the participants and gives them time to read it.

Step 3

The trainer divides the participants into groups of about 5 – 6 per group and asks them to discuss and identify the following:

- *Which human rights are being practiced?*
- *Which human rights are being violated?*
- *Who are they being violated by?*

Step 4

In the large group the trainer asks the participants to call out their responses to each question and discusses their responses, making the point those human rights violations occur every day, but are often not recognized. As custodians of the law, policemen and women need to be aware not only of national laws, but also international guidelines regarding behavior.

Overall notes – Lesson 34

In this session, the participants learn to internalize and apply human rights principles to people day to day lives. The trainer will need to encourage the participants to identify as many violations as possible and to understand how common such violations are. The trainer will also need to make the point that it is not necessarily one particular group of people that violates these rights and that all of us play a part in the system. An important point to note here is that, the facts and figures shared from different reports are for the trainer's knowledge and she should keep on updating them.

Activity material – Lesson 34

Human rights violation case study

Khalid and Amina are a couple living in a big city. They have 3 children, 2 sons (Ahmed and Ali) and a daughter (Fatima). Khalid is an Assistant Sub Inspector (ASI) with the police department and Amina is a teacher in a private school. Living in a big city is expensive, and they both work hard to meet their family's needs. Amina is a good teacher but she is not being paid according to her skills and qualification.

Khalid has been very busy with his job. He has been trying to get leave but the workload does not allow him to do so. Many times when there is a shortage of force, he is called from home for night duty. At times he feels depressed that his salary and the facilities available to him are not sufficient to meet his family's needs.

Amina and Khalid's eldest son Ahmed just completed his BSc. and has been offered admission in a good engineering college. Ahmed has always wanted to study engineering, but both Amina and Khalid want him to join the army. For days Ahmed tries to persuade his parents to let him join the engineering college, as he has no interest in the army, but his parents give him no choice.

Fatima got married last year to her cousin, Akhtar. She had not wanted to marry him, but her mother insisted she marry him, as she did not want to refuse a proposal from her own nephew. Fatima cried a lot, but her parents did not change their mind. A few months after the marriage Akhtar began staying out of the house for long periods of time. Sometimes he did not come home for days. Fatima tried to talk to Akhtar about this, but he would was not willing to discuss it and would get angry and beat her. When she talked to her in-laws and her own parents, they would all get angry and told her to keep quiet and not say anything.

Ali attends a large school and is very good at sports; however his academic marks are not good at all. He often comes back from school angry and upset because one of his teachers gets angry at him and beats him.

Activity material

Case study notes for trainer – Human Rights Violations

1. Work hours are too long (Police)
2. Not being paid according the education and skills (Amina)
3. Lack of choice of education/career (Ahmed)
4. Lack of choice in marriage (Fatima)
5. Lack of safety (Fatima beaten by her husband)
6. Lack of safety and well-being at school (Ali)

Lesson 35: Human rights violations in Pakistan

Objective/s

- Create awareness and help participants to understand violation of different human rights with reference to Pakistan.

Activity 1: Pakistan and human rights

Time required:

40 minutes

Outcomes:

- The participants will be able to identify the human rights violations that occur commonly in Pakistan

Method:

- Small groups

Step 1

The trainer puts up the UDHR poster on the wall.

Step 2

The trainer divides the participants into groups of 5 or 6 each and asks them to identify the kinds of human rights violations that occur in Pakistan (with examples of each kind) and to note them down on flip charts.

Step 3

The trainer asks the groups to put their charts around the wall.

Step 4

The trainer asks the group to spend some time going around the room and reading through the posters.

Step 5

The trainer briefly presents human rights violations by adding to the list and points out to the participants that almost all the human rights that have been awarded to us through national laws, religion, international conventions, social norms, etc are violated in Pakistan, and yet often we are unaware of what is happening around us. The police, at least are obligated to keep themselves aware.

Overall notes – Lesson 35

The trainer needs to emphasize the importance of identifying and acknowledging the violations that occur in Pakistan as this allows us to address the problems. The trainer should acknowledge that sometimes, however, this can be overwhelming and even a bit frightening because contributing to any kind of change seems like a huge task. Yet understanding this broader context helps us set goals and standards which, even when hard to meet all the time, allow us to be more sensitive to injustice, more analytical and therefore find our own ways, however small, of making some kind of a difference. The trainer will need to read up on common violations before hand and help the participants come up with reported cases of human rights violations from around Pakistan as examples. The trainer may also wish to make the point that Pakistan's human rights reputation worldwide has suffered because of its poor record as shown in the 2 reports both local (Human Rights Commission of Pakistan) and international (Amnesty International). This has been pointed time and again by international human rights watch groups. The police's role in improving this situation needs to be particularly emphasized

Readings – Lesson 35

Reading 40 (R40) – Human Rights Commission of Pakistan (HRCP) Report 2004

State of Human Rights 2004 Highlights

(Adapted by Rozan)

Laws

- There was little evidence that public concerns were a priority for law-makers.
- The NWFP government's Hasba Bill continued to attract strong criticism.

Judiciary

- A long delay in filling apex court vacancies and the manner in which they were filled revived doubts about administration's respect for judicial independence.
- A Lahore lawyer despairing of finding justice, attempted suicide in the courtroom of the Chief Justice.
- The Hasba Bill was challenged before the Peshawar High Court.
- Samuel Masih, a Christian accused of blasphemy, was killed by his police guard.
- 15 convicts were hanged and 394 people, including five women, awarded the death penalty.

Law and order

- Terrorist actions, especially those motivated by sectarian considerations, presented a major threat to the lives of citizens.
- The number of sectarian attacks increased. At least six major incidents were reported.
- There were reports of an increase in urban crime from several cities. In Lahore, the figures for murder, attempted murder, robbery, the snatching or theft of vehicles, abduction and kidnapping for ransom, as compared to 2003, all rose.

- Casualties in police encounters showed an increase, as per figures from Punjab and Karachi.
- Deaths in custody were commonplace and the use of torture endemic.
- The judiciary took disciplinary actions against police in some notable cases.

Jails and prisoners

- Over 85,000 men, women and children were housed in 89 jails across the country, with overcrowding an acute problem.
- Incidents of rioting, hunger strikes by prisoners and unrest at prisons were reported from across the country, mainly due to poor conditions of detention.
- Torture, brutality and corruption remained endemic at jails.
- As the death row population rose steadily, it was found an average of three to six prisoners were kept in a single death cell, sometimes for many years.

Freedom of thought, conscience and religion

- Sectarian violence claimed at least 100 lives.
- The US State Department once more found Pakistan to be among the world's top flouters of religious freedoms.
- A minor administrative change in the blasphemy laws was made, with investigation taking place by a more senior police officer.

Freedom of expression

- The harassment of individual journalists and actions against publications increased during the year.
- Force was used on many occasions to prevent working journalists from performing their duties.
- More cable television and private radio channels began broadcasts.
- Some theatre performances were stopped in Punjab and musicians attacked in Peshawar.
- Political parties were repeatedly denied their right to assemble for rallies, meetings or seminars.
- Force was used by police to prevent assembly.

Freedom of association

- NGOs feared new rules for certification were a means to monitor and regulate activities.
- A threat to NGOs and NGO activists continued to be posed.
- Trade unions faced restrictions under the Industrial Relations Ordinance and the bar on student unions remained in place.

Political participation

- Dozens of opposition activists were arrested during the year.
- Use of accountability laws remained selective.

Women

- Official figures showed an average of 1,000 women died each year as a result of honor killings.

- More discussion on issues of relevance to women was seen in assemblies, and a bill on honor killings passed by parliament in October.
- Women were once more barred from contesting elections or balloting in parts of the country.
- Thousands of women faced domestic violence. The number of acid attacks increased dramatically, with at least 42 cases reported.
- 19 cases of the stripping of women were reported.
- Laws discriminatory to women, including the Hudood ordinances and the Qisas and Diyat law were not amended or repealed.

Children

- According to unofficial estimates, at least 10 million children formed a part of the labour force.
- At least 10,000 runaway children lived on the streets of Karachi alone. Many were addicted to 'glue'.
- 823 cases of abuse of children were reported in the first six months of 2004.
- Children in the country were trained for armed conflict.
- Estimates suggested hundreds of children were trafficked to the Middle East for use as camel jockeys

Labour

- At least 35 percent of the country's people lived below the poverty line.
- Retrenchments from public sector jobs slowed down. The policy of organization semi-autonomous corporations however threatened many jobs.
- Over 33,000 young people holding post-graduate degrees were unemployed.
- Over 1,000 people committed suicide during the year. In many cases, unemployment or acute financial strain motivated the deaths.
- Tenants on farms controlled by the military in Punjab faced continuing violence.
- The Industrial Relations Ordinance restricted the formation of trade unions.
- Laws on bonded labour were poorly implemented and bondage at agricultural estates in Sindh and at brick kilns in the Punjab remained widespread. Increased cases of debt bondage were also reported from Punjab farms and among domestic workers.
- Hundreds of Pakistanis, who had left the country illegally, often with the connivance of human smugglers, were sent home during the year.

Education

- With functional literacy at just over 35 percent, Pakistan was ranked as one of the world's least literate countries.
- Pakistan's budgeting for education was the lowest in South Asia.
- Despite expanded enrollment efforts, half the enrolled children dropped out within the first five years of schooling.
- More and more educational responsibility was handed over to NGOs and other autonomous organizations by the government
- Official reports stated 5.8 million children, most of them girls, were deprived of schooling.
- Protests over curriculum changes by orthodox groups resulted in a reversion to previously used texts, within which biases on the basis of religion and gender were deeply entrenched.

- At least four instances of brutality to children, in one case resulting in death, were reported from Madrassas.

Health

- Health indicators for the country remained the worst in the region.
- 38 percent of children under-five and 19 percent of all people suffered under-nourishment.
- Private medical care was unregulated in terms of both services offered and costs.
- There were at least 4.5 million drug addicts in the country.

Housing

- There was a shortfall of 5.55 million housing units across the country.
- Ownership rights to katchi abadi residents in Punjab were granted at a swifter pace compared to previous years.

Environment

- Dozens of people died, and many others suffered illness, as a direct consequence of consuming contaminated water.
- Worsening air and water pollution took a growing toll on health.
- Per capita water availability decreased from 5,650 cubic meters per annum in 1951 to 1,000 cubic meters in 2001-02. Growers in Sindh staged protests against chronic water shortages.
- About 100,000 acres of land become unproductive each year due to waterlogging and salinity.
- Thousands of trees were felled across the country to accommodate development projects.

Refugees

- The Afghan refugee population fell to its lowest level in over a decade.
- Afghan refugees voted in the Afghan presidential election held in October.
- The number of internally displaced people in the country, mainly as a result of mega development projects, grew rapidly.

Reading 41 (R41) – Amnesty International Pakistan Report 2004

Covering events from January – December 2003

There was a sharp increase in sectarian violence in the second half of the year particularly in the provinces of Sindh and Balochistan. Hundreds of people were arbitrarily detained in the context of the US-led “war on terror”. Human rights abuses against women, children and religious minorities continued to be ignored by the government. There were severe restrictions on freedom of expression in the North West Frontier Province (NWFP) particularly targeting musicians and artists. At least 278 people were sentenced to death and at least eight were executed.

Violence against women

Women and girls in Pakistan continued to be subjected to abuses in the home, the community and in the custody of the state. Impunity for such abuses persisted. Very poor women and women from religious minorities were particularly vulnerable to violence in the community and home. According to the local human rights organization, Lawyers for Human Rights and Legal Aid, at least 631 women and six girls died in “honor killings” in the first eight months of the year. About half of these deaths were reported in Sindh province. Many more killings went unreported in Balochistan and NWFP.

In September, Riasat Bibi was killed in Peshawar. Her father accused her former fiancé of the killing. However, neighbors believed that her own family for choosing her marriage partner killed her. No one had been arrested for her murder by the end of the year.

The review of discriminatory laws by the National Commission on the Status of Women announced in 2002 had not been published by the end of 2003.

