

# **Building Bridges**

**A community-Police Initiative**

**First Phase Project Report**

**October 1999 – March 2001**

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**A community-Police**

**Initiative**

## EXECUTIVE SUMMARY

This is a project report of the first phase of the Police-Rozan initiative. It aims to explain the history, rationale and process of the project and also shares the findings of the evaluation study assessing its impact. Finally, it contains concrete recommendations for further work with the Police.

Although attempting to bring about a positive attitudinal change is useful to enhance the personal and professional lives of all people, it's importance becomes twofold for certain groups that are working in high stress conditions and carry responsibilities that affect millions of lives. The Police is one such institution of the State. The project therefore, aimed at attitudinal change and enhancement of interpersonal skills of police wo/men. The broader vision behind the training methodology is based on the belief that sensitizing people to their own emotions and needs allows individuals to connect better with the needs of others and paves the way for more sensitized human beings, and ultimately, a more humane society. The workshops with the police (the principal project activity) therefore, focused on self-awareness, expression of feelings, anger management, stress management etc. along with raising their awareness on gender and sensitizing them to issues of violence against women and children.

The Police Project trained 495 police wo/men in over 21 workshops in the first Phase (Oct. 1999- March 2001). Each workshop entailed an intensive interaction of 3 facilitators with groups of about 20- 25 trainees and lasted for an average of 5-6 days each. Formal and informal feedback from not only the participants but also various sections of the community has been and continues to be extremely positive and provides Rozan with the momentum to carry this project into Phase Two.

As part of the project design, an evaluation study aimed at assessing the impact of the project and the modules was also built in. The analysis of this study reveals interesting trends and highlights both the strengths and weaknesses of the project. Certain areas where we feel Rozan's module was especially effective were communication and self-awareness. The heightened awareness about their perception in the community, the enhanced sensitivity to stress and powerlessness that they feel as police wo/men are areas, which we feel serve as an impetus in initiating a change for the better. Attitudes towards gender and violence against women and children show marked and dramatic change for the better. However, analysis reveals that over a period of time there is a slight regression to earlier attitudes and highlights the need for stronger modules and continual refreshers.

Sustainability of this kind of work within the Police had been envisaged as a project goal right from the beginning. However, despite continual efforts on our part we were not able to initiate this process, although we were successful in holding a training of trainers towards the end of this project period.

Rozan, (as it moves into Phase Two of this collaboration) is seeking endorsement of three principal recommendations that it would like to take up as part of its continual commitment to the Police and a more tolerant society:

1. Attitudinal change workshops should be made a part of the police-training curriculum.

2. Interaction between the community and the police should be actively sought and encouraged in an atmosphere of mutual trust and respect that builds upon areas such as the similarities in vision, develops ownership of the process in both parties and enhances understanding of each others issues, needs, strengths, and limitations.

3. Training of the police must emphasize a greater understanding of the causes and dynamics of common problems faced by the community, especially vulnerable groups such as women, children and minorities.

Rozan also highlights recommendations based on our observations, which arc outside the scope of Rozan. These are shared in the hope that other relevant stakeholders may take them up.

Rozan is proud to share this report with you and hope that you find it as inspiring and interesting as our experience with the police force.

Maria Rashid

Executive Director (Rozan)

## ACKNOWLEDGEMENTS

Rozan would like to thank NORAD for their assistance and support for the project and for their faith in Rozan's ability to do this work.

Rozan would also like to thank SSP Nasir Khan Durrani for his vision in initiating this project and having the commitment to follow it through by sustained support and endorsement.

The list of people who have contributed to the success of this project is endless, but a few names deserve a special mention. Thank you to Kausar S.Khan, Yasmin Zaidi and Rashida Dohad for their contribution during the research and module development phase. A special thanks to Fateh-ud-Din for generously devoting his time during the data analysis phase and meeting unrealistic deadlines! Thank you to DSP Munir Ahmad for his efficient help in coordinating the project with Rozan.

We would especially like to thank the entire Rozan staff for taking such strong ownership of the project and for their ideas, suggestions and energy. Syed Saghir Bukhari and Abdul Malik as principal project implementers deserve a special mention. Other staff members whose contributions we would like to especially acknowledge are Saima Ashraf, Fizza Shujaat and KashifAli.

Rozan would like to acknowledge Sarah Siddiq and Hammad Masood for editing the second edition of this report.

Most importantly, Rozan would like to acknowledge the 495 participants of the 21 workshops for their openness and honesty in sharing this process and their vision for a better tomorrow with us.

## MESSAGES

**Mr. Bjorn Johannessen**

**The Counselor/Head of Development**

**Royal Norwegian Embassy**

Norway places respect, promotion and implementation of human rights as quintessential to the development of any country. As such, a great part of Norway's development assistance focuses on the capacity development and sensitization of key service delivery institutions to affect a perception shift and attitudinal change for improved human rights observance in partner countries.

In line with the above ideology, the Royal Norwegian Embassy, Islamabad decided to support the Rozan Police Training program on pilot basis with possibilities of future expansion. The decision was premised on the strategic importance of the initiative due to its thrust towards attitudinal change; the fact that police reforms are very high on the national agenda, that the initiative was demand driven and received support of the authorities with visions of regularizing and institutionalizing the training; and that the intervention facilitated government-civil society engagement to demonstrate that both sectors complement each others work and can work together towards a common national goal.

The partnership, as seen by the Embassy has been highly successful, with immense potential for further development and replication in other areas of Pakistan.

**Nasir Khan Durrani**

**Senior Superintendent of Police**

Police training focuses primarily on the development of professional and technical skills. Interpersonal skills and development of sensitive attitudes is an area that I feel is not given its due importance in the training. Low interpersonal skills and insensitive attitudes mar not only the quality of work, but also credibility of the police in the eyes of the public. Moreover, limited opportunities of interaction between the public/community and the police place a further strain on their relationship. I approached Rozan in 1999 in an attempt to address the negative image of the police and provide the police women with an opportunity to benefit from training focusing on attitudinal change and communication skills. Rozan with its experience of working with issues of violence and it's non-confrontational and sensitive approach and commitment to working on emotional health was an ideal choice for this endeavor.

I have been closely associated with the project with both implementers and trainees since its inception and have been very pleased with the outcome. I strongly recommend that this module, along with continuous refreshers be part of the police-training curriculum and hope that this serves as an example of successful civil society-police collaboration.

**Dr. Ambreen Ahmad**

**Program Director, Rozan**

It is a matter of great pride for Rozan to present this report of our Police Project. Eighteen months ago, when we initiated this project, we were both excited and apprehensive. The excitement was due to finally being able to work with an institution of the state, that has tremendous influence on issues that are of primary importance for Rozan, such as violence against women, child sexual abuse, prejudice and lack of tolerance in our society. The apprehension we felt stemmed partially from the uncertainty of whether we would be allowed to continue this work, and partially from the challenge of working with policemen on issues that would be new and often threatening for them. Looking back, we can frankly say that both our excitement and apprehensions were justified.

Our contact with the police has not just been within the workshops but outside them as well-during lunches and teas, in reporting rooms and 'thanas', in presentations and seminars and through correspondence with senior police officials.

As suspicions and biases decreased they have been replaced over time by friendships, trust and a genuine desire to pool resources and work together. We very much hope that this project is seen as a small but positive step in our struggle towards police-community collaboration.

**Mr. Sultan Ahmed**

**ASI, Islamabad Police, a participant**

Last year, I attended a workshop of the Police Training Project of Rozan. Initially there were a few fears regarding the workshop e.g. punctuality or discipline during workshop, testing at the end of the workshop and punishment due to failure. But on the very first day I came to know that all of my fears were not true. I feel that I am more self-aware now and understand my anger and have learnt ways to express it in a positive way. The workshop was interesting for us and other institutions should adopt similar participatory methodology as well.

5My colleagues who attended the same workshops and I are now working as a team in my police station. We are actively utilizing learned tools and skills (especially for communication) to handle and facilitate complainants in a better way.

I would urge Rozan to continue these workshops and this program with the rest of the Police Force. I also strongly feel that such initiatives that involve the community and the police allow development of greater understanding, trust and friendship between the two. These initiatives by the community serve to further underline the responsibility of the police and motivate us to perform better and facilitate police-public interaction.

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## INTRODUCTION TO ROZAN

Rozan a local Islamabad-based NGO was formed in December 1998 to protect and promote the emotional health of all people, especially women and children. Rozan perceives violence against women and children as a major threat to emotional health, and thus this is a major area of focus. Rozan feels that by addressing the issue of emotional health in general, and self-esteem in particular, it is possible for people to become more confident and more accepting of themselves and others. They also begin to realize their potential in ways that are meaningful and beneficial to themselves individually, and to society as a whole. Hence, providing opportunities for self-reflection and self-growth, fostering good emotional health and enhancing self-esteem to ultimately lead towards positive attitudinal change are cross cutting themes in all of Rozan's activities. This philosophy is followed, whether it is for the approach that is taken during provision of counseling services for women and children, a training and sensitization workshop on issues of gender or VAW or in the formation of support groups in schools or colleges.

### THE MISSION

"To enhance the self-esteem of all people, especially women and children in order to work towards a society which is aware, confident and accepting of itself and others."

### THE OBJECTIVES

- To facilitate the process of self-reflection and self-growth in order to foster good emotional health.
- To educate and increase awareness, and sensitize the community to gender issues, violence against women and children and emotional health.

- To provide trainings on gender, child sexual abuse and other aspects of the emotional health of women and children.
- To facilitate and conduct research and studies on all program areas.
- To provide psychiatric and psychological support to all women especially victims of violence.
- To provide psychiatric and psychological support to children and adolescents, especially those who are victims of child sexual abuse, or to its adult survivors.
- To develop and maintain a resource centre on child sexual abuse and gender.

### THE PROGRAMS

#### ZEEST

Working on the emotional and mental health of women, addressing the issue of violence against women in particular.

#### AANGAN

Working on the emotional health of children, focusing on child sexual abuse, in particular.

#### PEHCHAAN-GENDER RESOURCE AND TRAINING CENTRE

Working for gender sensitization, awareness and training.

#### RABTA-POLICE TRAINING PROGRAM

Training police wo/men in Police College Sihala on issues of self-growth, gender and violence against women and children.

#### YOUTH HELPLINE

Providing telephonic counseling and referral to adolescents on issues of emotional and reproductive health.

**THE ROZAN-POLICE  
PARTNERSHIP**

**1-BACKGROUND**

In February 1999, a meeting was held between Dr. Ambreen Ahmad, (Rozan Program Director, Psychiatrist), S.S.P. Nasir Khan Durrani, (former Deputy Commandant, Police College, Sihala), and several senior instructors of the Police College. In this meeting the need for some work, which would help bring about an attitudinal change and improve the interpersonal skills of police trainees, was expressed by the police. It was also agreed by all present that this was an optimal time to work with the police force as it was looking at ways to improve its attitudes, public image and performance.

With a view to address these issues, Rozan, an NGO working on emotional health, offered to conduct two pilot workshops with police trainees at the Police College to assess needs and impact. With this aim in mind, Rozan developed an attitudinal change package for the police, and conducted two workshops with two different levels of police officers (40 in all) in April and May 1999 respectively.

These workshops were designed to develop skills for self-awareness and communication, and produce insight into behavior patterns, attitudes and the role of power in people's lives. Both workshops were experiential in nature and were conducted by a team of three facilitators each. The facilitator teams consisted of mental health professionals and trained facilitators.

These workshops went remarkably well and the facilitators found that both the methodology and content was appropriate for the police officers. The facilitators were greatly impressed with the attention and participation of the group members, who were able to grasp most

of the concepts and were quick to connect them to their lives and experiences.

Detailed observations and recommendations, along with evaluations by workshop participants were documented and presented as a workshop report to the Police College. Observations about participants were grouped according to perceptions about self, family, the police force, insight and commitment to change, public image and, finally, women. The report also made concrete recommendations and then further elaborated on areas where Ro7an could productively liaise with the Police College.

Based upon this report, and subsequent independent debriefings carried out by the Deputy Commandant with the workshop trainees, Rozan, with financial assistance from NORAD, was invited to formally launch a 16 month project with the Police College with the aim of working on the behavior and attitude of the police trainees.

**2-PROJECT RATIONALE**

To effectively meet the need for attitudinal change in the Police, it is essential that the many factors that are interlinked to attitudes and behavior prevalent in the police force, are addressed. These can be deep seated attitudes that stem from childhood, societal norms and expectations from men and women, high level of job stress, ineffective life skills and coping mechanisms for anger, and many more.

Education and financial well-being do not automatically lead to positive and healthy attitudes. Healthy life skills, which allow individuals to be aware of his or her needs, to articulate them assertively, to express anger constructively and non-violently, to motivate

herself or himself, to empathize with others and handle relationships effectively depend not so much on academic qualifications and capabilities, but on an individual's emotional well being.

We are all products of a patriarchal society and as a result have incorporated the roles and ethics of this society. These may not necessarily be healthy for us. In fact, we act upon them and actively propagate certain harmful attitudes that we as individuals of this society carry within us, without being able to see how destructive they are. These attitudes can range from deeply personal issues such as how we express anger to more societal issues such as indifference to cruelty to others and crimes against women.

