

INTERVIEWING WOMEN AND CHILDREN: VICTIMS OF VIOLENCE

A Police Training Manual

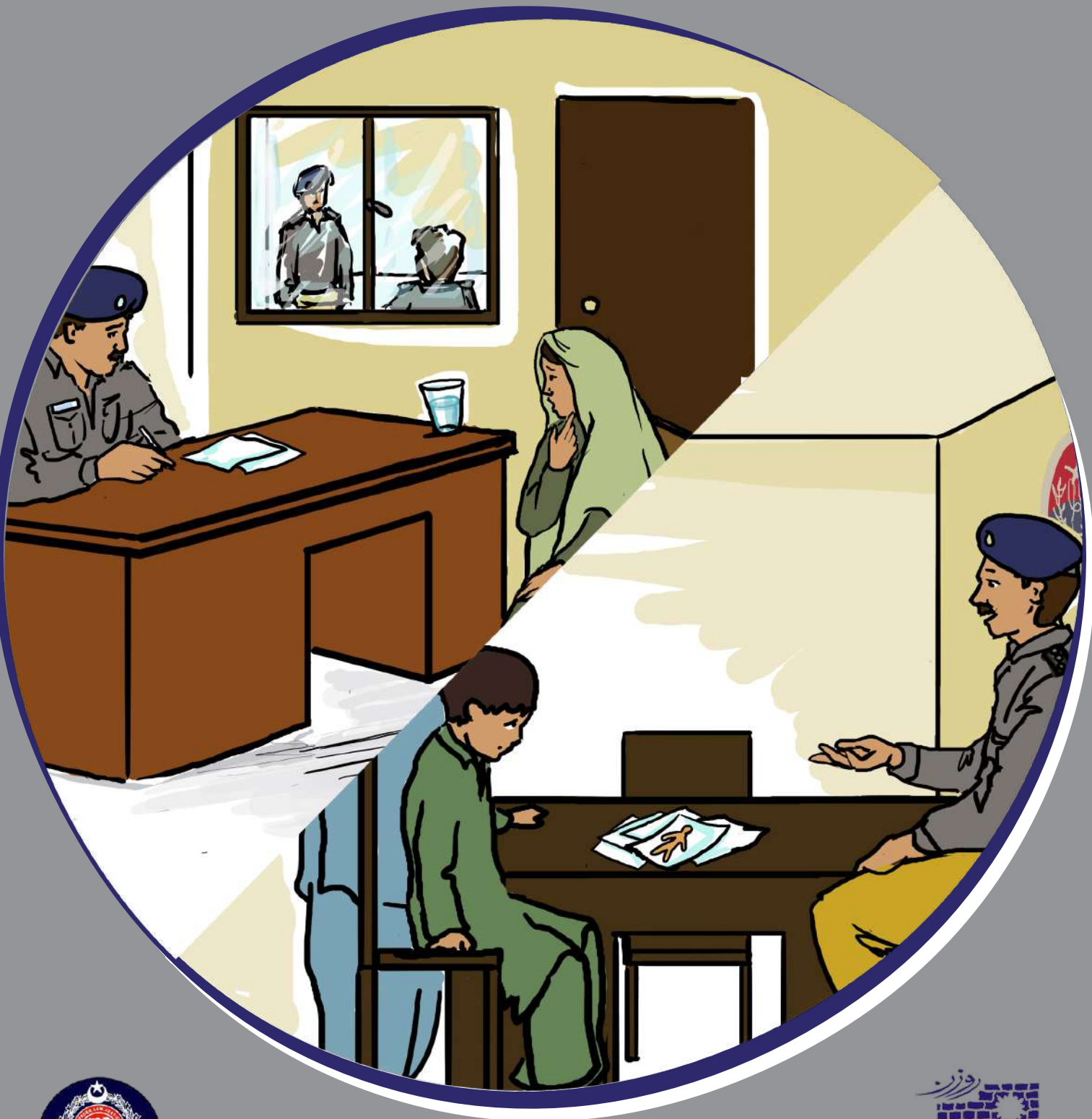


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TRAINING MANUAL

OUTLINE OF THE TRAINING MANUAL

OUTLINE OF THE TRAINING MANUAL

ABOUT THE MANUAL

The manual 'Interviewing women and children victims of violence' has been developed by the National Police Academy (NPA) and Rozan for training police officials on the techniques of interviewing women and children victims of violence. The manual also gives an overview of the issues of violence against women and children especially the myths prevalent in the society. The importance of unbiased, nonjudgmental attitude of the police officer in the interview process has also been highlighted.

The training manual was developed by undertaking the review of existing manuals used by the NPA, manuals being used by International Police training organizations and institutes and those developed by Rozan for Police training. The manuals include:

- Interview and Interrogation-International Criminal Investigative Training Assistance Program (ICITAP)
- Standard Operating Procedures-developed by GTZ in collaboration with NPB
- Guidelines for the Protection of Dignity and Rights of the Survivors of Violence-Rozan
- Improving Law Enforcement Investigation Techniques-Minnesota Advocates for Human Rights
- Sexual Assault Incident Reports-International Association of Chiefs of Police (IACP)
- Attitudinal Change Curriculum-Rozan
- Reducing Domestic Violence in the Pacific-A Training Curriculum
- Development Stages and Methods of Interviewing Children-Małgorzata Toeplitz-Winiewska, SWPS (Higher School of Social Psychology), Psychology Department, Warsaw University
- Victimology, United States Department of Justice, ICITAP

Officers of three police stations of the Rawalpindi district; Police Station for Women, Police Station, Pirwadai and Police Station, Saddar Baerooni, were also interviewed to find out current interviewing practices, type of violence related issues of women and children that the police deals with as well as the training needs of the police officers.

The training manual has three sections. The first section is the **‘workshop outline’** that contains information about the objectives, methodology and steps of each session of the workshop. The first section will help prepare the facilitator in delivering the power point presentation. The second section is the main **‘power point presentation’** that will be used during the workshop and contains information about the various workshop topics. The third section has **‘readings’** for both the facilitator and the participants.

SECTION ONE

Interviewing Women and Children: Victims of Violence

A. Learning Objectives:

- To prepare law enforcement officers to interview women and children victims of violence by clarifying the various dynamics of violence.
- To help differentiate between techniques that are effective and techniques that are ineffective for interviewing women and children victims of violence.
- To allow law enforcement officers an opportunity to identify personal blocks that may hinder the process of interviewing women and children victims of violence.

B. Time required:

20 hours (sessions may be spread over a period of three to four days)¹

C. Material Required:

Material includes; readings, power point presentation, flip charts, board markers, regular markers, paper tape and meta-cards.

D. Methodology:

The methodology is largely participatory and includes group discussion, brainstorming sessions, small group work, sharing in pairs & triads and case study discussion. Some lectures have also been added.

E. Content:

The workshop has been divided into nine sessions, each outlining the objective, time line, material required, steps, process questions and facilitator notes.

¹Prior to starting the day, the facilitator must reflect and process the pervious day by asking the participants to share what they liked, found difficult. /disliked about and/or learnt from the previous day. This will help the facilitator in identifying issues that may need to be further clarified and addressed.

E.1 Tone Setting:**Session Objective:**

- To set the workshop tone by providing participants an opportunity to introduce themselves and share their expectations and apprehensions from the workshop.
- To share with the participants, objectives, rationale and background of the workshop.

Material required:

Power point presentation, flip charts and markers

Time taken:

2 hours

1. Ask the participants to share in a go-around their names, ranks and experience in the field of investigation / interviewing.
2. Share the learning objectives of the workshop. Highlight the background for developing the module, ground work done for its preparation, interviews conducted literature review etc. Highlight how the role of police/law enforcement is an essential one for providing justice and speedy response to the victims.
3. Divide the group in three sub-groups and ask each group to come up with their 'Hopes, Fears and Contributions' to the workshop. Process the group work and especially highlight issues that the workshop will not cover.
4. Set the workshop norms, in the large group and write these on the flip chart. Ask them to identify norms that may also help deal with the fears that they had mentioned in the previous step.
5. Provide participants a self-rating form that they can complete and rerate post workshop.

Facilitator Notes:

Norms could include speaking one at a time, not interrupting, confidentiality, etc.

Police are often the first members of the law enforcement system encountered by violence victims. As a result, the way in which officers respond to a victim can have a significant impact on whether she pursues legal remedies for the violence she has suffered. There are a number of techniques officers can use when interviewing a victim of violence to facilitate the process for her and to better elicit the details of what happened. Successfully interviewing children, as well, requires attention to particular issues, such as the guilt children might feel in talking with the police about the perpetrator in cases where the perpetrator is known to the child. Because domestic

violence is perpetrated in the home and is rarely reported, the victim's own testimony is often the strongest, and sometimes the only, evidence of the abuse. Thorough investigation can help ensure that prosecutors have additional evidence to support the victim's testimony. In some jurisdictions, prosecutors may even be able to proceed with a case without the victim's testimony if they have sufficient supporting evidence.

E. 2 What is an Interview?

Session Objective:

- To understand what is an 'interview' and what are its dynamics.
- To differentiate between an 'interview with a victim of violence' and an 'interview with a complainant coming up with any other situation'.

Material required:

Power point presentation

Time taken:

45 minutes

1. Ask the participants, in the large group, what they think an 'Interview' is.
2. Share with participants how preliminary and follow-up interviews are linked and that the workshop will focus on basic elements and essentials for interviews taking place at any stage.
3. Highlight that there may be a false allegation of violence and that this would be determined at later stage, however the interview will need to be unbiased, and 'innocent before proven guilty'.
4. Highlight the importance of having information about all sorts of legal and medical procedures, which are part of the overall interview, as lack of such information at the time of the interview may impact its results.
5. Ask the participants to discuss how/what they think would be different in interviewing women and children victims of violence from any other complaint interview (where violence is not involved)

Facilitator Notes:

Provide participants with a handout of the steps of interrogation being taught in the Police colleges and Academies across Pakistan for reference.

E.3. Current Interview Practices regarding Women and Children Victims of Violence

Session Objective:

- To discuss the current practices of interviewing victims of violence against women and children.
- To help identify, highlight and discuss the areas of the interview that would require improvement.

Material required:

Power point presentation, Meta cards, and markers, case studies

Time taken:

1 hour 30 Minutes

1. Ask the group about their comfort level talking about the issue of violence against women and children. Acknowledge discomfort about talking about it in a large group setting, in a mixed group and the fact that for some, this may be their first time to talk about such issues. Highlight the importance of addressing these issues openly, in order to provide more effective input in the process of handling cases of violence.
2. **Optional step:** If the facilitator picks up a lot of discomfort around the issue, he/she can divide the participants into pairs and ask them to share for 5 minutes, about the following:
When was the first time that you realized that child sexual abuse is a problem of Pakistani society?
Ask to switch pairs, and share for another 5 minutes about the following:
When was the first time that you realized that women can be raped by people they know?
Process by asking how it felt sharing with each other, difficulty in sharing and importance of sharing, as highlighted in step 1.
3. Divide the group into three sub-groups. Ask the first group to prepare a role play depicting the current practices of an interview by the Investigating Officer with a child victim of sexual violence. Ask the second group to depict an interview with a woman victim of rape, and the third group to depict an interview with a woman victim of domestic violence. Ask the groups to depict not only the interview, but the environment within the police station etc.
4. To prepare for the interview provide participants with a case situation²

²Find this document in "The Reference" material

explaining the nature of violence experienced by the child, rape victim and victim of domestic violence.

5. Process each role play to highlight the tone, body language and words used by the Investigating Officer, its impact on the victim.
6. Ask the participants to identify helping and hindering factors of the interview depicted in the role play.
 - What did you find most difficult about being an interviewer?
 - What did you find most difficult about being an interviewee?
 - Were there interviewing techniques that were particularly effective?
 - Were there interviewing techniques that were particularly in-effective?
 - What else did you notice?
 - What are some of the reasons why the interviewer-police officers ask the questions?
 - What kind of an impact did this have on the interviewee-victim?
 - What would be some of the areas that the Interviewer-Police Officer will have to work on in order to improve this situation?
7. *Read out the case study³ (attached) as examples given by police about how a victim is treated and ask the participants to discuss this. **Note:** This can be introduced as an optional step, if the role plays prepared by participants do not depict the actual situation that takes place in the police station to get the participants to think about the issue more deeply. Share with the participants that the case studies have been provided by the police.
8. Conclude from the last process point mentioned above, areas that the Police Investigating Officer will have to work on and address in order to improve the interview, such as 'knowledge about the issue' 'techniques/ skills for undertaking the interview', 'the right attitude'.
9. Discuss the importance of all the three aspects for carrying out a successful interview and that the workshop will focus on all the three aspects. Highlight the importance of the right attitude and self-introspection. Explain that an attitude may be defined as a mental state involving beliefs, feelings, values and tendencies to act in certain ways. It may be a strongly held belief or feeling, which manifests in behaviour.

Facilitator Notes:

Clarify the link between behavior and attitudes by explaining that attitudes have a huge impact on our behavior and so if we want to change our behaviour, our attitudes

³Find this document in "The Reference" material

will also have to change, especially if we want to bring about long-term and sustainable change. It must not be assumed that the participants will be comfortable talking about violence issues, since they deal with them on a regular basis, since experience points to the contrary. The optional step added to the session will help deal with the natural discomfort that arises in groups, when sharing on such sensitive topics is initiated for the first time in a large group setting. The participants may be uncomfortable playing the role of the victim, and in such instance, one of the facilitators should offer to play the role of the victim.

E. 4 Understanding Violence against women and children:

Session Objective:

- To provide participants an opportunity to understand the definitions and prevalence of various forms of violence against women and children in Pakistan.
- To discuss and clarify the misconceptions existing within the society around the issues of violence against women and children.
- To highlight the impact of violence on women and children.

Material required:

Power point presentation, Meta cards, and markers

Time taken:

4 hours, 30 Minutes

1. Divide the group into four sub-groups and ask two of the groups to define violence against women and its forms. Ask the other two groups to define violence against children and its forms.
2. Groups present the group work, which is processed.
3. Share the definition of gender based violence and then the forms of violence against women and children as well as statistics about its prevalence in Pakistan. Focus on domestic violence, sexual violence and rape, trafficking, child sexual abuse and exploitation.
4. Mention that while both men and women experience gender based violence, globally as well as in Pakistan, women are victimized more and through forms which are often tabooed and thus not talked about.
5. Highlight the situation of vulnerable groups of women and children in Pakistan by sharing its definition and statistics on child and women trafficking.
6. Divide the group into triads and give each triad, three statements (at least six small sub groups) about views on dynamics of violence against women and children held by the community which the group has to either agree or disagree with. Once they have discussed these

within the group, they are asked to read out the statement and their views about it in the large group. Participants from the other groups can share their views about the statement especially if they don't agree to the conclusion being drawn by the group presenting. Share the facts about each of the statement.

- Domestic violence does not happen in Pakistan
- Occasionally slapping one's wife is not a form of violence.
- Women don't mind being hit sometimes
- Men can't help themselves when they get angry because they are naturally aggressive.
- Children are affected by their fathers' beating up their mothers even if they are not beaten up themselves.
- Some women provoke violence and deserve to be beaten up.
- Domestic violence is caused by stress such as unemployment, financial problems, etc.
- Domestic violence is a private issue, not a public one.
- Only a certain type of women gets sexually assaulted.
- A woman gets raped because of how she dresses up.
- The rapist rapes because he cannot control his sexual frustration
- Child sexual abuse mostly occurs in the uneducated class and slum areas.
- Boys are almost never sexually abused.
- Sometimes it is the child's fault if he/she is sexually abused.
- Abusers are usually strangers to the child.
- Very young children are not abused. It usually happens to adolescents.
- Abusers look abnormal and mentally ill.
- Often children make up stories about being abused.
- If man makes apology on his violent act, it means he will not do it again.

7. Divide the group into three sub-groups and assign one group to identify possible effects of domestic violence, the second to identify possible effects of rape and the third to identify the possible effects of child sexual abuse. Ask each group to highlight the impact on the family as well as the society.
8. Share information about effects and the importance of knowing the effects while dealing with the children and women victims of violence. When sharing the effects, highlight that these could be the possible effects, and not necessarily that all will be present in all victims and/or

with the same intensity. Share with the participants that violence also affects the overall well-being of the family. It creates an atmosphere of mistrust, fear and stress in the family and family relationships suffer as a result. Violence affects the bond and mutual respect between a husband and wife and the parents and the children. Children are also affected by the violence they witness or experience. They are distressed by it and may even be traumatized. They may also learn to use or accept violence in their own relationships. While explaining the effects of sexual abuse on children, explain that these symptoms are a sign of some emotional disturbances in the child. This emotional disturbance may be due to some academic problem or domestic problem, like fights between parents at home etc. and it can be due to sexual abuse. Highlight the impact of violence on the society as well as the economic effects of violence based on global findings and statistics.

Facilitator Notes:

It is important that the facilitator have accurate information on domestic violence and sexual assault before conducting this lesson. The participants are likely to have many misconceptions regarding these issues and the facilitator needs to be able to handle them calmly and explain his/her responses clearly. It is important for the facilitator to understand and clarify that violence against women in all its forms is wrong and that its impact can be far-reaching. The facilitator will need to explain that misconceptions regarding women, men, domestic violence and sexual assault determines how policemen and women behave in such situations and this, in turn negatively affects the interview process. For example, if a policeman or woman believes that domestic violence is a woman's fault or that a woman should not report violence or that domestic violence is a private matter, s/he may blame the woman for coming to the police instead of supporting her. Such a policeman or woman may make the woman feel ashamed, embarrassed, scared or insulted. Similarly, police attitudes towards rape victims can also be very negative. Policemen or women who believe that the victim somehow asked to be raped (e.g. because of her behavior or dress) may blame her, make her feel ashamed and embarrassed and therefore feel worse than she must already feel. A change in police attitudes could mean that all women coming to the police station reporting violence, physical or sexual, would feel respected and supported; they would feel that they could trust the police rather than fear them.