Abuses against children

In October the UN Committee on the Rights of the Child expressed concern at the poor implementation and awareness of the Juvenile Justice System Ordinance (JJSO). There was widespread failure on the part of the authorities to implement the provisions of the JJSO during the arrest, trial and imprisonment of children.

In September, a sexual abuse scandal, which stretched, back over two decades surfaced at a government school in Peshawar. Several teachers and other employees were accused of involvement in supplying students as child prostitutes to guests in a local hotel. The education authorities suspended five employees of the school including two teachers but police took no action.

Religious discrimination

Pakistan’s blasphemy law continued to be abused to imprison people on grounds of religious belief, contributing to a climate in which religiously motivated violence flourished.

In February, Mushtaq Zafar was shot dead by two unidentified gunmen. He was on his way home from the High Court while on bail in a blasphemy case brought against him by his neighbors. In November 2001, a dispute between Mushtaq Zafar and his neighbors apparently resulted in his house being set alight and shots being fired at him, killing a friend of his. The neighbors were arrested for the murder; court proceedings in the case were continuing at the end of the year. However, according to Mushtaq Zafar's son, the neighbors' family put pressure on his father to withdraw the murder case and the accusation of blasphemy against him was part of an attempt to intimidate him. Friends and relatives of the neighbors allegedly wrote to religious leaders, demanding Mushtaq Zafar's death.

Torture and ill treatment and deaths in custody

Torture and ill treatment by the police and prison officers remained routine and the perpetrators were rarely held to account. Several people died in custody.

In May, Nasim Bibi was accused under the blasphemy law of desecrating the Holy Quran. She had initially been granted bail by the Lahore High Court but was later taken back into judicial custody. In August she died in the Kot Lakhpat Jail, Lahore, the same prison where Yousaf Ali, also accused of blasphemy and held in solitary confinement, died in 2002. Nasim Bibi, who suffered from asthma, was allegedly denied medical treatment while in prison. The Human Rights Commission of Pakistan called for an investigation into her death. The Deputy Superintendent of the prison claimed Nasim Bibi had a pre-existing heart condition and died of heart failure.

Death penalty

At least 278 people were sentenced to death, bringing the total number of people under sentence of death by the end of the year to over 5,700. At least eight people were executed. Difficulties in determining the ages of those detained made it impossible to establish the exact number of children under sentence of death. In Punjab Province alone, it was believed that the age of detainees held on death row had been challenged in more than 300 cases.

Lesson 36: Protection of human rights

Objective/s

- To increase awareness among the participants about the most vulnerable groups, that are victims of human rights violations specific within context of Child Rights Convention (CRC) and Convention on the Elimination of all forms of Discrimination Against Women (CEDAW)

Activity 1: Vulnerable groups

Time required:

15 minutes

Outcomes:

- The participants will be able to identify groups most prone to human rights abuses.

Method:

- Interactive presentation

Step 1

The trainer asks the participants to think about the kinds of human rights violations they have been identifying in the last 2 sessions and to brainstorm on groups that are particularly vulnerable to human rights abuses. These are noted down on the board.

Step 2

The trainer adds to this list and presents vulnerable groups.

Activity 2: International conventions

Time required:

25 minutes

Material needed

- OH/Poster: Child Rights Convention (CRC)
- OH/Poster: Convention on the Elimination of all forms of Discrimination Against Women (CEDAW)
- OH/Poster: Prisoner's rights
- Hand-out: Child Rights Convention (CRC)
- Hand-out: Convention on the Elimination of all forms of Discrimination Against Women (CEDAW)
- Hand-out: Prisoners' rights

Preparation needed:

- Basic reading: Child Rights Convention (CRC)
- Basic reading: Convention on the Elimination of all forms of Discrimination Against Women (CEDAW)
- Basic reading: Prisoners' rights

Outcomes:

- The participants will have an increased awareness of the international conventions for specific groups of people.

Method:

- Interactive presentation

Step 1

The trainer explains that, as certain groups, because of their positions of powerlessness and prejudice, are particularly vulnerable to human rights abuses, specific international conventions have arisen to protect them.

Step 2

The trainer presents the CEDAW, CRC, Prisoners, refugees, racism, minorities, etc and tells the group that Pakistan is a signatory to all of them.

Step 3

The trainer presents CEDAW, CRC and prisoners in details, explaining its various clauses. The trainer should share that Pakistan signed CEDAW in 1996 and CRC in November, 1989, along with other countries of the world.

Step 4

The trainer presents the UN preamble on violence against women.

Overall notes – Lesson 36

The trainer will need to point out that although all people's rights can be violated, certain groups are more vulnerable in every society. International law and human right agencies recognize that and have, therefore, developed special conventions for these groups. To what extent these groups face human rights violations vary from country to country. Generally speaking, Pakistan's record on each of these conventions is very poor. The police's role in ensuring safeguards to these special groups needs to be emphasized.

Readings – Lesson 36

Reading 42 (R42) – Child Rights Convention (CRC)

Preamble

The States Party to the present Convention,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person and have determined to promote social progress and better standards of life in larger freedom,

Recognizing that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

Considering that the child should be fully prepared to live an individual life in society and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

Bearing in mind that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the General Assembly on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children, '

Bearing in mind that, as indicated in the Declaration of the Rights of the Child, "the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth",

Recalling the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules); and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict,

Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions and that such children need special consideration,

Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child,

Recognizing the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries,

Have agreed as follows:

Article 1

For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, maturity is attained earlier.

- ***Setting an age, balances the concept of a child as a subject of rights (whose evolving capacities must be respected), with the concept of the State's obligation to provide special protection***
 - Leaves the starting point of childhood open (birth, conception, in between?); avoids controversy etc.
 - Childhood ends at 18, unless maturity achieved earlier in a particular State; comm. has clarified that actual meaning is that the child should be protected till at least 18, but it was possible for her/him to be allowed some autonomy before 18 (therefore, should be construed positively in favor of rather than to negate rights/ protection, not to be used as a general escape clause). Left general, however some things quite specific e.g. explicitly prohibits death penalty for anyone under 18) UN emphasizes that protective ages should not be set 'unreasonably' low, and a state cannot absolve itself from obligations to children under 18, even if majors under domestic law/in general protective minimum ages should be set as high as possible/ concern about minimum age of marriage for girls, often lose protective under CRC, recommends 18./legal counseling/ conflict with parental in cases of violence
 - Comm. has emphasized that when states define minimum ages, they must maintain certain principles contained within the convention e.g. non-discrimination (sex, ----), best interests of the child, right to life, consistency etc.
 - has also urged that protective minimum ages be raised e.g. sexual consent, criminal responsibility, admission to employment

Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

First clause in general, sets out fundamental obligations of all states to ensure all the rights laid out in CRC to all children

Second establishes the general principle of non-discrimination, which is considered of fundamental importance for the implementation of the whole convention, discrimination defines as 'any distinction, exclusion,

restriction or preference based on any ground such as race, colour, sex, language, religion etc, which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise by all persons, on an equal footing, of all rights and freedoms'. Comm. asks whether this is laid down as binding principle in constitution or domestic child legislation and whether all grounds are covered. Also concerned about actual reality and steps towards that legitimate forms of discrimination/affirmative action e.g. children living in exceptionally different circumstances

Article 6

1. States Parties recognize that every child has the inherent right to life.
2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

- General principle, guaranteeing the fundamental right to life,

- Covers several more specific issues, covered later in CRC, some not specifically addressed because sensitive

Article 9

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.

2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.

3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

Article 11

1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.

2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.

2. States Parties shall in accordance with their national laws ensure alternative care for such a child.

3. Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.

2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.

Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions, which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.

3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.

4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

Article 25

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language.

Article 32

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end and having regard to the relevant provisions of other international instruments, States Parties shall in particular: (a) Provide for a minimum age or minimum ages for admission to employment;

(b) Provide for appropriate regulation of the hours and conditions of employment;

(c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

Article 33

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties and to prevent the use of children in the illicit production and trafficking of such substances.

Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

- (a) The inducement or coercion of a child to engage in any unlawful sexual activity;
- (b) The exploitative use of children in prostitution or other unlawful sexual practices;
- (c) The exploitative use of children in pornographic performances and materials.

Article 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

Article 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 37

States Parties shall ensure that:

- (a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;
- (b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;
- (c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person and in a manner, which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;

(d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority and to a prompt decision on any such action.

Article 38

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts, which are relevant to the child.
2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities.
3. States Parties shall refrain from recruiting any person who has not attained the age of fifteen years into their armed forces. In recruiting among those persons who have attained the age of fifteen years but who have not attained the age of eighteen years, States Parties shall endeavour to give priority to those who are oldest.
4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment, which fosters the health, self-respect and dignity of the child.

Article 40

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.
2. To this end and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:
 - (a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed;
 - (b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:
 - (i) To be presumed innocent until proven guilty according to law;

(ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;

(iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;

(iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;

(v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;

(vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;

(vii) To have his or her privacy fully respected at all stages of the proceedings. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:

(a) The establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;

(b) Whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected.

4. A variety of dispositions, such as care, guidance and supervision orders; counseling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

CONVENTION ON THE RIGHTS OF THE CHILD (CRC)

- Principle of the best interests of the child an over riding concern
- Respect for the responsibilities, rights and duties of parents
- Right to life
- Right to nationality and state
- Right of the child to be with parents except in cases of abuse
- Rights of child to be with parents where parents are separated
- Rights of the child to contribute to decisions relating to their treatment
- Freedom of expression
- Freedom of association and peaceful assembly
- Role of the mass media to ensure child benefit and development
- Parenting roles, responsibilities and support in ensuring healthy child development
- Protection from violence
- Adoption in the best interest of the child
- Rights of refugee children
- Rights of children with disabilities
- Rights to health
- Rights to benefit from social security
- Right to an adequate standard of health
- Right to education
- Minority children's rights
- Rights to leisure, culture and recreation
- Protection from economic exploitation
- Protection from drug use, production and trafficking
- Protection from sexual abuse and trafficking
- Protection from cruel, inhuman and degrading treatment or punishment
- Right to protection under international humanitarian law and rehabilitation
- Legal rights

Reading 43 (R43) – Convention for the Elimination of all forms of Discrimination against Women (CEDAW)

The States Parties to the present Convention,

Noting that the Charter of the United Nations reaffirms faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women,

Noting that the Universal Declaration of Human Rights affirms the principle of the inadmissibility of discrimination and proclaims that all human beings are born free and equal in dignity and rights and that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, including distinction based on sex,

Noting that the States Parties to the International Covenants on Human Rights have the obligation to ensure the equal rights of men and women to enjoy all economic, social, cultural, civil and political rights,

Considering the international conventions concluded under the auspices of the United Nations and the specialized agencies promoting equality of rights of men and women,

Noting also the resolutions, declarations and recommendations adopted by the United Nations and the specialized agencies promoting equality of rights of men and women,

Concerned, however, that despite these various instruments extensive discrimination against women continues to exist,

Recalling that discrimination against women violates the principles of equality of rights and respect for human dignity, is an obstacle to the participation of women, on equal terms with men, in the political, social, economic and cultural life of their countries, hampers the growth of the prosperity of society and the family and makes more difficult the full development of the potentialities of women in the service of their countries and of humanity,

Concerned that in situations of poverty women has the least access to food, health, education, training and opportunities for employment and other needs,

Convinced that the establishment of the new international economic order based on equity and justice will contribute significantly towards the promotion of equality between men and women,

Emphasizing that the eradication of apartheid, all forms of racism, racial discrimination, colonialism, neo-colonialism, aggression, foreign occupation and domination and interference in the internal affairs of States is essential to the full enjoyment of the rights of men and women.