Although attempting to bring about a positive attitudinal change is useful in order to enhance the personal and professional lives of all people, its importance becomes two-fold for certain groups that are working in high stress conditions and carry responsibilities that affect millions of lives. The POLICE is one such institution of the State, that carries with it the responsibility of maintaining law and order and protecting the life, property and honor of its citizens. It is indeed a very heavy burden to carry.

Most people would agree that it is a crying need of the country, to have a more sensitized police force. This sensitivity cannot be achieved solely through large-scale educational programs and dissemination of knowledge and skills.

To change deep-rooted attitudes effectively and in a sustainable way, intensive work needs to be done. The pathway to attitude change, which involves an analysis of our socialization process and the development of healthy life skills, is, therefore, through self-awareness or what we call self—development.

Each individual carries within him/herself the capacity to learn and grow, and this capacity

needs to be nurtured and worked with. Rozan believes that sensitizing people to their own emotions and needs allows individuals to connect better with the needs of others and paves the way for a more sensitized human being, and ultimately, a more humane society.

Rozan believes that an effective way to bring about this attitudinal change is through training workshops where a non judgmental, supportive environment is created. This atmosphere of mutual trust and respect allows people to explore such issues freely, question attitudes that we have incorporated within ourselves, as well as assess whether they have an impact on us and, in turn, on society in healthy or unhealthy ways. This link between society and our personal lives is crucial if attitudinal change is to be sustained.

### **3-MODULE DESIGN, METHODOLOGY, FACILITATION AND FEEDBACK**

ROZAN planned the workshops to be largely experiential and aimed at five broad and critical components:

1. Self-awareness
2. Communication and interpersonal skills
3. Attitudes and Tolerance
4. Coping techniques for stress
5. Sensitization to gender issues and crimes against women and children

The last component was an addition to the original module tested in the Pilot study. Although work on gender and sensitization was viewed as an essential component and in some ways the final goal of this exercise, it was deliberately not touched upon in the Pilot study due to its sensitive nature. In the pilot the focus was more on testing the methodology rather than just content, and we felt strongly that if this methodology proved to be effective, then more sensitive issues like violence and gender could be easily built in. The need for this component was further intensified as a result of the

observations in the pilot study. Several comments from the participants confirmed that the view they hold of women and women's role, coincides with society's stereotypical view. This was neither unusual nor surprising. However, it did highlight the great need for gender sensitization, especially if one of the expectations from the Police is to be sensitive and to respond effectively to the needs of women victims and complainants etc.

It was a challenging component to design the module on gender and violence against women and children went through a number of modifications, through a trial and error process as the project progressed. Very often, training on issues of violence against women and children is seen as a women's agenda, or worse, propaganda. Some resistance stems from the mistaken belief that it is against our cultural values and Islam, and that it is a westernized concept. It was, therefore, crucial that this workshop module be designed in such a way that it addressed these concerns and did not antagonize or alienate the participants.

The six-day workshop module called the "Attitudinal Change Workshop" was sub-divided into two parts:

Part One: 4 day workshop on self-growth

Part Two: 2 day workshop on sensitization to gender and violence against women

A gap of 10-14 days was ideally given between each part. These workshops were experiential in nature. The methodology used in these workshops was participatory. Group work, role-

plays & brainstorming were used in the majority of the sessions so as to encourage the participants to create an atmosphere of learning and sharing. Lectures were also used with the help of visual aids (over head projector) to introduce new concepts. Workshops were run by experienced facilitators with hatches of 20-25 police men/women.

**MODULE EXERCISES**

- Introduction to importance of self-awareness
- Self-esteem enhancement
- Childhood messages and their impact
- Introduction and practice of communication tools
- Feedback practice
- Anger management
- Understanding the role of prejudice in our lives
- Understanding the role of power
- Practicing assertive behavior
- Components of an ideal society
- Recognition and management of stress
- Introduction and sensitization to gender
- Understanding the impact of gender stereotyping in our lives and on society
- Sensitization to issues of violence against women and children
- Sensitization to the role of police in working on these issues

**Note**

The above men list of the exercises is in the same pattern as used in most of the workshops. This placement was carefully planned in order to maximize learning and minimize resistance.

Keeping in mind the duration of the workshop three facilitators were usually present. Detailed debriefings usually followed each workshop in an effort to learn from each experience and incorporate these learnings in the workshop module. Our sessions on gender and violence were modified several times based upon our learnings. The project discovered early on that there was differential impact of the group with regard to the gender of the facilitator, especially in the sessions on gender and violence. Wherever possible the project sought to have at least one male and one female facilitator.

**4-PROJECT EVALUATION**

Pre works/top Forms: Knowledge, Attitude and Practice

Post workshop Forms: Knowledge, Attitudes

Final workshop Forms: Knowledge. Attitudes and Practice

Workshops were evaluated through a pre, post and final workshop form. The pre workshop

forms assessed the knowledge, attitudes and practice on various workshop-related issues before the workshop. The post assessed the impact of the workshop on knowledge & attitudes, while the final forms were used to determine the transfer of knowledge into actual

practice after a period of six months. After each session, evaluations were also conducted with a view to assess the participants' perception about the usefulness of different sections of the workshop in their professional and 1 lives.

Excerpt from a letter received on 8<sup>th</sup> August 2000. The write is a 50-year-old SHO and has been in the police force for 26 years. He participated in the workshop in May 2000.

*"After your workshop, I have really started to respect women and have started giving importance to their valuable contribution to society. My younger sister has noted and appreciated this new change in me. She is very keen on meeting you and coming to your organization, which she will do soon. She would also like to avail the support given by Rozan.*

*Whenever I have gotten the chance, I have conveyed message from the various exercises we did to relevant and deserving people in different gathering. I also made an effort in reuniting broken families and helping them understand one another better. I have also started helping people who lose control easily and help them handle situation better. I have also helped mental health patients and given them my support and trust as well as conducted the relaxation exercise with them, which they enjoyed. During the course of the workshop I began to put into practice the things that we learned, firstly with my wife and children and then with my brothers and sisters."*

## PROJECT ACHIEVEMENTS AND SESSION HIGHLIGHTS

In a total of 21 Attitudinal Change Workshops, 495 police women/men (465 police men and 30 women) have been trained over the project period starting in October 1999 and ending in March 2001. Each of these trainees has undergone a minimum of 24 hours and maximum of 64 hours intensive training.

Participants comprised of varying ranks ranging from constables to superintendents.

Trainings have been conducted with the following groups:

- Trainees of Police College Sihala  
**11 workshops**
- Traffic Police Staff & Police Station Duty Officers, (Islamabad)  
**5 workshops**
- Staff of Reporting Room, (Islamabad)  
**2 workshops**
- Trainers of Police Training School, (Islamabad)  
**1 workshop**
- Trainees of Police Training School, (Islamabad)  
**1 workshop**
- Staff of Madadgar Cell, (Quetta)  
**1 workshop**

An innovative technique used in workshops with Reporting Room staff of Kohsar, Industrial Area, and Margalla was a special practice SCSS10ti on communication skills with the help of audio video aids (video camera, TV and VCR). People from the community were also involved in the process as they acted as the clients/complainants and the trained staff was required to attend to them. These sessions were recorded on video camera. It helped participants to see firsthand the impact of their behavior (verbal and non-verbal) on complainants. This proved to be a useful tool and the participants also found the structured feedback given to them by the rest of the group and by the facilitators very helpful.

Rozaan conducted a three-day comprehensive workshop with 140 participants of the Police Training School of Islamabad Police. 129 were fresh constables, 9 were lady constables while others were the training staff of the school. This was an especially challenging experience, keeping in mind the experiential and participatory nature of the exercises and the size of the group. The participants' feedback was very positive and it seemed our attempts to have a mix of lectures, smaller group discussions and presentations worked. Their feedback to the rest of the Training School after the workshop helped us arrange a training of trainers.

Five of these workshops were held with a critical component of police force, i.e. police station duty officers from the police stations and the traffic sergeants. Duty officers and traffic sergeants deal directly with the ordinary public on the road or at the police stations, therefore, sensitivity and strong communication skills are areas, which are of direct concern to this component of the force.

A Training of Trainers was built into the project design from the start to initiate capacity building of the Police with the ultimate aim of sustaining the whole process of Attitudinal Change workshops at the Islamabad police level. However, this also proved to be one of the most difficult projects to arrange. Rozaan was finally able to conduct this training in March 2001 with 10 trainers of the Police Training School Islamabad. This is the first step, and we feel that with continued monitoring and opportunities to co-facilitate, some of these trainers could continue this process.

## SESSION HIGHLIGHTS

### Setting the Stage: Learning to Work Together

Workshops, especially interactive workshops, are a relatively new concept for police trainees. Initial responses from the police trainees ranged from curiosity, interest, and cynicism to frank disbelief. A concern repeatedly shared by the participants in the first few sessions was the fact that this was a “spying” exercise to find out more about them or to assess them mentally. Some even shared that they felt they had been chosen because they were seen as ‘bad’ cases, needing psychiatric help! This along with the fact that the subject of the training was an unfamiliar and undefined area made it very important that the stage for the workshop be set very carefully.

These concerns were either addressed directly or through indirect means by holding exercises such as building norms for the workshop, explaining and encouraging questions on objectives of the workshop, asking their hopes and fears from the workshop, using ice breakers like personal introductions and letting them search for hidden cameras! We are happy to report that by the end of the first day most of the participants visibly relaxed and seemed motivated and eager to continue.

### Self-awareness: Knowing Ourselves

A number of exercises in this module focused on beginning the process of self-awareness through first clarifying the meaning of self-awareness, building motivation to do the same and finally providing participants with tools to constructively work towards being self-aware. Although initially brainstorming seemed to be

## TYPICAL NORMS OF A WORKSHOP

- Punctuality
- Avoid unnecessary jokes
- No corner meetings
- Raise hands before speaking (optional when others are sharing)
- No smoking inside the workshop room
- To the point discussion
- Listen to each other carefully
- Have fun
- Learning is every one’s own responsibility
- Confidentiality
- Participation is essential for all / Encourage participation
- Each participant will follow norms by themselves
- Complete confidence in each other
- Use of “I” statements
- Open discussion
- True sharing /Express our opinions honestly
- No unnecessary criticism but effective feedback
- We will take the group work seriously
- Respect each other’s views and feelings  
No judgments
- No interruptions

(Norms were made by the participants themselves)

slightly difficult for participants were able to concretely explain what self-awareness meant to them and also identify the blocks that hinder them from becoming self-aware. Common blocks identified by them were lack of time, fear of knowing the truth, social pressures and taboos, ego, peer pressure and hopelessness.

### CHILDHOOD MESSAGES

For this exercise, participants were divided into two or three groups, since a smaller group (10-12) is preferred for this session. Groups were asked to sit in separate rooms with a facilitator. The facilitators ask each participant to close their eyes and think about their childhood. The facilitators then read out loud a series of incomplete sentences related to childhood messages (given by the parents of the participants) that each participant completes in a go-around. This is followed by a sharing of their childhood experiences in general (with reference to messages received from their relatives, teachers etc.) regarding specific spheres in their lives i.e. physical appearance, skills and abilities, etc.

An important aspect or tool for becoming self-aware is being able to share and talk about ourselves, our likes and dislikes, our strengths and weaknesses with others. This quality allows us to learn more about ourselves and also encourages better relationships. Through the various sharing exercises that followed, participants were encouraged to share in small groups. Most of the participants seemed to enjoy this exercise and felt that they understood the importance of thinking about themselves and sharing with others. It also helped them realize that they rarely got the time to think about themselves and that doing so was slightly difficult because it was something that they were not used to. They also found it interesting to hear what people's perception and opinions of themselves were.

An intense and moving exercise on Childhood memories was carried out by the participants. The purpose behind re-visiting our childhood is to be able to see the connections between the messages we have received from our parents and significant others and their impact on our lives. Generally, the participants found the exercise interesting, but for some of them it seemed to be somewhat difficult, since remembering their childhood was a painful experience for them. Participants realized, that along with many messages that were healthy and useful in their lives, there were some messages, which were unhealthy. They shared that they needed to change those messages for themselves and for their children. Messages received from society were also discussed.

<b>Evaluation of the Self-awareness Session</b>				
Usefulness of this session	Very useful	Somewhat useful	Not useful	Not responded
Professional life	90.6	9.1	0.3	—
Personal life	91.8	7.9	0.3	—

**Reflections:**

- “Memories of my childhood made me conscious of what I should transfer to my children.
- “I feel my mind is very open to this knowledge. Before this I never found time to think about me or how important I am, now I have realized how important it is.”
- “You should not cry like girls! This message, given to me in my childhood, was not healthy for me because even today I cannot express my sad feelings to anyone.”
- “I was told that, being a boy I was not allowed in the kitchen and could not cook. As a result even now I cannot cook for myself while living out station.”
- “I was told that as a girl I could not climb trees or participate in very physical exercises, now as a woman police officer I face a lot of problems in my physical training.”

**Communication: Improving Relationships**

Effective communication skills were an important part of these workshops. To initiate this process participants were asked to think of a situation where their communication was very effective. They were then asked to write down the reasons why they felt that communication had been good. This led to a series of exercises where participants talked about what blocked them from communicating well, practiced non-verbal communication and various practical skills that could help in communication and then discussed the value of giving and receiving feedback.