E.5 Personal Blocks and Prejudice:

Session Objective:

- To discuss the concept of ‘prejudice’ and highlight how ‘prejudice’ against certain groups, negatively impacts the process of interviewing women and children victims.
- To identify ways of dealing with ‘prejudice’.

Material required:

Case stories, Power point presentation, flip charts, Meta cards and markers

Time taken:

2 hours 15 Minutes

1. Divide participants into three sub-groups. Give each group an incomplete story ⁵(attached). Ask each group to complete the story.
2. Ask each group to read the completed story. Once all the groups have read out the story process by asking them what made them take the story in the direction that they did.
 - How did you feel about completing the story?
 - What kind of discussion took place in your sub-group?
 - What were the reasons for choosing the story to go towards/end in the direction?
3. Highlight how at times biases, preconceived notions about certain groups of people hinder us from being neutral in the interview and investigation.
4. Define prejudice and in the large group, ask participants to identify groups against whom prejudice exists within police.
5. Refer to the slide titled, ‘Vulnerable groups’ in power point presentation (Session on ‘Ethical issues of dealing with women and children victims of violence’) to get an idea about the types of groups against whom there is often prejudice. These include women in commercial sex, groups from religious or class minorities, street living and working children, transgenders etc.
6. Ask the groups to discuss how this would hamper the process of interview and investigation, if a woman or child from that particular group comes as a victim of violence.
7. Ask the participants to think about groups of people against whom they may have a bias, which may block their interview process, ask them to also identify ways by which they can over come this block.
8. Divide the group in triads to share this.

⁵Find this document in “The Reference” material

9. Process the blocks and ways of overcoming them. Highlight the importance of self-awareness, sharing with others etc. to overcome these blocks.

Facilitator Notes:

Sometimes participants have strong opinions about certain groups of people and do not realize that these are not based on anything factual, but only opinions they have heard or seen, and are, therefore, prejudice. People also find it hard at times to see the effect that such attitudes have on people and societies.

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

E.6 Role of Communication in Interviewing and ‘Interview Communication Tools’:

Session Objective:

- To highlight the importance of communication in the interviewing process.
- To highlight the role of non-verbal communication, blocks of communication in the interviewing children and women victims of violence.
- To share communication tools that may help the interview process.

Material required:

Power point presentation, meta cards, and markers

Time taken:

1 hour 20 Minutes

1. Introduce the importance and definition of communication by asking the participants to share their thoughts about what communication is and why is it important during an interview.
2. Share the communication quiz, in the large group.
3. Ask participants to identify blocks that may occur during the interview, at the level of listening, speaking and environment, in the large group and discuss these. Highlight the importance of listening.
4. Introduce tools of communication.

Facilitator Note:

Explain to the participants that good communication involves keeping in mind each of these aspects whether you are the speaker or the listener, roles which are constantly switching during interpersonal communication. When speaking, we need to be aware of what we are saying (are we using the right kind of language for the listener?) and how we are saying it (is our tone, speech, pitch, style, body language appropriate and effective?). Similarly, when we are listening to what someone is saying to us, we need to be aware of what we are hearing (are we really understanding what the person is saying?) and the way we are listening and giving the person the message that we really are listening, not just hearing him/her (are we giving the speaker attention, do we have the appropriate level of eye contact, etc.). We also need to keep in mind the environment within which we are communicating. Sometimes we do not have the luxury of choosing our environment, but we can still try and make it as appropriate as possible in the given situation. For example, talking to someone about personal and sensitive issues with many other people around you is unlikely to make your communication experience (both speaking and listening) effective.

E.7 Interviewing Skills:**Session Objective:**

- To provide participants an opportunity to identify the dos and don'ts of interviewing victims of violence.
- To highlight specific dynamics and issues to keep in mind while interviewing, women victims of sexual assault, domestic violence and child sexual abuse.
- To practice the newly learnt communication and interviewing skills.

Material required:

Power point presentation, Meta cards, and markers

Time taken:

6 hours

1. Share with the participants the newly developed and approved 'Standard Operating Procedures' (SOPs), highlighting the portions that refer to interviewing standards.
2. Ask the same groups to come up with a list of do's and don'ts for interviewing the respective case given to them that is, a. of a child victim of sexual violence, b. woman victim of rape, c. woman victim of domestic violence.
3. Process group presentations.
4. Share the general basics of a good interview, stages of an interview,

followed by specifics to keep in mind when interviewing a child, a case of domestic violence and a case of sexual violence. (Role of environment, option of interviewing separately etc.)

5. Divide group into triads, and provide each group with three case situations⁶ each. Ask each participant in the triad to play the role of a victim, observer and an interviewer to practice the newly learnt communication and interview skills, and discuss the various stages the interview passes through. Every participant will get to play the role of an interviewer, observer and victim, while in the triad. Provide checklist⁷ of important skills and stages.
6. Process learnings gathered in triads.
7. Divide the group into three groups and ask each group to prepare a role play depicting a good interview using the learning's of session of communication as well as the current session.
8. Give one group the situation of a child victim of sexual violence, the second woman victim of domestic violence and the third group the situation of a woman victim of sexual violence/rape. Give them the case studies given earlier to prepare for the interview.
9. Process each group role play by first taking feedback from the participants and then recap basic learning's and essentials of a good interview.

Facilitator Notes:

The crux of the session is allowing participants to learn through practice. Repeat role plays by giving some more situations, if the role plays presented by the participants in the three sub-groups do not reflect the skills learnt during the session, or if you feel that they are unable to pick out areas for improvement etc. while the role plays are being processed. The slides on stages of interview, domestic violence, sexual assault and rape may include some repetitions, as it also refers to effects of violence etc. These points have been deliberately kept to emphasize their importance, thus, the facilitator will have to choose the points to skip if some points have been discussed extensively during the previous discussions.

⁶Find this document in "The Reference" material

⁷Find this document in "The Reference" material

E.8 Ethical issues in Dealing with Women and Children Victims of Violence:**Session Objective:**

- To highlight and discuss vulnerabilities and ethical issues to consider while dealing with victims of violence against women and children.

Material required:

Power point presentation, Meta cards, and markers

Time taken:

40 minutes

1. Ask participants to share about a time when they dealt with a case of violence against women or children, what were some of the challenges that they experienced. This is shared in the large group. Or if the group has had limited experience with dealing with such cases this step can be done differently. Divide participants in triads and give each triad one case study out of the two to discuss and identify possible ethical considerations.
2. Process the various ethical issues that arise.
3. Discuss vulnerabilities associated with cases of violence against women and children, and how violence of a sexual nature becomes an even bigger taboo to talk about.

E.9 Closure:**Session Objective:**

- To provide participants an opportunity to recap the workshop learnings and take feedback about the workshop.

Material required:

Power point presentation, Meta cards, and markers, assessment form, feedback form

Time taken:

1 hour

1. Ask participants to share with the large group, in a go-around, 'one learning from the workshop that they will apply to their work/interviews'.
2. Ask participants to review the objectives, their expectations and comment on the workshop.
3. Handover the workshop feedback forms and the self-rating forms for a post workshop assessment.

POWER POINT PRESENTATION



A Police Training Manual
on
Interviewing Women and Children:
Victims of Violence

1



SESSION TITLE:
TONE SETTING

2

Tone Setting



- Share your name, rank and experience in the field of interrogation and investigation.

3

Methodology



- Group Discussion
- Brainstorming Sessions
- Small Group Work
- Sharing in Pairs & Triads
- Case Study Discussion
- Lectures

4

Objectives



- To prepare law enforcement officers to interview women and children victims of violence by clarifying the various dynamics of violence.
- To help differentiate between techniques that are effective and techniques that are ineffective for interviewing women and children victims of violence.

5

Objectives



- To allow law enforcement officers an opportunity to identify personal blocks that may hinder the process of interviewing women and children victims of violence.

6

Objectives



- To allow law enforcement officers an opportunity to identify personal blocks that may hinder the process of interviewing women and children victims of violence.

7

Background of the Module



- Developed by the 'National Police Academy' and 'Rozan'.
- Rozan is an NGO working on issues of emotional health, violence against women and children.
- Rozan has been working with the police since 1999 and with the National Police Academy since 2003

8

Background of the Module



- Police are often the first members of the law enforcement system encountered by violence victims.
- Response to the victim can have a significant impact on whether s/he pursues legal remedies for the violence.
- Currently training on specific techniques for Interviewing women and children victims is lacking.

9

Background of the Module-Steps



- Meetings between NPA and Rozan to identify needs.
- Interviews with IOs, SHOs to find about current practices.
- Collection of statistics from police stations related to women and children cases to identify common cases of violence being reported.

10

Background of the Module-Steps



- Literature review of existing modules for police, Government SOPs etc.
- Development of draft module.
- Feedback from NPA on the module and module finalization.

11

1st Pilot Workshop



- Conducted on 25-27 October 2010
- 18 participants
 - Men = 13, Women = 5
- Different law enforcement agencies
 - Police
 - Intelligence Bureau (IB)
 - Federal Investigation Agency (FIA)
- Feedback & Recommendations included in this workshop

12

2nd Pilot Workshop



- Conducted on 20-24 December 2010
- 14 Participants
 - Men = 12, Women = 02
- Participants were mainly:
 - SDPOs
 - Investigation Officers (IOs)
 - Instructors

13

What are your hopes and fears from the workshop?

What would you to contribute to this workshop?

14



**What would be some of the norms
for the workshop?**

15



**SESSION TITLE:
What is an Interview?**

16

What is an Interview



Interview is the primary in an investigation that produces the most information and evidence of any technique.

17

Interview is



- To obtain information
- Cooperative relationship between interviewer and subject likely.
- No guilt or guilt uncertain
- Moderate planning or preparation
- Private or semi-private environment is desirable

18



Important to have information about all sorts of legal and medical procedures, which are part of the overall investigation and interrogation at the time of the interview, as lack of such information at the time of the interview may impact the results of the investigation etc.

19



Types of Interviews

- **Preliminary;** The first point of contact with the victim, where the initial information about the violent situation is shared.
- **Follow-up;** After sufficient time to conduct a thorough investigation, a follow-up interview is undertaken to gather any information the victim may have missed or not recalled earlier and to ask about or clarify additional information learned.

20



How is interviewing a woman or child victim of violence any different from a complaint interview?

21



- Societal taboos may make it difficult for the victim to openly talk, share concerns or even follow-up.
- Violence evokes feelings and effects that further add to the victim feeling uncomfortable, confused and distressed.
- Due to the particularly intimate and intrusive nature of sexual assault, the interview process may be difficult both for the victim and the officer.

22



SESSION TITLE:

CURRENT INTERVIEW PRACTICES REGARDING WOMEN AND CHILDREN VICTIMS OF VIOLENCE

23



Role Plays -Process

- What did you find most difficult about being an interviewer?
- What did you find most difficult about being an interviewee?
- Were there interviewing techniques that were particularly effective?
- Were there interviewing techniques that were particularly in-effective?

24

Role Plays-Process



- What else did you notice?
- What are some of the reasons why the interviewer police officers ask the questions?
- What kind of an impact did this have on the interviewee-victim?
- What would be some of the areas that the Interviewer-Police Officer will have to work on in order to improve this situation?

25

Attitude, Knowledge and Skills



- An Interviewer needs to have **knowledge**:
 - about the issue of violence against women and children.
 - Knowledge about interviewing procedures
 - Knowledge about medico legal procedures
 - Special needs of women and children
- An Interview needs to have **Skills**:
 - Of communication
 - Of interviewing

26

Attitude, Knowledge and Skills



- The Interviewer needs to have an **attitude**:
 - free of personal biases against women and children victims.
 - Which helps separate personal feelings from facts
 - That believes and respects the victim

27

Attitude, Knowledge and Skills



- All three things are important for the **interviewer**.
- The right Attitude, however forms the foundation for a good interview/interviewer. Thus important to undertake efforts to understand one's own self.

28



**SESSION TITLE:
UNDERSTANDING VIOLENCE
AGAINST WOMEN AND
CHILDREN**

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What is the definition of violence against women and what are some of its forms?

What is the definition of violence against children and what are some of its forms?

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Gender Based Violence



- Any act that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women because of being women and men because of being men, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.

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Gender Based Violence



- Physical, sexual and psychological violence occurring in the family, including battering, sexual exploitation, sexual abuse of children in the household, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, non-spousal violence and violence related to exploitation

Gender Based Violence



- Physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced prostitution.
- Physical, sexual and psychological violence perpetrated or condoned by the State and institutions, wherever it occurs.

Domestic Violence



- An act which one family member uses to control, frighten, humiliate or overpower another family member. This may be:
 - Physical** (hitting, beating, slapping, pushing, etc),
 - Emotional** (constantly criticizing, putting down, threatening, insulting, etc.)
 - Economic** (completely controlling money and other financial resources, etc.) or
 - Sexual** (forcing sex or certain sexual acts against the other s will).

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Sexual assaults/rape



- Sexual assaults/rape refers to forced sexual intercourse or sexual activity by one person against the other person's will.

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Child Abuse



In accordance with the UN Convention on the Rights of the Child, which has been signed and ratified by Pakistan, a child is defined as a person under the age of 18.

Child abuse consists of anything which individuals, care givers, care takers, duty bearers, institutions or processes do, or fail to do, which directly or indirectly harms children or damages their prospect of safe and healthy development into adulthood.

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Categories of Child Abuse



- **Emotional Abuse**: the persistent emotional ill treatment of a child which can cause severe impacts on the child's emotional development. This could include making a child feel worthless or unloved, inadequate or not valued.
- **Physical Abuse**: is when a person purposefully injures or threatens to injure a child.

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Categories of Child Abuse



- **Neglect**: involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health and development. As well as being the result of a deliberate act, neglect can also be caused through the omission or the failure to act or protect.

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Categories of Child Abuse



- Child Sexual Abuse is defined as any activity in which an adult or an older child uses a younger child in a sexual way.
- It could be in the form of touching, fondling, kissing, looking at the child's private parts, showing the child pornographic material, making the child touch or look at the abuser's private parts, child pornography and rape.

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Pakistan's Commitments



- CEDAW
- SOPs
- UNCRC
- Prevention and Control of Human Trafficking Ordinance, 2002
- Women Protection Act
- Sexual Harassment at work place

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Statistics on Violence



- According to Sahil's report 'Cruel Numbers' 2012 cases of Child Sexual Abuse were gathered through media reports, MLO reports as well as cases seen by them in 2009.
- According to this report 3.3 children are being sexually abused every day. (Cruel Numbers, Sahil report 2009)

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Statistics on Violence



- A 2005 UNICEF study with 3,500 children revealed that not a single child reported never having received corporal punishment. Common type of punishment included hitting with an object (shoe, brick, iron rod, knife etc.), smacking, kicking, punching, hair pulling. (State of Pakistan Children, 2009 by SPARC)

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Statistics on Violence



- It is estimated that a woman is raped every two hours in Pakistan and up to 3 women a day die of 'stove-burning' (<http://www.hrw.org/campaigns/pakistan/forms.html>, 2010)
- In the year 2009, a total of 1987 cases of abduction/kidnapping, 608 cases of domestic violence, 604 cases of honourkilling, 928 cases of rape and gang rape, 274 cases of sexual assault, 53 cases of acid throwing and 50 cases of burning were reported. ("Violence against Women in Pakistan: A qualitative review of statistics for 2009", AuratFoundation)

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Violence against Women Statistics 2009



Source: National Police Bureau

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Category of crimes		Punjab	Sindh	KP	Balochistan	Islamabad	Railways	Gilgit Baltistan	AJK	Total
Domestic Violence	Murder	680	216	145	37	25	0	0	2	1105
	Beating	692	137	53	18	8	0	1	0	909
	Any other	247	33	46	3	0	0	0	0	329
Honor Killing		198	144	29	46	0	0	2	0	419
Burning	Acid	23	2	0	0	0	0	0	0	25
	Stove	6	0	0	0	0	0	0	0	6
Vini		6	0	3	0	0	0	0	0	9

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Category of crimes		Punjab	Sindh	KP	Balochistan	Islamabad	Railways	Gilgit Baltistan	AJK	Total
Sexual Violence	Rape	1837	183	35	17	0	0	0	0	2094
	Gang rape	164	16	4	0	0	1	2	19	107
	Custodial	0	0	0	0	0	0	1	2	0
	Incest	7	0	0	0	1	0	0	0	8
Harassment at work place	Physical	0	25	72	25	0	0	0	0	123
	Sexual	118	46	0	0	0	0	0	1	166
	Psychological	0	0	0	0	0	0	0	0	0
Any other violence not listed above		2877	475	302	62	65	6	25	192	4070
Total		6955	1977	691	198	73	9	31	216	9050

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Violence against Women Statistics

2010-Till October

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Category of crimes		Punjab	Sindh	KP	Balochistan	Islamabad	Railways	Gilgit Baltistan	AJK	Total
Domestic Violence	Murder	584	147	134	20	5	0	3	3	896
	Beating	568	67	47	13	8	0	0	4	707
	Any other	161	49	30	0	0	0	0	0	240
Honor Killing		175	111	30	16	0	0	1	0	333
Burning	Acid	14	0	0	1	0	0	0	0	25
	Stove	1	0	0	0	0	0	0	0	0
Vini		4	0	1	0	0	0	1	4	5

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Category of crimes		Punjab	Sindh	KP	Balochistan	Islamabad	Railways	Gilgit Baltistan	AJK	Total
Sexual Violence	Rape	1647	143	53	11	2	0	0	4	1861
	Gang rape	148	41	2	1	0	0	1	3	196
	Custodial	0	0	0	0	0	0	0	0	0
	Incest	0	1	0	0	0	0	0	0	1
Harassment at work place	Physical	0	24	61	6	0	2	0	0	93
	Sexual	69	34	0	2	0	2	0	0	107
	Psychological	0	0	0	0	0	0	0	0	0
Any other violence not listed above		2399	63	97	33	28	6	0	35	2661
Total		5770	680	456	103	53	10	5	49	7126

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International Commitments



Pakistan is a signatory to international instruments:

- United Nations Convention on Child Rights (UNCRC) IN 1992, which outlines children's rights.
- The United Nations Declaration on the Elimination of Violence against Women (1993),
- The United Nations Convention on the Elimination of All Forms of Discrimination against Women (1979),

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International Commitments



- The platform for Action adopted at the Fourth World Conference on Women (Beijing, 1995) and
- The Resolution on Further actions and initiatives to implement the Beijing Declaration and Platform for Action adopted by the United Nations General Assembly (23rd extraordinary session, New York, - 5-9 June 2000)

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Current Status



- National Plan of Action for Women (2000) and National Plan of Action for Children (1990, 2004, 2005) are commitments made by Pakistan.