Affirming that the strengthening of international peace and security, the relaxation of international tension, mutual co-operation among all States irrespective of their social and economic systems, general and complete disarmament, in particular nuclear disarmament under strict and effective international control, the affirmation of the principles of justice, equality and mutual benefit in relations among countries and the realization of the right of peoples under alien and colonial domination and foreign occupation to self-determination and independence, as well as respect for national sovereignty and territorial integrity, will promote social progress

and development and as a consequence will contribute to the attainment of full equality between men and women,

Convinced that the full and complete development of a country, the welfare of the world and the cause of peace require the maximum participation of women on equal terms with men in all fields,

Bearing in mind the great contribution of women to the welfare of the family and to the development of society, so far not fully recognized, the social significance of maternity and the role of both parents in the family and in the upbringing of children, and aware that the role of women in procreation should not be a basis for discrimination but that the upbringing of children requires a sharing of responsibility between men and women and society as a whole,

Aware that a change in the traditional role of men as well as the role of women in society and in the family is needed to achieve full equality between men and women,

Determined to implement the principles set forth in the Declaration on the Elimination of Discrimination against Women and, for that purpose, to adopt the measures required for the elimination of such discrimination in all its forms and manifestations,

Have agreed on the following:

PART I

Article 1

For the purposes of the present Convention, the term "discrimination against women" shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

Article 2

States Parties condemn discrimination against women in all its forms, agree to pursue by all appropriate means and without delay a policy of eliminating discrimination against women and, to this end, undertake:

(a) To embody the principle of the equality of men and women in their national constitutions or other appropriate legislation if not yet incorporated therein and to ensure, through law and other appropriate means, the practical realization of this principle;

(b) To adopt appropriate legislative and other measures, including sanctions where appropriate, prohibiting all discrimination against women;

(c) To establish legal protection of the rights of women on an equal basis with men and to ensure through competent national tribunals and other public institutions the effective protection of women against any act of discrimination;

(d) To refrain from engaging in any act or practice of discrimination against women and to ensure that public authorities and institutions shall act in conformity with this obligation;

(e) To take all appropriate measures to eliminate discrimination against women by any person, organization or enterprise;

(f) To take all appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs and practices that constitute discrimination against women.

(g) To repeal all national penal provisions which constitute discrimination against women.

Article 3

States Parties shall take in all fields, in particular in the political, social, economic and cultural fields, all appropriate measures, including legislation, to ensure the full development and advancement of women, for the purpose of guaranteeing them the exercise and enjoyment of human rights and fundamental freedoms on a basis of equality with men.

Article 4

1. Adoption by States Parties of temporary special measures aimed at accelerating de facto equality between men and women shall not be considered discrimination as defined in the present Convention, but shall in no way entail as a consequence the maintenance of unequal or separate standards; these measures shall be discontinued when the objectives of equality of opportunity and treatment have been achieved.

2. Adoption by States Parties of special measures, including those measures contained in the present Convention, aimed at protecting maternity shall not be considered discriminatory.

Article 5

States Parties shall take all appropriate measures:

(a) To modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women;

(b) To ensure that family education includes a proper understanding of maternity as a social function and the recognition of the common responsibility of men and women in the upbringing and development of their children, it being understood that the interest of the children is the primordial consideration in all cases.

Article 6

States Parties shall take all appropriate measures, including legislation, to suppress all forms of traffic in women and exploitation of prostitution of women.

PART II

Article 7

States Parties shall take all appropriate measures to eliminate discrimination against women in the political and public life of the country and, in particular, shall ensure to women, on equal terms with men, the right:

- (a) To vote in all elections and public referenda and to be eligible for election to all publicly elected bodies
- (b) To participate in the formulation of government policy and the implementation thereof and to hold public office and perform all public functions at all levels of government;
- (c) To participate in non-governmental organizations and associations concerned with the public and political life of the country.

Article 8

States Parties shall take all appropriate measures to ensure to women, on equal terms with men and without any discrimination, the opportunity to represent their Governments at the international level and to participate in the work of international organizations.

Article 9

1. States Parties shall grant women equal rights with men to acquire, change or retain their nationality. They shall ensure in particular that neither marriage to an alien nor change of nationality by the husband during marriage shall automatically change the nationality of the wife, render her stateless or force upon her the nationality of the husband.
2. States Parties shall grant women equal rights with men with respect to the nationality of their children.

PART III

Article 10

States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women:

- (a) The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training;
- (b) Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality;
- (c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods;
- (d) The same opportunities to benefit from scholarships and other study grants;
- (e) The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women;

(f) The reduction of female student dropout rates and the organization of programmes for girls and women who have left school prematurely;

(g) The same opportunities to participate actively in sports and physical education;

(h) Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.

Article 11

1. States Parties shall take all appropriate measures to eliminate discrimination against women in the field of employment in order to ensure, on a basis of equality of men and women, the same rights, in particular:

(a) The right to work as an inalienable right of all human beings;

(b) The right to the same employment opportunities, including the application of the same criteria for selection in matters of employment;

(c) The right to free choice of profession and employment, the right to promotion, job security and all benefits and conditions of service and the right to receive vocational training and retraining, including apprenticeships, advanced vocational training and recurrent training;

(d) The right to equal remuneration, including benefits, and to equal treatment in respect of work of equal value, as well as equality of treatment in the evaluation of the quality of work;

(e) The right to social security, particularly in cases of retirement, unemployment, sickness, invalidity and old age and other incapacity to work, as well as the right to paid leave;

(f) The right to protection of health and to safety in working conditions, including the safeguarding of the function of reproduction.

2. In order to prevent discrimination against women on the grounds of marriage or maternity and to ensure their effective right to work, States Parties shall take appropriate measures:

(a) To prohibit, subject to the imposition of sanctions, dismissal on the grounds of pregnancy or of maternity leave and discrimination in dismissals on the basis of marital status;

(b) To introduce maternity leave with pay or with comparable social benefits without loss of former employment, seniority or social allowances;

(c) To encourage the provision of the necessary supporting social services to enable parents to combine family obligations with work responsibilities and participation in public life, in particular through promoting the establishment and development of a network of child-care facilities;

(d) To provide special protection to women during pregnancy in types of work proved to be harmful to them.

3. Protective legislation relating to matters covered in this article shall be reviewed periodically in the light of scientific and technological knowledge and shall be revised, repealed or extended as necessary.

Article 12

1. States Parties shall take all appropriate measures to eliminate discrimination against women in the field of health care in order to ensure, on a basis of equality of men and women, access to health care services, including those related to family planning.

2. Notwithstanding the provisions of paragraph 1 of this article, States Parties shall ensure to women appropriate services in connection with pregnancy, confinement and the post-natal period, granting free services where necessary, as well as adequate nutrition during pregnancy and lactation.

Article 13

States Parties shall take all appropriate measures to eliminate discrimination against women in other areas of economic and social life in order to ensure, on a basis of equality of men and women, the same rights, in particular:

(a) The right to family benefits;

(b) The right to bank loans, mortgages and other forms of financial credit;

(c) The right to participate in recreational activities, sports and all aspects of cultural life.

Article 14

1. States Parties shall take into account the particular problems faced by rural women and the significant roles which rural women play in the economic survival of their families, including their work in the non-monetized sectors of the economy, and shall take all appropriate measures to ensure the application of the provisions of the present Convention to women in rural areas.

2. States Parties shall take all appropriate measures to eliminate discrimination against women in rural areas in order to ensure, on a basis of equality of men and women, that they participate in and benefit from rural development and, in particular, shall ensure to such women the right:

(a) To participate in the elaboration and implementation of development planning at all levels;

(b) To have access to adequate health care facilities, including information, counseling and services in family planning;

(c) To benefit directly from social security programmes;

(d) To obtain all types of training and education, formal and non-formal, including that relating to functional literacy, as well as, inter alia, the benefit of all community and extension services, in order to increase their technical proficiency;

(e) To organize self-help groups and co-operatives in order to obtain equal access to economic opportunities through employment or self employment;

(f) To participate in all community activities;

(g) To have access to agricultural credit and loans, marketing facilities, appropriate technology and equal treatment in land and agrarian reform as well as in land resettlement schemes;

(h) To enjoy adequate living conditions, particularly in relation to housing, sanitation, electricity and water supply, transport and communications.

PART IV

Article 15

1. States Parties shall accord to women equality with men before the law.

2. States Parties shall accord to women, in civil matters, a legal capacity identical to that of men and the same opportunities to exercise that capacity. In particular, they shall give women equal rights to conclude contracts and to administer property and shall treat them equally in all stages of procedure in courts and tribunals.

3. States Parties agree that all contracts and all other private instruments of any kind with a legal effect, which is directed at restricting the legal capacity of women, shall be deemed null and void.

4. States Parties shall accord to men and women the same rights with regard to the law relating to the movement of persons and the freedom to choose their residence and domicile.

Article 16

1. States Parties shall take all appropriate measures to eliminate discrimination against women in all matters relating to marriage and family relations and in particular shall ensure, on a basis of equality of men and women:

(a) The same right to enter into marriage;

(b) The same right freely to choose a spouse and to enter into marriage only with their free and full consent;

(c) The same rights and responsibilities during marriage and at its dissolution;

(d) The same rights and responsibilities as parents, irrespective of their marital status, in matters relating to their children; in all cases the interests of the children shall be paramount;

(e) The same rights to decide freely and responsibly on the number and spacing of their children and to have access to the information, education and means to enable them to exercise these rights;

(f) The same rights and responsibilities with regard to guardianship, wardship, trusteeship and adoption of children, or similar institutions where these concepts exist in national legislation; in all cases the interests of the children shall be paramount;

(g) The same personal rights as husband and wife, including the right to choose a family name, a profession and an occupation;

(h) The same rights for both spouses in respect of the ownership, acquisition, management, administration, enjoyment and disposition of property, whether free of charge or for a valuable consideration.

2. The betrothal and the marriage of a child shall have no legal effect, and all necessary action, including legislation, shall be taken to specify a minimum age for marriage and to make the registration of marriages in an official registry compulsory

PART V

Article 17-22

Establishment of a Committee on the Elimination of All forms of Discrimination against Women, States Parties to submit a report every five years

Rules, procedures and schedule of meetings for the Committee

Committee to report to the General Assembly of the UN

Specialized agencies can make representation to the Committee

PART VI

Article 23-30

More conducive State Parties equality legislation and international agreements etc. will not be effected by the Convention State Parties will adopt all measures to ensure rights recognized by the Convention. The Secretary General of the UN is the depository of the Convention for any instruments of ratification and accession to the Convention and for requests for revision of the Convention. The Convention entered into force after 20 countries had ratified it. For each state the Convention becomes effective 30days after it has been ratified. The Secretary General of the UN circulates to all States reservations made by States and reserves the right to reject these States can withdraw reservations at any time. Disputes in interpretation or application of the Convention can be referred to the International Court of Justice.

(Source: - Society for the Advancement of Education, Lahore, Pakistan.)

Lesson 37: Introduction to gender justice

Objective/s

- To help the participants differentiate between sex and gender

Activity 1: Introductory gender story

Time required:

5 minutes

Material needed:

Gender story

Method:

Interactive Presentation

Outcomes:

- The participants will become aware of the concepts of gender and some of the gender stereotypes that they carry.

Step 1

The trainer tells the participants the gender story and asks them to guess the relationship between the surgeon and the boy.

Note:

The possible answers given by the participants are as follows.

- *The surgeon was his grand father.*
- *The surgeon was his real father.*
- *The child was adopted by the injured man from the surgeon.*
- *The surgeon was his real father while the injured man was his stepfather.*
- *The surgeon was his uncle.*

Step 2

The trainer tells the participants the correct answer, that the surgeon is the boy's mother and points out that our ideas are heavily influenced by our stereotypes about men and women, and often this affects the way we treat them.

Activity 2: What men and women do

Time required:

35 minutes

Outcomes:

- The participants will become aware of some gender stereotypes that they carry.

Method:

Group work/ interactive presentation

Step 1

The trainer divides the participants into 2 groups.

Step 2

The trainer asks one group to list the roles and tasks performed by men in our society, and the other is asked to list the roles and tasks performed by women in our society.

Step 3

The trainer puts all the charts up on the board.

Step 4

The trainer goes through the women's list and taking each task/role at a time, asks the participants if this task can also be performed by her. Every task, which the participants say can also be done by them, is circled.