Practice sessions using real life situations faced by police women/men were used to work



through the skills learnt. The general feedback on the session was very positive. It was interesting how fairly complex concepts such as reflective listening were not only understood by the trainees but also accepted as positive and helpful. The participants were asked to rate their communication with respect to their family and office staff separately through a process called socio-gramming. Many participants shared that they found that as far as family members were concerned they felt a sense of distance.

Stroking, which refers to honestly acknowledging another person, be it through words or gestures, is considered an essential component of a good relationship. It was interesting to see how this was something they craved from their senior officers, but were hesitant to give at home, in their relationships with their wives and/or even with complainants.

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1 At the end of each workshop all participants were asked to fill out an evaluation form to evaluate each session of the workshop. This allowed the participants to rate the usefulness of the contents of the workshop in their professional and personal lives. The average of the ratings by the participants for the different segments is presented under the Evaluation of the Session.

## NON-VERBAL BEHAVIOR

Often we underestimate the importance of body language, tone and their impact on our communication and view communication as being dependant primarily on words. Not only is this an inaccurate perception, but it also has an immense impact on how our message is perceived by others. In a quiz, participants were asked their views of the possible importance of three elements in communication: words, body language and tone. Most of the participants chose words as the most important element and body language as the least. Findings of a research were then shared with them, which rates body language (55 as most important, tone (38%) as next in line and words (8%) as the least important. Trainees found this interesting and were encouraged to discuss their thoughts on this.

However, once this connection was made for them they seemed to be struck by it and felt that they should be actively using this tool to improve relationships at home and reduce this sense of distance.

### Evaluation of the Communication Session

Usefulness of this session	Very useful	Somewhat useful	Not useful	Not responded
Professional life	85.5	12.6	0.3	1.6
Personal life	90.0	9.4	0	0.6

### Reflections:

- “I hope that in future I can be a good listener and less aggressive. I have also realized the importance of my role in my life and profession.”
- “After this workshop I will try to communicate better with other people and share this knowledge with my friends and subordinates.”
- “Reflective listening is related to our job as we have to give respect to the feelings of our clients.”

- “I started using reflective listening as soon as I went back to the hostel (for trainees).”

### Vision: Connecting with our Dreams

A common vision is an extremely powerful tool for bringing people together. When people are motivated by a similar driving force and when they feel they share a common cause, then minor differences can easily be put aside and the power of individuals can be transformed quickly into the power of the group.

### VISION OF AN IDEAL SOCIETY

#### An ideal society that is/has:

- An Islamic society
  - Social and economic justice
  - Sense of responsibility and self-accountability
  - Protection of the rights of all
  - Sense of security for all
  - Unity and tolerance among all the members
  - Mutual respect and tolerance
  - Free of corruption
  - Sense of participation in social work
  - Free of hypocrisy
  - Free of gender discrimination/ prejudices
  - Availability of basic human necessities (drinking water, accommodation, education, health, economic security)
  - Basic human rights (equality, justice, freedom of expression, thought, speech, equality before law, a chance to progress)
  - Self-reliance
  - Free of tax evasions, political malpractices, corruption, and misuse of national assets
  - Free of morbid attitudes like intolerance, extremism, fanaticism
  - Respect for the rights of under privileged like women, children and senior citizens Equal rights for poor and rich Equality in education system
  - Respect for elders
- (Participants’ view of an Ideal Society)

<b>Evaluation of the Vision of an Ideal Society Session</b>				
<b>Usefulness of this session</b>	<b>Very useful</b>	<b>Somewhat useful</b>	<b>Not useful</b>	<b>Not responded</b>
Professional life	84.6	14.2	0	1.2
Personal life	90.0	9.4	0	0.6

**Reflections:**

- Although the vision took me into a world of fantasy, I realized that there is hope.”
- Vision of an ideal society is a dream of all of us. Please come together to make it a reality.”

**Prejudice: Overcoming Barriers**

Participants are asked to write down on cards the names of the groups of people who are victims of prejudice in our society . All the cards are collected and displayed on the floor. The group is sub divided into triads. One member of the triad takes a card from the pile of cards. The participant returns to his/her triad with the chosen card, where s/he is to defend the group identified in the card (e.g. woman, peasant. politician, religious group, caste etc.), and the other two members of the triad verbally’ attack the person with the prejudices that they know exist against that group in our society. After about 3 minutes, the facilitator signals an end. Similarly, the second and third member of the triad undergoes the same process one by one. At the end, the exercise was reviewed in the large group. Following questions were asked to understand the impact of prejudices on our society. Participants were asked to focus on feelings:

- What was it like when you were being attacked?
- What was it like to be outnumbered?
- What did you do when you were being attacked?
- What happens in reality when this happens?
- Did you feel you were being listened to?
- How did it feel to attack?

From this point onwards a get discussion along the following lines is initiated in an effort to understand and become conscious of the destructive role of prejudice in our society:

- From where do we get our prejudices?
- When you were attacking, did you at any point feel that sonic real prejudices were being voiced?
- Can we accept the prejudices that we carry’?
- What are these prejudices doing to our social?

This was a noisy, emotional and thought provoking exercise for the police trainees and they felt that although they had been conscious of the prevalence of these prejudices in society, they had never really thought about their own role in promoting and propagating these values. It seemed to be an issue close to their heart as many policemen shared stories of how they had been to a scene of a hale crime, such as a Shia-Sunni feud.

<b>Evaluation of the Prejudice Session</b>				
<b>Usefulness of this session</b>	<b>Very useful</b>	<b>Somewhat useful</b>	<b>Not useful</b>	<b>Not responded</b>
Professional life	77.6	16.4	5.7	0.3
Personal life	80.0	14.2	4.7	0.3

**Reflections:**

- “We have so many prejudices inside and we do not know how to control them.”
- “I was given the role of a lady and it was a terrifying experience. I was not able to defend myself during the prejudice exercise.”
- “Prejudice not only converts us into groups but also puts a specific glass from where we only see the group, not the individual.

**Behavior: Respecting Ourselves and Others**

For most people, the line between aggressive and assertive behavior is blurred. For police officers, this difference becomes hazier still

because of society's expectation that men are naturally aggressive and the fact that policemen, because of the nature of their work, must always be in control and in command. Sometimes we resort to aggression because we feel helpless and are unable to achieve our objectives in any other way and sometimes, like stated above, because it is expected of us.

The rationale for doing sessions on the difference between aggressive, passive and assertive behavior is to be able to understand their impact on people, our relationships and on ourselves in an effort to provide us with the choice of selecting what behavior is best suited to the needs of the situation.

<b>Evaluation of the Behavior Session</b>				
<b>Usefulness of this session</b>	<b>Very useful</b>	<b>Somewhat useful</b>	<b>Not useful</b>	<b>Not responded</b>
Professional life	85.2	13.5	1.0	0.3
Personal life	88.4	10.4	0.6	0.6

**Reflections:**

- "I will change my behavior accordingly. I think my professional and personal dealings will be better after attending this workshop."

- "I used assertive behavior with the culprits in my Police Station, and then their behavior changed towards us. They helped me capture the criminals of my area."
- "We gain more by being assertive."
- "We can express our feelings without hurting others."
- "In case of a quarrel, I behaved with the guilt parts as per learned behavior in the workshop. After spending a few days in jail they came to see me and thanked me for my behavior towards them during the investigation period."

**Anger Management: The Right to Steam off in the Right Way!**

Often we view anger as a negative emotion that is destructive and should be suppressed. This view is at direct odds with the very real fact that anger is, after all, a very common emotion we all experience. This, in fact, puts us under an undue pressure to continuously suppress this very natural emotion, and when we do express it, it is often in ways that are unhealthy and sometimes destructive. It is, therefore a very important message to understand and learn that anger is normal, but the mode of its expression can be either healthy or unhealthy. Keeping in mind the stressful nature of the work and moreover, the pressure placed on police

**CREATING SUPPORT SYSTEM**

During the workshop participants expressed an interest in keeping long-term contact with each other and Rozan. Rozan feels that this was an extremely positive outcome and structured all exercise which promoted a support system amongst the participants as well as with Rozan.

This particular activity was planned in a way that at the end of the workshop, participants were divided into four groups while facilitators became the fifth group. These five groups gave one symbolic gift to the core group (along with their names as reminder of the workshop). Examples of some gifts shared were the gift of hope, self-awareness, practicing skills learnt and honesty, etc.

Rozan then undertook the responsibilities of writing to the participants to deliver these symbolic gifts every three months for approximately one year. This activity was structured in such a way that each participant would remain in contact with Rozan for more than one year, and receive a letter every 3 months.

women/men to always be in control, we felt that anger management would be an important area of work.

The participants found the anger management exercises very useful. A 101 of participants found the concept of expressing anger interesting because they had mostly heard ways of suppressing it. They also found it useful to link suppressing anger with mental and physical symptoms.

<b>Evaluation of the Anger Management Session</b>				
Usefulness of this session	Very useful	Somewhat useful	Not useful	Not responded
Professional life	74.2	19.8	4.4	1.6
Personal life	79.0	15.4	5.0	0.6

**Stress Management: Looking after Ourselves**

For a police officer to be effective, he/she must not only be honest and well versed in police work, but should also possess skills to handle a great deal of stress inherent in the nature of the job. The present day police woman/man is overworked, underpaid, often ridiculed and unappreciated by the community, feels alienated from his/her family and sometimes has to work under situations where his life is under threat. These are the realities of their lives and they exact their toll on their attitudes and personalities.

The stress management module looks at understanding the concept of stress, building the skills to be able to identify stressors in our lives and explore healthy and non-healthy ways of alleviation and coping with stress, especially with regards to building support systems. In an exercise, participants were asked to actively brainstorm on the various support systems they could identify and turn to in times of stress. The participants found the stress management exercises extremely useful and this session proved to be one of the more popular ones.

They shared the various stressors that they felt in their lives openly. They were of the view that they could use muscular relaxation exercise and other tools shared for alleviating stress during their duties and even on the road.

**Reflections:**

- “After attending the session on stress management, I became aware about why I flare up. There are a number of stressors I have to deal with. I can deal with them now, as I am aware of them now.”
- “Muscular relaxation exercise will be beneficial for all of the staff members in my district. I will tell them how to reduce their stress.”

<b>Evaluation of the Stress Management Session</b>				
Usefulness of this session	Very useful	Somewhat useful	Not useful	Not responded
Professional life	70.1	17.6	4.1	8.2
Personal life	72.7	16.0	4.4	6.9

**Power: Accepting our Vulnerabilities and Trusting our Strengths**

To not work on power in a workshop, with participants who are viewed by society as being the icons of authority and clout, would have left our module incomplete. These sessions, however, never ceased to leave the facilitators with a sense of incredulity about the extent of powerlessness felt by the police women/men about their role in society, about their inability to make a change for the better, and most of all their decisions in life.

Understanding the abstract concept of power and connecting with our own powerlessness and the sources of power in our lives, is crucial for the growth of any person. This importance, however, becomes two-fold for professionals who come into contact with victims or people

who are distressed, as complainants often are. Denying our powerlessness, which is something many of us do, not only distances us from the powerlessness of others but also makes us insensitive, or worse still, can make us cruel. Coming face to face with our own powerlessness is important not only for this reason but, it also allows us to explore options and connect with our strengths to be able to overcome these feelings. But coming face to face with this powerlessness is not easy. This was obvious in the exercise in which an incomplete sentence “I feel powerless as a police women/men when....” was completed again and again by the participants in an inner circle. With successive repetitions the level to which the participants were able to connect became deeper. Several of the participants in the outer circle found it difficult to remain observers and identified with what was being said.

This session was processed very carefully and was followed by a similar process with the question “I feel powerful when....” some examples of when they felt powerful are as follows:

- “When I work honestly.”
- “When I speak the truth inspite of pressure.”
- “When I have the public and media on my side.”
- “When I help the powerless rather than the powerful.”

In the discussion on types of power, ‘Power over’ and factors leading to it were discussed in detail. ‘Power over’, is the type of power that is most commonly seen as aggressive’, or the dominating kind. It assumes that power is a finite quantity, which, if shared with others, would lead to a reduction in one’s own power. In ‘Power over’, the strong use their power to dominate the weak, Facilitators were struck by how openly participants shared incidents of

violence and abuse prevalent in the present police systems, which they felt, depicted this type of power.

#### I FEEL POWERLESS WHEN.....

- “I have to share power.”
- “I am pressurized.”
- “My loved ones ask me to do something illegal.”
- “I want to help someone but cannot.”
- “all my efforts go waste”
- “I cannot give justice.”
- “the investigation is taken away from me and I am at the end of solving the case.”
- “people do not work efficiently”
- “I cannot give time to m family”
- “I do not get witnesses due to bad reputation of the police force.”
- “police does not cooperate when I want them to.”
- “cannot give time to myself.”
- “I am away from my family on duty on a happy occasion.”
- “lack resources to help.”
- “I cannot decide who the victim is.”
- “I have to stand for two days on the road just to give protocol to the politicians.”
- “I cannot meet other people’s expectations.”
- “the pay is less and I cannot support my family.”
- “I am in uniform and cannot act like a normal human being.”
- “my team said I am not efficient.”
- “I try my best but do not get any good m feedback.”
- “people ate prejudiced against me.”
- “the government does not support our good will.”
- “a corrupt person accuses the police force of corruption.”
- “my hard work goes to waste.”
- “due to my conscience.”
- “fear of God.”