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Myths vs. Facts



Myth-1: Domestic violence does not happen in Pakistan

Fact: Research shows that domestic violence happens in every community, country.

Myth 2: Occasionally slapping one's wife is not a form of violence.

Fact. This may not be as severe as beating, but any physical act, which intentionally hurts or harms another person physically or emotionally, is violence.

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Myths vs. Facts



Myth-3: Women don't mind being hit sometimes.

Fact: No one likes to be hit. Even if women blame themselves for their husband's anger and even if they don't complain about it, women do not like to be hit.

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Myths vs. Facts



Myth - 4: Men can't help themselves when they get angry because they are naturally aggressive.

Fact: Everyone has a certain level of self-control and can control themselves when they make an effort. Just as other social behaviors are learnt; hitting is also a learnt behavior and is not natural. There are many men who get angry, but do not use violence.

55

Myths Vs. Facts



Myth-5: Children are affected by their fathers' beating up their mothers even if they are not beaten up themselves.

Fact: When children see their mothers being beaten up, they can be affected in 2 ways: they are distressed (scared, angry, sad) by the violence and they may learn to become aggressive (e.g. boys) or accept aggression (e.g. girls).

56

Myths vs. Facts



Myth-6: Some women provoke violence and deserve to be beaten up.

Fact: A woman's behavior can make her husband angry, but no one ever deserves to be beaten. When a man's anger extends to hitting, it is his fault because he was unable to control his aggression and express his anger differently. It is the man's choice either to resort to violence or find some other option to settle the issue. Men always have choices; many choose not to use violence.

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Myths vs. Facts



Myth-7: Domestic violence is caused by stress such as unemployment, financial problems, etc.

Fact: These problems may trigger violence, but are not the real cause. The cause of violence is a person's need to show his/her power, control and authority. If these stresses were the causes of violence, violent husbands would be violent with everyone, not just their wives.

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Myths Vs. Facts



Myth - 8: Domestic violence is a private issue, not a public one.

Fact: Domestic disputes are only private if the couple is able to resolve them without hurting one another. Once they cross this limit, they become public and outsiders have the right to become involved. Many women continue to get seriously injured because so many people think violence is a private matter and are unwilling to help.

59

Myths vs. Facts



Myth- 9: Only a certain type of women gets sexually assaulted.

Fact: There is no such type. Women and girls of all ages, cultures, colours, interests, habits, etc. get sexually assaulted.

Myth-10: A woman gets raped because of how she dresses up.

Fact: How a woman dresses has nothing to do with rape. Reports show that women in burqas, little girls, and women in their own homes can all be raped.

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Myths Vs. Facts



Myth-11: The rapist rapes because he cannot control his sexual frustration

Fact: If rape were a crime committed out of sexual frustration then married men would never be rapists. Rape is a crime of power and is often a calculated, well thought out act conducted as a tool to take revenge, to degrade the woman or her family.

61

Myths Vs. Facts



Myth-12: Child sexual abuse mostly occurs in the uneducated class and slum areas.

Fact: Child sexual abuse is not the problem of a certain area or class. It is not like poverty or illiteracy, which are the problems, of a certain class.

Myth-13: Boys are almost never sexually abused

Fact: In reality, boys are as vulnerable to child sexual abuse as girls.

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Myths Vs. Facts



Myth-14: Sometimes it is the child's fault if he/she is sexually abused.

Fact: Child sexual abuse is NEVER the fault of the child. Children do not relate to anyone in a sexual way unless they are made to do so or are exposed to such things. Even if they enjoy the act it does not mean that they are at fault, it simply indicates that their bodies are functioning normally. At times, children may go back to an adult who has abused them in return of some favor such as money, gifts etc. However, the responsibility still lies with the adult who makes use of the child's vulnerability.

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Myths Vs. Facts



Myth-15: Abusers are usually strangers to the child.

Fact: The child often knows Abusers. Many times abuse occurs by people the child trusts and respects.

Myth-16: Very young children are not abused. It usually happens to adolescents.

Fact: Children as young as 2 months old have been known to be abused. 6 -10 years, is reported as the most vulnerable age for children.

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Myths Vs. Facts



Myth-17: Abusers look abnormal and mentally ill.

Fact: Abusers can be people who appear quite normal. These people could be rich or poor, educated or un-educated.

Myth-18: Often children make up stories about being abused.

Fact: It takes a lot of courage for a child to come out and talk about a thing like abuse, so it is very unlikely that the child would make up a story like this.

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Domestic Violence Cycle



Three stage model

Tension building

Explosion or battering

Honeymoon, calm period, sorry or loving reconciliation

"Tension Building"
 - Stress
 - Frustration
 - Low Self Esteem
 - Poor Communication



"Explosion"
 - Fight
 - Anger
 - Fear

"Honeymoon"
 - Guilt
 - Remorse
 - "I'll never do it again"

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- May approach the police when in 'Explosion' phase and may try to retract when in 'Honey moon phase'

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Fight or Flight Syndrome

Any stressful condition can trigger this syndrome. The danger may be emotional or physical in nature. The victim generally finds himself, usually unexpectedly, in a situation of extreme stress. Although the danger may be real or perceived as real by the person, their body will react in the same manner.

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Fight or Flight Syndrome



- All people suffer from it-victims, suspects and police officers
- Because of this fear, suspect information may be vague
- Victim is probably thinking things such as:
 - Will I live?
 - How can I tell my spouse or family members?
 - Will they believe me?
 - WHY ME, WHY ME???

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Possible Effects of Violence



On Women;

- High emotional arousal (fear, sadness, anxiety, distress, anger, etc.)
- Terror
- Rage
- Stress
- Trauma
- Helplessness and passivity

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Possible Effects of Violence



- Psychological difficulties (Depression, Anxiety, Traumatic stress, etc.)
- Lack of satisfaction with the marital relationship
- Sexual difficulties
- Low self-esteem – feeling damaged
- Shame
- Lack of control over her own life
- Insecurity

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Possible Effects of Violence



- Somatic symptoms (sleeping and eating difficulties, headaches, ulcers, various aches and pains, etc.)
- Physical and health problems caused by violence (injury, miscarriage, etc.)
- Social difficulties (isolation, lack of confidence in relationships)
- Parenting difficulties
- Difficulty in concentrating
- Suicidal ideation
- Substance abuse (e.g. tranquilizers)

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Possible Effects of Violence



On Children-Child Sexual Abuse

Physical Symptoms

- Various infections, itching, bleeding, urinary tract infections
- Bruises, marks, cuts, laceration etc. genital areas
- Gastrointestinal disturbances
- Vaginal/ penal discharge
- Venereal diseases
- Poor sphincter tone

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Possible Effects of Violence



Behavioral / Emotional Symptoms

- Sleep disturbances, bed-wetting, and nightmares
- Age-inappropriate sexual awareness or sexual activity with self, toys, peers, adults
- Substance abuse (drugs, etc.)
- Spending too much time with certain adults
- Difficulty walking
- Eating problems

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Possible Effects of Violence



- Drop in academic performance
- Under-confidence, staying quiet a lot
- Phobias/ fears, especially of certain adults or places
- Behaving like a much younger child
- Aggression/excessive crying
- Delinquent behavior (stealing, excessive lying, running away, etc.)
- Suicidal ideation or attempts
- Relationship problems

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Post Traumatic Stress Disorder (PTSD)



- An anxiety disorder that some people get after seeing or living through a dangerous event.
- People who have PTSD may feel stressed or frightened even when they're no longer in danger.

Post Traumatic Stress Disorder (PTSD)



- First came into light when symptoms appeared in Vietnam war veterans.
- Also seen in Victims of physical and sexual assault, abuse, accidents, disasters, and many other serious events.
- May appear people who may not have been through trauma themselves but have seen a loved one experience it

Post Traumatic Stress Disorder (PTSD)



Three set of symptoms are seen:

1. Re-experiencing Symptoms:

- Flashbacks—reliving the trauma over and over, including physical symptoms like a racing heart or sweating
- Bad dreams
- Frightening thoughts.

Post Traumatic Stress Disorder (PTSD)



2. Avoidance Symptoms:

- Staying away from places, events, or objects that are reminders of the experience
- Feeling emotionally numb
- Feeling strong guilt, depression, or worry
- Losing interest in activities that were enjoyable in the past
- Having trouble remembering the dangerous event.

Post Traumatic Stress Disorder (PTSD)



3. Hyper-arousal Symptoms:

- Being easily startled
- Feeling tense or “on edge”
- Having difficulty sleeping, and/or having angry outbursts.

Post Traumatic Stress Disorder (PTSD)



How is PTSD detected?

To be diagnosed with PTSD, a person must have all of the following for at least 1 month:

- At least one re-experiencing symptom
- At least three avoidance symptoms
- At least two hyper-arousal symptoms
- Symptoms that make it hard to go about daily life, go to school or work, be with friends, and take care of important tasks.

SESSION TITLE: PERSONAL BLOCKS AND PREJUDICE



82

Complete the story



- How did you feel about completing the story?
- What kind of discussion took place in your sub-group?
- What were the reasons for choosing the story to go towards/end in the direction?

83

Prejudice



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

84



Who are some of the groups, against whom prejudice exists within the police?

How would prejudice effect the interviewing process with women and children victims?

85

Prejudice



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

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Who are the group or individuals against whom you may have a bias/prejudice that may impact the interviewing process?

What can you do to overcome this?

87



SESSION TITLE: ROLE OF COMMUNICATION AND COMMUNICATION TOOLS

88



What is Communication and what is its importance during an Interview?

89

Interpersonal Communication



- Interpersonal communication involves three components:
 - Speaker (speech, tone, language, pitch, words, content, attitudes, body language, etc.)
 - Listener (attention, understanding, attitudes, body language)
 - Environment (noise, temperature, comfort, privacy, etc.)

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Communication Quiz



How much is the role of body language, tone and words in interpersonal communication?

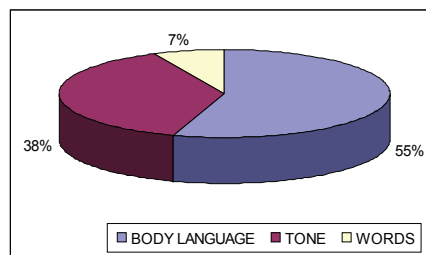
55%?

38%?

7%?

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Communication



92



What could be the possible blocks to communication during an Interview with a victim of violence?

93

Blocks to Listening



- **Interruption while the speaker is speaking:**
Breaking the speaker's train of thought
- **Identifying:**
Narrating one's own similar story or point of view
- **Mind-reading:**
Not really listening having decided that you already know what the person is about to say or is saying.

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Blocks to Listening



- **Rehearsing:**
Concentrating on what to say in response
- **Glassy-eyed listening:**
Looking at the speaker, but looking right through
- **Closed-minded listening:**
Not really listening to the speaker because of own prior biases.

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Communication Tools



Can be used at any step of the Interview

- **“Minimal encouragers” or “door openers”/active listening;** can encourage communication. Minimal encouragers is doing such things as:
 - nodding your head
 - matching the speakers tone of voice and facial expressions
 - saying “uh-huh”, really, tell me more, go on, and so on

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Communication Tools



- **Using appropriate tone and body language** (*eye contact, sitting posture, other gestures*)
- Use **Empathy** and not **Sympathy**. **Empathy** is the ability to identify with a person or event. It assists officers in recognizing and understanding a victim's feelings or reactions to a situation. **Sympathy** is the feeling of pity for another person. Sympathy may cause the officer to over-identify with the victim and lose the objectivity necessary for good judgment

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Communication Tools



- **Open-Ended questions** *start with phrases such as:*
 - What happened.....?
 - When did you.....?
 - Where did you...?
 - Why did you...?
 - What happened next?
 - How do you feel about...?
 - Who was involved?

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Communication Tools



- **Cue Questions**...help clarify information provided e.g. 'you mentioned that he called you in his office, who else was there?' or 'you said he was angry, what was he saying?'

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Communication Tools



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

This tool communicates Empathy and not Sympathy!

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Communication Tools



- **Stroking**

A “stroke” is any action that makes the receiver feel good and appreciated. It means acknowledging and appreciating someone. This is different from flattering because in stroking the appreciation is genuine and honest and is not being used to get something out of the other person.

101

SESSION TITLE: INTERVIEWING SKILLS



102

Standard Operating Procedures



- Standard Operating Procedures (SOPs) for dealing with women and investigating the crimes of violence against women, were adopted by the Steering Committee on gender and human rights issues at National Police Bureau on November 27, 2008.

103

Standard Operating Procedures



- The main purpose of the SOPs is to encourage and ensure that all women entering a Police station or coming in contact with police at any level are treated with respect.
- Applicable to all police procedures like registration of report, interview, investigation, interrogation, collection of evidence or crime scene inspection or search etc.

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Standard Operating Procedures



- SOPs to be applied at the:
 - Operational level (Police station/SHO/SDPO level
Strategic level (District level/DPO offices & SP investigation)
 - Normative level (Provincial level/IGP office & Federal level/Gender Crime Centre)

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Standard Operating Procedures



- Entire section within the *operational level* about:
 - Interview Room
 - Interview Room Requirements
 - Rules to be followed during the interview/
investigation
 - Responsibilities of the 'Investigating Officer' (IO)

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Steps of an Interview



- Preparation and planning for the interview
- Opening the interview
- Conducting the interview
- Closing the interview
- Evaluating the interview

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Interview Techniques



- *Preparation and planning for the interview*
 - Ensure that only relevant persons are in the room and that there is privacy.
 - Help victims gain back a sense of control by involving him/her in the decision of when and where to hold the interview
 - Ensure that the most trained and appropriate person is available for the interview

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Interview Techniques



- *Preparation and planning for the interview*
 - Ask the victim if he/she would like to have a support person present for the interview.
 - It is best practice to allow victims to have an advocate or a support person of their choosing present during the medical exam and/or law enforcement interview.

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Interview Techniques



- *Preparation and planning for the interview*
 - Attend to the victim's immediate health and safety concerns and questions about reporting and the criminal procedure before beginning the interview.
 - Victims have a right to accept or decline all services. This does not mean that a thorough investigation should not be conducted.
 - Ensure that forms etc. for record and note keeping are available.

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Interview Techniques



- *Opening the interview*
 - Victims may know little about the investigative process and may find the criminal justice system confusing, intimidating, or even frightening. Explain all processes during each step of the interview and investigation.

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Interview Techniques



- *Opening the interview*
 - Let the victim know that you are concerned. Your tone of voice, eye contact and words convey that you are concerned.
 - Try to be non-judgmental and do not make assumptions about who is good or bad.
 - Let her tell her own story before asking clarifying questions. Many times victims of violence want to say many things that are not relevant to the police. Officers should let the victim tell the story for a while and then ask about the incident.

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Interview Techniques



- *Opening the interview*
 - *Remain calm and direct.* If the victim is yelling, crying or generally difficult to interview, tell her that you cannot understand her.
 - *Be patient.* Repeat questions if the victim does not understand or answer them fully.
 - *If necessary, repeat these instructions* over and over in a calm, direct tone of voice. Often, when dealing with an agitated victim.

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Interview Techniques



- *Conducting the Interview*
 - Ensure that the victim's statements are recorded accurately and often recommended to write down the statements in her own words.
 - Ask only one question at a time, and wait for the answer.
 - Listen carefully to the victim's answers, and do not interrupt. Allow her/him to describe the incident in her/his own terms, and then ask clarifying questions.

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Interviewing Techniques



- *Conducting the Interview*
 - Victims may often use minimizing language to describe extreme acts of violence. Follow up by asking them to expand on what they just said. “Can you explain what you mean by what you just said?”
 - Sometimes, it may be necessary to ask an open-ended questions. E.g. “Can you tell me about injuries that are not apparent?”