Note:

- *For example, dish washing is a task identified on the women's list. The trainer asks the participants if men can also wash dishes. When they answer yes, the task is circled.*
- *The trainer clarifies that the question is not about whether the task IS normally performed by women or not, but about whether it CAN be done.*

Step 5

The same is repeated for the men's list.

Note:

By the end, normally only two items, related to child bearing and breast feeding are left in the women's list that cannot be circled.

Step 6

The trainer points out that these are the only 2 items left that cannot be done by both sexes, and explains the difference between sex and gender. Sex refers to biological differences between men and women, such as reproductive tasks and gender refers to the differences that society imposes; these are, such as socially assigned roles and expectations.

Step 7

Because certain men and women's roles have continued for centuries, they are considered almost natural and many people fail to see the difference between gender and sex, as though they are the same things. The trainer points out that many of the characteristics of men and women that we consider "natural" are actually made by people themselves. For example, it is often said that women are more sensitive than men. This is not a natural/biological difference, but arises because of the difference in the way boys and girls are brought up.

Step 8

The trainer makes the point that as people themselves make most differences between men and women, people can also change them. These roles are not written on stone and are often continued only because they are part of tradition and custom and not because they serve any purpose any more. For example, taking slaves was a common practice some centuries ago, but it has since changed and no one does it any more.

The trainer clarifies that the purpose of this exercise is not necessarily to promote role reversal but to allow us to reflect on those roles of men and women that if followed too rigidly can limit the potential of a person or cause harm to our relationships and selves.

Roles and responsibilities of men and women have changed over e.g. in our society, women's role in politics and going to workplaces to earn money to support the family is increasing over the past couple of years.

Many individuals and groups have been brave enough to do things differently from the way society expects them to behave as men or women. It is people like these who are more likely to contribute to social change.

Overall notes – Lesson 37

This is an important session as it introduces the concept of gender and the stereotypes associated with it. The lesson needs to be handled carefully by the trainer as the discussions can sometimes lead to lengthy arguments. The trainer must clarify that the objective, here, is not to necessarily promote the role reversal of men and women. For the smooth functioning of any unit, organization or a society there is always a need for division of roles and responsibilities for men and women. However, if these roles become so rigid and cause harm either for men or women or ultimately for the society, then there is a need to reflect and made adjustments as needed over a time. For example, in our society, it is the mothers who usually look after the children, however when there is a matter of disciplining, the role of the father is highlighted. As a result his personality is portrayed as a strict one before the children and this broaden the gap between the children and the father.

Another example is societal restrictions on women’s mobility and education; as a result many women in urban settings face difficulties in earning, or handling external tasks when they need to step out of the home.

Readings – Lesson 37

Readings 44 (R44) – Gender versus sex

Sex refers to the *biological* differences between men and women, which are universal and do not change.

Gender refers to socio- cultural definition of men and women; the way societies distinguish men and women and assign them social roles. Gender refers to *social* attributes that are learned or acquired during socialization as a member of a given community. Because these attributes are learned behaviors, they can and do change over time (with increasing rapidity as the rate of technological change intensifies), and vary across cultures.

Difference between gender and sex

SEX	GENDER
<ul style="list-style-type: none">Sex is natural/ biologicalSex is constant it remains the same everywhere women and men all over the world have similar biological features	<ul style="list-style-type: none">Gender is socio cultural and it is man made It changes from time to time, from culture to culture, the number of women drivers were almost non-existent 30 years ago but now there are many women drivers.

Lesson 37 sample responses

What men do	What women do
<ul style="list-style-type: none">• Earn money and support the family• Physical labour• Paying bills• Guardian and protector of the family• Getting repairs done, maintaining them• Maintaining fixtures and fittings• Financial decisions and dealings• Maintaining the car• Shopping for family needs• Fight in the wars• Public Transport driver and conductors	<ul style="list-style-type: none">• Cooking• Cleaning• Washing• Ironing• Managing the house, organizing kitchen• Decorating house• Bearing children• Taking care of children• Taking care of husband• Taking care of husband's family• Getting husband and children ready for work and school• Socializing with family and relatives (including formal visits)

Activity material – Lesson 37

A young man and his father are driving together in a car when they have a bad accident. The father died on spot and the son is rushed to hospital. As he is being wheeled on a stretcher into Emergency, the surgeon on call rushes to his side, and suddenly exclaims, "Oh my God, this is my son!"

Who is the surgeon?

Answer: The surgeon is the young man's mother.

Lesson 38: Gender socialization and its effects

Objective/s

- To help the participants identify the effects of gender socialization

Activity 1: The gender tree

Time required:

40 minutes

Material needed:

Tree poster

Outcome:

- The participants will become aware of the patterns of gender socialization and how it affects both men and women

Method:

- Interactive presentation

Step 1

The trainer puts up the tree poster on the board

Step 2

The trainer explains that we will be analyzing the situation of women and men beginning at the roots of the problems they face to their long-term impact on their lives and communities.

The trainer asks the participants to identify what people in their community think and say about women, such as what some of the phrases and proverbs about women are and these are written at the root of the tree.

Note:

The trainer may need to give a lot of examples initially. Such as a woman is a man's shoe

Step 3

The trainer repeats the above for men.

Step 4

The trainer makes the point that even though many of these proverbs are now old and not used as much anymore, the attitudes behind them still remain.

Step 5

The trainer asks the participants to identify how these views and attitudes are transmitted to members of the society and through generations. These are noted on the trunk of the tree.

Note:

Examples may be the media, schools and parents.

Step 6

The trainer asks the participants to identify how these views and attitudes translate into effects on women and men living in a society.

Note

The trainer will need to give examples if necessary such as women may not be allowed to be educated and men bear the responsibility of financially supporting the family, etc.

Step 7

The trainer shows the participants how the treatment and behavior of men and women is heavily influenced by the attitudes that they face all their lives (this is their socialization experience). Attitudes about women being inferior, men always being strong and in control, etc. are transmitted and reinforced again and again through educational systems, laws, media, etc. and then influence how men and women behave and are treated. For example, if the underlying attitude is that a woman is a man's show (therefore inferior), this is transmitted through movies (a woman is shown as being weak), resulting in a range of effects, such as low self-esteem in women, violence against women, etc.

Overall notes – Lesson 38

This lesson, if done well, is usually a very effective one for showing the effects of gender attitudes. Initially, a lot of prompting may be required. The trainer may need to ask lots of questions. When discussing the roots, the trainer will need to explain that even if the participants cannot identify proverbs about men and women, they should still be able to identify the kinds of attitudes and opinions the general society has towards how men and women are or should be, such as that women are weak or that they should always be kind and gentle. At the end of the activity, the trainer needs to demonstrate a clear link between these attitudes (e.g. women are weak or that men should always be strong, men are shown as macho), the channels through which they are transmitted (e.g. women are shown as weak in movies) and their effects (e.g. women consider themselves weak and therefore do not stand up for their rights even when they are being abused, and men are not allowed to show or express any emotion other than anger for fear of being considered weak). This results in heart problems, stress and stress related illnesses among men. Likewise when there is a lot of pressure on men to earn, they begin to feel overburdened that may cause not only health issues for them but may some resort to unfair means for earning money to meet the expectations put on them by the society and family.

Sample responses – Lesson 37

Effects of gender socialization

Roots (underlying values/ proverbs)

Women	Men
<ul style="list-style-type: none">• <i>Aurat paoon ki joti hey</i>• <i>Aurat ki aqal gudi main hoti hey</i>• <i>Zan zar aur zameen fasad ki jar hey</i>• <i>Aurat sinfay nazak</i>• <i>Aurat ka koi ghar nahee hota</i>• Inferior to men• Gentle and kind• Fragile and sensitive• Sex objects• Weak• Need protection• Shy• Naïve• Need to be disciplined if they go out of hand• Should stay at home and look after family	<ul style="list-style-type: none">• <i>Ghora aur Marad Kabhi burahay nahee hota</i>• <i>Much nahee tey kuch nahee</i>• <i>Marad ho kay rotey ho</i>• <i>Lambay marad ki aqal tukhnay main hoti hay</i>• Superior to women• King• Lion• Iron man• In control• Protectors• Strong• Cool• Intelligent• Career-oriented

Trunk (Channels of transmission)

Women and men
<ul style="list-style-type: none"> • Educational system • Media • Social systems • Family • Religious interpretations • Traditions • Laws

Effects

Women	Men
<ul style="list-style-type: none"> • Lack of education • Few employment skills and opportunities • Discriminatory and biased laws • All forms of violence, physical, sexual and emotional • Health problems – e.g. reproductive • Lack of financial security • Depression and anxiety • Low self-esteem • Eating disorders 	<ul style="list-style-type: none"> • Stress and stress related illnesses • Health problems – e.g. blood pressure/ heart problems • Need to be in control • Excessive responsibility • Need to be macho and aggressive leading to violence at times • Need to be brave and strong leading to taking unnecessary risks • Emotional control • Lack of emotional support from people/ isolation • Inability to cope with and express emotions such as grief, sadness and fear.

Lesson 39: Gender statistics

Objective/s

- To help the participants identify the long-term global effects of gender socialization

Activity 1: Explaining the statistics

Time required:

40 minutes

Material needed:

Gender statistics

Preparation needed:

4 sets of statistics need to be prepared

- Outcomes: have an increased awareness of the global effects of gender socialization

Step 1

The trainer divides the participants into 4 groups and gives each group a set of gender statistics.

Step 2

The trainer asks the participants to discuss with their group members and identify possible reasons for these statistics.

Step 3

The trainer asks one member from each group to briefly present their responses.

Step 4

The trainer ends the session by giving a brief explanation of the statistics, pointing out that the main reason women's global status is the way it is because of the gender inequality that exists around the world and widespread gender discrimination.

Overall notes – Lesson 39

This lesson allows the participants to use their analytical skills to explain the global status of women. The trainer can facilitate this process by going around the groups and encouraging the participants to think of social reasons for these global situations. As this lesson follows other lessons on gender, the participants are usually able to make these links quite easily. The trainer needs to be able to make a final point that our day-to-day social attitudes have an impact at a national and global level, which is why attitudinal change is critical if social change is to occur.

Activity material – Lesson 39

Set One:

- Among 1.3 billion poor people, 70% are women.
- 75% to 80% of refugees are women and children.
- 73% percent of the labor-force of Pakistan is women, while official economical survey says they are 11%.

Set Two:

- Most of the women get 3/4 of the men's earnings for the same work.
- In most countries women work twice then man without any wage.

Set Three:

- Women are just 3% to 4% in the parliament of Pakistan.
- Women occupy just 3% of executive/management posts.

Set Four:

- Mostly women's age is more than their counter parts in the world, but they are less in numbers then men.

Set Five:

- Female literacy rate in Pakistan is 28%.
- Male literacy rate in Pakistan is 51%.
- 64% of the girls reach the primary level in Pakistan.
- 80% of the boys reach the primary level in Pakistan.

Set Six:

- Women are doing 2/3 of the world's work.
- Women are earning 1/10 of the world's earning.
- 2/3 of the world's illiterates are women.
- Women own less than 1/100 of the world's property.

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Lesson 40: Violence

Objective/s

- To help the participants identify all the forms of violence faced by women and men, and understand why violence against women is a serious social issue.
- To help the participants understand domestic violence and sexual assault

Activity 1: Violence across the life span

Time required:

30 minutes

Material needed:

OH/Poster: Forms of violence against women

Handout: Forms of violence against women

Preparation needed:

Basic reading: Forms of violence against women

Outcomes

- Participants will be able to identify various forms of violence against women and men.

Method:

- Small groups

Step 1

The trainer divides the participants into 3 groups. The first group is to identify all forms of violence that boys and girls (separately) are vulnerable to from birth to 5 years of age. The second group is to do the same for 6 – 18 years of age. The third group is to do the same for adults. They are to note these on flip charts.

Step 2

In the large group, the trainer asks one member from each group to present their responses.