(Completion of the sentence, “I feel Powerless when.....”

by the participants)

<b>Evaluation of the Power Session</b>				
<b>Usefulness of this session</b>	<b>Very useful</b>	<b>Somewhat useful</b>	<b>Not useful</b>	<b>Not responded</b>
Professional life	74.2	22.0	2.2	1.6
Personal life	75.5	22.3	1.6	0.6

**Reflections:**

- “Power is inside which needs to be gathered.”
- “We have identified sources from where we can take power when we are powerless.”

**Gender: Looking beyond Stereotypes**

To work towards a healthy society would not be possible if we do not take into account or address the role of women. Women not only as mothers, daughters, sisters, wives or as objects whose existence is defined by their relationship to men, but women as entities in their own right, human beings who have the right to live, breath, work, contribute, earn, be acknowledged and be safe.

Addressing gender in a workshop with the police was indeed difficult, and many a times the intense, yet smooth pace achieved in the self-growth process, was unceremoniously shattered by conflicting opinions and strongly felt convictions.

It was interesting to see how understanding the concept of gender and its difference from sex was a fairly easy’ construct for them to grasp. It was accepting the implications of this construct in their personal lives and later their professional lives that aroused a certain level of resistance. These were emotionally’ taxing sessions not only for the trainees, but for the facilitators themselves.

In an exercise on what women and men do and how much of that is determined by society and

how much biologically, most of the participants were very clear about the inherent ability of each sex to do all types of tasks, but there was some hesitation to accept this in practice. It was interesting to note, however, that when we worked with women and mixed groups, there was less resistance during the session and this exercise was easy for these participants because being policewomen, their jobs were unconventional for women to begin with. Expectations from men and women were also discussed and here the men were quite frank in sharing how some of the expectations and demands thrust upon men are unfair and damaging to their lives.

<b>Evaluation of the Gender Session</b>				
<b>Questions</b>	<b>Extremely helpful</b>	<b>Quite helpful</b>	<b>Slightly helpful</b>	<b>Not helpful</b>
How helpful was the workshop in understanding gender roles?	76	22.6	1.1	0.3
How helpful was the workshop in understanding the impact of gender roles on the lives of men & women?	76	21.7	1.7	0.6
	<b>Extremely effective</b>	<b>Quite effective</b>	<b>Slightly effective</b>	<b>Not effective</b>
How effective was the workshop in conveying important statistics about women’s status?	76	22	1.7	0.3

**Reflections:**

- “I realized how violence and low wages affect women as I put myself in the place of women and was shocked. We must trust women and think about our biases against them so that we can strive for justice.”
- “Education is really a blessing of God and significant for women. I think educated women can make a healthy nation. Today I also realize women’s contribution to my duties and my home. She is really a hard

worker, but we don't even think about her work at home. We must now acknowledge her contributions."

### **Violence: Acknowledging the Pain**

Policemen and women come into direct contact with cases of sexual assault, domestic violence, incest, child sexual abuse and other such issues. Not only do they come into contact with them, but their behavior directly influences and in many cases determines the fate of these women and children. Unfortunately, many of these crimes are heavily influenced by society's cultural norms and values, which either shroud them in a wall of secrecy and shame or further victimize the victims. Working through these prejudices and myths and sensitizing the police trainees to these crimes was very important.

Using a carefully designed module involving imagery, lectures on effects of violence on women and children, sharing of case histories and experiential exercises, we attempted to bring about a change in thinking and attitudes.

In an exercise, participants were asked to list the types of violence that men and women are exposed to in their lives. The participants were able to see through this exercise that both males and females were subjected to social, economical, physical, emotional and sexual violence, but the tendency to become the subject of certain types of violence is much higher in women as compared to men. It was also seen that in males, as they become older, the violence decreases because they gain power, but in the lives of women there is no such change or corresponding increase in power. Another interesting learning shared by the participants was that the violence against men was more because of economical pressures but at the same time the nature of violence against the lives of women was different, "*Often it is due to her sex that she is subjected to violence*" was a conclusion reached by many participants at the end of the session.

In the session on myths about violence against women and children much was said, debated and hotly argued, there were a few tears and some anger. Participants were asked to take stands on various statements such as 'Do women make up stories about rape', 'Men who rape are sexually frustrated', 'Child sexual abuse can sometimes be the fault of the child.' Those who agree with these statements share their point of view with those who don't. The purpose is to allow all participants to share their views on these topics in a way that allows for honest sharing of ideas rather than intellectually debating on these issues. To know the right answer is easy, to believe it and have clarity on it is another thing altogether. While there were some participants who argued that children and women do something to invite the abuse, there were many who were very sensitive to the needs of victims of sexual violence and even shared some stories from their actual experiences at the police stations. It was a productive albeit a draining session. Many myths were clarified and it seemed participants shared their feelings and beliefs openly and honestly. A few participants

### **CELEBRATING OURSELVES**

As a way of saying goodbye at the end of the self-growth module and to provide an opportunity for participants to celebrate their achievements, participants were asked to think back to an incident in their life where they achieved something. As the participant shared the incident, the rest of the group picked out qualities that the participant possessed that enabled her/him to achieve or be successful in the situation. The qualities were written at the back of the self-growth certificate and given to the participants. The participants felt proud of their achievements, and also felt valued and appreciated by the rest of the group, an aspect which they find missing in their professional lives. Many situations were related to the professional life of the participants, which showed their commitment to the Police Force.



remained very firm on their stands even after the exercise. Participants were of the view that this was a very challenging and thought-provoking exercise and there was a lot of learning.

In an effort to relate the learning's of the session on violence to their work, a role-play was conducted, depicting a rape victim (played by a female facilitator and how she is dealt with first by a sensitive SHO and then an insensitive SHO (played by volunteering participants). In most workshops the role-play was effective and powerful; many participants shared later that they really noticed the difference between the "bad" SHO and the "good SHO and the impact of his/her behavior on the rape victim and understood what a difference attitude and behavior can make in such a situation.

**Reflections:**

- "Before this workshop I was a violent husband and police officer. Now I try my best not to abuse power at my home or office. Now I even help my spouse in domestic work."
- "After this workshop I will try to change my attitude towards women, especially in the police station."

<b>Evaluation of the Violence Against Women &amp; Children Session</b>				
<b>Questions</b>	<b>Extremely helpful</b>	<b>Quite helpful</b>	<b>Slightly helpful</b>	<b>Not helpful</b>
How helpful was the workshop in understanding the impact of violence on women & children?	81.3	22.6	1.8	0.3
How helpful was the workshop in understanding the impact of the role of the police in violence against women & children?	71.5	22.3	5.9	0.3
How helpful was the workshop for you in developing a more positive attitude towards & communication with women & children?	83.1	14.8	1.5	0.6

- "The whole process is very interesting for us. Before this workshop these issues were Rozan's problems, but now it has become our problem to work for positive change in ourselves as well as others' behaviors towards women."

**VIOLENCE AGAINST WOMEN**

- Battering women
- Throwing acid
- Murder & giving the colour of suicide to murder (making a murder a suicide)
- Women are forced to work
- Mental & economic violence
- Deaths by stove burst
- *Karo kari*
- Selling women
- *Kam Umar ki Shaadi* (early marriages/child marriages)
- Unwilling/forced marriages
- Marriages with old men
- Use of women to take revenge
- Exchange of women for ending feuds
- No breast feeding to girl child
- Forced divorce
- Forced Prostitution
- *Jahez*
- Rape
- Gang rape
- Marital rape
- Forced Begging
- Forced intercourse with a pregnant woman by her husband,
- Marriage with a tree
- Use of women in solving disputes.
- Touching & hooting on the roads,
- Divorce without any reasons.
- Quran marriages.
- Murder of women who have love marriages.
- No proper food & education
- Use of the word 'mother' (women) in verbal abuse

*(Different types of violence against women identified by participants)*

## PROJECT IMPACT

## Chapter 4

### OBJECTIVES

The research sought to assess the impact of the workshop in four basic areas:

- Self—awareness
- Life skills (communication and interpersonal skills, attitudes and tolerance and coping techniques for stress)
- Sensitization to gender issues
- Awareness of crimes against women and children

### METHODOLOGY

In order to assess the impact of the workshops, the following methods were used:

- Collection of Baseline data (pre workshop form).
- Valuation in at the end of the 6-day workshop (post workshop forms).
- Evaluation after a lapse of 3—6 months (final workshop forms via mail).
- Interviews with participants and their families, co-workers, clients to assess:
  - a) Impact of workshop.
  - b) Transfer of learning from workshop to professional and personal lives.

### A-Workshop Forms

The total number of people, who attended the workshop, was 495. All participants, except for the participants of the 143 -member workshop at the Police Training School Islamabad, filled out pre- and post-workshop forms. The final forms were sent out to all participants except 30 participants from Quetta and the TOT workshop. Results from the 92 participants of the first five workshops were not comparable with the rest, as the evaluation form had been altered slightly in an effort to improve it. This

left us with a total of 240 participants out of whom 93 returned the final forms. (Rate of response 39%). 3 forms were incompletely filled out. It was decided earlier on in the Project that names would not be asked on the forms to ensure confidentiality and allow for more honest and open feedback. As the research demanded that these forms have some identifiable features that allowed the pre, post and final workshop forms to be matched, code numbers were given. For the final analysis only 45 of these forms were used as only participants whose pre, post and final forms were coded correctly could be used for comparison.

In an effort to see if this final sample of 45 was actually representative of the entire group, an attempt was made to assess whether the trends existing in the larger group were the same as the trends in the final sample with respect to the pre and post workshop evaluation forms. Pre-workshop forms were administered before starting the workshops. Post-workshop forms were administered right after the workshops, and the final forms were posted to the participants after a period of 3-6 months to see the sustainability of change if any, and to see whether the participants were successful in implementing, in their practical lives, what they had learnt through the workshops.

A comparison was done of the responses of the participants on pre, post and final workshop forms to assess an change on three dimensions: their knowledge, attitude and practice. Questions assessing changes in the knowledge and attitude of police were included in all three forms, while questions relating to any change in their behavior or practice were only included in pre and final workshop forms.

Hence, some of the results shown below have only been compared across the pre and final

workshop forms, whereas others have been compared across all three stages of evaluation. Further, we have also included some items that are only present in one of the three types of forms, but which represent interesting information by themselves about police attitudes.

## B-Interviews

Finally, 5 interview clusters were also conducted so as not to limit the assessment to self-reporting. These interviews were with the participants, their family (parents of unmarried participants, spouses and children of married participants) their officers, their subordinates, and some of the clients who were available. The purpose was to meet people, participants deal with in their lives, and to collect information according to their observations and experiences about the participants' behavior. An independent male interviewer conducted the interviews with men and an independent female interviewer took the interviews from the women.

Participants for these inter were selected randomly from the list of 45. In the final list only those 22 participants were selected who could be easily approached along with their families. Every third person in the list was selected for the interview making a total of 7. The first five were approached. The ratio of male and female interviewees was 4:1.

It was a semi—structured interview. The areas covered were the same as in the questionnaire. Questions asked from the workshop participants aimed at assessing how useful it had been for them to attend the workshops and had they been able to apply the concepts they had learnt in their real life. Questions from family, clients and colleagues (senior and junior officers) aimed at assessing any change in attitude and behavior of the participants after the workshop, especially in areas of communication and their behavior during stress.