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Interview Techniques



- *Closing the Interview*
 - Conclude the interview in such a manner that the victim feels comfortable contacting the investigator again.
 - Resist giving your personal opinion about what the victim should do.
 - Reassure that she/he is not alone and that help is available and provide with required referrals to community services.

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Stages of an Interview



- *Evaluating the Interview*
 - Review notes and decide on follow-up steps for investigation.
 - Decide on points/issues to be investigated and asked during follow-up interviews

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Interview-Domestic Violence



Kind of questions to be asked to gather Information

Ask questions in a supportive and matter of fact tone of voice that are specific and direct. E.g.

1. Can you tell me what happened?
2. You have an injury. It looks like someone hit you. Who hit you?
3. Has this person ever hit you before?
4. What did the person hit you with?

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Interview-Domestic Violence



Kind of questions to be asked to gather Information

5. Where on your body were you hit?
6. How many times were you hit?
7. Was any instrument used? A shoe? A knife? A gun?
A telephone? A fist?
8. Were any threats made against you?
9. Are there weapons in the house?

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Interview -Domestic Violence



Kind of Questions not to ask for gathering Information

1. *Questions which appear to blame the victim or which are asked in a hostile tone of voice may have the effect of further intimidating the victim or obscuring important evidence. for example: What did you do (or say) to make this person hit you?*

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Interview-Domestic Violence



Kind of Questions not to ask for gathering information

2. *Questions that are ambiguous or rhetorical;* for example: Are you okay? When asked this people automatically answer, "I'm fine."The person may not be fine at all.

Often the victim is in shock and may not be fully aware of her injuries.

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Interview-Domestic Violence



Kind of Questions not to ask for gathering information

3. Don't get bogged down trying to ascertain motives.

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Interview-Domestic Violence



Be Aware of the Victim's Fears, Embarrassment and Confusion

- Many factors affect a victim's ability and/or willingness to cooperate and provide information in an interview.
- The officers must be aware of these factors and conduct the interview. Keep in mind:

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Interview-Domestic Violence



- This may be the first time that the victim has called the police.
- The neighbors may have called the police and, therefore the victim will be surprised to see the police officers, and probably embarrassed as well.
- The victim may not be aware that the abuse is a crime.
- The officers may be asking the victim very personal questions that no one else has ever asked before -- and she doesn't even know the officers.

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Interview-Domestic Violence



Victim Feelings that can Hinder the Police Investigation

- This is especially true in cases where there is a history of domestic violence.
- Feelings that may inhibit willingness to cooperate:
 - Fear for self, children and possibly, for suspect
 - Immobilization and shock.
 - Feelings of helplessness and hopelessness to effect change.

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Interview-Domestic Violence



- Guilt, shame or embarrassment.
- Feelings of self-blame, i.e., the victim may feel that she is responsible for the violence.
- Feelings of isolation, i.e. the victim may have been isolated and appear unresponsive or impaired.

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Interview - Domestic Violence



Other Reasons for lack of cooperation

- Lack of Faith in the Criminal Justice System
- Genuine Confusion

Some victims are genuinely confused about their feelings toward the offender. Some domestic violence offenders are respected members of their communities. Further, family and friends may not believe the victim's stories of violence and may even pressure her again and again to "give him another chance." Hence, some victims are confused about the offender and the possible results of arrest.

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Interview - Domestic Violence



- *Fear of Retaliation, Economic Hardships, Social Stigma and Isolation*

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Interview - Domestic Violence



Helping overcome Reluctance

- *Mobilize and Encourage Victims*
 - Remind victims that a crime has occurred and that they have the right to be free from physical assaults and abuse.
 - Tell them about counseling and other programs that may be able to decrease or end the offender's destructive behavior.

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Interview - Domestic Violence



- Let victims know that there are programs that help people in their situations, and that they can talk with counselors about the options and alternatives.
- Reiterate that they alone cannot solve a violent partner's problems.

130

Interview-Domestic Violence



- Inform the victim that domestic violence usually reoccurs and gets worse unless there is some form of intervention.
- Let the victim know that she is not helping the abuser if she colludes with his efforts to minimize or cover up the situation.
- *Explain Criminal Justice Options*

131

Interview -Sexual Assault and Rape



- While victims are entitled to have someone with them during the interview, look for signs of:
 - Hesitation from the victim in revealing all of the details of the assault in front of someone with whom they are close, like a spouse or parent.
 - Controlling or intimidating behavior by the support person towards the victim.

132

Interview-Sexual Assault and Rape



- Recognize the impact of trauma and how this affects an individual's behavior.
- People react differently to trauma. Lack of emotion or the presence of emotion is not an indicator of the legitimacy of the assault, and either is common.

133

Interview-Sexual Assault and Rape



- Research shows that most victims of sexual assault never make a report to law enforcement. Of the victims who report, the majority do so after some delay. A delay in reporting should never deter a thorough investigation.

134

Interview-Sexual Assault and Rape



- Victims may experience difficulty remembering all the details of the sexual assault due to traumatic response. This does not mean they are lying or leaving out details intentionally. Often with time and as trauma recedes, details will emerge.

135

Interview-Sexual Assault and Rape



- Provide victims with information on how to obtain medical treatment and undergo a forensic exam.
 - Explain the medical significance of a sexual assault forensic examination, including testing for sexually transmitted infections and HIV.
- Notify the victim of locations where a sexual assault forensic examination is available in the community. transport the victim to the hospital.

136

Interview-Sexual Assault and Rape



The victim should be advised, however, that critical physical evidence and documentation of injuries may be lost with a delayed exam.

- Identify and secure the scene
- Photograph the scene
- Collect any possible evidence from the scene
- Identify any witnesses and interview
- Write a complete and accurate report

137

Interviewing Children



- Children do not think, act or respond like adults. They are much more likely to be truthful and frank.
- Privacy is equally as important for the child as it is for the adults.
- If a child is uncooperative or very frightened, make no attempt to interview him or her without the parents being present.

138

Interviewing Children



- It is best to avoid interviewing children in public. Be sure to know what your police policy requires regarding the presence of a parent or guardian.
- Make use of drawings, puppets, toys etc. to help young children become comfortable with the interviewer and the environment.

139

Interviewing Children



- Use simple language that the child can understand
- While establishing a rapport with a child victimized by adults, the interviewer has to dispel several fears experienced by abused children regardless of their age. The child might feel guilty of the offence. This sense of guilt has often been instilled in the victim by the offender.

140

Interviewing Children



- Talk to children about their fears. Children may also fear that they will be taken away from home and placed in jail. The younger the child, the poorer their understanding of the reported events and the stronger the fear they experience.
- Let the child know that you believe him/her and will try to help with the problem.

141

Interviewing Children



- Explain to them the process of investigation in simple and easy to understand language.
- Let them know that they have been brave to share with an adult and seek support for something that is not their fault.
- Validate their feelings of fear, embarrassment, shock, anger.

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Types of Interviews with Children



- Cognitive Interview
- Forensic Interview

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Cognitive Interview



Helps the victims or witnesses mentally put themselves at the crime scene to gather more information about the crime. It can sometimes be known as a way to "trigger memories."

Includes:

- Building rapport
- Requesting a narrative
(make use of probes through open-ended questions, cue questions, direct questions)

144

Forensic Interview



- Forensic interviewing is a first step in most child protective services (CPS) investigations, one in which a professional interviews a child to find out if he or she has been maltreated.
- Helps obtain factual information from children.
- Obtain information to assist in medical diagnosis.
- For pre school children, no more than 20 minutes and for school aged, no more than 50 minutes

145

Forensic Interview



- Comfortable and neutral environment with minimal distractions
- **Prior to interview** know about...history of allegation, academic behavior/performance, behavior issues, family history of drug and alcohol abuse, prior disclosure history, marital history of parents, child's terminology for genitals.

146

Forensic Interview



- ***During the Interview***...determine identity of the alleged perpetrator, description of abuse, where incident occurred, conversations that took place, location of significant others, discharge of substance from genitals, sensory information, acts not previously disclosed, use of drugs, violence, other perpetrators/victims, types of sexual exposure.

147

Stages of Child Development



- **Early childhood (2–3 years)**
 - Children learn autonomy in eating, dressing, and personal hygiene etc.
 - Parents are the trigger of their development. The child develops a sense of being separate from others.
 - Development of speech facilitates social communication.

148

Stages of Child Development



- **Early childhood (2–3 years)**
 - Children tend to over generalize word meanings, e.g. child, who has a cat at home and therefore knows the name, may call all four-leg animals “kitties”.

149

Stages Of Child Development



- **Early childhood (2–3 years)-Interview/Assessment**
 - While assessing a child, ensure that the child understands all words and questions used by the adult.
 - Assessment to be conducted in a playing situation
 - Children at this age feel secure only when accompanied by their caregivers;
 - With children under four it is difficult to conduct a full assessment, especially an interview.

150

Stages of Child Development



- **Preschool age / middle childhood (4–6 years)**
 - Intensive motor and cognitive development.
 - Learn several skills, which allow them to move freely and set specific goals, e.g. while playing.
 - At the same time, the child's ability to concentrate on a single activity is seriously limited; the child gets tired easily and needs frequent shifts in types of activity.

151

Stages Of Child Development



- **Preschool age / middle childhood (4–6 years)**
 - Begin to differentiate between the reality and their beliefs about the reality. They start to notice that people may have different opinions about the same event, and that judgments concerning specific problems may be true or false.
 - Learn to set events in the order of occurrence, which does not mean, however, that they are able to indicate precisely the time when something occurred.

152

Stages Of Child Development



- **Preschool age / middle childhood (4–6 years)**
 - Learn to recognize causes of their emotions, however they attach more importance to external factors than to internal ones. They can also talk about the emotions they experience.
 - Learn to control their expression of emotions, such as anger or fear. They react with care and understanding for other people's feelings, which makes them vulnerable to manipulation through appealing to their kindness and empathy.

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Stages Of Child Development



- **Preschool age (4–6 years)-Interview**
 - The vocabulary should be simple and comprehensible, with short, active-voice sentences devoid of negations.
 - Do not ask about how many times the event occurred, as children at this age, even if they can count, are unable to apply this skill to defining the frequency of events. They can only distinguish between “much” and “little”.

154

Stages Of Child Development



- **Preschool age (4–6 years)-Interview**

- Ask specific questions concerning the circumstances, the person (the alleged offender), and body parts (in cases of sexual abuse).
- Yes or No questions make the child try to guess what the adult wants to hear and answer according to this assumption. If asking such questions, make sure that you do not exert any pressure on the child with your tone or facial expressions.

155

Stages Of Child Development



- **Preschool age (4–6 years)-Interview**

- Open questions are least useful for collecting information about an event. E.g. if you ask, “Why have you come to visit me today?”, the child is most likely to answer, “I don’t know”. Schwartz, Kenny, et al. (in: Ackerman, 1999) compared preschool children, who gave free accounts, with their peers, who were interviewed. Among the interviewed children % of accurate answers was significantly higher (52%) than among children who freely reported on the event (34%).

156

Stages Of Child Development



- **Preschool age (4–6 years)-Interview**

- At this stage children are still unable to define time either through dates and hours. Therefore event in question should be located within activities familiar to the child (such as meals, sleeping, watching TV, etc.) or in relation to specific persons and places.
- Should openly tell the child that it is OK, if he or she does not know or remember answers to some questions as they may be reluctant to say that they don't know or remember.

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Stages Of Child Development



- **School age / late childhood (7–12 years)**

- Master various memory strategies, which means they can remember events voluntarily.
- Social and school skills develop
- Can evaluate behaviors in moral terms, however their basic frame of reference consists of external bans and commands, formulated both by their parents and by peers.

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Stages Of Child Development



- **School age / late childhood (7–12 years)**
 - Relationships with peers, experiences of being rejected or not having friends, become very important.
 - Relationships, experiences with adults, and school successes or failures determine the child's self image and may influence their manner of testifying.
 - Keep in mind that traumatic experiences associated with the offence strongly affect the way children perceive their role in the event.

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Stages Of Child Development



- **School age / late childhood (7–12 years)-Interview**
 - The interviewer should use most general, open questions, allowing the child to provide a free account of the offence. Dent (in: Ackerman, 1999) has found that children's free accounts are as accurate as adult's testimonies.
 - Able to understand more elaborate statements and questions, though avoid legal terms, which might be incomprehensible/confusing, arousing fear and guilt.

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Stages of Child Development



- **Early adolescence (13 – 18 years)**
 - A particularly difficult developmental stage for young individuals.
 - Biological processes (physical and sexual maturation) result in rapid emotional changes.
 - Development of identity, pursuing self-reliance and independence from adults, as well as the growing importance of peer groups are among the main social changes in this period.

161

Stages of Child Development



- **Early adolescence (13 – 18 years) –Interview**
Pay special attention to:
 - Emotional factors that may disturb or hinder the witness's interaction with the interviewer: fear of confrontation with the offender or of his revenge, shame caused by the public disclosure of the adolescent's private, intimate experiences, sense of guilt, and fear of social stigmatization.

162

Stages of Child Development



- **Early adolescence (13 – 18 years) –Interview**
 - Motivations to testify; What could be the potential reasons for making a false allegation: the need of manifestation, gaining approval in the peer group, revenge, etc.? It should be kept in mind, that adolescent witnesses are extremely vulnerable, which may lead to strengthening and reinforcing the trauma being the subject of the interview.

163

SESSION TITLE: ETHICAL ISSUES IN DEALING WITH WOMEN AND CHILDREN VICTIMS OF VIOLENCE



164



Share about a time when you dealt with a case of violence against women or children, what were some of the challenges that you experienced?

165



Vulnerable Groups

Offenders make use of vulnerabilities of others; therefore, sexual victimization is often higher among certain populations.

Who are the vulnerable populations in Pakistan?

166

Vulnerable Groups



- Individuals from minority groups (religion, caste)
- Individuals in commercial sex (women and children)
- Individuals with disabilities (mental and physical)
- Individuals with substance addictions
- Minors
- Senior citizens
- Street living and working children
- Transgenders

167

Secondary Traumatization



- *It is the stress that results from the knowledge of traumatizing events*
- Listening to cases, reports of traumatic events, makes people feel as though they are experiencing the event themselves
- Produces trauma and stress symptoms, which would be important to watch out for and deal with.

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Ethics



- Is about creating an ethos whereby rights of the vulnerable are protected and those in power understand their obligation to care for the vulnerable and ensure that they are not exploited.
- Go beyond legal and technical requirements and procedures and require self-regulation and/or regulation through moral pressure by individual and groups.

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Ethics



- When institutions undertake responsibility of consciously pursuing ethical behavior, their norms and procedures should act as laws for that institution.
- Self-regulation requires self-awareness, understanding of one's own values, beliefs, morals attached to the issues of violence, personal biases etc.
- Watching out for personal stress triggers, feelings of distress due to issues being dealt with, would also be critical.

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Ethical Principles



- Protection of 'dignity' of the victim
- Participation of the victim in all decisions pertaining to her/his life.
- No discrimination on the basis of class, sex, age, caste, religion, and/or profession of the victim.

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Ethical Principles



- Respect for victim to be ensured by;
 - Maintaining confidentiality
 - Ensuring independent decision making
 - Ensuring privacy

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Referral Building



- Think through the kind of information and kinds of services you would need to refer people to?
- Contact person, timings and other such details about:
 - Shelters and crisis centers
 - Legal aid
 - Medical aid
 - Financial aid
 - Psychological counseling services
 - NGOs providing legal, medical support as well as shelters to victims of violence

Referral Building Steps



- Meeting with identified personnel/organizations
- Share what type of cases you would be referring to them
- Check their sensitivity through informal discussion
- Check for affordability/accessibility
- Maintain referral list
- Take Victims' feedback about referral services
- Update the referral regularly

174



SESSION TITLE: CLOSURE

175



**What is one learning from the workshop
that you will apply to your work/interviews'?**

176

References



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- Interview and Interrogation-International Criminal Investigative Training Assistance Program (ICITAP)
- Standard Operating Procedures-developed by GTZ in collaboration with NPB
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- Improving Law Enforcement Investigation Techniques-Minnesota Advocates for Human Rights

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References



- Sexual Assault Incident Reports-International Association of Chiefs of Police (IACP)
- Reducing Domestic Violence in the Pacific-A Training Curriculum
- Development Stages and Methods of Interviewing Children-*Małgorzata Toeplitz-Winiewska*, SWPS (Higher School of Social Psychology), Psychology Department, Warsaw University
- Victimology, United States Department of Justice, ICITAP177

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THE REFERENCE MATERIAL

SESSION: PERSONAL BLOCKS AND PREJUDICE

Child

A 14 year old boy from the Changar community works in the village cycle shop. The owner of the cycle shop gets a call from his house about the sudden demise of a relative. the cycle shop owner has to leave for home in a hurry but has to leave the shop open as there are many costumers coming in. there is no other person that he can leave the shop open with except for the 14 year old boy. he hands over the keys of the shop to the boy. The boy.....