Step 3

The trainer puts the response charts up, and discusses the following:

- *What are the similarities*

- *What are the differences and similarities between the age groups?*
- *What are the differences and similarities between boys and girls, between men and women of the same age?*
- *Who faces more violence – girls or boys?*
- *What role does power play in the kinds of violence women and men or girls and boys face?*

Step 4

The trainer draws out important points from the discussion, making the point that over the life span, women experience more forms of violence both within and outside their homes, it is for longer periods of time and they have less control over it. The violence men face, although serious, is in some ways less pervasive. However, it is still important to acknowledge its existence for men's own well-being and for society. Further, men's experiences of violence also have an impact on violence against women as men's frustration with the violence they face outside the home is sometimes expressed as violence inside the home, which may be directed at women.

Step 5

The trainer links these differences to power and points out that as children both boys and girls are powerless compared to the adults and thus face similar levels of violence (although even here, boys have more power than girls). As they grow older, however, the gender power difference becomes more apparent and as men attain more and more power, women face more and more violence.

Step 6

The trainer asks the participants why it is important for the police to be aware of these issues, and explains that because such issues are a day-to-day reality for the police, it is important that they have a proper understanding of these problems. It is only when they really understand these issues that they will be able to help people.

Activity 2: Domestic violence and sexual assault

Time required:

10 minutes

Material needed:

OH/Poster: What are domestic violence and sexual assault?

Handout: What are domestic violence and sexual assault?

Preparation needed:

Basic reading: What are domestic violence and sexual assault?

Outcomes

- Participants will be able to define domestic violence and sexual assaults
- Participants will be able to identify the effects of violence against women.

Method:

- Interactive presentation

Step 1

The trainer tells the participants that as the last activity showed that violence against women was a common issue, we will now focus on that, especially since the police is likely to be exposed to such issues in their day to day work.

Step 2

The trainer asks the participants what they understand by the term domestic violence, and explains that domestic violence refers to any control that a husband imposes on his wife. This may be physical, emotional, financial or sexual.

Step 3

The trainer asks the participants what they understand by the term sexual assault, and explains that this refers to any deliberate act of a sexual nature that a man commits towards a child or a woman without her consent (in the case of a child there is no such thing as consenting to a sexual act). This may involve any sexual talk, sexual exposure, touching, rape, etc. and may or may not involve overt violence.

Overall notes – Lesson 40

This session usually makes it quite clear that although all are vulnerable to violence, women face more violence and more frequently. The trainer needs to emphasize the gravity of the issue of violence and how important it is to have a good understanding of it. The trainer also needs to link the importance of this information to police work and make the point that even when violence occurs in what is considered the private domain, it is a social issue and the Police have an important role to play in its prevention.

Readings – Lesson 40

Reading 45 (R45) - Men and women's experiences of violence

Some common forms of violence against girls and women

Before birth – 5 years	6 – 16 years	Adult years
abortion if identified as girl burning if girl is born neglect – nutrition, attention, health physical punishment sexual abuse mutilation and forced begging castration	neglect – nutrition, attention, health physical punishment sexual abuse and/ rape mutilation and forced begging castration deprived of or restricted education control over mobility restrictions on physical exercise and play limited entertainment emotional control and abuse forced/early engagement or marriage sexual harassment prostitution	domestic violence emotional abuse (criticism, putting down, control) control over mobility restriction on physical exercise limited entertainment forced marriage dowry bride deaths sexual harassment prostitution sexual assault and/or rape, including ritual rape economic abuse discrimination at all levels polygamy restrictions on divorce right defamation, accusations of adultery contestations of custody pressure of strong customs and traditions lack of freedom of thought and expression bride violence in custody marriage with older man. change marriage (Vatta satta) bride buying restrictions on visiting parents after marriage bride violence in custody violation of property rights honor killings sati if no son is produced. restrictions /socially unacceptable widow burning after death of husband

Some common forms of violence against boys and men

Before birth – 5 years	6 – 16 years	Adults years
Physical punishment Sexual abuse Malnutrition and forced begging Child labor	Physical punishment Sexual abuse Malnutrition and forced begging Deprived of education (if poor families) Gangs Ethnic/religious groups – rallies, School drop-outs Inter-tribe fights Child labor	Ethnic/religious groups – rallies, School drop-outs Inter-tribe fights Political violence Lack of choice for career/ subjects Sexual violence Violence in custody Forced marriage Neglect in old age Loss of rights on property Forced labor in old age Participation in Wars Pressure of earning for family in old age

Some points to consider

- When they are young, boys and girls are exposed to similar forms of violence (physical punishments, sexual abuse) although girls experience more in some ways (e.g. abortion if it is a girl, nutritional neglect, burden of household responsibilities, lack of access to education, etc.) and boys sometimes experience more physical disciplining at school and at home.
- As they grow older, the forms of violence start to differ. Men and older boys are more likely to be victims of violence outside the home (e.g. war, ethnic violence, gangs, etc.), while women and older girls are more likely to be victims of violence inside the house (domestic violence, sexual abuse, emotional control, etc.).
- Men seem to have more control over the kinds of violence they experience or get involved in (e.g. not all men are part of a gang or go to war) while women have little control over the violence they experience (e.g. they do not choose to have violent husbands or, violent parents).
- Men typically respond to the violence they face; many women often do not have that option.
- The violence that men face is often temporary (e.g. while the fighting is going on, while the war is on, etc.), while the violence that women face is often long-term (e.g. it is happening at home, so it is on-going).

Reading 46 (R46) - Domestic violence and sexual assault/rape

Domestic violence

Domestic violence is any act which one family member uses to control, frighten, humiliate or overpower another family member. This may be physical (hitting, beating, slapping, pushing, etc), emotional (constantly criticizing, putting down, threatening, insulting, etc.) economic (completely controlling money and other financial resources, etc.) or sexual (forcing sex or certain sexual acts against the other's will).

Sexual assaults/rape

Sexual assaults/rape refers to forced sexual intercourse or sexual activity by one person against the other person's will.

Honor Killing

“Honor Killing” is punishment for men and women who commit adultery. The family and/or the clan, restore their ‘honor’ by punishing the alleged offenders with death. Although accusation is leveled at both men and women, women are killed in far greater number.

Honor killing is a crime that persists in different areas of Pakistan, like in Balochistan; it is named Siah Kari, in Sindh Karo Kari, in Punjab Kala Kali, and in NWFP, Tor etc. Honor killing has no Islamic or legal sanctity in Pakistan, but it is supported by strong socio-cultural norms and traditional practices.

Lesson 41: Violence against women

Objective/s

- To increase the participants' awareness of the effects of such violence
- To clarify any misconceptions the participants may have on violence against women

Activity 1: The effects of violence

Time required:

40 minutes

Material needed:

OH/Poster: Effects of domestic violence and sexual assault

Handout: Effects of domestic violence and sexual assault

Preparation needed:

Basic reading: Effects of domestic violence and sexual assault

Outcomes

- Participants will be able to identify the effects of violence against women.

Method:

- Case study, interactive presentation

Step 1

The trainer divides the participants into 4 groups

Step 2

The trainer hands out a case study to each group and asks them to identify and note down the following:

- *What forms of violence are there in the story?*
- *What are the effects that this violence is having or could have on the individuals facing it?*
- *What kinds of effects is it having or could it have on the family?*
- *What effects could it specifically have on the children?*
- *What kinds of effects could it have on the society?*

Step 3

In the large group, the trainer goes through one question at a time and asks the groups to call out their responses to it. The trainer notes these down and adds to the responses (see readings).

Overall notes – Lesson 41

The trainer needs to bring out that no matter what the form of violence, it affects those affected by it in some way or another. Not everyone develops serious physical or psychological problems, but aspects of one's life do suffer the impact of violence. Violence in the home does not just affect those that experience it directly, but also those who are exposed to it, such as the children. In turn, violence affects entire families and ultimately the society. This link is important to show to the participants.

Readings – Lesson 41

Reading 47 (R47) – Possible effects of domestic violence and sexual assault

- High emotional arousal (fear, sadness, anxiety, distress, anger, etc.)
- Terror
- Rage
- Stress
- Trauma
- Helplessness and passivity
- Psychological difficulties (Depression, Anxiety, Traumatic stress, etc.)
- Lack of satisfaction with the marital relationship
- Sexual difficulties
- Low self-esteem – feeling damaged
- Shame
- Lack of control over her own life
- Insecurity
- Somatic symptoms (sleeping and eating difficulties, headaches, ulcers, various aches and pains, etc.)
- Physical and health problems caused by violence (injury, miscarriage, etc.)
- Social difficulties (isolation, lack of confidence in relationships)
- Parenting difficulties
- Difficulty in concentrating
- Suicidal ideation
- Substance abuse (e.g. tranquilizers)

Violence also affects the overall well-being of the family. It creates an atmosphere of mistrust, fear and stress in the family and family relationships suffer as a result. Violence affects the bond and mutual respect between a husband and wife and the parents and the children. Children are also affected by the violence they witness or experience. They are distressed by it and may even be traumatized. They may also learn to use or accept violence in their own relationships.

Violence affects the society because it means that some of its members suffer from its effects and are, therefore, less satisfied and productive. This affects the society's development and progress.

Activity Material Lesson- 41

Saeeda's story

Saeeda was from a small village and was one of nine children. Syeda never went to school, as she was from a poor family her parents felt it was more important to send her brothers to school. Saeeda also did not have time to attend school, she had to help her sick mother, look after her younger siblings and tend to the housework. She was the first to get up in the morning and make breakfast, feed the boys and men of the family, clean the house, start cooking lunch, feed the children, etc. She was also the last to go to sleep.

When she turned 14, Syeda's wealthy maternal aunt proposed for Saeeda for her son, Javed who worked in the city. Saeeda's parents could not refuse a proposal from within their own family, especially since Javed's family had good money, so they agreed. Saeeda was initially very upset and scared, but she slowly accepted it and began to feel excited about leaving the village and living in a big city.

Saeeda's father did not have enough money for the wedding nor for the large dowry Javed's parents had demanded, so he borrowed money from two people and worked an extra job. He felt he had no choice – Javed's family was known to be demanding.

After the wedding, Javed told Saeeda that she would stay in the village with his family while he would live and work in the city. Syeda begged him to take her with him, but he said he had no place to keep her. Saeeda stayed in the village, and as the eldest daughter-in-law, she was forced to do a lot of work both inside the home and outside, including helping her brother-in-law in the fields.

Within the first few months of her marriage, Saeeda became pregnant. She often fell sick and got very tired, but her work did not stop. When she tried to talk to Javed about it during one of his visits, he told her to be patient and that things would get better once she had the baby.

Saeeda gave birth to a beautiful, healthy daughter. To her shock, her in-laws were very disappointed. Her mother in law began to cry and even her own parents did not look happy. When Javed came to visit, he looked sad too and told her that next time she had to have a boy. The first few weeks after the baby was born, Saeeda was allowed to take some rest, but soon after she had to get back to work. Saeeda felt unwell and was advised by the Lady Health visitor that she should have a gap before having the next child she shared this with Javed who ignored the advice. And a few months later Saeeda became pregnant again. This time everyone was convinced it would be a boy and her mother in law decided to take good care of Syeda to prepare for her grandson. It was an even more painful pregnancy this time and Syeda was glad that she could rest. After nine months, however, Saeeda had another baby girl. Her family was furious and her mother in law cursed Saeeda and refused to take care of her anymore. Javed started beating Saeeda whenever he got angry with her.

Shortly after, Saeeda fell so sick that she had to be taken to the community health clinic. The doctor told her and Javed that she needed to take a break and should not have any more children, as Saeeda's health did not allow it. Javed's mother insisted that he marry again, and he did. After his second marriage Javed stopped giving her money for any of her needs. Saeeda was asked to be quiet; otherwise she would be given a divorce. Saeeda thought of the humiliation that the divorce would bring upon her family and vowed never to say anything.

Activity Material Effects of violence

Emotional/verbal	Physical	Financial	Sexual
<ul style="list-style-type: none"> • Discrimination against Saeeda – not sent to school because of brothers • Too much physical work and responsibility for one person, especially for a young child • Forced marriage • Dowry pressure – sent girl home because of dowry • A lot of work pressure on Saeeda at her in-laws, even when she was ill and pregnant. • Disappointment at the birth of a girl • Cursing Saeeda because of her baby girl • Neglect by Javed • Pressure to get pregnant again • Pressure to produce a son • Second wife • Threats of divorce 	<ul style="list-style-type: none"> • Excessive physical work even at times of illness and pregnancy • Lack of care during pregnancy • beating, abusive language 	<ul style="list-style-type: none"> • Not given money 	<ul style="list-style-type: none"> • Forced by Javed for second pregnancy despite medical advice

Lesson 42: Attitudes towards violence against women

Objective/s

- To clarify any misconceptions the participants may have about violence against women

Activity 1: Facts about domestic violence and sexual assault

Time required:

40 minutes

Material needed:

OH/Poster: Myths and facts on domestic violence and sexual assault

Handout: Myths and facts on domestic violence and sexual assault

Preparation needed:

Basic reading: Myths and facts on domestic violence and sexual assault

Outcomes

- Participants will have an increased awareness of domestic violence and sexual assault

Method:

- Interactive presentation

Step 1

The trainer reads out a statement at a time and asks the participants whether or not they agree with it and to give their reasons for their stance.

Step 2

The trainer gives the fact for each statement and explains it.

Step 3

The trainer discusses with the participants how misconceptions about rape and sexual assault can influence police behavior in cases of domestic violence and sexual assault and its impact on victims.

Overall notes – Lesson 42

It is important that the trainer have accurate information on domestic violence and sexual assault before conducting this lesson. Reading the information provided beforehand is essential. The participants are likely to have many misconceptions regarding these issues and the trainer needs to be able to handle them calmly and explain his/her responses clearly. It is important for the trainer to understand and clarify that violence against women in all its forms is wrong and that its impact can be far-reaching. The trainer will need to explain that misconceptions regarding women, men, domestic violence and sexual assault determines how policemen and women behave in such situations and this, in turn negatively affects individuals and society. For example, if a policeman or woman believes that domestic violence is a woman's fault or that a woman should not report violence or that domestic violence is a private matter, s/he may blame the woman for coming to the police instead of supporting her. Such a policeman or woman may make the woman feel ashamed, embarrassed, scared or insulted. Similarly, police attitudes towards rape victims can also be very negative. Policemen or women who believe that the victim somehow asked to be raped (e.g. because of her behavior or dress) may blame her, make her feel ashamed and embarrassed and therefore feel worse than she must already feel. A change in police attitudes could mean that all women coming to the police station reporting violence, physical or sexual, would feel respected and supported; they would feel that they could trust the police rather than fear them.

Readings – Lesson 42

Reading 48 (R48) - Facts about domestic violence and sexual assault

Domestic violence

- It is estimated that one woman in every third household in Pakistan, is a victim of such violence. This is, therefore, a serious social problem. (Human rights commission of Pakistan, annual report, 2003)
- Domestic Violence occurs in every socio-economic class. It can happen to any women regardless of her social class or education.
- Violence is NEVER justified (except in self-defense), no matter how much anger a person provokes or how unreasonable the person is being. No human being, whether male or female, deserves to be physically abused.
- Violence is not a healthy or normal way of resolving conflicts or expressing anger. Arguments, disagreements etc. are normal in relationships, but violence is not.
- No woman is happy or satisfied in an abusive relationship. However, many women still choose to continue living with their violent partners due to reasons such as financial dependence, for the children, fear of social disapproval, self-blame, lack of support from the family, inadequate laws and social services and fear for their personal security.
- Being violent is a pattern and a tendency. It does not happen because of a momentary loss of temper, general frustration, drugs/alcohol, economic problems, etc.

Sexual assault/rape

- Reported incidents alone indicate that rape occurs every 3 hours in Pakistan. The real figures are likely to be much, much higher since the majority of the cases never get reported at all. (Human rights commission of Pakistan, annual report ,2002)
-
- Rape is a violent, hostile assault that a person commits in order to dominate, over-power, control and humiliate the other. It is an act of power. Sex is merely used as a means of control and humiliation.
- Rape may or may not involve actual overt violence. Forms of coercion and manipulation such as force, threats of bodily harm, of financial deprivation or of dire consequences etc. are commonly used rather than violence.
- Most women are raped by men known to them, not by strangers.
- Rape can happen to any woman or girl regardless of her age, physical appearance, clothes, character, life-style, education, socio-economic status etc. Little girls, old women, women in purdah etc. can all become victims of rape.
- Rape can occur anywhere and at any time of the day. It does not occur only in dark, deserted places.
- Rape is always traumatic and its implications are severe, although different women may react in different ways, ranging from being shocked to appearing very calm to terror and hysteria. Rape is associated with a number of emotions and long-term effects such as disbelief, fear, shame, self-blame depression, suicidal behavior, denial, anxiety, anger, low self-esteem and trauma-related symptoms (phobias, flashbacks, anxiety etc).

Honor Killing

- There were 340 incidents of honor killing from 1st January to 6th March 2005. (Human Right Commission of Pakistan, annual report, 2004)
- According to the official statistics, reported in daily Jung, from July 2003 to June 2004, there were 4001 cases of honor killing, and in 69% of the cases victims were women. (Oxfam, GB, Pakistan, campaign, We can end honor killing, 2004)
- Honor killing, is used as a tool to take revenge, acquire lands/ pay off debts and settle disputes especially those related to inheritance. It is often used by the family, clan as a cover/ ploy to murder women for material or financial gains.
- Acceptance of this crime as a culturally sanctioned practice on part of the society, and law enforcement agencies and ineffective legal protection are formidable hurdles.
- President of Pakistan, General Pervez Musharraf has declared honor killing as a murder crime and the National Assembly as well as the Senate has also passed *The Criminal Law (Amendment) Bill 2004*. The legislation aims to bring to justice the culprits perpetrating these crimes (e.g. murder, attempt to murder, hurt, burn, acid throwing etc) in the name of 'honor'. It is a good initiative on the part of the Government to address the issue but there are some loop holes/ limitations that need consideration, e.g. bringing other laws into conformity with this legislation, monitoring of the implementation and the compound ability and reconciliation clause which allows male guardians to 'reconcile' or forgive the murderer. In this case since the offender is a member of the family or often the male guardian this clause gives protection to the offender.

Reading 49 (R49) - Myths and realities about domestic violence and sexual assault

Myth-1: Domestic violence does not happen in Pakistan

Fact: Research shows that domestic violence happens in every community, country.

Myth 2: Occasionally slapping one's wife is not a form of violence.

Fact. This may not be as severe as beating, but any physical act, which intentionally hurts or harms another person physically or emotionally, is violence.

Myth-3: Women don't mind being hit sometimes.

Fact: No one likes to be hit. Even if women blame themselves for their husband's anger and even if they don't complain about it, women do not like to be hit.

Myth -4: Men can't help themselves when they get angry because they are naturally aggressive.

Fact: Everyone has a certain level of self-control and can control themselves when they make an effort. Just as other social behaviors are learnt; hitting is also a learnt behavior and is not natural. There are many men who get angry, but do not use violence.

Myth -5: Every woman who experiences violence is affected by it in some way.

Fact: Violence is degrading, humiliating, insulting and frightening. Everyone who experiences it is affected in some way.

Myth -6: Children are affected by their fathers' beating up their mothers even if they are not beaten up themselves.

Fact: When children see their mothers being beaten up, they can be affected in 2 ways: they are distressed (scared, angry, sad) by the violence and they may learn to become aggressive (e.g. boys) or accept aggression (e.g. girls).

Myth -7: Some women provoke violence and deserve to be beaten up.

Fact: A woman's behavior can make her husband angry, but no one ever deserves to be beaten. When a man's anger extends to hitting, it is his fault because he was unable to control his aggression and express his anger differently. It is the man's choice either to resort to violence or find some other option to settle the issue. Men always have choices; many choose not to use violence.

Myth -8: Domestic violence is caused by stress such as unemployment, financial problems, etc.

Fact: These problems may trigger violence, but are not the real cause. The cause of violence is a person's need to show his/her power, control and authority. If these stresses were the causes of violence, violent husbands would be violent with everyone, not just their wives.

Myth -9: Domestic violence is a private issue, not a public one.

Fact: Domestic disputes are only private if the couple is able to resolve them without hurting one another. Once they cross this limit, they become public and outsiders have the right to become involved. Many women continue to get seriously injured because so many people think violence is a private matter and are unwilling to help.

Myth -10: Only a certain type of women gets sexually assaulted.

Fact: There is no such type. Women and girls of all ages, cultures, colours, interests, habits, etc. get sexually assaulted.

Myth -11: A woman can get raped no matter how she dresses.

Fact: How a woman dresses has nothing to do with rape. Reports show that women in burqas, little girls, and women in their own homes can all be raped.

Myth-12: The rapist rapes because he cannot control his sexual frustration

Fact: If rape were a crime committed out of sexual frustration then married men would never be rapists. Rape is a crime of power and is often a calculated, well thought out act conducted as a tool to take revenge, to degrade the woman or her family

Lesson 43: Violence against Children

Objective/s

- To increase the participants' awareness of violence against children, especially child sexual abuse and its effects

Activity 1: Kinds of violence against children

Time required:

10 minutes

Material needed:

OH/Poster: What is child sexual abuse?

Handout: What is child sexual abuse?

Preparation needed:

Basic reading: What is child sexual abuse?

Outcomes

- Participants will be able to identify the kinds of violence against children.
- Participants will be able to define child sexual abuse

Method:

- Interactive presentation

Step 1

The trainer asks the participants to identify the kinds of violence children experience and categorizes them as physical (hitting, beating, pushing, shaking, etc), emotional (constantly criticizing, putting down, ridiculing, threatening, etc) and sexual violence (sexual abuse, rape).

Step 2

The trainer briefly explains what physical and emotional violence includes.

Step 3

The trainer defines child sexual abuse in more detail.

Activity 2: Child sexual abuse

Time required:

30 minutes

Material needed:

OH/Poster: Child sexual abuse

Handout: Child sexual abuse

Preparation needed:

Basic reading: Child sexual abuse?

Outcomes

- Participants will have an increased awareness of child sexual abuse

Method:

- Interactive presentation

Step 1

The trainer asks the participants the following questions, and gives them the correct answer after every question has been discussed:

- *Does child sexual abuse happen only to girls?*
- *Does child sexual abuse happen to children of a particular age group?*
- *Does child sexual abuse happen to children of a particular socio-economic or educational status?*
- *Does child sexual abuse happen more in the cities?*
- *Who do you think abuses a child?*
- *Are abusers of a particular kind, appearance or personality-wise?*
- *Is child sexual abuse ever the fault of the child?*
- *Is child sexual abuse always accompanied by violence?*
- *What are the signs of child sexual abuse?*
- *What are the effects of child sexual abuse?*
- *What role can policemen and women play in preventing and dealing with cases of child sexual abuse?*

Readings – Lesson 43

Reading 50 (R50) – Child Sexual Abuse

Child Sexual Abuse is defined as any activity in which an adult or an older child uses a younger child in a sexual way.

Forms of Child Sexual Abuse:

It could be in the form of touching, fondling, kissing, looking at the child's private parts, showing the child pornographic material, making the child touch or look at the abuser's private parts, child pornography and rape.

Myths about Child Sexual Abuse:

Child sexual abuse, despite being so prevalent is still shrouded in mystery for many people of our society. Some of the erroneous, yet commonly held views are:

Myth No 1: Child sexual abuse mostly occurs in the uneducated class and slum areas.

Fact: Child sexual abuse is not the problem of a certain area or class. It is not like poverty or illiteracy, which are the problems, of a certain class. Research from all over the world has shown that CSA can occur in all socio economic classes and in families with varying educational levels. According to a study conducted by *Population Council- Islamabad*, with 300 school children, studying in different schools of Islamabad and Rawalpindi, 17% of the respondents were abused, with 1 in every 5 boys and 1 in every 7 girls. All these students were studying in classes 8-10 and came from an educated background.