## RESULTS

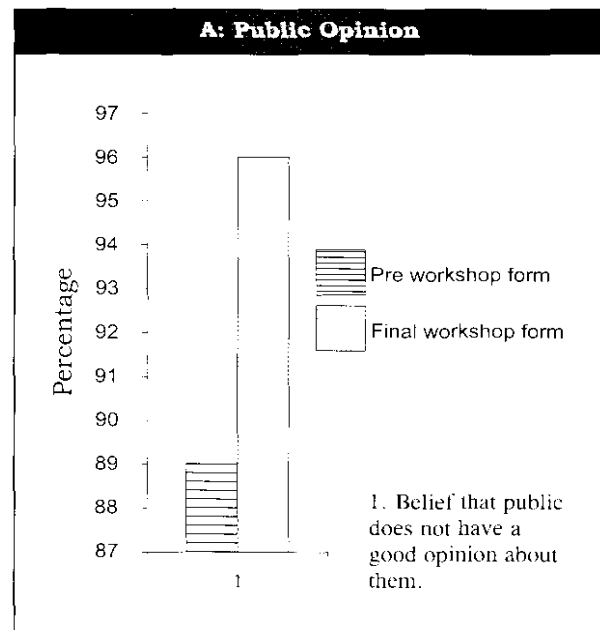
### 1-Workshop Forms

(Analysis of 45 Pre, Post and Final Forms)

The results presented below do not represent the questionnaire in its entirety, Areas have been selected based upon two criteria:

1. Areas of high priority to Rozan.
2. Areas those show striking positive or negative change.

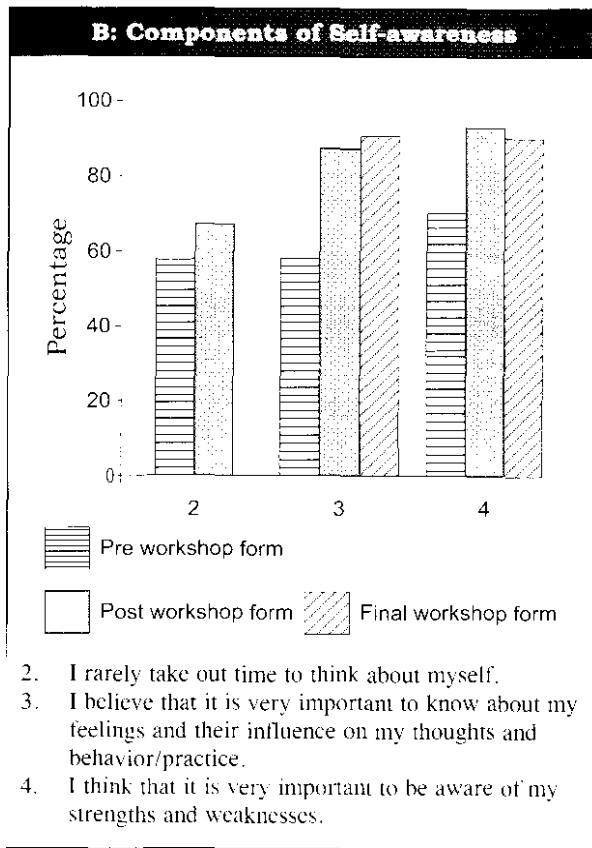
### COMPONENT ONE: SELF-AWARENESS



*Hypothesis:* The workshop will enable the police to be more aware of the public's perception and be more willing and able to accept their negative public image.

*Results:* 89% believed that the public does not have a good or positive opinion about police but later 96% started realizing this.

*Conclusion:* It is interesting to note that a very high percentage of respondents seemed conscious of their negative public image to begin with and the workshop helped to increase their awareness and acceptance of this fact. This realization can play a motivating role in their desire to try to prove their worth and change the public opinion through bringing improvements in their own attitude and behavior/practice.

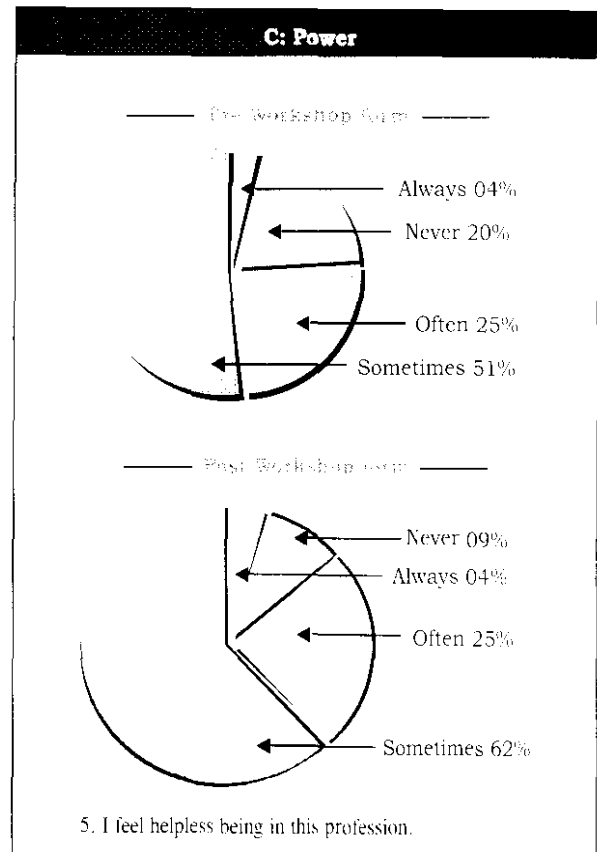


**Rationale and Hypothesis:** Self-awareness, the ability to be in touch with one self, know our strengths and accept our weaknesses and being able to see the close link between feelings and their influence on our behavior, is a crucial component of an emotionally healthy person. The workshop sought to highlight the importance of these areas and aimed that by the end of the training the participants would be able to internalize this.

**Results:** Before the workshop, 58% of respondents believed that they did not take out time to think about themselves. By the end of the workshop 67% of respondents became aware of this fact. The importance of recognizing one's own feelings and their impact on thinking and behavior was initially given value by 58% of the respondents. This increased to 87% in post workshop forms and 91% in the final workshop forms. The number of respondents who believe that it is important for a person to be aware of one's strengths and

weaknesses also shows an increase from 70% in the pre workshop forms to 90% in the final workshop forms.

**Conclusion:** The steady increase seems to reflect a growing realization on part of the participants about the importance of self-awareness and its very close link with behavior.

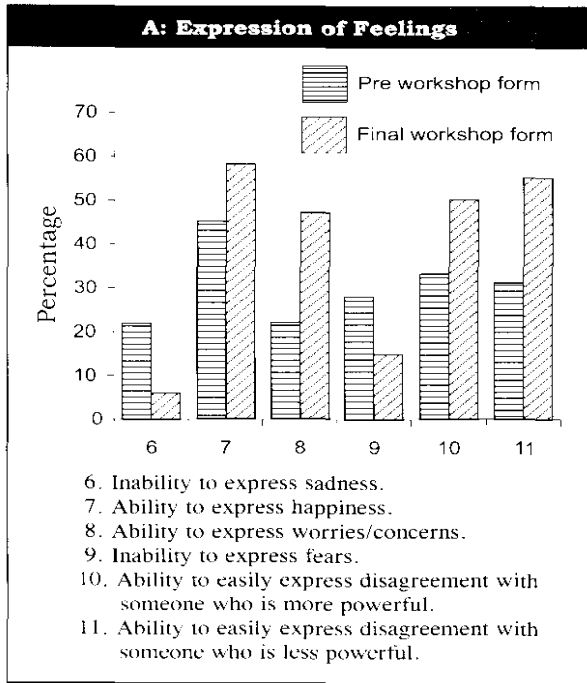


**Rationale and Hypothesis:** Power or the belief that we can bring about a change in our lives, is an essential prerequisite when we seek to change attitudes, behavior or systems. The evaluation assessed the level of powerlessness felt by this group.

**Results:** The results show that participants feel powerlessness as policemen in varying degrees at some point or another.

**Conclusion:** The workshop seems to have heightened the ability to be in touch with this powerlessness, which is a crucial first step in becoming more accepting of our limitations as well as that of others.

**COMPONENT TWO: LIFE SKILLS**

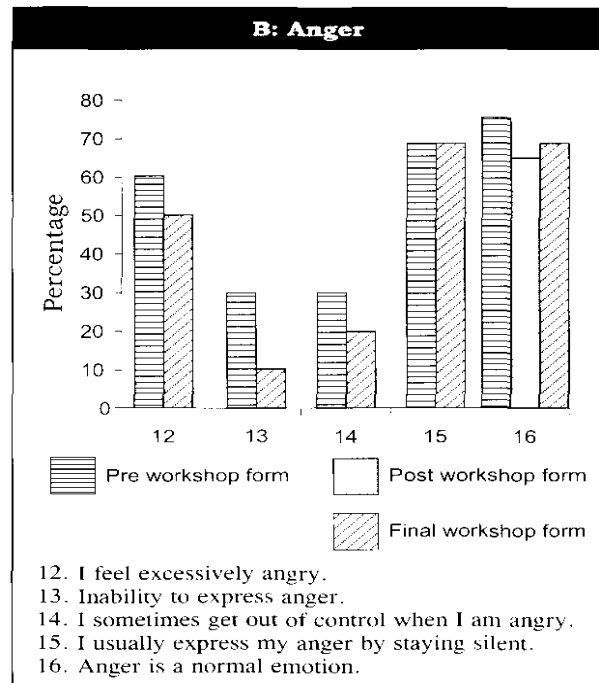


**Rationale and Hypothesis:** Recognizing and expressing our feelings appropriately are a life skill that allows for the development of an emotionally healthy personality. Blocking the natural expression of feelings makes a person less self-aware and often leads to unhealthy expression. Open and honest communication is essential for the health of any relationship. Expression of disagreement, either with a more powerful person, or with a person who has less power than us, is not easy. Throughout the workshop participants were encouraged to talk about their feelings and work on their positive expression in an effort to normalize these feelings, be they 'negative' or 'positive'.

**Results:** It can be seen in the graph that before the workshop some respondents were not able to express their feelings comfortably. This is hardly surprising keeping in mind how men are told from childhood to repress feelings of sadness and concern. 22% of respondents reported that they were unable to express their sadness. This percentage decreased to 7% after the workshop. Initially, only 44% could express their happiness easily but later 58% were successful in doing so. Fear could not be expressed at all by 29% of the

participants in the beginning and later this percentage decreased to 16%.

**Conclusion:** The workshop seems to have positively impacted the police women and enabled them to be able to connect with their feelings better. There seems to be an increase in the ability to express a disagreement after the workshop. Essentially, we see these results as positive, keeping in line with the belief that expression of feelings as long as it is appropriate expression, is always healthy.

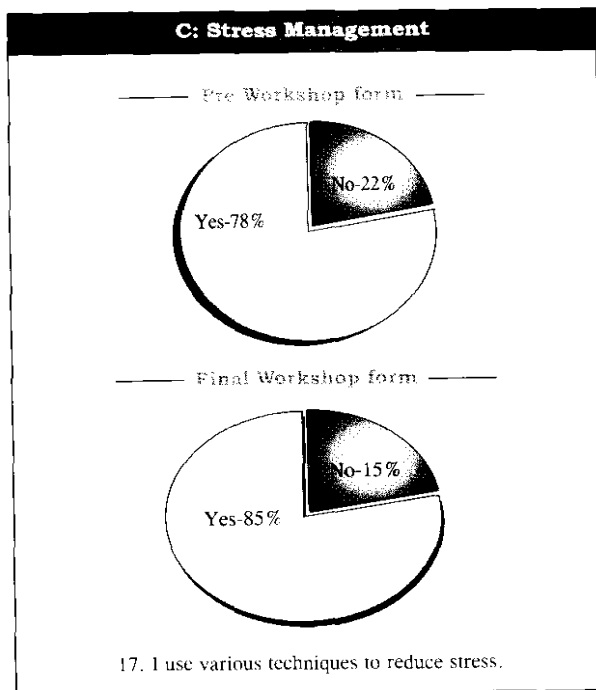


**Rationale and Hypothesis:** Anger is dealt separately in an effort to better understand this emotion, which has important implications for the police. Anger is an emotion that, if denied appropriate and timely expression, can lead to harmful consequences, for others and for ourselves. In a separate section on anger, the workshop hoped to 'normalize' this feeling and also provide participants with healthy outlets for it.

**Results:** A decrease (9%) in the intensity of anger has been reported by respondents. However, the percentage of people 51% feeling excessively angry is still high. 22% could not express their anger but later this percentage decreased to 7%. 29% of the respondents felt that they lost control

when they were angry. This decreased to 11% after the workshop. Nearly 67% of respondents feel that they primarily deal with anger by being silent and suppressing the feeling and this figure did not change significantly. Surprisingly, it seems that initially, 75.6% did feel that anger is a normal emotion but this percentage decreased to 64.4% after the workshop, followed by a slight increase to 69% in the final form.

**Conclusion:** The increase in the ability of people to express anger is a sign that the workshop was helpful to some extent in normalizing this feeling. Perhaps as a result of their being able to express anger before it intensifies, and various anger management techniques shared in the workshop, there has been a decrease in the intensity of anger experienced by the respondents. This is further reflected in the decrease in the number of people losing control when angry. However, a striking 67% still deal with anger primarily by suppressing it, showing that there is a strong resistance to the acceptance of anger as a normal feeling. These results further intensify our belief that work on anger is crucial for the police and has far reaching implications on issues like dealings with public, custodial violence etc.



**Rationale and Hypothesis:** High stress in a job leads to burn out and impaired job performance.

Recognizing this, and in an attempt to understand the stressors involved in a police wo/man's life, a separate session on stress management was planted as part of the workshop. The session sought to help police wo/men recognize stress, and provide options to relieve this stress. Techniques used for stress management can be positive or negative. There are some positive techniques that are short-term while others are long-term. The best way of stress management is the use of a combination of short-term and long-term positive techniques.

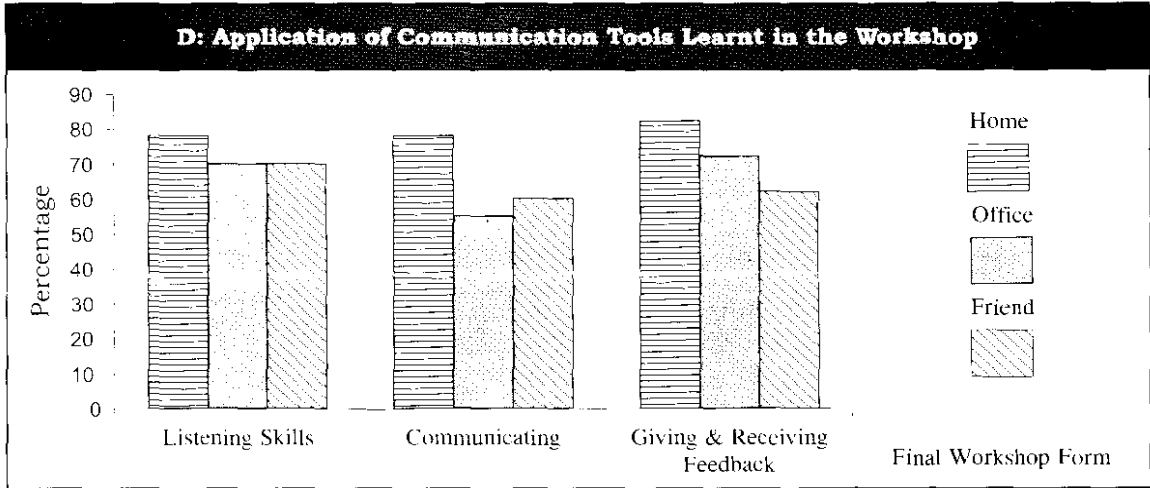
**Results:** 78% of the respondents said that they used different methods to reduce their stress before the workshop and this increased to 85% after the workshop.

**Conclusion:** There seems to be an increase in the ability of participants to use different ways to reduce stress. However, in an attempt to take it one step further, we were interested in clarifying which types of methods were used by participants. A qualitative analysis of the data was conducted, which revealed that the ratio for using positive long-term techniques for stress reduction had gone up from 2 techniques identified by the group in the first form to 6 in the final form. Similarly, the ratio for using positive short-term techniques had gone up from 23 in the pre workshop form to 32 in the post workshop form. This is extremely encouraging, as it shows that respondents were able to remember and then adopt positive short-term and long-term stress reduction techniques to deal with stress in their lives.

**COMPARISON OF PERCENTAGE OF MODERATE LEVELS OF STRESS FELT BY PARTICIPANTS AT HOME AND WORK**

	Pre	Final
Home	20%	22%
Office	22%	40%

(Interesting to note is that the number of people reporting stress is higher in the final forms. The workshop seems to have improved their capacity to be able to recognize stress in their lives, which is the first step in dealing with it.)



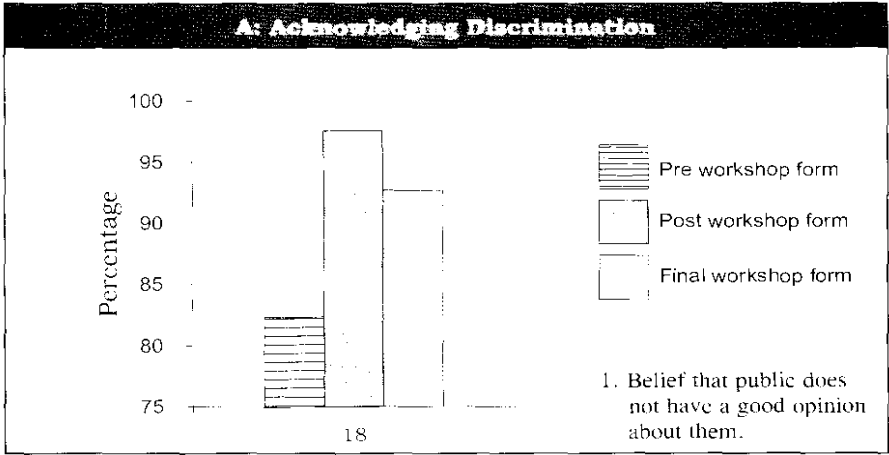
**Rationale and hypothesis:** This section was included to assess if the communication skills learnt were practically applicable by the participants in three areas of their lives: at home, at work and with friends.

**Results:** From the corresponding graph it seems that it was easier for the respondents to apply communication skills at home, than at work or with friends. However, listening skills and giving

and receiving feedback was equally if not more applicable at work than with friends.

**Conclusion:** Interestingly, home seems to be an area where the participants feel that they have been most able to apply the skills learnt during the workshop. It may be that at home they feel more powerful as compared to the work situation where they may feel less in control of the situation.

**COMPONENT THREE: GENDER**

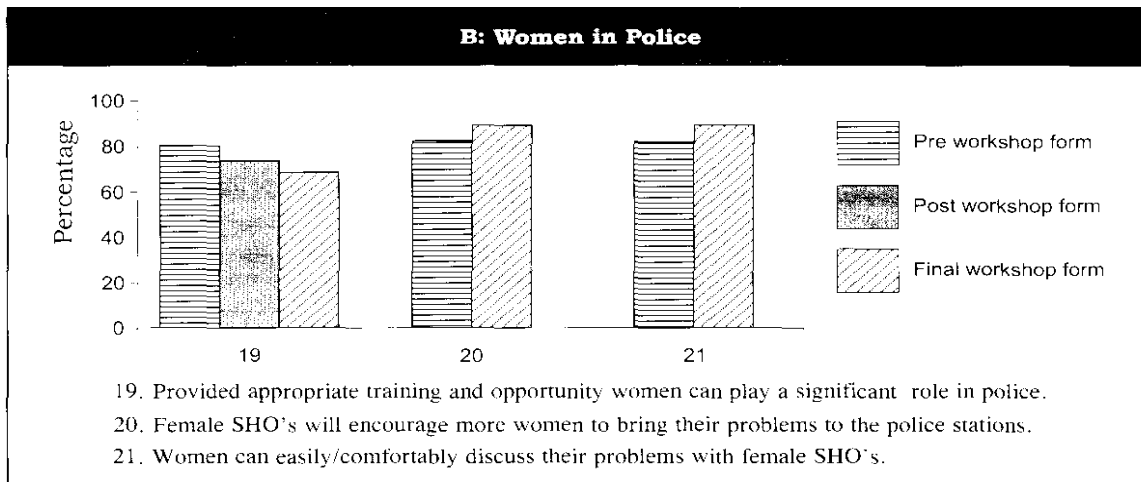


**Rationale and Hypothesis:** Accepting that there is discrimination in our society is indeed the first step in bringing about a change for the better.

**Results:** In the pre workshop forms 82% of the respondents felt that men and women are not treated equally. But in post and final workshop

responses 96% and 93% of them respectively believed in it.

**Conclusion:** This shows a heightened sensitivity to discrimination between men and women prevalent in society and a willingness to express it.



**Rationale and Hypothesis:** The inclusion of women in the police force is an important first step in accepting women as equals and also serves to further facilitate the image of the police especially with women. Attitudes towards women in the police force naturally reflect the attitudes that policemen and women hold as part of society. In an attempt to assess and positively impact these attitudes, the workshop addressed gender issues.

**Results:** Initially, 80% of the respondents agreed that provided appropriate training, women can play an effective role in the police. This percentage later decreased to 75% and finally

to 71%. There was a clear slight increase in the percentage of people who believed that having SHOs will facilitate women approaching police stations with their problems.

**Conclusion:** Important to note here that 71 (lowest reported percentage for this item) is still a very high number and reflects an openness to the entry of women in the police force. The results are surprising in view of the fact that in comparison, nearly 80% - 88% feel that having female SHO's will encourage more women to bring their problems to the police stations. However, whether they view this as a significant improvement is not clear.

#### Analysis of 31-letters received from participants

*A total of 31 letters were received from 30 participants from the period of the workshop to date. It is important to mention here that these letters were sent in voluntarily by the participants and mostly expressed gratitude and appreciation of the workshop contents.*

*These have been analyzed on the basis of three criteria: (1) Special mention of workshop topics (2) Transfer of learning/skills to practical life: Positive and negative impact (3) Recommendations to Rozan.*

*Topics especially appreciated by participants were anger management, communication skills, assertive behavior, self awareness and stress management.*

*Six writers mentioned actual situation in their professional life where they felt that they had been able to apply the workshop learning. Most of these related to attitude towards women, minorities, the poor and even criminals. One participant also shared that he had benefitted greatly from the anger management techniques learnt during the workshop.*

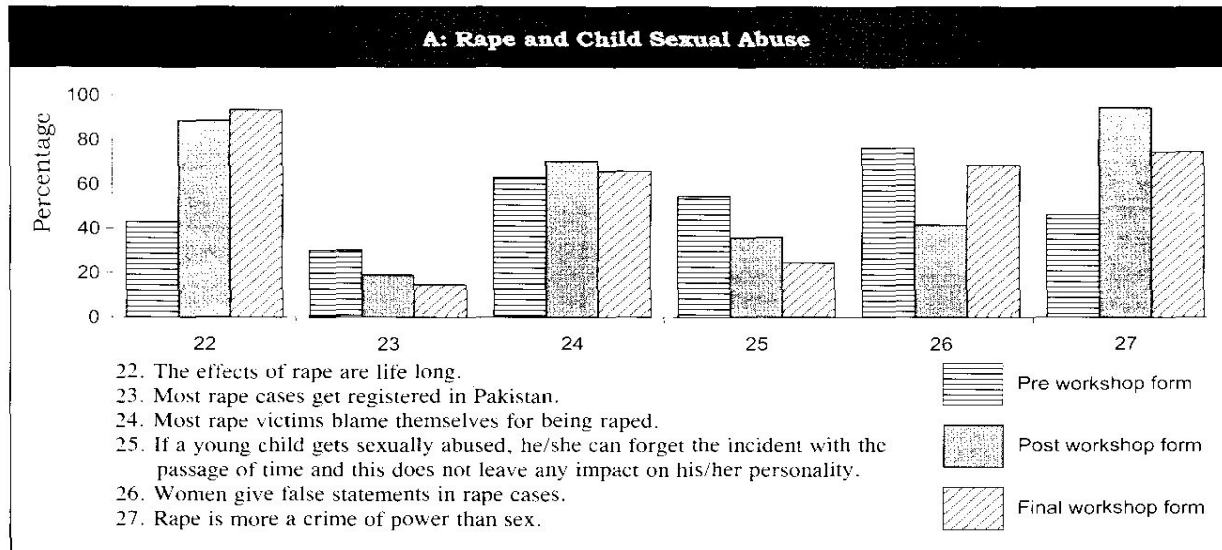
*Three of the letters while appreciating the workshop also mentioned certain difficulties that the participants had in applying the techniques learnt. One mentioned frustration due to the attitude of the public despite a change in his attitude. Another mentioned that it was difficult to be a good person, as society did not encourage or reward such behavior*

*A majority of the letters urged Rozan to ensure that not only should these workshops be made part of the curriculum, but that there should also be continual refreshers to ensure that this process is continued. One also suggested that they should be aired on TV for the benefit of the general public*





## COMPONENT FOUR: VIOLENCE AGAINST WOMEN AND CHILDREN



**Rationale and Hypothesis:** For the police to be sensitive to cases of violence especially rape and child sexual abuse (CSA), it is important that they are able to understand the dynamics involved, such as the role of power, the impact of violence and societal taboos on the victims etc. The workshop addressed these areas in detail and through a process of sensitization hoped to improve understanding and ultimately handling of rape and CSA victims.

**Results:** 42% of the respondents believed that the impact of rape could be life long before the workshop, hut afterwards 89% and 93% in post and final workshop forms respectively started realizing this fact. Initially, 29% believed that most rape cases were registered, but after the workshop this ratio decreased to 13%, and in final responses, only 11%. Initially, 64% of the participants thought that rape victims blame themselves for the incident. An increase of 7% was noticed in the percentages in post forms, but it decreased to 69% in the final forms. Initially, 80% believed that women gave false reports of rape and this percentage dropped sharply after the workshop to 40%. However, interestingly it shot up again in the final form to 69%. There was also an increase in the percentage of people who believed that rape is related to power instead of sex. The percentage

of respondents acknowledging this fact was only 58%, hut finally it increased to 76%. Initially, 53% of the participants believed that CSA does not leave a life long impact on the personality, and children usually forgot about such an incident with the passage of time. There was a gradual decrease in the number of people who believed in this misconception, with only 24% agreeing with this statement in the final workshop form.

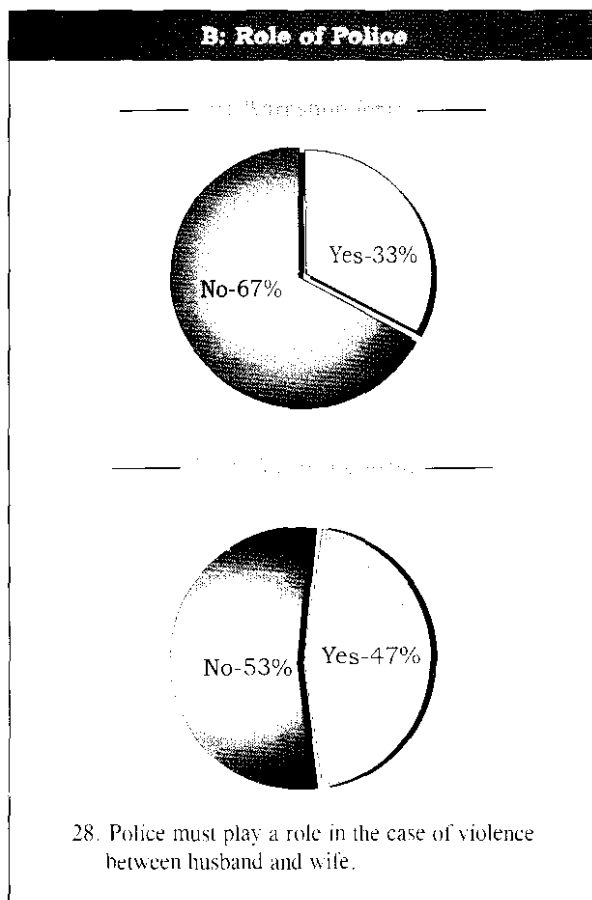
**Conclusion:** These results show that after the sensitization training the participants were in a hurter position to empathize with and he sensitive to rape and child sexual abuse victims. The police already recognized that only a small number of rape cases were registered. This reflects a sensitivity and awareness to the social pressures faced by families and victims for not reporting rape.

### PATTERN OF REGRESSION

It is interesting that there seems to have been an increase in knowledge, and thus sensitivity to the dynamics of rape (Items 24, 26 and 27) gender (Item 18) right after the workshop, but for man', once they return to practical life this change may not he sustained. This seems to be the pattern reflected in the results. An

interesting hypothesis for this pattern could be that attitudes towards these issues, and in this case, rape, have been internalized for so long and are so much a part of us that this change in thinking as evidenced by the post workshop forms cannot be sustained if it is not reinforced regularly.

This increase in sensitivity was also further reflected in the response to whether or not the rape victim blames herself, and whether victims lie about being raped and whether or not rape was related to sex or power etc.



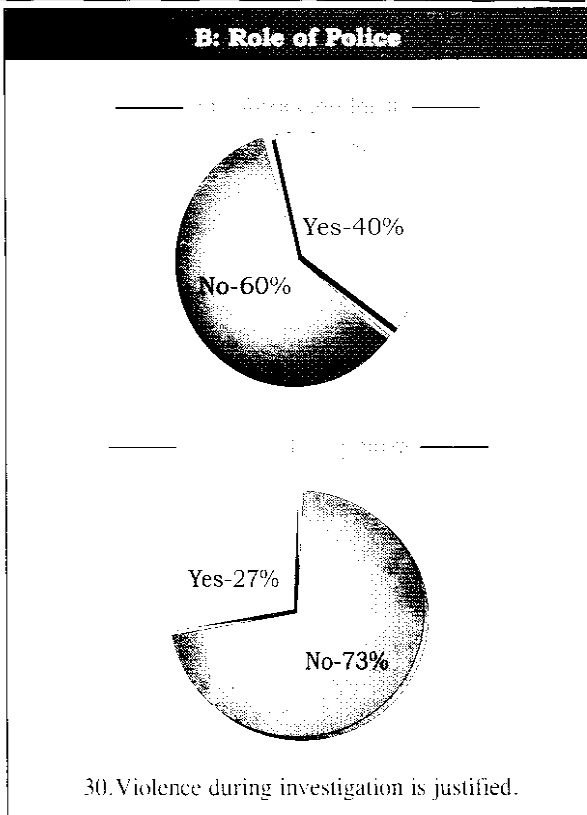
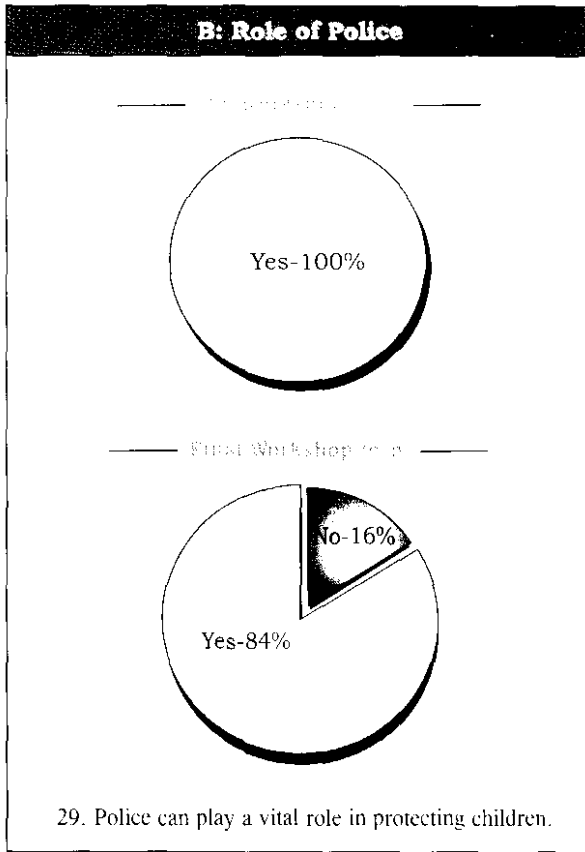
**Rationale and Hypothesis:** Attitudes prevalent in society treat domestic violence as a purely family matter, and often as a result, even in severe cases, husbands or other family members are absolved of any criminal action. These attitudes stem from the fact that women are considered the property of the family and as such can be subject to violence with no

protection or hope of retribution from society, unlike other victims of violence. This leaves women with very little hope of finding justice or even safety. The workshop attempted to change this attitude and facilitate the police in recognizing this injustice, and their own crucial role. In order to assess whether or not the increased sensitivity to violence against women and children would also serve to sensitize them to issues like custodial violence, the participants were questioned whether or not they felt this was justified.

**Results:** The workshops helped respondents become more sensitive to the issue of domestic violence and the number of people who believed that the police should play a role in such situations, increased. It was interesting to note that all the participants firmly believed that police could play a significant role in the protection of children. This percentage however decreased in the final form. The percentage of participants, who believed that custodial violence was justified, also decreased after the workshop.

**Conclusion:** The fact that nearly 53 believe that police should not interfere in cases of domestic violence, reflects the disturbing fact that like the rest of society, the police continues to view domestic violence as an internal family matter to be hushed up. One reason for the decline in the percentage of participants believing that the police could play a significant role in the protection of children could be that with the classification of different forms of child sexual abuse that exist in our society, the respondents became more realistic about the limits of the police in protecting children.

It also seems that in sensitizing police to issues of violence, it was far easier to get them to feel empathy for children than it was for women. There seems to have been some positive impact on the attitudes towards custodial violence even though it was never addressed directly in the workshops.



## II-Interviews

### Participants:

The respondents said that the workshops were very useful. One respondent said that he had consciously tried to use the various tools of communication learnt, especially 'ownership', 'I statements' and 'reflective listening'. Some shared that the technique of reflective listening was a bit difficult to learn and apply, hut now with practice they were successfully using it. They also shared that they had started practicing different techniques for stress and anger management. A few shared that sometimes they still had to resort to aggressive behavior because they sometimes had to deal with people who forced them to behave in this manner.

### Families:

Except for one, all participants were married. Two of the wives shared that before the workshop their husbands used to get angry if they did not serve fresh food on their returning home from duty. However, since the workshop their husbands do not disturb them if they are sleeping and instead of creating a fuss, they heated up the food on their own! They seemed to appreciate this change a lot. It was interesting to note that these couples had been married for 38 and 20 years respectively. However, as far as decision-making was concerned some felt that they were not consulted, but also seemed to be very resigned to this. As one wife said, "Who asks women?"

### Co-workers:

#### 1. Senior:

None of the officers gave negative reports about the participants. They also reported that they didn't get any complaints from the clients (men, women and children) about their behavior and this made them feel happy and proud of them. They reported that as a result of

the workshop their public dealing, understanding level and communication had improved.

## 2. Junior:

The subordinates with reference to their expression of anger said that sometimes they got shouted at, but seemed to accept that as normal, as they felt that this was a response to that officer being scolded by his senior.

## 3. Clients:

The clients showed satisfaction in terms of police officers' behavior with them. Two of the clients shared that they had felt a change in the officers over the last few months and that might have been a result of these workshops. Overall, all the respondents gave positive feedback about the workshop.

### SUGGESTION FOR FURTHER RESEARCH

I -Comparison 0 results on the basis of demographic data collected e.g. participant's rank, age, education level, marital status, length of service with respect to the following variables:

- a) Existing attitudes
- b) Impact of the workshop

Please note that two factors could be impacting this positive feedback: The respondents, especially the participants and their colleagues, were ordered by the SSP to cooperate in this study. Families during interviews also might have given desirable responses for fear of damaging the reputation of their family members.

Although attempts were made to mitigate these factors by assuring respondents of the confidentiality and informing them about the purpose of the study, these factors cannot be

completely discounted. Secondly, there was no base line data collected from these respondents for comparison with their observations now.

### Excerpts from Two Interviews with Clients coming to a Police Station

#### Interview 1

Concerned officer participated in the workshop in November 2000. Interview with male client was conducted in April 2001.

Q. When was the first time you visited the officer?

Client: It was in the month of July or August 2000.

Q. How was the officer's behavior with you then? Client: It was OK, but I felt he sometimes did not treat me very well. But since a few months I have noticed a change in his behavior and as a matter of fact, in all the policemen of this station.

Q: Please try to recall the exact time when you noticed a change in his behavior and the nature of change?

Client: Uh.. I think this change happened since the last seven or eight months. It seems as if he and all other policemen value and respect me. He never talks to me rudely now. I never used to come to the station happily, but now '*Alhamdulillah*' there is no such thing. May Allah keep this place like this so that poor like us can come and talk to these people easily.

#### Interview 2

Concerned officer participated in the workshop in July 2000. Interview with male client was conducted in April 2001.

Q: How has the officer's behavior been with you?

Client: Although, I had heard a lot of bad stories about the behavior of policemen but I have been pleasantly surprised and thanked God that all those stories were false. These people have attended to me very well. The reporting room is well furnished and one really feels like sitting there. There are enough chairs in their office now.

Q: Can you be more specific about the officers behavior with you?

Client: (Pause.....) He was very nice to me. He does not make me wait for long. He listens to me attentively and does not insult me like I have heard they do in police stations. Sometimes he has to attend to some calls during my meeting with him but it is OK, I can understand that these people are always busy.

Q: Are you satisfied with the handling of your case?

Client: I am quite satisfied and hope that if the officer keeps taking an interest like this, my case will not take too long in getting resolved.

## COMPARISON

A comparison of scores of the Pre and Post forms of the smaller sample of 45 and the larger sample of 268 (whose pre and post forms were available and could be matched) was also made. (These could not be part of the final research either due to incorrect coding, changes in the evaluation form or lack of response when the final forms were sent out). This analysis interestingly reveals markedly similar patterns in nearly all items.

### Some interesting results:

- Out of a sample of 264 nearly 51% believe that Police should not play a role in cases of violence even though 55% believe that physical violence between husband and wife is not legal.
- 60% of the sample felt helpless at some point or another as police wo/men.
- Contrary to the trend seen in Component Three: Gender, in the larger sample the percentage of people believing that women could play a role in police went up from 71% to 73% after the workshop.
- 61% of the workshop participants believe even after the workshop (pre workshop score 73%) that women mostly lie about being raped.

## PROJECT RECOMMENDATIONS

The following recommendations are based on our contact with the Police during Phase One (October 1999 - March 2001). The recommendations have been grouped four broad areas and are given under two sections:

### **A- WITHIN ROZAN'S SCOPE**

Recommendations in the section relate to Rozan's scope of work and can be taken up by it.

### **B- OUTSIDE ROZAN'S SCOPE**

Recommendations in this section are broader. They may be taken up by other relevant stake holders! organizations.

#### **Areas:**

- 1- Police Training
- 2- Developing Positive Public/Police Relationships
- 3- Sensitization to Community Issues
- 4- Improved Work Conditions

### **A-WITHIN ROZAN'S SCOPE**

#### **1- Police Training**

Our work in the last eighteen months on attitudinal change with 495 police wo/men has further strengthened our belief that such work should be an essential and important part of the police training. Although the training of

police wo/men involves the development of specialized professional and technical skills, there is little or no emphasis placed on attitudinal change especially interpersonal skills development.

Attitudinal change workshops consisting of the following components should be made a part of the police training.

#### ***A- Self-awareness***

As elaborated in other sections of this report, self-awareness is the first step in bringing about positive and sustainable changes in attitudes and behavior.

#### ***B- Communication skills***

The ability to communicate well is an essential skill for policemen. Development and practice of these communication skills should be part of the workshops on attitudinal change. This would involve practicing assertive behavior as an alternate to aggressive or passive behavior, allowing for expression of anger in healthy, rather than destructive ways and learning how to listen with empathy and sensitivity to the needs of the complainants. Other areas dealt with in this component would be realizing the importance of body language and tone and learning to stay calm even when under pressure.

#### **ARE THESE WORKSHOPS USEFUL FOR THE POLICE?**

In answer to this question Rozan received an overwhelmingly positive response. This question was part of the Workshop Evaluation Form given at the end of each workshop. Except for one participant out of a total of 352 given this evaluation form, all participants replied in the affirmative. A majority of the participants went on to comment that these workshops should be part of the police curriculum and should be conducted at all levels. Some stressed the need for refreshers and some suggested that these workshops should be conducted with professionals from all walks of life.