Woman

A 24 year old un married Christian girl living in a katchi basti, works a domestic servant in the nearby posh town. Her mother or brother accompanies her for work every day. She is a confident girl and well known in the basti for her confidence. Her mother is ill and her brother is out to do some chores so she goes for work alone. She

INTERVIEW OBSERVATION CHECKLIST

Skills Applied	Observations
<ul style="list-style-type: none"> <input type="checkbox"/> Use of appropriate body language <input type="checkbox"/> Use of appropriate tone <input type="checkbox"/> Explained the process of investigation, interrogation <input type="checkbox"/> Checked for immediate needs of the victim (medical, legal) <input type="checkbox"/> Remained neutral <input type="checkbox"/> Ensured privacy <input type="checkbox"/> Minimal encouragers” or “door openers” <input type="checkbox"/> Paraphrasing and Reflective Listening <input type="checkbox"/> Used empathy <input type="checkbox"/> Cue questions <input type="checkbox"/> Open ended questions <input type="checkbox"/> Close ended questions <input type="checkbox"/> Stroking Steps of counseling: <input type="checkbox"/> Preparation and planning for the interview <input type="checkbox"/> Opening the interview <input type="checkbox"/> Conducting the interview <input type="checkbox"/> Closing the interview <input type="checkbox"/> Evaluating the interview 	

CASE STUDIES FOR SESSION E.3

CASE STUDY 1

A 15 years old boy is brought to police station. He is physically abused by adult boys of his area. His father and uncle bring him to police station. The SHO is sitting with his friends in his office and they all are doing gossip. Now how the child will be interviewed?

CASE STUDY 2

A 30 year old woman comes to police station with her brother. She tells to the police officer that her husband beats her and she is very upset and worried about the situation. She wants to get registered a complaint against her husband.

CASE STUDY 3

A 20 year old girl comes to police station with a man. She is very frightened and depressed. She says that she is physically abused and wants to talk to SHO.

CASE STUDIES FOR SESSION E.7

CASE STUDY 1

A lady comes to police station with a complaint that her husband beats her. Her husband is a famous and influential person of the area. Lady also belongs to a well-off family.

CASE STUDY 2

A man brings his eight years old child to police station. The child is very frightened and his fear is being reflected on his face. His father tells to police officer that his child is physically abused and the abuser is son of Union Council Nazim.

CASE STUDY 3

A 13 year old girl comes to police station with her mother. She is weeping bitterly. Her mother says that they both work as domestic servant. She tells that her daughter works in house of MPA. The son of MPA sexually abused her.

CASE STUDIES- ETHICAL ISSUES IN DEALING WITH WOMEN AND CHILDREN VICTIMS OF VIOLENCE

CASE STUDY 1

Your police station is dealing with a 20 year old rape victim. She has been raped by an influential person of the locality. The media has found out about the incident and want to get information and details about the victim and the incident. What are some of the ethical issues that you need to keep in mind while dealing with this case?

CASE STUDY 2

A 10 year old boy who was reported missing by the family is found the same day by the city police from the nearby fields in a semi conscious state. From his condition (torn clothes, blood stains) you suspect that he has been sodomized. What would be some of the ethical issues to keep in mind while dealing with this case?

THE READINGS

DEFINITION AND FORMS OF GENDER-BASED VIOLENCE

The United Nations Declaration on the Elimination of Violence against Women (1993) defines the term violence against women in Article 1 as “Any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivations of liberty, whether occurring in public or in private life”.

The essence of Article 2 of the Declaration is that the definition should encompass but not be limited to acts of physical, sexual and psychological violence in the family, community, or perpetrated or condoned by the State, wherever it occurs. These acts include: spousal battery; sexual abuse, including of female children; dowry-related violence; rape, including marital rape; female genital mutilation/cutting and other practices harmful to women; non-spousal violence; sexual violence related to exploitation; sexual harassment and intimidation at work, in school and elsewhere; trafficking in women; and forced prostitution.

The 1995 Beijing Platform for Action expands on this definition, specifying that violence against women includes: violations of the rights of women in situations of armed conflict, including systematic rape, sexual slavery and forced pregnancy; forced sterilization, forced abortion, coerced or forced use of contraceptives; prenatal sex selection and female infanticide. It further recognizes the particular vulnerabilities of women belonging to minorities: the elderly and the displaced; indigenous, refugee and migrant communities; disabled; women living in impoverished rural or remote areas, or in detention.

Source: UNFPA, “State of World Population Report 2005”

Definition of Violence against Women and Girls

“Violence against women encompasses, but is not limited to, the following.....physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced prostitution.”

Definition of Gender-Based Violence

Gender-based violence is violence that is directed against a person the basis of gender or sex. It includes acts that inflict physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty. While women, men, boys and girls can be victims of gender-based violence, women and girls are the primary victims.

Definition of Sexual Exploitation

Any abuse, harm or suffering done to a person who is in a position of trust, vulnerability or differential power for sexual purposes. Sexual exploitation includes, but is not limited to, profiting monetarily, socially or politically from another person. Acts of sexual exploitation often occur under coercive or deceptive circumstances or where the victim/survivor does not have the power or capacity to give consent or to make decisions to end the exploitation.

Source: *Multisectoral & Interagency Prevention and Response to Gender-based Violence in Populations Affected by Armed Conflict-Gender-based Violence Global Technical Support Project-JSI Research & Training Institute/RHRC Consortium Washington DC*

READING - DOMESTIC VIOLENCE AND SEXUAL ASSAULT/RAPE

Domestic violence

Domestic violence is any act which one family member uses to control, frighten, humiliate or overpower another family member. This may be physical (hitting, beating, slapping, pushing, etc), emotional (constantly criticizing, putting down, threatening, insulting, etc.) economic (completely controlling money and other financial resources, etc.) or sexual (forcing sex or certain sexual acts against the other's will).

Sexual assaults/rape

Sexual assaults/rape refers to forced sexual intercourse or sexual activity by one person against the other person's will.

Honor Killing

"Honor Killing" is punishment for men and women who commit adultery. The family and/or the clan, restore their 'honor' by punishing the alleged offenders with death. Although accusation is leveled at both men and women, women are killed in far greater number.

Honor killing is a crime that persists in different areas of Pakistan, like in Balochistan; it is named Siah Kari, in Sindh Karo Kari, in Punjab Kala Kali, and in NWFP, Tor etc. Honor killing has no Islamic or legal sanctity in Pakistan, but it is supported by strong socio- cultural norms and traditional practices.

Source: *Attitudinal Change Curriculum for National Police Academy, developed by Rozan*

READING - FACTS ABOUT DOMESTIC VIOLENCE AND SEXUAL ASSAULT

Domestic violence

- It is estimated that one woman in every third household in Pakistan, is a victim of such violence. This is, therefore, a serious social problem. (Human rights commission of Pakistan, annual report, 2003)
- Domestic Violence occurs in every socio-economic class. It can happen to any women regardless of her social class or education.
- Violence is NEVER justified (except in self-defense), no matter how much anger a person provokes or how unreasonable the person is being. No human being, whether male or female, deserves to be physically abused.
- Violence is not a healthy or normal way of resolving conflicts or expressing anger. Arguments, disagreements etc. are normal in relationships, but violence is not.
- No woman is happy or satisfied in an abusive relationship. However, many women still choose to continue living with their violent partners due to reasons such as financial dependence, for the children, fear of social disapproval, self-blame, lack of support from the family, inadequate laws and social services and fear for their personal security.
- Being violent is a pattern and a tendency. It does not happen because of a momentary loss of temper, general frustration, drugs/alcohol, economic problems, etc.

Sexual assault/rape

- Reported incidents alone indicate that rape occurs every 3 hours in Pakistan. The real figures are likely to be much, much higher since the majority of the cases never get reported at all. (Human rights commission of Pakistan, annual report ,2002)
- Rape is a violent, hostile assault that a person commits in order to dominate, over-power, control and humiliate the other. It is an act of power. Sex is merely used as a means of control and humiliation.
- Rape may or may not involve actual overt violence. Forms of coercion and manipulation such as force, threats of bodily harm, of financial deprivation or of dire consequences etc. are commonly used rather than violence.
- Most women are raped by men known to them, not by strangers.
- Rape can happen to any woman or girl regardless of her age, physical appearance, clothes, character, life-style, education, socio-economic status etc. Little girls, old women, women in purdah etc. can all become survivors of rape.

- Rape can occur anywhere and at any time of the day. It does not occur only in dark, deserted places.
- Rape is always traumatic and its implications are severe, although different women may react in different ways, ranging from being shocked to appearing very calm to terror and hysteria. Rape is associated with a number of emotions and long-term effects such as disbelief, fear, shame, self-blame depression, suicidal behavior, denial, anxiety, anger, low self-esteem and trauma-related symptoms (phobias, flashbacks, anxiety etc)

Honor Killing

- There were 340 incidents of honor killing from 1st January to 6th March 2005. (Human Right Commission of Pakistan, annual report, 2004)
- According to the official statistics, reported in daily Jung, from July 2003 to June 2004, there were 4001 cases of honor killing, and in 69% of the cases survivors were women. (Oxfam, GB, Pakistan, campaign, We can end honor killing, 2004)
- Honor killing, is used as a tool to take revenge, acquire lands/ pay off debts and settle disputes especially those related to inheritance. It is often used by the family, clan as a cover/ ploy to murder women for material or financial gains.
- Acceptance of this crime as a culturally sanctioned practice on part of the society, and law enforcement agencies and ineffective legal protection are formidable hurdles.
- President of Pakistan, General Pervez Musharraf has declared honor killing as a murder crime and the National Assembly as well as the Senate has also passed The Criminal Law (Amendment) Bill 2004. The legislation aims to bring to justice the culprits perpetrating these crimes (e.g. murder, attempt to murder, hurt, burn, acid throwing etc) in the name of 'honor'. It is a good initiative on the part of the Government to address the issue but there are some loop holes/ limitations that need consideration, e.g. bringing other laws into conformity with this legislation, monitoring of the implementation and the compound ability and reconciliation clause which allows male guardians to 'reconcile' or forgive the murderer. In this case since the offender is a member of the family or often the male guardian this clause gives protection to the offender.

Source: *Attitudinal Change Curriculum for National Police Academy, developed by Rozan.*

READING – CHILD SEXUAL ABUSE

Child Sexual Abuse is defined as any activity in which an adult or an older child uses a younger child in a sexual way.

Forms of Child Sexual Abuse:

It could be in the form of touching, fondling, kissing, looking at the child's private parts, showing the child pornographic material, making the child touch or look at the abuser's private parts, child pornography and rape.

Myths about Child Sexual Abuse:

Child sexual abuse, despite being so prevalent is still shrouded in mystery for many people of our society. Some of the erroneous, yet commonly held views are:

Myth No 1:

Child sexual abuse mostly occurs in the uneducated class and slum areas.

Fact:

Child sexual abuse is not the problem of a certain area or class. It is not like poverty or illiteracy, which are the problems, of a certain class. Research from all over the world has shown that CSA can occur in all socio economic classes and in families with varying educational levels. According to a study conducted by Population Council-Islamabad, with 300 school children, studying in different schools of Islamabad and Rawalpindi, 17% of the respondents were abused, with 1 in every 5 boys and 1 in every 7 girls. All these students were studying in classes 8-10 and came from an educated background.

(Source: child sexual abuse among school children of Islamabad & Rawalpindi – An Illustrative study- Population Council, Islamabad, 2000-2001)

Myth No 2:

Boys are almost never sexually abused.

Fact:

Many of us assume that survivors are only girls, and parents often feel relieved that they don't have to bother about protecting boys. In reality, boys are as vulnerable to child sexual abuse as girls. It is only that sometimes abuse in girls is more likely to be found out. We believe that in Pakistan, boys are at a higher risk than in the west. This is because culturally boys are expected to take care of themselves and are left unprotected.

According to an analysis made by, Sahil, an organization working on Child sexual abuse, out of 1549 reported cases of CSA, 365 were boys, in the year 2004. The information was collected from 27 daily newspapers and this is also a fact that there are a number of cases that remains unreported.

Myth No 3:

Sometimes it is the child's fault if he/she is sexually abused.

Fact:

Sometimes children are blamed for the abuse. It is wrongly assumed that the child may have acted or dressed up in such a way which could have provoked or deserved the abuse.

None of this is true. Child sexual abuse is NEVER the fault of the child. Children do not relate to anyone in a sexual way unless they are made to do so or are exposed to such things. Even if they enjoy the act it does not mean that they are at fault, it simply indicates that their bodies are functioning normally. The responsibility of the abuse ALWAYS lies with the older person, who knows that such things can have an impact on children's emotional health and has more power over the situation. They are also able to understand fully the moral and legal implications of such a relationship.

At times, children may go back to an adult who has abused them in return of some favor such as money, gifts etc. However, the responsibility still lies with the adult who makes use of the child's vulnerability.

Myth No 4:

If a victim of abuse talks about his/her experience, it does more harm than good.

Fact:

People often believe that if a victim avoids talking about the abuse, it will go away and every thing will be all right again. However, clinical experience has shown that it is very difficult for the child to forget. He/she may seem to be leading a perfectly normal life and look quite all right, but if a child is not encouraged to talk and unburden herself/himself, he/she may grow up with a lot of suppressed pain and negative feelings which may cause him/her problems later on.

It is very important that the child talks to someone who supports and understands. Studies have shown that children, who were given emotional support on disclosure, were able to cope with the abuse better than those who did not get any support. The ability to deal with the abuse further deteriorated in cases where children were either not believed or blamed for the abuse.

Myth No 5:

Abusers are usually strangers to the child.

Fact:

The child often knows Abusers. Many times abuse occurs by people the child trusts and respects, such as uncles, fathers, family friends etc

Myth No 6:

Sexual abuse is usually accompanied by violence or force.

Fact:

This is a myth due to which a lot of us may be fooled, because if a child does not seem hurt, we may think that the child had encouraged the abuse in some way or had taken part in it willingly. Abusers are very clever people; they do not want anybody to know what they are doing. In order to do that they may bribe the child with sweets or even extra attention. They may tell him/her again and again to keep the abuse their own little secret. They may use threats and manipulate the situation, but rarely use physical force, because, if they do so, chances that others might find out about it increase.

Myth No 7:

Very young children are not abused. It usually happens to adolescents.

Fact:

Children as young as 2 months old have been known to be abused. 6 - 10 years, is reported as the most vulnerable age for children.

Myth No :

Abusers look abnormal and mentally ill.

Fact:

Abusers can be people who appear quite normal and may be living perfectly normal lives. These people could be rich or poor, educated or un-educated. They may even be people holding important and responsible posts and people may trust them totally. They could be judges, teachers, doctors, nurses or lawyers.

Myth No 9:

Often children make up stories about being abused.

Fact:

It takes a lot of courage for a child to come out and talk about a thing like abuse. Why would a child deliberately go through so much embarrassment, awkwardness and discomfort? Moreover, the child knows that what he/she is saying could cause him/her or the abuser a lot of problems, so it is very unlikely that the child would make up a story like this.

Myth No 10:

Women cannot be abusers.

Fact:

Women can also be abusers, although their ratio is much less than that of men. Aangan has received letters in which abusers are older female cousins, aunts, maidservants, and teachers or in a few cases even real mothers etc.

Source: *Attitudinal Change Curriculum for National Police Academy, developed by Rozan*

READING - EFFECTS OF CHILD SEXUAL ABUSE

HOW CAN WE TELL THAT A CHILD MAY BE A VICTIM?

The **sudden** occurrence of any of the following problems for no other apparent reason:

Physical Symptoms

- Various infections, itching, bleeding, urinary tract infections
- Bruises, marks, cuts, laceration etc. genital areas
- Gastrointestinal disturbances
- Vaginal/ penal discharge
- Venereal diseases
- Poor sphincter tone

Behavioral / Emotional Symptoms

- Sleep disturbances, bed-wetting, and nightmares
- Age-inappropriate sexual awareness or sexual activity with self, toys, peers, adults
- Substance abuse (drugs, etc.)
- Spending too much time with certain adults
- Difficulty walking
- Eating problems
- Drop in academic performance
- Under-confidence, staying quiet a lot
- Phobias/ fears, especially of certain adults or places
- Behaving like a much younger child
- Aggression/excessive crying
- Delinquent behavior (stealing, excessive lying, running away, etc.)
- Suicidal ideation or attempts

Relationship problems

Remember these symptoms are a sign of some emotional disturbances in the child. This emotional disturbance may be due to some academic problem or domestic problem, like fights between parents at home etc. and it can be due to sexual abuse. If a child exhibits any of these symptoms it is important for parents to check out why the sudden change of behavior has occurred.

Source: *Attitudinal Change Curriculum for National Police Academy, developed by Rozan*

READING - MYTHS AND REALITIES ABOUT DOMESTIC VIOLENCE AND SEXUAL ASSAULT

Myth 1:

Domestic violence does not happen in Pakistan

Fact:

Research shows that domestic violence happens in every community, country.

Myth 2:

Occasionally slapping one's wife is not a form of violence.

Fact:

This may not be as severe as beating, but any physical act, which intentionally hurts or harms another person physically or emotionally, is violence.

Myth 3:

Women don't mind being hit sometimes.

Fact:

No one likes to be hit. Even if women blame themselves for their husband's anger and even if they don't complain about it, women do not like to be hit.

Myth 4:

Men can't help themselves when they get angry because they are naturally aggressive.

Fact:

Everyone has a certain level of self-control and can control themselves when they make an effort. Just as other social behaviors are learnt; hitting is also a learnt behavior and is not natural. There are many men who get angry, but do not use violence.

Myth 5:

Every woman who experiences violence is affected by it in some way.

Fact:

Violence is degrading, humiliating, insulting and frightening. Everyone who experiences it is affected in some way.

Myth 6:

Children are affected by their fathers' beating up their mothers even if they are not beaten up themselves.

Fact:

When children see their mothers being beaten up, they can be affected in 2 ways: they are distressed (scared, angry, sad) by the violence and they may learn to become aggressive (e.g. boys) or accept aggression (e.g. girls).

Myth 7:

Some women provoke violence and deserve to be beaten up.