(Source: child sexual abuse among school children of Islamabad & Rawalpindi – An Illustrative study- Population Council, Islamabad, 2000-2001)

Myth No 2: Boys are almost never sexually abused.

Fact: Many of us assume that victims are only girls, and parents often feel relieved that they don't have to bother about protecting boys. In reality, boys are as vulnerable to child sexual abuse as girls. It is only that sometimes abuse in girls is more likely to be found out. We believe that in Pakistan, boys are at a higher risk than in the west. This is because culturally boys are expected to take care of themselves and are left unprotected.

According to an analysis made by, *Sahil*, an organization working on Child sexual abuse, out of 1549 reported cases of CSA, 365 were boys, in the year 2004. The information was collected from 27 daily newspapers and this is also a fact that there are a number of cases that remains unreported.

Myth No 3: Sometimes it is the child's fault if he/she is sexually abused.

Fact: Sometimes children are blamed for the abuse. It is wrongly assumed that the child may have acted or dressed up in such a way which could have provoked or deserved the abuse.

None of this is true. Child sexual abuse is NEVER the fault of the child. Children do not relate to anyone in a sexual way unless they are made to do so or are exposed to such things. Even if they enjoy the act it does not mean that they are at fault, it simply indicates that their bodies are functioning normally. The responsibility of the abuse ALWAYS lies with the older person, who knows that such things can have an impact on children's emotional health and has more power over the situation. They are also able to understand fully the moral and legal implications of such a relationship.

At times, children may go back to an adult who has abused them in return of some favor such as money, gifts etc. However, the responsibility still lies with the adult who makes use of the child's vulnerability.

Myth No 4: If a victim of abuse talks about his/her experience, it does more harm than good.

Fact: People often believe that if a victim avoids talking about the abuse, it will go away and every thing will be all right again. However, clinical experience has shown that it is very difficult for the child to forget. He/she may seem to be leading a perfectly normal life and look quite all right, but if a child is not encouraged to talk and unburden herself/himself, he/she may grow up with a lot of suppressed pain and negative feelings which may cause him/her problems later on.

It is very important that the child talks to someone who supports and understands. Studies have shown that children, who were given emotional support on disclosure, were able to cope with the abuse better than those who did not get any support. The ability to deal with the abuse further deteriorated in cases where children were either not believed or blamed for the abuse.

Myth No 5: Abusers are usually strangers to the child.

Fact: The child often knows Abusers. Many times abuse occurs by people the child trusts and respects, such as uncles, fathers, family friends etc

Myth No 6: Sexual abuse is usually accompanied by violence or force.

Fact: This is a myth due to which a lot of us may be fooled, because if a child does not seem hurt, we may think that the child had encouraged the abuse in some way or had taken part in it willingly. Abusers are very clever people; they do not want anybody to know what they are doing. In order to do that they may bribe the child with sweets or even extra attention. They may tell him/her again and again to keep the abuse their own little secret. They may use threats and manipulate the situation, but rarely use physical force, because, if they do so, chances that others might find out about it increase.

Myth No 7: Very young children are not abused. It usually happens to adolescents.

Fact: Children as young as 2 months old have been known to be abused. 6 - 10 years, is reported as the most vulnerable age for children.

Myth No 8: Abusers look abnormal and mentally ill.

Fact: Abusers can be people who appear quite normal and may be living perfectly normal lives. These people could be rich or poor, educated or un-educated. They may even be people holding important and responsible posts and people may trust them totally. They could be judges, teachers, doctors, nurses or lawyers.

Myth No 9: Often children make up stories about being abused.

Fact: It takes a lot of courage for a child to come out and talk about a thing like abuse. Why would a child deliberately go through so much embarrassment, awkwardness and discomfort? Moreover, the child knows that what he/she is saying could cause him/her or the abuser a lot of problems, so it is very unlikely that the child would make up a story like this.

Myth No 10: Women cannot be abusers.

Fact: Women can also be abusers, although their ratio is much less than that of men. Aangan has received letters in which abusers are older female cousins, aunts, maidservants, and teachers or in a few cases even real mothers etc.

Effects of Child Sexual Abuse

HOW CAN WE TELL THAT A CHILD MAY BE A VICTIM?

The **SUDDEN** occurrence of any of the following problems for no other apparent reason:

Physical Symptoms

- Various infections, itching, bleeding, urinary tract infections
- Bruises, marks, cuts, laceration etc. genital areas
- Gastrointestinal disturbances
- Vaginal/ penial discharge
- Venereal diseases
- Poor sphincter tone

Behavioral / Emotional Symptoms

Sleep disturbances, bed-wetting, and nightmares

Age-inappropriate sexual awareness or sexual activity with self, toys, peers, adults

Substance abuse (drugs, etc.)

Spending too much time with certain adults

Difficulty walking

Eating problems

Drop in academic performance

Under-confidence, staying quiet a lot

Phobias/ fears, especially of certain adults or places

Behaving like a much younger child

Aggression/excessive crying

Delinquent behavior (stealing, excessive lying, running away, etc.)

Suicidal ideation or attempts

Relationship problems

Remember these symptoms are a sign of some emotional disturbances in the child. This emotional disturbance may be due to some academic problem or domestic problem, like fights between parents at home etc. and it can be due to sexual abuse. If a child exhibits any of these symptoms it is important for parents to check out why the sudden change of behavior has occurred.

Lesson 44 – Prisoners’ Rights

Objective/s

- To increase the participants’ awareness of prisoner’s rights.

Activity 1: Prisoner’s Rights

Time required:

40 minutes

Material needed:

OH/Poster: Prisoners’ rights

Handout: Prisoners’ rights

Preparation needed:

Basic reading: Prisoners’ rights

Outcomes

- Participants will be able to identify the basic rights awarded to prisoners

Method:

- Interactive presentation

Step 1

The trainer hands out the prisoners’ rights to the participants and asks them to take some time and read it.

Step 2

The trainer divides the participants into 4 groups and asks them to identify rights that are commonly violated by the Pakistani police and need more attention.

Step 3

In the large group, the trainer asks for groups to call out their responses.

Step 4

The trainer points out that the police needs to recognizes its own part in human rights violations and take active steps individually and collectively to change this pattern.

Reading 51 (R51) – Prisoners' rights

Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment, G.A. res. 43/173, annex, 43 U.N. GAOR Supp. (No. 49) at 298, U.N. Doc. A/43/49 (1988).

SCOPE OF THE BODY OF PRINCIPLES

These principles apply for the protection of all persons under any form of detention or imprisonment.

USE OF TERMS

For the purposes of the Body of Principles:

"Detention" means the condition of being deprived of personal liberty except as a result of conviction for an offense.

"Imprisonment" means the condition of imprisoned persons as defined above;

Principle 1

a) All persons under any form of detention or imprisonment shall be treated in a *humane manner and with respect for the inherent dignity of the human person*.

Principle 2

a) Arrest, detention or imprisonment shall only be carried out strictly in accordance with the *provisions of the law and by competent officials or persons authorized* for that purpose.

Principle 3

a) Even if a certain right is not specifically mentioned or is mentioned to a lesser extent in the Body of Principles than others, no restriction shall be placed on any human right of any person.

Principle 4

a) Any form of detention or imprisonment and all measures affecting the human rights of a person under any form of detention or imprisonment shall be controlled and monitored by a judicial or other authority.

Principle 5

These principles shall be applied to all persons within the territory of any given State, without distinction of any kind, such as race, colour, sex, language, religion or religious belief, political or other opinion, national, ethnic or social origin, property, birth or other status. Measures applied under the law and designed solely to protect the rights and special status of vulnerable groups such as women, especially pregnant women and nursing mothers, children and juveniles; aged, sick or handicapped persons shall not be considered discriminatory. The need for, and the application of, such measures shall always be subject to review by a judicial or other authority.

Principle 6

a) No person under any form of detention or imprisonment shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. No circumstance whatever may be invoked as a justification for torture or other cruel, inhuman or degrading treatment or punishment.

Principle 7

States should prohibit by law any act that goes against the rights and duties included in these principles, make any such act subject to punishment and conduct impartial investigations upon complaints. Officials who have reason to believe that a violation of this Body of Principles has occurred or is about to occur shall report the matter to their superior authorities and, where necessary, to other appropriate authorities responsible for reviewing or remedial powers. Any other person who has ground to believe that a violation of this Body of Principles has occurred or is about to occur shall have the right to report the matter to the superiors of the officials involved as well as to other appropriate authorities responsible for reviewing or remedial powers.

Principle 8

Persons in detention shall be subject to treatment appropriate to their unconvicted status. Accordingly, they shall, whenever possible, be kept separate from imprisoned persons.

Principle 9

The authorities who arrest a person, keep him under detention or investigate the case shall exercise only the powers granted to them under the law and the exercise of these powers shall be subject to monitoring by a judicial or other authority.

Principle 10

Anyone who is arrested shall be informed at the time of his arrest of the reason for his arrest and shall be promptly informed of any charges against him.

Principle 11

- a) A person shall not be kept in detention without being given an effective opportunity to be heard promptly by a judicial or other authority. A detained person shall have the right to defend himself or to be assisted by counsel as prescribed by law.
- b) A detained person and his counsel, if any, shall receive prompt and full communication of any order of detention, together with the reasons for it.
- c) A judicial or other authority shall be empowered to review as appropriate the continuance of detention.

Principle 12

- a) The following shall be duly recorded:
 - i) The reasons for the arrest;
 - ii) The time of the arrest and the taking of the arrested person to a place of custody as well as that of his first appearance before a judicial or other authority;
 - iii) The identity of the law enforcement officials concerned;
 - iv) Precise information concerning the place of custody.
- b). such records shall be communicated to the detained person, or his counsel, if any, in the form prescribed by law.

Principle 13

a) Any detained or imprisoned person shall be given appropriate information and an explanation of his rights and how to avail himself of such rights by the appropriate authority.

Principle 14

a) A person who does not adequately understand or speak the language used by the authorities responsible for his arrest, detention or imprisonment is entitled to receive promptly all this information in a language, which he understands, and to have the assistance, free of charge, if necessary, of an interpreter in connection with legal proceedings subsequent to his arrest.

Principle 15

a) The communication of the detained or imprisoned person with the outside world, and in particular his family or counsel, shall not be denied for more than a matter of days except in special circumstances.

Principle 16

Promptly after arrest and after each transfer from one place of detention or imprisonment to another, a detained or imprisoned person shall be entitled to notify or to require the competent authority to notify members of his family or other appropriate persons of his arrest, detention or imprisonment or of the transfer and of the place where he is kept in custody.

If a detained or imprisoned person is a foreigner, he shall also be promptly informed of his right to communicate by appropriate means with a consular post or the diplomatic mission of the State of which he is a national or which is otherwise entitled to receive such communication in accordance with international law or with the representative of the competent international organization, if he is a refugee or is otherwise under the protection of an intergovernmental organization.

If a detained or imprisoned person is a juvenile or is incapable of understanding his entitlement, the competent authority shall on its own initiative undertake the notification referred to in the present principle. Special attention shall be given to notifying parents or guardians.

This notification shall be made or allowed to be made without delay. The competent authority may however delay a notification for reasonable period where exceptional needs of the investigation so require.

Principle 17

A detained person shall be entitled to have the assistance of a legal counsel. He shall be informed of his right by the competent authority promptly after arrest and shall be provided with reasonable facilities for exercising it.

If a detained person does not have a legal counsel of his own choice, he shall be entitled to have a legal counsel assigned to him by a judicial or other authority in all cases where the interests of justice so require and without payment by him if he does not have sufficient means to pay.

Principle 18

- a) A detained or imprisoned person shall be entitled to communicate and consult with his legal counsel.
- b) A detained or imprisoned person shall be allowed adequate time and facilities for consultation with his legal counsel.
- c) The right of a detained or imprisoned person to be visited by and to consult and communicate, without delay or censorship and in full confidentiality, with his legal counsel may not be suspended or restricted save in exceptional circumstances, to be specified by law or lawful regulations, when it is considered indispensable by a judicial or other authority in order to maintain security and good order.
- d) Interviews between a detained or imprisoned person and his legal counsel may be within sight, but not within the hearing, of a law enforcement official.
- e) Communications between a detained or imprisoned person and his legal counsel mentioned in the present principle shall be inadmissible as evidence against the detained or imprisoned person unless they are connected with a continuing or contemplated crime.

Principle 19

a) A detained or imprisoned person shall have the right to be visited by and to correspond with, in particular, members of his family and shall be given adequate opportunity to communicate with the outside world, subject to reasonable conditions and restrictions as specified by law or lawful regulations.

Principle 20

a) If a detained or imprisoned person so requests, he shall if possible be kept in a place of detention or imprisonment reasonably near his usual place of residence.

Principle 21

a) It shall be prohibited to take undue advantage of the situation of a detained or imprisoned person for the purpose of compelling him to confess, to incriminate himself otherwise or to testify against any other person.

b) No detained person while being interrogated shall be subject to *violence, threats or methods of interrogation*, which impair his capacity of decision or his judgment.

Principle 22

a) No detained or imprisoned person shall, even with his consent, be subjected to any medical or scientific experimentation, which may be detrimental to his health.

Principle 23

a) Details of any interrogation of a detained or imprisoned person (duration, intervals, and identity of officials, others present) shall be recorded and certified in such form as may be prescribed by law.

b) A detained or imprisoned person, or his counsel when provided by law, shall have access to the above information regarding interrogation.

Principle 24

a) A proper medical examination shall be offered to a detained or imprisoned person as promptly as possible after his admission to the place of detention or imprisonment, and thereafter medical care and treatment shall be provided whenever necessary. This care and treatment shall be provided free of charge.

Principle 25

a) A detained or imprisoned person or his counsel shall have the right to request or petition a judicial or other authority for a second medical examination or opinion subject only to reasonable conditions to ensure security and good order in the place of detention or imprisonment.

Principle 26

a) The fact that a detained or imprisoned person underwent a medical examination, the name of the physician and the results of such an examination shall be duly recorded. Access to such records shall be ensured. Modalities therefore shall be in accordance with relevant rules of domestic law.

Principle 27

a) Non-compliance with these principles in obtaining evidence shall be taken into account in determining whether or not such evidence can be used in a trial against a detained or imprisoned person.

Principle 28

a) A detained or imprisoned person shall have the right to obtain within the limits of available resources, if from public sources, reasonable quantities of educational, cultural and informational material, subject to reasonable conditions to ensure security and good order in the place of detention or imprisonment.

Principle 29

a) In order to supervise the strict observance of relevant laws and regulations, places of detention shall be visited regularly by qualified and experienced persons appointed by, and responsible to, a competent authority distinct from the authority directly in charge of the administration of the place of detention or imprisonment.

b) A detained or imprisoned person shall have the right to communicate freely and in full confidentiality with the persons who visit the places of detention or imprisonment for monitoring purposes, subject to reasonable conditions to ensure security and good order in such places.

Principle 30

a) What types of prisoner conduct is considered a disciplinary offence during detention or imprisonment, the description and duration of disciplinary punishment that may be inflicted and the authorities competent to impose such punishment shall be specified by law or lawful regulations and duly published.

b) A detained or imprisoned person shall have the right to be heard before disciplinary action is taken. He shall have the right to bring such action to higher authorities for review.

Principle 31

a) The appropriate authorities shall endeavour to ensure, according to domestic law, assistance when needed to dependent and, in particular, minor members of the families of detained or imprisoned persons, and shall devote a particular measure of care to the appropriate custody of children left without supervision.

Principle 32

a) A detained person or his counsel shall be entitled at any time to take proceedings according to domestic law before a judicial or other authority to challenge the lawfulness of his detention in order to obtain his release without delay, if it is unlawful.

b) The proceedings of challenging the lawfulness of detention shall be simple and expeditious and at no cost for detained persons without adequate means. The detaining authority shall produce without unreasonable delay the detained person before the reviewing authority.

Principle 33

a) A detained or imprisoned person or his counsel shall have the right to make a request or complaint regarding his treatment, in particular in case of torture or other cruel, inhuman or degrading treatment, to the authorities responsible for the administration of the place of detention and to higher authorities and, when necessary, to appropriate authorities.

b) In those cases where neither the detained or imprisoned person nor his counsel has the possibility to exercise the right to complain about the treatment of the prisoner or detainee, a member of the family of the detained or imprisoned person or any other person who has knowledge of the case may exercise such rights.

c) Confidentiality concerning the request or complaint shall be maintained if so requested by the complainant.

d) Every request or complaint shall be promptly dealt with and replied to without undue delay. If the request or complaint is rejected or, in case of inordinate delay, the complainant shall be entitled to

bring it before a judicial or other authority. Neither the detained or imprisoned person nor any complainant shall suffer prejudice for making a request or complaint.

Principle 34

a) Whenever the death or disappearance of a detained or imprisoned person occurs during his detention or imprisonment, an inquiry into the cause of death or disappearance shall be held by a judicial or other authority, either on its own motion or at the instance of a member of the family of such a person or any person who has knowledge of the case. When circumstances so warrant, such an inquiry shall be held on the same procedural basis whenever the death or disappearance occurs shortly after the termination of the detention or imprisonment. The findings of such inquiry or a report thereon shall be made available upon request, unless doing so would jeopardize an ongoing criminal investigation.

Principle 35

a) Damage incurred because of acts or omissions by a public official contrary to the rights contained in these principles shall be compensated according to the applicable rules or liability provided by domestic law.

b) Information required to be recorded under these principles shall be available in accordance with procedures provided by domestic law for use in claiming compensation under the present principle.

Principle 36

a) A detained person suspected of or charged with a criminal offence shall be presumed innocent and shall be treated as such until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

b) The arrest or detention of such a person pending investigation and trial shall be carried out only for the purposes of the administration of justice on grounds and under conditions and procedures specified by law. The imposition of restrictions upon such a person which are not strictly required for the purpose of the detention or to prevent hindrance to the process of investigation or the administration of justice, or for the maintenance of security and good order in the place of detention shall be forbidden.

Principle 37

a) A person detained on a criminal charge shall be brought before a judicial or other authority provided by law promptly after his arrest. Such authority shall decide without delay upon the lawfulness and necessity of detention. No person may be kept under detention pending investigation or trial except upon the written order of such an authority. A detained person shall, when brought before such an authority, have the right to make a statement on the treatment received by him while in custody.

Principle 38

a) A person detained on a criminal charge shall be entitled to trial within a reasonable time or to release pending trial.

Principle 39

a) Except in special cases provided for by law, a person detained on a criminal charge shall be entitled, unless a judicial or other authority decides otherwise in the interest of the administration of justice, to release pending trial subject to the conditions that may be imposed in accordance with the law. Such authority shall keep the necessity of detention under review.

General clause

Nothing in this Body of Principles shall be construed as restricting or derogating from any right defined in the International Covenant on Civil and Political Rights.

Lesson 45: Islamic perspective

Objective/s

- To increase the participants' awareness of Islam's perspective on social issues

Activity 1: Islam and human rights

Time required:

40 minutes

Material needed:

OH/Poster: Islam and human rights

Handout: Islam and human rights

Preparation needed:

Basic reading: Islam and human rights

Outcomes

- Participants will be able to identify the human rights awarded by Islam

Method:

- Interactive presentation

Step 1

The trainer asks the participants to identify the human rights awarded by Islam, and adds to the list (see reading- 52).

Step 2

The trainer asks the participants to discuss violation of these human rights in the current scenario of Pakistan

Readings – Lesson 43

Reading 52 (R52) - Islamic human rights

1. Everyone has the **right to life and to respect** by virtue of being a human being. The first and foremost contribution that Islam made was to forbid female infanticide and viewed the practice as a crime and murder. The Quran upholds the sanctity and absolute value of human life. "...Do not take any human being's life (the life) which God has declared to be sacred..." (Al-An'am, Surah 6, verse 151).
2. All human beings are **created equal and Islam discourages prejudices**, "O mankind! We created you from a single (pair) of male and female, and made you into nations and tribes, that you may know each other (not that you despise each other)" (Al Hujrat-Sura 49, Verse 13).
3. Men and women have **same spiritual status** and both have the same obligations to Islamic principles and practices. Neither is exempted from these obligations on the basis of gender. "If any do deeds of righteousness-be they male or female and have faith, they will enter heaven, and not the least injustice will be done to them" (An- Nisa, Sura 4, Verse 124).
4. Everyone has the **right to be treated with justice and equity and to seek justice**. No person is to be maligned on grounds of assumed guilt. "O you who believe! Stand out firmly for justice, as witness to Allah, even as against yourselves, or your parents, or your kin, and whether it is (against) rich or poor: for Allah can best protect both. Follow not the desires of (your hearts), lest you swerve, and if you distort (justice) or decline to do justice, verily Allah is well acquainted with all you do" (An- Nisa, Sura 4, Verse 135).
5. Islam emphasizes a lot on the **sanctity and value of a human life**, "Whoever who murders another, without him (the murdered), having murdered someone else or having created disorder on earth, is as if he has murdered all mankind, and he who saves any one (from being murdered) is as if he has saved all mankind" (Al Maida, 5:32)
6. **Right to basic freedom of choice and expression** even in the choice of religion. "There shall be no coercion in matters of faith" (Al-Baqarah, Surah 2, verse 256).
7. **Seeking education and knowledge is a mandate** for every Muslim. The Quran and Hadiths of the Prophet (PBUH) both obligate men and women to acquire knowledge and education. "Seeking knowledge is a duty of every Muslim, man or woman" (Prophet Mohammad, PBUH, Bukhari Sharif).
8. Both men and women have the **right to work and to earn**. The Quran emphasizes that the fruits of labour belong to the one who has worked for them - regardless of whether it is a man or a woman - "...To men is allotted what they earn, and to women what they earn" (An-Nisa, Surah 4, verse 32).
9. Everyone has the **right to be protected from defamation, sarcasm, offensive nicknames and backbiting**. "Ye who believe, let not someone among you laugh at others. ----- Not defame nor be sarcastic to other, nor call each other by nick names----- (Al -Hujrat, verse 11)

10. Both men and women have the **right to inherit** from their relatives. "From what is left by parents and those nearest related there is a share for men and a share for women, whether the property be small or large-a determinate share" (An – Nisa ,Sura 4, Verse 7, 32)
11. Everyone has the **right to be free**, according to a saying of Hazrat Umar (RA), "why do you make people slaves, while their mothers have borne them free". (Kinzul – Amal, page 355)

Source:

Women's liberation through Islam by Mary C. Ali and Anjum Ali <http://www.islamfortoday.com>
www.islamfortoday.com

Women's position, role and rights in Islam by Zieba Shorish-Shamley

Gender equality and justice in Islam by Riffat Hassan

Lesson 46: Self-assessment on *social awareness*

Objective/s

- To help participants identify and review their learning of the social awareness section.

Activity 1: Self-assessment

Time required:

40 minutes

Material needed:

None

Preparation needed:

None

Outcomes:

- The participants will be able to identify their learning from the social awareness section and identify areas they would like to work on further

Step 1

The trainer hands out the self-assessment form to the participants and ask them to fill it out.

Note:

The trainer needs to tell the participants that they may write as much learning and details that they like. The aim here is not to write what they liked, but what learning/points they got from these sessions. For example, "I learnt that a woman cannot be blamed for the violence she faces."

Step 2

The trainer discusses with the participants which parts of the section they found most useful and which ones they would like to work on more.

Self-assessment form

My main learning about social awareness is that

My main learning about an ideal society is that

My main learning about human rights is that

My main learning about women's position in society is that

My main learning about women's rights is that

My main learning about child rights is that is that

My main learning about prisoners' rights is that

My main learning about violence against women is that

My main learning about violence against children is that

My main learning about Islamic human rights is that

My main learning about Islamic rights for women is that