### **C- Power**

The realization that there are many types of power, that it can be used for positive and constructive purposes, as well as to exploit and abuse, and that it has many sources, is crucial for police wo/men. In all police trainings, power, its many types and its abuse must be addressed so as to allow participants not only to get in touch with their own sources of power to improve society but also realize how each individual is capable of abusing power.

### **D- Stress management**

As stress is inherent in the nature of the job, police training should incorporate skills for recognition and management of stress, so that the trainees are well prepared to handle it when they encounter it in their working life. Trainees should also be trained to be open to and develop support systems both, within the police force as well as within family and friends.

### **E- Attitudes and Tolerance**

The police wo/men who we worked with shared time and time again their continual brush with prejudice in its most violent form: sectarian violence. The issue of pre and tolerance seemed to be an area, which they grapple with regularly not only as a societal issue, but also at a more personal level. Issues such as prejudices and intolerance must be addressed in police training with a view to explain their dynamics and consequences.

### **F- Sensitization to Community issues (Given separately: Pg. 30) Implementation:**

Rozaan is well aware that the suggestion that, such a module be adapted as part of the police curriculum, is a mammoth task and well beyond the scope of its present capacity. We also feel that in order for this work to be really sustainable, it has to be owned by the police force

and institutionalized. The latter suggestion however, needs careful thought and consideration. It has been our experience that implementing and facilitating an attitudinal change workshop requires specialized training and expertise. The mode of facilitation and the atmosphere of learning, mutual trust and support that is created is essential if the process of attitudinal change is to be initiated and the module, no matter how carefully planned is lifeless without this crucial component. Therefore, it is crucial that the 'upscaling' of this be done in way that maximizes chances of success. Unless the police commits to a gradual transfer of the skills, attitudes and knowledge needed to facilitate such a change it is likely that even though the same or similar module may be followed, the essence and hence, the impact of the workshop will be lost.

A gradual transfer would entail the following:

- Attitudinal change and sensitization workshop for trainers.
- Training of Trainers.
- Co-facilitation: Police trainers would co facilitate the workshop with Rozaan trainers.
- Shadow workshop: A Rozaan trainer would shadow a workshop run by Police facilitators.
- System of regular feedback.
- Refresher TOT (Six monthly intervals for a period of one and half year)

### **2- Developing Positive Public/ Police Relationships**

At this point the avenues for positive communication between the public and the community seem to be quite limited. Communication does take place out of necessity, and is confined mostly to checking, reporting, and investigating. All of these, the public would rather avoid as much as possible. There seem to be very few examples where the police and the community have actively collaborated towards a common goal. When this does occur they frequently do not get the

publicity they deserve. The Rescue-15 operations, the Safe Home Security Scheme in Islamabad are pleasant exceptions. Creating such opportunities for positive liaison can go a long way in removing some of the prejudices and misconceptions that both sides have about each other.

*Rozan recommends that such interaction should be actively sought and encouraged in an atmosphere of mutual trust and respect, which builds upon areas such as the similarities in vision, developing ownership of the process in both parties and enhancing understanding of each other's issues, needs, strengths and limitations.*

### **I. Raising community awareness about their role in bringing about sustainable and positive reforms.**

Members of the community must be sensitized to the fact that a peaceful and just society is a responsibility that requires involvement of both police and the community. Both parties, therefore, need to own this need as one that not only serves their interests but also, as one, that they have a role in striving towards. Questioning police procedures and reporting incidents of police abuse, in other words taking the ownership of and acknowledging its role in this process of reform is essential for both parties.

However, assertion requires an atmosphere relation free of fear repercussions. Nonetheless, raising awareness of citizen's rights in their interaction with the police can be an important first step, if done collaboratively by both community groups and the police. Rozan can facilitate this awareness raising through:

- a) Articles in the Press.
- b) Orientations to school children by members of the police. Rozan as part of its various program has strong links

with a number of educational institutions, hospitals and community organizations and can use these contacts to facilitate these activities.

- c) Open days at the local police stations.
- d) Feedback schemes

Non-threatening feedback schemes, whereby complainants are given the opportunity to rate the police officers they are dealing with, in terms of attitudes and behavior, are in the process of being set up by Rozan, in collaboration with the Islamabad Police.

### **II. Creating a space for dialogue and sharing of views between police and the community.**

Unfortunately, relations between the police and community are strained, largely because of the existence of suspicion, mistrust and biases that exist on both sides. Moreover, there are almost no avenues for open dialogue or sharing of views in an atmosphere, which is relatively neutral or free from fear of backlash. Rozan would like to its efforts to actively promote dialogue between police and community groups.

*Activities could be:*

- a) Interactive sessions between police wo/men and citizens during attitudinal change workshop to allow for deeper exploration of issues etc.
- b) Panel discussions.

### **III. Increasing opportunities for cooperation and collaboration between police and the community.**

Police citizen partnerships can be encouraged to serve the following aims:

- i. To support police
- ii. To fight and prevent crime
- iii. To facilitate familiarity and friendship (see section B Outside Rozan's Scope for ii & iii)



The groups that we worked with expressed a strong sense of responsibility towards their families. Along with this, the policemen shared a strong sense of guilt of how they felt they were not able to meet the needs of their families, emotionally or financially. If we wish to inculcate a more sensitive and responsible attitude towards the elderly, women and children, we must find ways to help them fulfill the needs of their own families as well. Rozan, due to its experience of working with women and children, is in a position to offer workshops to wives and children of these police wo/men.

Workshops can be on

- a) Emotional health
- b) Stress management
- c) Child rearing
- d) Self-esteem enhancement

### **3- Sensitization to Community Issues**

We have found it useful to initiate attitudinal change work on other issues such as self-awareness, expression of feelings etc. Once an open and learning environment has been established, we have been more successful in broaching the topics of gender, violence against women and children. We would, therefore, recommend this aspect of police training to be continued, as part of the other recommendations regarding attitudinal change workshops.

*Training of the police must emphasize a greater understanding of the causes and dynamics of common problems, faced by the community, especially vulnerable groups such as women, children and minorities.*

The training must address, not just gaps in knowledge, but also attitudes and long standing biases prevalent in society and hence, in police men/women as well.

Every police officer undergoing police training must be exposed to gender sensitization, including violence against women and children, so that they can deal with such cases sensitively. Negative stereotyping of women and children is inherent in our culture, and the police, like all other groups of our society, is vulnerable to it. The fate of countless women and children exposed to violence, is directly dependent on these attitudes of the police force.

#### **Implementation:**

Same as I.

### **B-OUTSIDE ROZAN'S SCOPE**

The following recommendations are made with the full knowledge that they are beyond the scope of Rozan's work and as such cannot be implemented by us. However, they are given in the hope that others, who may be in a better position to address them may find these useful.

#### **1- Police Training**

Rozan recommends that the process of police training should be reviewed. This recommendation refers primarily to the need for a change in the process and method as opposed to the content of the training.

1- Training needs to be geared towards positive reinforcement, as opposed to the present focus on punishment and degradation as training motivators. Research indicates that continuous aggressive and degrading treatment leads to a repetition of similar behavior with others less powerful. This is especially relevant to the lives of police officers, as they are trained and conditioned to respond to aggressive behavior and, therefore, in situation where they are more powerful there is danger of misuse of this power. Research has also proved that not only is positive reinforcement more effective as a motivating tool, but also allows for the development of a positive self-image.

2- Planned group recreation should be part of the training e.g. sports, picnics etc. This allows for team building, a sense of kinship and also makes the officers feel a sense of well being.

3- The need for instilling discipline and compliance in the police force is understood and cannot be undermined. However, it is important that this is done in a way that trainees retain their belief in their abilities and self-respect. If these officers are treated with respect, the chances that they will transfer the same rules to their working life, increase greatly. It is important that trainers create an atmosphere of mutual respect and support.

4- Experiential learning as opposed to learning through lectures should also be used where possible as a tool for instruction. This allows for greater learning and more productive interaction.

## **2- Developing Positive Public Police Relationships**

### **III. Increasing opportunities for cooperation and collaboration between police and the community.**

Police citizen partnerships can be encouraged to serve the following aims:

- i. To support police
- ii. To fight and prevent crime
- iii. To facilitate familiarity and friendship

#### ***i) To support police***

On the whole we feel there is some realization in the community about the financial constraints of the police. Once a relationship of trust and mutual respect is established these partnerships can be utilized effectively to address the pressing needs of the police, such as their own educational/medical needs, as well as those of their families. This could be through scholarships for children, Workshops with

families and meeting educational and medical needs.

#### ***ii) To fight and prevent crime***

These partnerships should also be formed to come with ways to prevent and fight crime in the community. The Citizen-Police Liaison Committee and the recently introduced Safe Home scheme by the Islamabad Police are some examples of fruitful partnerships.

#### ***iii) To facilitate familiarity and friendship***

Positive interaction with the police can be encouraged through friendly competitions e.g. sports.

Examples of successful police citizen partnerships must be highlighted in the press.

## **IV. Presenting a positive and realistic image of the police.**

The police force is mostly portrayed negatively in our media. The public compares it to popular police programs of the West in which the police members are shown to be well equipped, highly competent and efficient. The courage, sacrifices and achievements of our police are rarely talked about, neither in the press nor the electronic media.

Members of the community have little knowledge about what goes into the making of police wo/men. Equally missing is any idea about the trials, travails and challenges of a police person's day-to-day life. It is important that these aspects of our police be highlighted in our media.

## **3-Improving Work Conditions**

Certain work conditions identified by the police officers seem to be impediments to efficiency, honesty and good morale. For a better work environment it is essential that these

impediments be either removed or at least looked into.

1. Police officers should not be made to perform 24 hours duties. To expect someone to be able to perform his duties effectively in such extreme conditions of exhaustion is unrealistic and the police force needs to analyze why this practice is still being used, despite being highly detrimental to efficiency and morale.

2. Some system of rotating holidays should be enforced, so that police officers can meet their families more regularly at least on alternate religious holidays and festivals like Eid. Regular contact with families allows the officers to feel a sense of connectedness with their families. Lack of contact can de-humanize a person and makes them feel alienated from people closest to them.

3. The decisions to suspend, dismiss, or post a police officer, should not be in the hands of only one police officer, but should involve a committee.

4. Efforts should be made to create a culture of pride and respect for every one in police force. There need to be definite and visible rewards or recognition for those police officers that resist corruption.

5. The police system needs to recognize that it under pays police officers and that this is one of the leading causes of police corruption.

6. Basic needs, such as education of children and medical facilities for families of the police officers should be covered. Police officers should not be required to pay for transport for investigations from their own pockets.

Letter received on 14th June 2000. The writer is a 45-year-old ASI and has been in the police force for 24 years. He participated in the workshop on November 1999.

*Assalam Alaikum,*

*I hope you are doing fine, by the grace of God. I was extremely happy to receive your first letter and was very glad that you still thought of us even after the workshop ended. I still have not been able to forget the 6-day workshop. I participated in the Police College, Sihala and I will probably never forget it as long as I live. I learned and became aware of so much that I have tried to bring about a positive change in myself as a result. I am filled with much more love at home, and at work, I also continue to pass on the valuable message of self-awareness.*

*There are a lot of people who have heard about Rozan and the Police Program and they also wish they could avail this unique opportunity to improve our society. The questions you sent us were very interesting and insightful and I will be sending that form back to you shortly. I always read the coverage the Police Program gets in the newspapers with great interest and find it useful.*

*I would be very happy if these workshops were included first in our police syllabus, as well as conducted in schools, colleges, and organizations.*



## TOWARDS CONSOLIDATION

### PHASE TWO

Since Rozan's initiative of working with the police force (February 1999 to June 2001), formal and informal feedback from participants and other sections of the community has been and continues to be extremely positive. This has strengthened our commitment and provided Rozan momentum to continue this work.

In an effort to share our experiences and build interest and support for such initiatives, Rozan held a seminar in collaboration with the police in July 2001. Over 400 people - policewomen and policemen, NGO workers, government officials, the donor community, business wo/men and the general community, attended this function, which was chaired by the Commandant of the National Police Academy in Islamahad. Rozan also printed and widely disseminated this project report, in order to share the details of the process followed, the research and study done to evaluate the impact of the work and recommendations for the future. We have been greatly encouraged by the response as well as the many requests we have received for copies of this report.

At this point, we are well into the next phase of the project, which has been planned for the next three years (July 2001- June 2004). Our efforts at consolidating and improving our past

work have been guided by our successes and failures and the many lessons we have learned. We have realized more than ever before, that working on attitudinal change with the police cannot be done in a vacuum or as a short-term venture. It requires both a change in community attitudes towards the police, as well as an institutionalization of such attitudinal work within the police system. Throughout the workshops, as well as after them, policemen and women have continued to share with us how they feel ridiculed and unappreciated by the community. They also share their trying work conditions, about which the community have very little idea. The harsh realities of their lives exact their toll on police attitudes and personalities.

Phase Two of the project aims to address some of these issues and needs and focuses on three main areas:

- Ongoing training workshops (followed by refreshers, wherever possible) with modified modules on gender and violence.
- Advocacy for institutionalization in the police system and building capacity for the same.
- Promoting community police dialogue and collaboration.