Fact:

A woman's behavior can make her husband angry, but no one ever deserves to be beaten. When a man's anger extends to hitting, it is his fault because he was unable to control his aggression and express his anger differently. It is the man's choice either to resort to violence or find some other option to settle the issue. Men always have choices; many choose not to use violence.

Myth 8:

Domestic violence is caused by stress such as unemployment, financial problems, etc.

Fact:

These problems may trigger violence, but are not the real cause. The cause of violence is a person's need to show his/her power, control and authority. If these stresses were the causes of violence, violent husbands would be violent with everyone, not just their wives.

Myth -9:

Domestic violence is a private issue, not a public one.

Fact:

Domestic disputes are only private if the couple is able to resolve them without hurting one another. Once they cross this limit, they become public and outsiders have the right to become involved. Many women continue to get seriously injured because so many people think violence is a private matter and are unwilling to help.

Myth -10:

Only a certain type of women gets sexually assaulted.

Fact:

There is no such type. Women and girls of all ages, cultures, colours, interests, habits, etc. get sexually assaulted.

Myth -11:

A woman can get raped no matter how she dresses.

Fact:

How a woman dresses has nothing to do with rape. Reports show that women in burqas, little girls, and women in their own homes can all be raped.

Myth-12:

The rapist rapes because he cannot control his sexual frustration

Fact:

If rape were a crime committed out of sexual frustration then married men would never be rapists. Rape is a crime of power and is often a calculated, well thought out act conducted as a tool to take revenge, to degrade the woman or her family

Source: *Attitudinal Change Curriculum for National Police Academy, developed by Rozan*

READING – POSSIBLE EFFECTS OF DOMESTIC VIOLENCE AND SEXUAL ASSAULT

- High emotional arousal (fear, sadness, anxiety, distress, anger, etc.)
- Terror
- Rage
- Stress
- Trauma
- Helplessness and passivity
- Psychological difficulties (Depression, Anxiety, Traumatic stress, etc.)
- Lack of satisfaction with the marital relationship
- Sexual difficulties
- Low self-esteem – feeling damaged
- Shame
- Lack of control over her own life
- Insecurity
- Somatic symptoms (sleeping and eating difficulties, headaches, ulcers, various aches and pains, etc.)
- Physical and health problems caused by violence (injury, miscarriage, etc.)
- Social difficulties (isolation, lack of confidence in relationships)
- Parenting difficulties
- Difficulty in concentrating
- Suicidal ideation
- Substance abuse (e.g. tranquilizers)

Violence also affects the overall well-being of the family. It creates an atmosphere of mistrust, fear and stress in the family and family relationships suffer as a result. Violence affects the bond and mutual respect between a husband and wife and the parents and the children. Children are also affected by the violence they witness or experience. They are distressed by it and may even be traumatized. They may also learn to use or accept violence in their own relationships.

Violence affects the society because it means that some of its members suffer from its effects and are, therefore, less satisfied and productive. This affects the society's development and progress.

Source: *Attitudinal Change Curriculum for National Police Academy, developed by Rozan*

READING: WHY DO WOMEN STAY? THEY CAN ALWAYS LEAVE

It is very common to hear not only police officers, but many people ask “why do survivors of domestic violence stay with the offender, why doesn’t she just leave?” or “why, after she has left does she go back to him?” Sometimes the fact that a woman does not leave a violent situation, or returns to live with the offender, might stop some police officers taking the matter seriously.

The reasons why women stay are many and varied. We list some of the possible reasons in the **12 F’s**

FEAR Losing their children, of physical violence because they have left, of the bad effect on their children, of being alone without a husband, of helplessness, of him committing suicide if she leaves.

FINANCES Lack of skills to get a job, “who will support me and the children?”

FAMILY A desire to keep the family together, “you made your bed, now lie in it”.

FATHER The boys need a father figure. He is often the type of father she had.

FAITH It is the way things are meant to be. I got married “until death us do part”

FORGIVENESS I really love him despite his violence. He is just weak. “Its what you do in a relationship”

FANTASY “Things will get better. It’s not really that bad. I can help him get over his violence. He really has changed.”

FAILURE She may think that her family, friends and the community will think that she has failed, that she is a bad wife. She may feel ashamed, and ask what she did wrong. She may think that it was her fault and feel guilty.

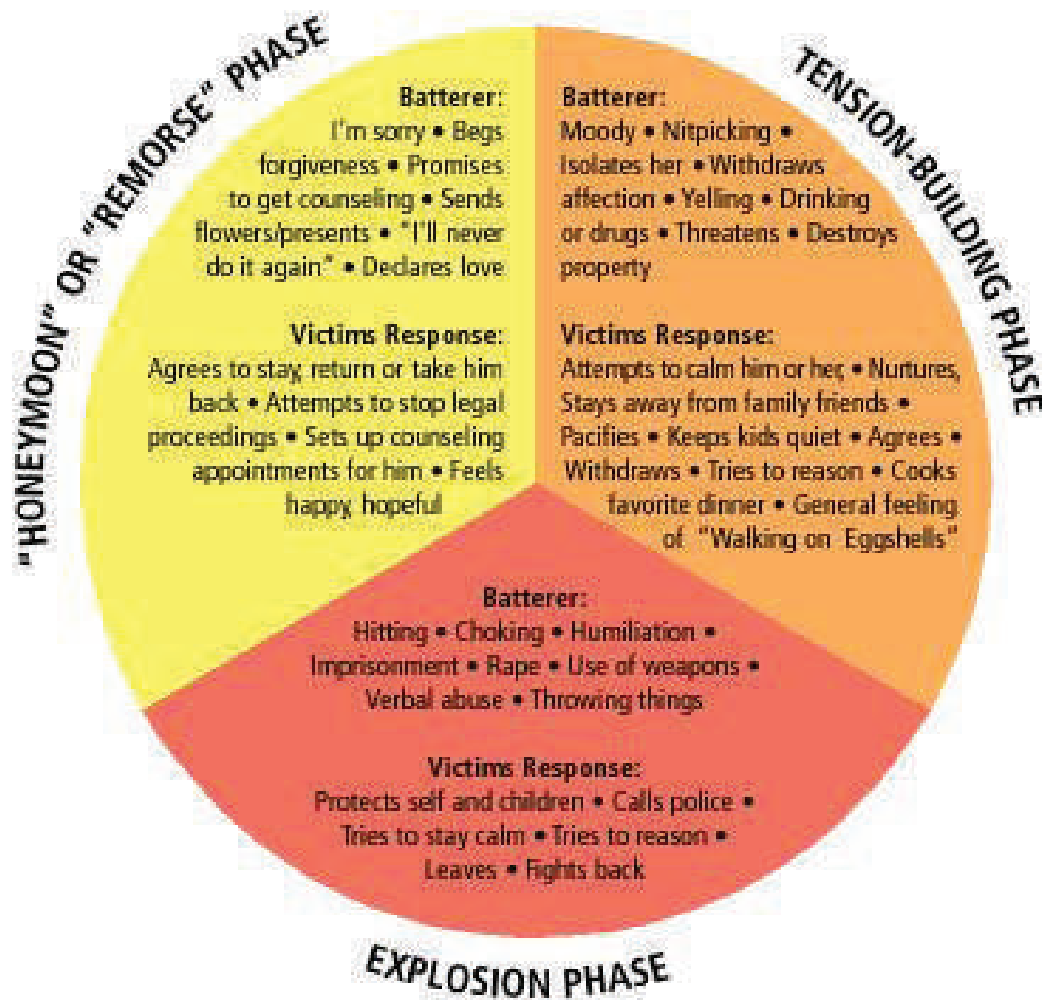
FATIGUE She may be too tired to leave, and find it easier to stay. She may say that she has tried to leave before, but it was hopeless. She may feel confused and exhausted.

FRIENDS She will want to keep her friends. They may not understand if she leaves her husband.

FUTURE She will be uncertain and scared about the future, for her and her children. “Where will I go, what will I do, where will I live?”

FUEL She may have problems with drug or substance abuse, or alcohol.

CYCLE OF VIOLENCE THOERY



CYCLE OF VIOLENCE DIAGRAM

CYCLE OF VIOLENCE

Tension-building Phase:

Tension, stress and strain are normal parts in everyone's life and are present at different times in all relationships. However, for many reasons, some people react violently to tension and once violence takes place within a relationship it adds to the tension.

During this phase of the cycle, tension builds between the couple. Problems regarding jobs, finances, children, and other areas are stressors that increase the tension. There may be verbal, emotional, or physical abuse during this phase. He may say that she is stupid, unattractive, a 'bad mother', a bad wife, or crazy. In a violent relationship the women generally accept the blame and she will try hard not to make any 'mistakes' that may upset him in the future.

She may then take responsibility for making him feel better. She often feels guilty when he eventually explodes, in spite of her best efforts to calm and please him. During this increasing tension, the woman is rarely angry, even about the most unreasonable demands. She may suffer illnesses such as depression, stress, or worry and feel helpless. She may have other problems due to emotional stress such as headaches; upset stomach, difficulty sleeping or feelings of weakness and tiredness are common. These problems increase her woman's sense of worthlessness and make her more vulnerable to her partners' criticisms.

The woman may deny her fear. She may lessen the seriousness of the threat, believing she has some influence over the situation. Even if she thinks that she is scared and even in danger, she may be slow to seek help. She could feel ashamed of her failure to please her partner and she may believe, that if other people knew about the violence, they would blame her.

As the tension increases, minor episodes of violence increase, such as pinching, tripling, slapping or shoving. The violent partner knows this behaviour is wrong, but fears the woman will leave him, this fear of rejection and loss can increase his anger with the woman and his need to control her.

Over time, abuse and battering increase and escalate in frequency and severity. The woman attempts to control the abuse through various coping techniques such as avoidance, placating, or "giving in." These are "stop-gap" measures, however, and do not work for long, if at all. Once the tension reaches an unbearable level, the acute battering incident occurs.

Explosion or violent stage:

During this stage, violence occurs, usually causing injury and sometimes resulting in death. This is usually the shortest phase lasting a few minutes to 24 hours.

The "trigger" for moving into this phase is rarely the woman's behaviour; rather it is usually an external stressor (problems at work, a flat tire, money problems, etc.) or the internal state of the abuser – the way he is feeling and thinking. The type of battering that occurs is usually much more serious and intense than in the tension building phase.

The victim may feel a complete loss of control and feel psychologically trapped. She may not seek medical treatment or wait sometime before seeking help, denying the seriousness of the incident.

She may not trust police officers and fear their involvement will further enrage the batterer and may defend her partner to the police, although this is the stage where survivors most usually call the police, meaning there is a short window of opportunity for intervention and support.

Because the acute battering incident may be triggered by anything, there is a complete lack of predictability. Occasionally a woman may unconsciously provoke the acute battering incident. She knows from experience that it is coming and wants to get it over with, and she knows that there will be a "calm" or "honeymoon" phase following the abuse.

There is no escape once the battering has begun; only the batterer can end the incident. After the severe battering has occurred, the couple moves into Phase Three or the "honeymoon" phase.

Honeymoon Phase (apologies, excuses, promises of reform)

The abuser realises he has gone too far. He typically exhibits loving, kind behaviour while apologising and promising that it will never happen again. Both the abuser and the victim want to believe that it won't happen again. He believes that she has learned her "lesson" and she becomes "hooked" back into the relationship by his sincere apology and loving behaviour, sometimes gifts such as flowers, or a new dress, etc are given. During this stage is when the survivors will want to 'drop charges'.

The tension has been dissipated by the abuse and both members of the couple are relieved. During this "honeymoon" phase, the couple becomes very close emotionally; the effect of the abuser's generosity, helpfulness and genuine interest during this phase cannot be minimized.

Ironically, it is during phase three that victimization becomes complete. The emotional and cooperative bonding that occurs between the couple strengthens the commitment that each has to the relationship. The victim is finally experiencing the relationship in a positive way and thus it becomes increasingly difficult for her to leave it. After the victim has been through the cycle of number of times, her self-esteem begins to wither. She understands that she's trading physical and psychological safety for brief periods of "peace and happiness."

The duration of each phase varies between and within couples. Slowly, the honeymoon phase fades and the couple moves once again into the tension building phase. Over time this honeymoon phase often becomes shorter and shorter. The calm environment may become quite brief with the tension phase beginning again almost immediately.

The cycle is then repeated.

Source: *Manual 'Reducing Domestic Violence in the Pacific'*

READING – PREJUDICE AND DISCRIMINATORY BEHAVIOR

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

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

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

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

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

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

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

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

READING – MYTHS ABOUT PREJUDICE REDUCTION

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

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

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

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

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

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

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

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

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

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

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

READING: INTERVIEWING TECHNIQUES IN CASES OF DOMESTIC VIOLENCE

Interviewing the Victim:

- Interview the victim separately from the batterer.
- Ask only one question at a time, and wait for the answer. Listen carefully to the victim's answers, and do not interrupt. Allow her to describe the incident in her own terms, and then ask clarifying questions.
- If she is shaking or crying, acknowledge this. Be prepared for her to be angry, as well.
- Remember that survivors may often use minimizing language to describe extreme acts of violence. Follow up by asking them to expand on what they just said.
- Ask the victim about any history of abuse, whether it was reported or not. Remember that survivors may not remember all instances of abuse; they are more likely to remember the first, the last, and the worst incidents.
- Be patient and reassuring, and try to avoid unnecessary pressure. The victim may feel a combination of both fear of and loyalty to the suspect.
- Do not judge survivors and listen with non-blaming feedback. Try to avoid making assumptions about the situation or her experience.
- Resist giving your personal opinion about what the victim should do.
- Reassure her that she is not to blame and that help is available.
- Ask the victim whether she has injuries that are not apparent. Sometimes, it may be necessary to ask an open-ended question, such as: "Where did he put his hands?"
- Conclude the interview in such a manner that the victim feels comfortable contacting the investigator again.

Interviewing Batterers:

- Do not make accusatory statements or confront him with contradictory information.
- Ask open-ended questions and allow him to tell his story.
- Acknowledge that he may be feeling frustration, anger, and concern, but do not justify or excuse his behavior.
- Do not express sympathy with his explanations for the violence.

Interviewing Children:

- Interview children outside the presence of their parents.
- Conduct the interview in a place that is comfortable for the child.
- Attempt to place yourself on the child's level by sitting or kneeling.
- Begin the interview with non-threatening questions.
- Avoid suggesting responses to questions.
- Understand that children may feel responsible for what happened, or guilty about telling the police about the incident. Reassure children that you only want to help and that they would not be doing anything wrong by talking about what happened.

Source: *Handout on 'Improving Law Enforcement Investigation Techniques'*

READING-THE COGNITIVE INTERVIEW

A **Cognitive interview** is a procedure designed for use in police interviews that involve witnesses and survivors. Its goal is to help the survivors or witnesses mentally put themselves at the crime scene to gather more information about the crime. It can sometimes be known as a way to "trigger memories."

The Cognitive Interview uses five principles of memory retrieval to guide the person in remembering.

Context Recreation	Recall is enhanced by recreating the event stimuli (physical and psychological).	Ask interviewee to think back to the original event, recalling the physical (time of day, workspace, etc.) as well as the emotional (rushed, bored, etc.) surroundings.
Focused Concentration	Distractions deteriorate the memory retrieval process.	Interviewee may close eyes to minimize distractions; interviewer avoids interrupting or other intrusions to the sessions.
Extensive Retrieval	Recall is increased by increasing the number of retrieval attempts.	Interviewer does not let interviewee stop after a cursory search of memory, but encourages multiple attempts.
Varied Retrieval	Recall may be activated by different probes.	Events are commonly recalled in chronological order, from an egocentric perspective. Ask for the recall of details in reverse order, or starting from the middle and working to either end. In addition, asking the interviewee to recall the event from the perspective of a third party witnessing the event may elicit additional details previously unrecalled.
Multiple Representations	Events may be stored and recalled in two forms.	Have interviewee recall details considered unusual, humorous, etc. (i.e., those that share a theme. Ask interviewee to use multiple senses (sounds, tactile representations, etc.) When attempting to recall.

Source: http://www.umsl.edu/~sauterv/analysis/interview/cognitive_int.html

READING-INVESTIGATING CHILD PHYSICAL ASSAULT

Suspect child abuse when the:

- History does not fit examination finding
- Severity of injury is not explained by history
- Mechanism of injury does not make sense
- Delay in seeking health care

Suspicious examination findings:

- Injuries in different stages of healing
- More than one organ involved
- Unexplained injury
- location/pattern of injury is suspicious
- Injury in infant
- Overall appearance of child

Source: *Victimology, 2010, International Criminal Investigative Training Assistance Program*

READING

Preserving the Scene

- Identify and secure the scene
- Photograph the scene
- Collect any possible evidence from the scene
- Identify any witnesses and interview
- Write a complete and accurate repo

Source: Victimology, 2010, International Criminal Investigative Training Assistance Program

READING-WHAT IS FORENSIC INTERVIEWING (NORTH CAROLINA CHILD WELFARE SOCIAL WORKERS)

What Is Forensic Interviewing?

Forensic interviewing is a first step in most child protective services (CPS) investigations, one in which a professional interviews a child to find out if he or she has been maltreated. In addition to yielding the information needed to make a determination about whether abuse or neglect has occurred, this approach produces evidence that will stand up in court if the investigation leads to criminal prosecution. Properly conducted forensic interviews are legally sound in part because they ensure the interviewer's objectivity, employ non-leading techniques, and emphasize careful documentation of the interview.

A fuller understanding of forensic interviewing and its role in child welfare can be gained by comparing it with social work interviewing, another type of interviewing commonly used by child welfare workers. The social work interview allows social workers to assess and identify a family's strengths and needs and develop a service plan with the family. This broad, versatile approach incorporates the use of a variety of interviewing techniques. **Social work interviewing** is used at every step of child welfare, from intake through case closure; it is used with individuals and groups, children and adults.

Although it employs some of the same techniques as the social work interview, such as open-ended and forced choice questions, the forensic interview is much more focused. Generally it is used only during the assessment portion of a CPS investigation, and involves only the children who are the subject of the investigation.

Although of vital importance in investigations where it is likely substantiation will lead to criminal prosecution, such as cases of physical, sexual, or emotional abuse, forensic interviews occur in virtually all CPS investigations. Mark Everson, an expert on forensic interviewing with the Child Forensic Evaluation Program, emphasizes that even in responding to reports of neglect, when workers begin exploring the allegations with a child, "they should approach this as a forensic interview, not as casual conversation."

Why Are They Needed?

Because most perpetrators deny the abuse and most acts of maltreatment are not witnessed, the victim's statement is critical evidence in child abuse cases. Yet developmental issues, such as children's varying abilities to recall events and use language, as well as the trauma they may have experienced, complicate efforts to obtain information about the abuse. The forensic interview is designed to overcome these obstacles (HCCAC, 1999).

The goal of the forensic interview is to obtain a statement from a child in an objective, developmentally sensitive, and legally defensible manner (Davies, et al., 1997). To ensure facts are gathered in a way that will stand up in court, forensic interviews are carefully controlled: the interviewer's statements and body language must be neutral, alternative explanations for a child's statements are thoroughly explored, and the results of the interview are documented in such a way that they can bear judicial scrutiny.

Who, When, and Where

In North Carolina, the backgrounds and professions of the individuals who conduct forensic interviews vary from community to community, and from investigation to investigation. Sometimes they are conducted only by child welfare workers in the field; sometimes another, secondary forensic interview is conducted by a therapist or other specially-trained professional in a controlled, child-friendly environment.

Initial Interviews. In most North Carolina counties, initial forensic interviews are conducted by CPS investigators because state law (NCGS § 7B-302) requires that, once it accepts a report that a child has been physically, emotionally, or sexually abused, CPS must have immediate face-to-face contact with the child. During this meeting, which must occur within 24 hours after the report is made, child welfare workers assess risk and determine whether steps need to be taken to ensure the child's immediate safety. Forensic interviewing can be quite useful at this juncture.

Child welfare workers often conduct these interviews in whatever private place they can find, such as their cars or empty classrooms. Although expedient, these "improvised" settings may not be ideal. Because a person's ability to recall past events is significantly influenced by his or her surroundings, best practice in forensic interviewing—even if it occurs "in the field"—means identifying prior to the interview a location that is neutral, reassuring, and child-friendly.

The extent of initial forensic interviews by CPS workers can be influenced by a number of factors. These include the specific circumstances being investigated (for example, the child may need to be referred for a medical examination, which is often accompanied by a secondary forensic interview); the investigating DSS's proximity to and ability to access forensic interviewing resources (such as child advocacy centers); the protocols and procedures adopted by each agency (since we have a state-supervised, county-administered child welfare system, each DSS sets its own policies regarding interagency collaboration and use of outside resources); and the worker's skill and comfort level.

One of the objectives of forensic interviewing is to reduce the number of times children are interviewed. The concern is contamination of the child's memory of the incident(s) being investigated. Research and clinical experience indicate that the more times a child—especially a young child—is interviewed about alleged abuse, the less reliable and legally defensible that child's testimony may become (Sattler, 1998).

Lauren Flick, a psychologist who has conducted more than 3,000 child interviews, describes contamination this way: “If I am the first person to talk to a child about an event, that event is like a design on the bottom of swimming pool filled with clear water—it is easy to read. But each conversation this child has with someone about the alleged abuse clouds the water. If he has talked with his principal, parents, a police officer, etc., it can be very hard or impossible to discern the design at the bottom of the pool.”

Secondary Forensic Interviews. More in-depth forensic interviews sometimes occur after the initial stages of a CPS investigation. These are usually conducted by specially-trained psychologists or professionals with graduate-level education in the areas relevant to this type of interviewing. These interviews usually take place at centers that facilitate the interview process—therapists and doctors sometimes have such facilities, as do most providers of child medical evaluations. Child advocacy centers (CACs) can be excellent resources for forensic interviewing. CACs offer comfortable rooms with children’s furniture, toys, interviewing props, and other aids for observing and documenting interviews. (To learn more about CACs in North Carolina, [click here](#).) Agencies should work with CACs and other secondary forensic interviewing resources to avoid harmful delays—some providers can schedule interviews within days, but others can take much longer.

Multidisciplinary Investigations

In North Carolina, as in other states, forensic interviews can be multidisciplinary, meaning that more than one agency participates in or observes the interview. The two agencies most commonly involved in multidisciplinary investigations are DSS and law enforcement, but other frequent participants include representatives of mental health, the district attorney’s office, and others. Those in favor of multidisciplinary investigations argue that they:

- Reduce the number of child interviews, thereby reducing stress on the child. Repeatedly asking a child to relive abuse amounts to revictimization.
- Improve evidence quality so that perpetrators can be held accountable for harming children and the public can be protected.

Close collaboration and joint investigation of serious child physical and sexual abuse by county DSS’s and law enforcement does occur in North Carolina, but because we have a state-supervised, county-administered system, the degree of collaboration varies from county to county.

Impact

Since the 1980s, child welfare systems have embraced the forensic interview because it promised to be a tool that would help them investigate reports of child maltreatment and keep children safe. What impact have forensic investigations had on child and family outcomes, and on the community as a whole?

Prosecution and Conviction. Although punishment of child abusers is not a goal of child welfare—our focus is on children’s safety, well-being, and permanence, and on supporting families—many people do view conviction of offenders as a positive community outcome. Therefore, it is reasonable for us to ask: does forensic interviewing result in more prosecutions and convictions of child abusers?

Unfortunately, we don’t know. There are no national or state statistics that effectively track this phenomenon. This lack of information is primarily a result of the inability of child welfare and criminal justice systems to coordinate data they collect. Until they do, we will have no clear understanding of how forensic interviewing affects what happens to child abusers.

The information we do have suggests that less than half (42%) of substantiated child sexual abuse cases—cases likely to have used forensic interviewing—are forwarded for prosecution. “When prosecutions occur, the majority—about 75% in one study—result in convictions. However, most of these convictions (over 90%) result from guilty pleas and plea bargains Even when accused sex abusers are convicted, their sentences are not terribly stiff. Studies suggest that 32% to 46% of convicted child sexual abusers serve no jail time. Only 19% receive sentences longer than one year” (Finkelhor, 1994).

Reduction in Child Trauma. Traumatization can occur each time a child relates an abusive incident. This is why forensic interviewing, especially when done in a multidisciplinary way, is so appealing—it fits well both with our efforts to safeguard and enhance child well-being and with the social work code of ethics, which prohibits us from causing harm to our clients.

Conclusion

The forensic interview is a crucial tool in child welfare in North Carolina. Forensic interviewing is often the only way an agency can learn enough to make a fact-based determination of whether child abuse has occurred. Forensic interviewing can also yield information DSS needs to build a safety plan for the child and to support the child’s family.

Forensic interviewing is important for the way it brings child welfare agencies together with other community and state agencies. Because it is used so often in combination with a multidisciplinary response to child maltreatment, forensic interviewing helps professionals learn about each other's roles and how the larger system serving families and children operates. It enables these professionals to see that, despite differences in their missions, human services and law enforcement agencies share two common goals: fostering healthier, safer relationships for children and preventing further exploitation and harm.

Source: http://www.practicenotes.org/vol8_no1/what_is.htm

TIPS FOR INTERVIEWING SEXUAL ASSAULT SURVIVORS

The purpose of interviewing a victim of sexual assault is to obtain details necessary to establish elements of the crime such as premeditation/grooming behaviour by the perpetrator, coercion, threats, force and traumatic reaction during and after the incident (e.g. demeanor, emotional response, changes in routines or habits).

1. Personal inhibitions of an investigator about interviewing a sexual assault victim

- I. The complex nature of a sexual crime plus common cultural myths and values can impact a Police investigator while interviewing a victim.
- II. An investigator may feel awkward in dealing with the details of the sexual act.
- III. The investigator must set aside his personal prejudices and moral standards before the start of an interview.

2. Opening of the Interview

- I. Assure the survivors that information reported is being taken seriously.
- II. Survivors of sexual assault often blame themselves. Reassure survivors that regardless of their behaviour, no one has the right to sexually assault them.
- III. Ask the victim privately, if they would like to have a support person present for the interview and during medical exam.
- IV. Look for signs of hesitation from the victim in revealing all of the details of the assault in front of someone with whom they are close, like a spouse or parent.
- V. Also look for controlling or intimidating behaviour by the support person towards the victim.

3. Understanding the victim and observations for the signs of trauma

- I. Recognize the impact of trauma and how this affects an individual's behaviour.
- II. The victim suffers the ultimate violation of the person. He/she is deprived personal autonomy and control.
- III. The survivors may also suffer from a general loss of trust, if the offender was a trusted acquaintance, friend or family member.
- IV. People react differently to trauma. Lack of emotion or the presence of it is not an indicator of the legitimacy of the assault, and either is common.
- V. Survivors may experience difficulty remembering all the details of the sexual assault due to trauma. This does not mean that they are lying or leaving out details intentionally.

4. How to deal with Delay in the report of assault

- I. Research shows that most survivors of sexual assault never make a report to Law Enforcement. Of the survivors who report, the majority do so after some delay. However, a delay in reporting should never deter a thorough investigation.
- II. After sufficient time to conduct a thorough investigation, schedule a follow up interview to gather any details, the victim may have missed or not recalled earlier and to ask about or clarify additional information learned.

5. Medical and Forensic exam

- I. Provide survivors with information on how to obtain medical treatment and undergo a forensic exam.
- II. Explain the medical significance of a sexual assault forensic examination, including testing for sexually transmitted infections and HIV.
- III. Should a victim initially decline a forensic medical examination then clarify the following to the survivors.” Physical evidence can be collected up to 120 hours following a sexual assault and that critical physical evidence and documentation of injuries may be lost with a delayed exam”.

6. How to go about an interview

- I. Document elements of the crime by asking questions as to what the survivors thought, felt, and feared at the time of the assault.
- II. Document the survivors condition as observed.
- III. Fully document all fight, flight or freeze reactions that the survivors had undergone.
- IV. Silence is not consent. Resistance is communicated in more than just words. Write the response of the victim in your case (e.g. looking away, closing eyes, positioning or moving body).
- V. Create a timeline to show trauma/post-assault behaviour of the victim in context of previous behaviour. For example, document dramatic physical changes such as weight loss/gain or change in daily routine or work performance.
- VI. Document all information given by the victim, even if it does not cast them in the best light.
- VII. Use the victim’s exact words and place those words in quotations. Do not sanitize or clean up the language used by the survivors.
- VIII. Avoid putting in your own opinion in the report and avoid leading questions.

- IX. If the victim was incapacitated as a result of voluntary alcohol or drug use, show this is an issue of increases vulnerability for the victim.
- X. If case facts point toward use of force by the perpetrator, document using language that reflects this.
- XI. If at some point a consensual encounter turned non consensual, ask the victim to describe details about how and when the perpetrator's behaviour changed.
- XII. In documenting force, be specific. "He threatened me" is vague. List the specific threats, tones used, gestures and look given.
- XIII. Survivors may not be able to resist physically. This may be an indicator of force or fear and should be documented.
- XIV. The mere presence of a perpetrator and/or the verbal tactics they employ can be seen as force and should be documented as such.

Domestic Violence Investigation Checklist

1. Victim

- Describe the victim's location upon arrival.
- Administer first aid to the victim.
- Document statements made by the victim.
- Describe the victim's emotional condition
- Describe the victim's physical condition
- Document the victim's injuries.
- Physically separate the victim and suspect in different rooms and interview.
- Document the victim's injuries in detail.
- Make note of the victim's relationship to the suspect.
- Document history of abuse.
- Note any temporary restraining or other court orders.
- Give victim required written information on local resources for survivors of domestic violence and explain what will happen to the police's report.
- Document any temporary address or telephone number of the victim.

2. Evidence

- Photograph the crime scene.
- Take "full body" photograph of the suspect.
- Photograph the victim's injuries.
- Retake photos 48-72 hours later.
- Photograph the suspect's injuries.

- Seize all weapons used.
- Obtain copy of emergency call tape.
- Attach related reports, photographs, and evidence to investigation copy.
- Obtain medical history.

INTERVIEWING TECHNIQUES

Interviewing the victim

- Interview the victim separately from the batterer.
- Ask only one question at a time, and wait for the answer. Listen carefully to the victim's answer, and do not interrupt. Allow him/her to describe the incident in her own terms, and then ask clarifying questions.
- If she is shaking or crying, acknowledge this. Be prepared for her to be angry, as well.
- Remember that survivors may often use minimizing language to describe extreme acts of violence. Follow up by asking them to expand on what they just said.
- Ask the victim about any history of abuse, whether it was reported or not. Remember that survivors may not remember all instances of abuse; they are more likely to remember the first, the last, and the worst incidents.
- Be patient and reassuring, and try to avoid unnecessary pressure. The victim may feel a combination of both fear of and loyalty to the suspect.
- Do not judge survivors and listen with non-blaming feedback. Try to avoid making assumptions about the situation or her experience.
- Resist giving your personal opinion about what the victim should do.
- Reassure her that she is not to be blamed and that help is available.
- Ask the victim whether he/she has injuries that are not apparent. Sometimes, it may be necessary to ask an open-ended question, such as: "Where did he put his hands?"
- Conclude the interview in such a manner that the victim feels comfortable in contacting the investigator again.

Interviewing Children

- Interview children outside the presence of their parents.
- Conduct the interview in a place that is comfortable for the child.

- Attempt to place yourself on the child's level by sitting or kneeling.
- Begin the interview with non-threatening questions.
- Avoid suggesting responses to questions.
- Understand that children may feel responsible for what happened, or guilty about telling the police about incident.
- Reassure children that you only want to help and that they would not be doing anything wrong by talking about what happened.

PROTECTION OF WOMEN (CRIMINAL LAWS AMENDMENT) ACT, 2006

A BILL further to amend the Pakistan Penal Code, the Code of Criminal Procedure and other laws

WHEREAS it is necessary to provide relief and protection to women against misuse and abuse of law and to prevent their exploitation;

AND WHEREAS Article 14 of the Constitution ensures that dignity of man and, subject to law, the privacy of home, shall be inviolable;

AND WHEREAS Article 25 of the Constitution guarantees that there shall be no discrimination on the basis of sex alone and that the State shall make provisions for the protection of women;

AND WHEREAS Article 37 of the Constitution encourages promotion of social justice and eradication of social evils;

AND WHEREAS the objective of this Bill is to bring in particular the laws relating to zina and qazf in conformity with the stated objectives of the Constitution and the injunctions of Islam,

AND WHEREAS it is expedient for the aforesaid objectives further to amend the Pakistan Penal Code (Act XLV of 1860), the Code of Criminal Procedure, 1898 (Act V of 1898, the Dissolution of Muslim Marriages Act, 1939 (VIII of 1939), the Offence of Zina (Enforcement of Hudood) Ordinance, 1979 (VII of 1979), and the Offence of Qazf (Enforcement of Hadd) Ordinance, 1979 (VIII of 1979) and for the purposes hereinafter appearing,

It is hereby enacted as follows:

1. Short title and commencement

- (1) This Act may be called the Protection of Women (Criminal Laws Amendment) Act, 2006.
- (2) It shall come into force at once.

2. Insertion of new section, Act XLV of 1860

In the Pakistan Penal Code (Act XLV or 1860), hereinafter referred to as the said "Code", after section 365A, the following new section shall be inserted, namely:-

365B. Kidnapping, abducting or inducing woman to compel for marriage etc.-

Whoever kidnaps or abducts any woman with intent that she may be compelled, or knowing it to be likely that she will be compelled, to marry any person against her will, or in order that she may be forced, or seduced to illicit intercourse, or knowing it to be likely that she will be forced or seduced to illicit

intercourse, shall be punished with imprisonment for life, and shall also be liable to fine; and whoever by means of criminal intimidation as defined in this Code, or of abuse of authority or any other method of compulsion, induces any woman to go from any place with intent that she may be, or knowing that it is likely that she will be, forced or seduced to illicit intercourse with another person shall also be punishable as aforesaid."

3. **Insertion of new section, Act XLV of 1860:**

In the said Code, after section 367, the following new section shall be inserted, namely:

"367A. Kidnapping or abducting in order to subject person to unnatural lust:

Whoever kidnaps, or abducts any person in order that such person may be subjected, or may be so disposed of as to be put in danger of being subjected, to the unnatural lust of any person, or knowing it to be likely that such person will be so subjected or disposed of, shall be punished with death or rigorous imprisonment for a term which may extend to twenty-five years, and shall also be liable to fine."

4. **Insertion of new sections, Act XLV of 1860**

In the said Code, after section 371, the following new sections shall be inserted, namely:

"371A. Selling person for purposes of prostitution, etc.

Whoever sells, lets to hire, or otherwise disposes of any person with intent that such a person shall at any time be employed or used for the purpose of prostitution or illicit intercourse with any person or for any unlawful and immoral purpose, or knowing it to be likely that such person shall at any time be employed or used for any such, purpose, shall be punished with imprisonment which may extend to twenty-five years, and shall also be liable to fine.

Explanations:- (a) When a female is sold, let for hire, or otherwise disposed of to a prostitute or to any person who keeps or manages a brothel, the person so disposing of such female shall, until the contrary is proved, be presumed to have disposed of her with the intent that she shall be used for the purpose of prostitution.

(b) For the purposes of this section and section 371B, "illicit intercourse" means sexual intercourse between persons not united by marriage.

371B. Buying person for purposes of prostitution, etc

Whoever buys, hires or otherwise obtains possession of any person with intent that such person shall at any time be employed or used for the purpose of prostitution or illicit intercourse with any person or for any unlawful and immoral purpose, or knowing it to be likely that such person will at any time be

employed or used for any such purpose, shall be punished with imprisonment which may extend to twenty-five years, and shall also be liable to fine.

Explanation: Any prostitute or any person keeping or managing a brothel, who buys, hires or otherwise obtains possession of a female shall, until the contrary is proved, be presumed to have obtained possession of such female with the intent that she shall be used for the purpose of prostitution."

5. **Insertion of new sections, Act XLV of 1860:**

In the said Code, after section 374, the following new sections 375 and 376 under sub-heading "Rape", shall be inserted, namely:

"375. **Rape:-**

A man is said to commit rape who has sexual intercourse with a woman under circumstances falling under any of the five following descriptions,

- (i) against her will.
- (ii) without her consent
- (iii) with her consent, when the consent has been obtained by putting her in fear of death or of hurt,
- (iv) with her consent, when the man knows that he is not married to her and that the consent is given because she believes that the man is another person to whom she is or believes herself to be married; or
- (v) With or without her consent when she is under sixteen years of age.

Explanation: Penetration is sufficient to constitute the sexual intercourse necessary to the offence of rape.

376. **Punishment for rape**

- (1) Whoever commits rape shall be punished with death or imprisonment of either description for a term which shall not be less than ten years or more, than twenty-five years and shall also be liable to fine.
- (2) When rape is committed by two or more persons in furtherance of common intention of all, each of such persons shall be punished with death or imprisonment for life."

6. Insertion of new section, Act XLV of 1860.

In the said Code, in Chapter XX, the following new section shall be inserted, namely:-

"493A. Cohabitation caused by a man deceitfully inducing a belief of lawful marriage

Every man who deceitfully causes any woman who is not lawfully married to him to believe that she is lawfully married to him and to cohabit with him in that belief, shall be punished with rigorous imprisonment for a term which may extend to twenty-five years and shall also be liable to fine."

7. Insertion of new sections, Act XLV of 1860.

In the said Code, after section 496, the following new sections shall be inserted, namely:

"496A. Enticing or taking away or detaining with criminal intent a woman.

Whoever takes or entices away any woman with intent that she may have illicit intercourse with any person, or conceals or detains with that intent any woman, shall be punished with imprisonment of either description for a term which may extend to seven years, and shall also be liable to fine.

496B. Fornication:

- (1) A man and a woman not married to each other are said to commit fornication if they willfully have sexual intercourse with one another.
- (2) Whoever commits fornication shall be punished with imprisonment for a term which may extend to five years and shall also be liable to fine not exceeding ten thousand rupees.

496C. Punishment for false accusation of fornication.

Whoever brings or levels or gives evidence of false charge of fornication against any person, shall be punished with imprisonment for a term which may extend to five years and shall also be liable to fine not exceeding ten thousand rupees.

Provided that a Presiding Officer of a Court dismissing a complaint under section 203C of the Code of Criminal Procedure, 1898 and after providing the accused an opportunity to show cause if satisfied that an offence under this section has been committed shall not require any further proof and shall forthwith proceed to pass the sentence."

8. Insertion of new sections, Act V of 1898.-

In the Code of Criminal Procedure, 1898 (Act V of 1898), after section 203, the following new sections shall be inserted, namely:

"203A. Complaint in case of Zina.-

- (1) No court shall take cognizance of an offence under section 5 of the Offence of Zina (Enforcement of Hudood) Ordinance, 1979 (VII of 1979), except on a complaint lodged in a Court of competent jurisdiction.
- (2) The Presiding Officer of a Court taking cognizance of an offence on a complaint shall at once examine, on oath, the complainant and at least four Muslim, adult male eye-witnesses, about whom the Court is satisfied having regard to the requirement of tazkiyah-al-shahood, that, they are truthful persons and abstain from major sins (kabair), of the act of penetration necessary to the offence
Provided that, if the accused is a non-Muslim, the eye-witnesses may be non-Muslims.
Explanation: In this section "tazkiyah-al-shahood" means the mode of inquiry adopted by a Court to satisfy itself as to the credibility of a witness.
- (3) The substance of the examination of the complainant and the eye-witnesses shall be reduced to writing and shall be signed by the complainant and the eye-witnesses, as the case may be, and also by the Presiding Officer of the Court.
- (4) If in the opinion of the Presiding Officer of a Court, there is sufficient ground for proceeding, the Court shall issue summons for the personal attendance of the accused.
- (5) The Presiding Officer of a Court before whom a complaint is made or to whom it has been transferred may dismiss the complaint, if, after considering the statements on oath of the complainant and the four or more eye-witnesses there is, in his judgment, no sufficient ground for proceeding and in such case he shall record his reasons for so doing.

203B. Complaint in case of Qazf.-

- (1) Subject to sub-section (2) of section 6 of the Offence of Qazf (Enforcement of Hadd) Ordinance, 1979 (VIII of 1979), no Court shall take cognizance of an offence under section 7 of the said Ordinance, except on a complaint lodged in a Court of competent jurisdiction.

- (2) The Presiding Officer of a Court taking cognizance of an offence on a complaint shall at once examine on oath the complainant and the witnesses as mentioned in section 6 of the Offence of Qazf (Enforcement of Hadd) Ordinance, 1979 (VIII of 1979) of the act of Qazf necessary to the offence.
- (3) The substance of the examination of the complainant and the witnesses shall be reduced to writing and shall be signed by the complainant and the witnesses, as the case may be, and also by the Presiding Officer of the Court.
- (4) If in the opinion of the Presiding Officer of a Court, there is sufficient ground for proceeding the Court shall issue summons for the personal attendance of the accused.
- (5) The Presiding Officer of a Court before whom a complaint is made or to whom it has been transferred may dismiss the complaint, if, after considering the statements on oath of the complainant and the witnesses there is, in his judgment, no sufficient ground for proceeding and in such case he shall record his reasons for so doing.

203C. Complaint in case of fornication.

- (1) No court shall take cognizance of an offence under section 496A of the Pakistan Penal Code, except on a complaint lodged in a Court of competent Jurisdiction.
- (2) The Presiding Officer of a Court taking cognizance of an offence shall at once examine on oath the complainant and at least two eyewitnesses to the act of fornication.
- (3) The substance of the examination of the complainant and the eye-witnesses shall be reduced to writing and shall be signed by the complainant and the witnesses, as the case may be, and also by the Presiding Officer of the Court.
- (4) If in the opinion of the Presiding Officer of a Court, there is sufficient ground for proceeding the Court shall issue a summons for the personal attendance of the accused:
Provided that the Presiding Officer of a Court shall not require the accused to furnish any security except a personal bond, without sureties, to ensure attendance before the Court in further proceedings.

- (5) The Presiding Officer of a Court before whom a complaint is made or to whom it has been transferred may dismiss the complaint, if, after considering the statements on oath of the complainant and the witnesses there is, in his judgment, no sufficient ground for proceeding and in such case he shall record his reasons for so doing.
- (6) Notwithstanding the foregoing provisions, or anything contained in any other law for the time being in force no complaint under this section shall be entertained against any person who is accused of zina under section 5 of the Offence of Zina (Enforcement of Hudood) Ordinance, 1979 (Ordinance No. VII of 1979) and against whom a complaint under section 203A of this Code is pending or has been dismissed or who has been acquitted or against any person who is a complainant or a victim in a case of rape, under any circumstances whatsoever."

THE PROTECTION AGAINST HARASSMENT OF WOMEN AT THE WORKPLACE ACT 2010

1. Short title, extent and commencement. –

- (1) This Act may be called the Protection against Harassment of women at the Workplace Act, 2010.
- (2) It extends to the whole of Pakistan.
- (3) It shall come into force at once.

2. Definitions. – In this Act, unless there is anything repugnant in the subject or context,–

- (a) “accused” means an employee or employer of an organization against whom complaint has been made under this Act;
- (b) “CBA” means Collective Bargaining Agent as provided in the Industrial Relations Act 2008,(IV of 2008) or any other law for the time being in force.
- (c) “Code” means the Code of Conduct as mentioned in the Schedule to this Act;
- (d) “Competent Authority” means the authority as may be designated by the management for the purposes of this Act;
- (e) “Complainant” means a woman or man who has made a complaint to the Ombudsman or to the Inquiry Committee on being aggrieved by an act of harassment;
- (f) “Employee” means a regular or contractual employee whether employed on daily, weekly, or monthly or hourly basis, and includes an intern or an apprentice;
- (g) “Employer” in relation to an organization, means any person or body of persons whether incorporated or not, who or which employs workers in an organization under a contract of employment or in any other manner whatsoever and includes –
 - (i) an heir, successor or assign, as the case may be, of such person or, body as aforesaid;
 - (ii) any person responsible for the direction, administration, management and control of the management;
 - (iii) the authority, in relation of an organization or a group of organization run by or under the authority of any Ministry or department of the Federal Government or a Provincial government, appointed in this behalf or, where no authority is appointed, the head of the Ministry or department as the case may be;
 - (iv) the office bearer, in relation to an organization run by or on behalf of the local authority, appointed in this behalf,

- or where no officer is so appointed, the chief executive officer bearer of that authority;
- (v) the proprietor, in relation to any other organization, of such organization and every director, manager, secretary, agent or office bearer or person concerned with the management of the affairs thereof.
 - (vi) a contractor or an organization of a contractor who or which undertakes to procure the labour or services of employees for use by another person or in another organization for any purpose whatsoever and for payment in any form and on any basis whatsoever; and
 - (vi) office bearers of a department of a Division of a Federal or a Provincial or local authority who belong to the managerial, secretarial or directional cadre or categories of supervisors or agents and those who have been notified for this purpose in the official Gazette;
 - (h) “harassment” means any unwelcome sexual advance, request for sexual favors or other verbal or written communication or physical conduct of a sexual nature or sexually demeaning attitudes, causing interference with work performance or creating an intimidating, hostile or offensive work environment, or the attempt to punish the complainant for refusal to comply to such a request or is made a condition for employment;
 - (i) “Inquiry Committee” means the Inquiry Committee established under sub-section (1) of section 3;
 - (j) “management” means a person or body of persons responsible for the management of the affairs of an organization and includes an employer;
 - (k) “Ombudsman” means the Ombudsman appointed under section 7
 - (l) “organization” means a Federal or Provincial Government Ministry, Division or department, a corporation or any autonomous or semi-autonomous body, Educational Institutes, Medical facilities established or controlled by the Federal or Provincial Government or District Government or registered civil society associations or privately managed a commercial or an industrial establishment or institution, a company as defined in the Companies Ordinance, 1984 (XLVII of 1984) and includes any other registered private sector organization or institution;

- (m) “Schedule” means Schedule annexed to this Act;
- (n) “workplace” means the place of work or the premises where an organization or employer operates and includes building, factory, open area or a larger geographical area where the activities of the organization or of employer are carried out and including any situation that is linked to official work or official activity outside the office.

3. Inquiry Committee. –

- (1) Each organization shall constitute an Inquiry Committee within thirty days of the enactment of this Act to enquire into complaints under this Act.
- (2) The Committee shall consist of three members of whom at least one member shall be a woman. One member shall be from senior management and one shall be a senior representative of the employees or a senior employee where there is no CBA. One or more members can be co-opted from outside the organization if the organization is unable to designate three members from within as described above. A Chairperson shall be designated from amongst them.
- (3) In case a complaint is made against one of the members of the Inquiry Committee that member should be replaced by another for that particular case. Such member may be from within or outside the organization.
- (4) In case where no competent authority is designated the organization shall within thirty days of the enactment of this Act designate a competent authority.

4. Procedure for holding inquiry.–

- (1) The Inquiry Committee, within three days of receipt of a written complaint, shall–
 - (a) communicate to the accused the charges and statement of allegations leveled against him, the formal written receipt of which will be given;
 - (b) require the accused within seven days from the day the charge is communicated to him to submit a written defense and on his failure to do so without reasonable cause, the Committee shall proceed ex-parte; and
 - (c) enquire into the charge and may examine such oral or documentary evidence in support of the charge or in defense of the accused as the Committee may consider necessary and each party shall be entitled to cross-examine the witnesses against him.

- (2) Subject to the provisions of this Act and any rules made thereunder the Inquiry Committee shall have power to regulate its own procedure for conducting inquiry and for the fixing place and time of its sitting.
- (3) The following provisions inter alia shall be followed by the Committee in relation to inquiry:
- (a) The statements and other evidence acquired in the inquiry process shall be considered as confidential;
 - (b) An officer in an organization, if considered necessary, may be nominated to provide advice and assistance to each party;
 - (c) Both parties, the complainant and the accused, shall have the right to be represented or accompanied by a Collective Bargaining Agent representative, a friend or a colleague;
 - (d) Adverse action shall not be taken against the complainant or the witnesses;
 - (e) The inquiry Committee shall ensure that the employer or accused shall in no case create any hostile environment for the complainant so as to pressurize her from freely pursuing her complaint; and
 - (f) The Inquiry Committee shall give its findings in writing by recording reasons thereof.
- (4) The Inquiry Committee shall submit its findings and recommendations to the Competent Authority within thirty days of the initiation of inquiry. If the Inquiry Committee finds the accused to be guilty it shall recommend to the Competent Authority for imposing one or more of the following penalties:
- (i) Minor penalties:**
- (a) censure;
 - (b) withholding, for a specific period, promotion or increment;
 - (c) stoppage, for a specific period, at an efficiency bar in the time-scale, otherwise than for unfitness to cross such bar; and
 - (d) recovery of the compensation payable to the complainant from pay or any other source of the accused;
- (ii) Major penalties:**
- (a) reduction to a lower post or time-scale, or to a lower stage in a time-scale;
 - (b) compulsory retirement;
 - (c) removal from service;

- (d) dismissal from service; and
 - (e) Fine. A part of the fine can be used as compensation for the complainant. In case of the owner, the fine shall be payable to the complainant.
- (5) The Competent Authority shall impose the penalty recommended by the Inquiry Committee under sub-section (4) within one week of the receipt of the recommendations of the Inquiry Committee
- (6) The Inquiry Committee shall meet on regular basis and monitor the situation regularly until they are satisfied that their recommendations subject to decision, if any of Competent Authority and Appellate Authority have been implemented.
- (7) In case the complainant is in trauma the organization will arrange for psycho-social counseling or medical treatment and for additional medical leave.
- (8) The organization may also offer compensation to the complainant in case of loss of salary or other damages.

SELF ASSESSMENT FORM

SELF ASSESSMENT FORM

Training Date: _____

Listed below are a number of statements about the training on ‘Interviewing Women and Children Survivors of Violence’. Please circle the ‘thumb’ that best indicates your level of confidence with each statement.



Confident



OK



Unsure

I am able to:

pre-workshop

post workshop

Define what violence against women and children includes						
Explain and understand the effects of violence on it's survivors						
Understand the important role the police force has in dealing with incidents of violence against women and children						
Understand the dynamics and of violence against women and children						
Communicate effectively when interviewing women and children survivors of violence						
Aware of issues and techniques to keep in mind when interviewing women and children survivors of violence						
Identify my personal blocks that may hinder my interview and investigation of women and children survivors of violence						

SAMPLE EVALUATION FORMS

DAILY PARTICIPANT FEEDBACK FORM



Workshop Name: _____

Date: _____

Venue: _____

Rate the following sessions according to their usefulness in your professional life.

1. (a) Session on '....'

0 1 2 3 4 5 6 7 8 9 10

(b) Any Learning/New awareness/ Comments:

2. (a) Session on '....'

0 1 2 3 4 5 6 7 8 9 10

(b) Any Learning/New awareness/ Comments:

3. (a) Session '....'

0 1 2 3 4 5 6 7 8 9 10

(b) Any Learning/New awareness/ Comments:

FINAL PARTICIPANT FEEDBACK FORM



Workshop Name: _____

Date: _____

Venue: _____

Encircle / rate the following sessions according to you.

A. Was the workshop able to meet its objectives?

0 1 2 3 4 5 6 7 8 9 10

B. - How effective were the facilitators in conveying the information?

Facilitator 1: Name: _____

0 1 2 3 4 5 6 7 8 9 10

Facilitator 2: Name: _____

0 1 2 3 4 5 6 7 8 9 10

Suggestions for improvements (e.g. body language, tone, and command over subject etc)

C- In your opinion were materials culturally sensitive? Please circle: **Yes** **No**

Suggestions for improvements

D- How effective were logistical arrangements (Food, accommodation, travel etc)?

0 1 2 3 4 5 6 7 8 9 10

Suggestions for improvement

E- Usefulness of workshop for your personal and professional life?

Personal Life: 0 1 2 3 4 5 6 7 8 9 10

Professional Life: 0 1 2 3 4 5 6 7 8 9 10

Suggestions for improvement

F- Any other suggestions for improvement:
