

**GENDER SENSITIVITY IN TRAINING: AN EVALUATION  
OF THE ZAMBIA POLICE TRAINING COLLEGE ('ZPTC')  
CURRICULUM IN LILAYI, ZAMBIA**

**Abstract**

**Zambia is bound by several regional and international Human Rights Instruments to eliminate all forms of discrimination against women in its educational institutions. This dissertation explores how the ZPTC's failure to engender its curriculum and entire training and teaching climate has hardened and perpetuated the strong patriarchal values of this male-dominated institution. As a result it produces police officers, the majority of whom are also male, who fail dismally in their duties when dealing with female complainants, especially those who are victims of domestic violence. Using a combination of several methodologies, especially the Women's Law, Grounded and Human Rights based Approaches, the writer collects and analyses a diverse range of material and relevant evidence (e.g., documentary, interviews, group discussions) which he presents, using the Women's Law Approach, through the 'lived realities' of female police training recruits and complainants who are the immediate victims of serious illegal discriminatory practices. He finally makes several valuable recommendations (including a guide to engendering ZPTC's current curriculum) which should be implemented as part of Zambia's genuine attempt to comply with its local, regional and international HR obligations toward improving the disposition of its women.**

**BY**

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## DECLARATION

I, Winstone Chuunga, declare that this is my original work. All the sources of material have been acknowledged.

Signature.....

Date.....

## **DEDICATION**

*This report is dedicated to my wife, **Caroline Beensi Chuunga** who had a lot to sacrifice whilst I was away studying in Harare.*

## LIST OF ACRONYMS

<b>ACHPR</b>	African Charter of Human and Peoples Rights
<b>CEDAW</b>	Convention on the Elimination of all forms of Discrimination against Women
<b>CID</b>	Criminal Investigation Department
<b>FAWEZA</b>	Forum for African Women Educationalists of Zambia
<b>GIDD</b>	Gender in Development Division
<b>HURID</b>	Human Rights, Intellectual Property and Development Trust
<b>ICCPR</b>	International Covenant on Civil and Political Rights
<b>KPS</b>	Kosovo Police Service
<b>OIC</b>	Officer In Charge
<b>SADC</b>	Southern Africa Development Community
<b>UDHR</b>	Universal Declaration of Human Rights
<b>UNICEF</b>	United Nations Children emergence Fund
<b>UNMIK</b>	United Nations Mission in Kosovo.
<b>UNPOL</b>	United Nations Police
<b>UN</b>	United Nations
<b>VSU</b>	Victim Support Unit
<b>WILDAF</b>	Women in law and development in Africa
<b>ZPTC</b>	Zambia Police Training College



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## **DEFINITION OF KEY TERMS**

**Engender** - To integrate, incorporate or mainstream the gender perspective in development initiatives

**Gender** – refers to the socially constructed relationships between men and women. Societies determine what work men and women shall perform and for what rewards. Gender is about relationships and these relationships change over time, space and circumstances.

**Gender equality** means that women and men enjoy the same status and conditions and have equal opportunity for realizing their potential to contribute to the political, economic, social and cultural development of their countries. They should also benefit equally from the results of development.

**Gender equity** moves beyond a focus on equal treatment. It means giving to those who have less on the basis of needs, and taking steps to compensate for historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. Equity can be understood as the means, and equality is the end. Equity leads to equality.

**Gender Gap** - The gap between women and men in terms of how they benefit from education, employment, services, and so on

**Gender stereotypes**- Society's perceptions and value systems that instill an image of women as weak, dependent, subordinate, indecisive, emotional and submissive. Men, on the other hand, are strong, independent, powerful, dominant, decisive and logical. · Unexamined images, ideas or beliefs associated with a particular group that have become fixed in a person's mind and are not open to change. For

example, women's roles, functions and abilities are seen to be primarily tied to the home.

**Gender roles** - these are clusters of socially or culturally defined and learned expectations about how people will behave in a particular situation.

**Patriarchy** - The "rule of the father," or a universal political structure that favors men over women.

**Sex** – **refers to the** biological differences between male and females. A person is a male or female regardless of race, class, age or ethnicity.

**Sex roles** are those that are based on an occupation, such as being a housewife, or a biological function, such as motherhood

**Violence against Women** - Any act of gender-based violence that results in physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion, or arbitrary deprivation of liberty, whether occurring in public or private life.

**Women's law perspective** takes women's lived experiences as a starting point in determining what are women's legal needs and aspirations. It places emphasis on what women themselves perceive as their needs and what they place their emphasis on.

## **CHAPTER 1: INTRODUCTION**

### **1.0 CHOICE OF THE RESEARCH TOPIC**

I was deployed as a United Nations Police Officer in peacekeeping operations performing general field services in Kosovo from 18th January 2006 to 18th July 2007. During my service with United Nations (UN) I worked with the Kosovo Police Service (KPS). Training on domestic violence was mandatory within all Kosovo Police Service units. The officers received one week of specialized training at the Kosovo Police School. The course covered how to protect victims and officers in often volatile situations, investigations, interview techniques, the special needs and situation of children, reporting and detailed information about the referral network of government and non governmental organisations providing shelter, food, police care, counselling and education or employment opportunities. This extended from the training school to the police organization as a whole. In 2004 gender units were established within the Kosovo Police Service under the leadership of a senior commander and their operations were guided by the United Nations Resolution 1325. Training on gender was institutionalized in all departments in Kosovo Police Service. They also adopted policies and procedures on sexual harassment which addressed concerns on sexual harassment within the police and guidelines on how to define instances, happenings and occurrences of sexual harassment (UNMIK, UNPOL, KPS Gender unit, 2005). The Kosovo Police Service implemented concrete policies aimed at increasing the number of female recruits. In June 2008, Kosovo Police Service averaged 15.6% female officers, progressive policies were established such as in maternity leave women in the Kosovo Police Service were given three months maternity leave with pay and then another three months if they desired at a reduced pay. Women officers were given two hours off each day to nurse their infants.

I considered this progressive and this triggered a lot of interest in pursuing this research. I was also intrigued by the two concepts of equality as in terms of sameness and equality as a difference. I wanted to find out how the two concepts were applied to basic recruit training offered at the Zambia Police Training College. This was done to determine whether the training process takes into consideration gender. Are the recruits treated the same or are differences based on sex taken into consideration during the training process. This study was conducted at Zambia Police Training College in Lilayi and Lusaka district between 12th October, 2009 and 5th February, 2010 with the support of the Southern Eastern African Regional Centre for Women's Law.

## 1.1 INTRODUCTION

The Zambia Police Training College is mandated to carry out the following functions: (i) Training of police recruits and conduct specialized courses for serving police officers.(ii) Conducting promotion and refresher courses for police officers. (iii) Training and providing courses for some security wings such as Anti Corruption Commission, Drug Enforcement Commission and Immigration Department and other courses in the region and (iv) Conducting other training programmes as may be directed and approved by the Inspector General of Police. The research examined how gender sensitive the Zambia Police Training College recruit training curriculum is and investigated the challenges faced by the police in having a curriculum that incorporates gender. It was appreciated that integrating gender issues into the curriculum was the first step in making the training gender responsive. Mainstreaming gender<sup>1</sup> issues in police training improves the capacity of the police to respond to the different security needs of men, women, girls and boys. In addition, the research identified barriers that hinder the integration of gender into the curriculum and also proposed a model

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<sup>1</sup> **Mainstreaming gender** - An approach that situates gender equality issues at the centre of broad policy decisions, institutional structures and resource allocations, and includes women's views and priorities in making decisions about development goals and processes

curriculum with a gender perspective that can be used for future training at the institution. The current Zambia Police Training College Curriculum has not been changed over a long period of time and has remained steeped in tradition as was instigated by the colonialists. Therefore, instituting any meaningful and lasting organisational and cultural reforms in terms of the curriculum content is a major challenge. One of the barriers to reform and change in the police service is the occupational sub culture within the police. There has been extensive work on the issues surrounding police culture<sup>2</sup> which suggest that police discretion, solidarity and autonomy are powerful impediments to change. Training can act as a formally sanctioned vehicle for discourses which supports and validates police culture (Birzer, 2003). A fundamental part of this research was the critical examination of whether the Zambia Police Training College Curriculum is gender sensitive. The literature examines gender sensitivity training in police training institutions. It is evident that, despite the extensive literature on gender sensitivity<sup>3</sup> training at primary, secondary and tertiary levels of education, there is little specific academic research that has been carried out into gender sensitivity training at police training institutions.

The restructuring of the curriculum to include issues of gender is very important as equality before the law cannot be achieved by enacting laws alone. Police officers are expected to apply the law and should be sensitive to women's expectations and needs. Mainstreaming gender into the ordinary training curriculum is critical in the realization of the role played by the police in ensuring the actualization and protection of women's rights during the execution of their duties. This integrates gender in a more natural manner into the general training and avoids the risk of an "add women and mix" approach to gender training. The

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<sup>2</sup>**Police culture** is comprised of the merging of two major components a) the image of impartial and professional crime fighters that the police have of themselves, and b) a system of beliefs and behaviour not described in published manuals or agency value statements

<sup>3</sup> **Gender sensitivity** is the translation of gender awareness into practice, which results in changes in perceptions, plans and activities of organisations or institutions.

integration process of gender mainstreaming works well if the trainers themselves are first trained in gender. This will eventually cascade into the main curriculum as the implementers of the curriculum instructors would be well versed in issues of gender. Gender mainstreaming initiatives should take into account women's distinct needs and situations. Therefore this research seeks to evaluate the Zambia Police Training College curriculum in terms of its gender sensitivity and proposes a model gender training curriculum for its instructors.

## **1.2 PROBLEM STATEMENT**

A review of literature shows that not much has been documented on engendering police curricula. It is of utmost importance that issues of integrating gender are taken seriously by policy implementers in the Zambia Police Service. This is because the police forms an integral part of the justice delivery system and it is through this system that women can realise their rights. Women can be denied access to justice if the police as implementers of the law are not conversant with women's needs. The role played by the police in ensuring that justice is fulfilled cannot be underestimated. The current curriculum being used at the Zambia Police Training College does not have a gender perspective and, as a result, the police recruits that graduate from the institution are not well versed in gender issues. Despite the fact that the police service in general has undergone significant changes in recent years as regards issues of human rights, not much has been achieved in incorporating human rights in general and women's rights in particular into the general curriculum used at the Zambia Police Training College. The Zambia Police Service is the only constitutionally established institution in Zambia charged with the responsibility of: protecting life and property; preserving law and order; detecting and preventing crime; co-operating with the civilian authority and other security organs established under the Constitution and with the population generally.<sup>4</sup> In doing so, the Police Service is expected to

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<sup>4</sup> The Constitution of Zambia; Article 104 (a) (b) (c) (d), Chapter 1 of the Laws of Zambia.

comply with international human rights standards.<sup>5</sup> However, of late, there have been several outcries from members of the general public about alleged violations and abuses of human rights allegedly committed by the police during the execution of their duties. This could be due to the fact human rights education is not taken seriously in the training process. As a result police trainees may be graduating from police institutions with a lack of knowledge and skills in human rights.

### **1.3 OVERALL RESEARCH OBJECTIVE:**

To explore whether recruit training conducted at the Zambia Police Training College is gender sensitive.

### **1.4 SPECIFIC RESEARCH OBJECTIVES**

1. To investigate whether the models and processes of training used at the Zambia Police Training College addresses issues of power relations between women and men.
2. To identify the extent to which recruit training curriculum is influenced by traditional values and sex role stereotypes.
3. To identify pre-conceived barriers that include the unique police culture that does not promote gender sensitivity in the training process of police recruits.
4. To develop a curriculum that addresses the experiences of those marked or marginalized by gender or sexuality, or that acknowledges the socially constructed character of gender. The curriculum may be used to train the trainers at Zambia Police Training College.

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<sup>5</sup> In accordance with the Universal declaration of Human Rights.



## **1.5 RESEARCH ASSUMPTIONS**

1. The Zambia Police Training College recruit curriculum does not address sex or gender specific needs because of the unique police culture that does not promote gender sensitivity in the training process of its police recruits.
2. Even though the current curriculum includes human rights in general it does not expose the trainers to international women's rights instruments.
3. Graduate police officers manning police stations are gender insensitive in the way they receive complaints at the front office because their training lacks concern about women's real life experiences.
4. Women do not receive quality justice due to the fact that the current training curriculum does not cover issues that specifically affect women.
5. There is a need to effect changes in the current Zambia Police Training College curriculum so as to make it gender sensitive by training trainers at the Zambia Police Training College in gender issues.

## **1.6 RESEARCH QUESTIONS**

1. What sex or gender aspects does the Zambia Police Training College curriculum cover?
2. Does the current curriculum expose the trainers to international women's rights instruments?
3. Are graduate police officers manning police stations gender sensitive in the way they receive complaints at the front office? If not, does their training include concern for and management of women's real life experiences?
4. Do women receive quality justice? Does current training curriculum cover issues that specifically affect women?
5. What changes does the current training curriculum need to make it gender sensitive? Do the trainers need to be trained in gender issues?

## **1.7 RATIONALE**

This research will help to contribute knowledge to the subject of developing a curriculum that is gender sensitive for the Zambia Police Service. There is extensive general knowledge already in the literature on gender mainstreaming of curriculum in primary, secondary and tertiary education but there is a clear gap in the knowledge of making curricula gender sensitive for police training institutions. This research unravelled these complex issues and provided a clearer understanding of engendering the curriculum. Barriers to developing a curriculum that is gender sensitive were also investigated; in particular, whether the strong and unique police culture prevents or fetters gender sensitivity training within the Zambia Police Service. In addition, the research will help to inform the Zambia Police Service command in their formulation of policy and will assist in future decision making processes for gender sensitivity training. The final objective is to propose a model curriculum to train trainers in gender based on the analysis and findings from this research. It is hoped that this model of training of trainers will be used at Zambia Police Training College. This research will provide insightful information on gender training in police training institutions and will contribute to the knowledge on wider issues of police culture and processes of developing a gender sensitive curriculum. As our point of departure, the results of this study may benefit individuals or organizations that may wish to invest in the study area. The research will be of practical use to police policy makers and add to academic knowledge in an area which has received little previous research.

## **1.8 PREVIEW TO THE ORGANISATION OF THE REPORT**

This report is divided into five chapters. Chapter one is the introduction containing the following sections comprising, the statement of the problem, main research objective, specific research objectives, research assumptions, research

questions, rationale and preview to the organisation of the report. The second chapter is the review of literature looking at International human rights instruments on inclusion of gender into national curricula, national policies and laws on gender inclusions in the curricula and studies done on engendering the curricula. The third chapter provides the description of the methodology and methods employed in data collection.

The fourth chapter contains the research findings. This has sections entitled Introduction, Sex and gender specific needs of trainees, Human rights and women's human rights, Gender Sensitivity of officers at the front office (of Police Stations), Delivery of quality justice for women and proposed changes to the curriculum. Chapter five of the report gives the conclusions and recommendations.

## **CHAPTER TWO: METHODOLOGY AND METHODS USED**

### **2.0 THE GROUNDED THEORY APPROACH**

Another primary objective of the research was to explore the efficacy of using grounded theory as a research and analysis tool. Bentzon *et al*, 1998: 15 describe grounded theory as:

‘... an iterative process in which data and theory, lived reality and perceptions about norms are constantly engaged with each other to help the researcher decide what data to collect and how to interpret it.’

The huge volume of data collected was sieved and relevant data regarding the assumption at hand further processed through the analytical procedure where the implications of the findings were considered. This culminated in what data was to be collected in the next session to meet the needs of the research and the process was repeated with data collection and analysis. For instance at the outset or at the proposal stage, issues of the recruitment process were not envisaged in this research but it became clear that issues of number of women inscripted into the police is very important when discussing gender equity in the Zambia Police Service. During the process of collecting data whilst at Zambia Police Service I came across a letter written by the Zambia National Women’s Lobby Group to the Inspector General of Police requesting his office to consider increasing the number of female recruits to be recruited during the 2009 recruit phase. I had to make a follow up to Zambia national women’s lobby group and conducted further interviews on how the organisation was working with the Zambia Police Service on gender sensitivity in training. Through this interaction I was able to collect more data on the recruitment figures regarding women in the Zambia Police Service from 1997 to date. 50 questionnaires were given to 50 in-service trainees

to be filled in and contained opened ended questions. Data collected from the questionnaires and interviews were analysed using grounded theory. Through one-to-one interviews it was possible to collect, document, and correlate the extent and strength of the trainees' and trainers' perceptions (personal constructs) of various character and personality attributes and gender as they relate to a range of policing functions and roles.

## **2.1 THE WOMENS LAW APPROACH**

The methodological aspect of this study was largely influenced by the women's law approach, a bottom-up approach that takes women as a starting point and seeks to understand their lived experiences and realities (Dahl, 1987). Thus in this research a woman-focused but gender-relational perspective was combined to reveal the 'lived experiences' of female trainees at the Zambia Police Training college. The aim was to understand the female trainee's position, her story, and experiences from the time she was admitted as a trainee at the Zambia Police Training College. The method was further used to consider the position of women who had failed to access justice because they were turned away at the police station by virtue of their gender. The women were interviewed at the Legal Resource Foundation of Zambia where they had gone to seek legal advice after the police could not initiate legal proceedings against their husbands. The women's law approach was used to examine whether new areas ought to be brought out of judicial voids and subjected to the scrutiny of the law. For instance, the law regards domestic violence which is a penal code provision of Assault Occasioning Actual Bodily Harm is inadequate to remedy the problems these women go through at the hands of their husbands. As such submissions are underway to bring in the Domestic Violence Act which is supposed to adequately deal with cases of domestic violence. The purpose of using the women's law approach was to describe, explain and understand the legal position of women as

regards domestic violence and consider available options to improve the position of women in law and society.

## **2.2 THE LEGAL CENTRALIST APPROACH**

The legal centralist approach was also employed; this approach is commonly used by lawyers as it relies so much on law. The approach is founded on the premise that state recognized and enforced law is the most important normative order and all other norm creating and enforcing social fields, institutions and mechanisms are illegal, insignificant or irrelevant according to (Bentzon *et al.*1998). This was used to establish to what extent gender is included in the curricula of educational institutions and is in compliance with the laws as outlined in the Constitution of Zambia and the law at both the national and international level. Issues of engendering the curricula of educational institutions have been done at the policy but not implementation level. There are also no laws that have been put in place to ensure that both private and government institutions adhere to the inclusion of gender in their curricula. As far as the police training institution is concerned, it was not clear whether there was a specific law that was regulating the inclusion of gender in the police curricula. Much of the policy is directed at institutions at primary, secondary and tertiary levels of educations. Thus the legal centralist approach was combined with a multiplicity of other approaches to determine the extent to which the state is making efforts to include gender in the curriculum of educational institutions in Zambia, especially the police training institutions.

## **2.3 THE HUMAN RIGHTS APPROACH**

This approach was useful when an analysis was done to see whether Zambia, being party to international human rights instruments and regional treaties, has put in place provisions on engendering curricula and has domesticated them into its

national laws. Human rights are entitlements that are due to every individual by virtue of being a human being. As has been argued by (Mudzongo, 2003) human rights education is one of the most important tools in facilitating the observance of human rights by the police. It has to be mentioned that gender is a human rights issue and, as such, it is very crucial that police training should also focus on gender training as the police are only likely to respect and observe gender if they are trained to do so. The human rights approach was considered as one of the roles of the police is to protect human rights by maintaining social order so that all human rights of every category can be enjoyed. In other words, whereas the protection of human rights is a police function, the requirement to respect human rights affects the ways in which the police fulfil all of their functions. The training aspect as mentioned is very important for the realization of the above role.

#### **2.4 THE GENDER, SEX AND LAW APPROACH**

Gender roles and expectations are often identified as factors hindering the equal rights and status of women with adverse consequences that affect their lives, families, socio-economic status and health. Having a gender equality law in place does not necessarily guarantee that it is practiced; women still face discrimination in many spheres of life. Men and women need a better understanding of gender relations and how inequalities can and should be dealt with. This approach was used when relating to the influence of traditional values and sex role stereotypes on the curriculum of the Zambia Police Training College. Instructors are part and parcel of the society at large and tend to transmit society's perceptions and value systems that instil an image of women as weak, dependent, subordinate, indecisive, emotional and submissive into the training curriculum. Men, on the other hand, are seen to be strong, independent, powerful, dominant, decisive and logical. The biological differences between male and females were also considered when it came to allocation of tasks to both the male and female recruits during the training process. Certain tasks were given on the basis of

gender or sex of a particular individual. For example during the manual work sessions, female recruits of squad 21 and 22 of 2009 were tasked to work in the common kitchen to help out with the cooking chores whilst their male counterparts were sent to work in the school garden. When I asked the Camp Commandant why it was not done visa versa by sending to the women to the school garden and the men to help with the cooking chores his response was that the women were good at kitchen chores. This approach was used to analyse the policies and whether there are laws that require educational institutions to include gender in their curricula.

## **2.5 THE ACTORS AND STRUCTURES APPROACH**

The actors in this research were identified as government officials at GIDD and instructors at the Zambia Police Training College. The structures identified were the institution itself and the government departments charged with the responsibility of ensuring a gendered curriculum. The focus was to see how the actors within the structures interacted in as far the issues of addressing the difference in power relations between women and men is concerned. The question was whether actors understood that policies and laws existed that mandated the inclusion of gender in the curricula of institutions such as the police. For example I had a one-to-one interview with a documentalist at Gender in Development Division at Cabinet whom I had asked to furnish me with information on whether the government had a policy on the inclusion of gender in training and whether there were laws on the inclusion of gender in the curriculum of educational institutions, be they government or private. I also inquired from the documentalist whether the government was running any programmes to promote the equal status of women in the context of gender equity with a bias to training and whether government had put in place enforcement mechanisms to ensure that gender is included in the curricula of training institutions. The documentalist was a key



informant and was an actor interacting within department of Gender in Development division a structure of government.

## 2.6 METHODS USED TO COLLECT DATA

The following methods were used to collect data, interviews of key informants, individual interviews, focus group discussions, secondary data sources and passive observations by the researcher. Table 1 shows the total number of people interviewed.

**Table 1 – Key informants and respondents**

Serial	Institution/Dept	Key informant/respondent M/F	No. persons
1	Cabinet office - GIDD	Male – Key informant	1
2	Deputy CO ZPTC	Male - Key informant	1
3	Instructors - ZPTC	5 male and 1 Female Respondents	6
4	2009 intake trainees	90 males and 47 Females Respondents	137
5	Serving officers	2 Males Key informants	2
6	Victims of domestic violence indecent assault	4 Females	4
7	ZNWL	1 male Key informant	1
8	Zambia Police In-service course participants	47 Males and 4 Females	51
	<b>Total</b>	<b>Key informants/respondents</b>	<b>203</b>

**Source: Field data 2009**

### **2.6.1 Interviews with key informants**

The key informant interview was widely used in this research. This is one method used in rapid assessment for gathering information on the inclusion of gender into the national curricula. The term 'key informant' refers to anyone who can provide detailed information and opinion based on his or her knowledge of a particular issue. In this case government workers in positions related to gender training were used as key informants. Key informant interviews were done to seek qualitative information that was narrated and cross checked with quantitative data in a method called triangulation. Key informant interviews included one to one interviews with government officials, college administrators, instructors and trainees. An interview guide was used to source primary data from the female trainees, instructors, college administrators and government officials. They performed the role of key informants in order to collect information about engendering the curriculum of the Zambia Police Training College.

### **2.6.2 Individual interviews**

Individual interviews involved talking with one respondent at a time (for 30 minutes to an hour) face to face. The individual interviews included four male instructors, a police trainee and the Matron who is a woman. Other individual interviews were conducted with officers who had graduated from the Zambia Police Training College and are now serving in Police Stations. Others were of women who did not received police assistance and eventually ended up at organisations such as the Young Women Christian Association (YWCA) and Legal Resources Foundation of Zambia (LRFZ). Data from one to one interview was collected through face to face interviews with respondents. Structured interview questionnaires were designed to fit in the job description of the persons to be interviewed.

### **2.6.3 Focus group discussions**

This study included a series of focus group discussions. A focus group was used as a way to reach out to my potential respondents for feedback and comment on the topic under research. Six focus group discussions of trainees and two focus group discussions of in-service trainees were conducted between October 2009 and January 2010. Two focus group discussions (Squad 1 & 2 and 3 & 4) were composed of 16 and 18 female recruits respectively. While the other two focus group discussions (Squad 11 & 12 and Squad 19 & 20) were a combination of male and female recruits. The two in-service focus group discussions comprised of the junior supervisory course comprising of 26 male officers and the commanders group comprising of 4 females and 21 males. The in-service group included two categories of officers, those attending the junior supervisory course and the commander's course. The junior supervisory course was composed of 25 male officers, these were officers who had obtained their first degrees and were waiting to be upgraded to the rank of Assistant Superintendent and no female officer, whilst the Commander's course composed of superior police officers had 21 males' officers and 4 women officers. The officers came from various formations within the Zambia Police Service. For some focus groups, before initiating a discussion, two lessons on gender and the police were offered by the research (see **Annexures 2 and 3**). These were done so as to have an informed discussion as all the participants understood the concept of gender and were able to engage in the discussion effectively. Specifically, the focus group session concentrated on gathering opinions, beliefs, and attitudes about issues of gender sensitivity in training and was also used to test my assumptions of this research. These focus group discussions provided an opportunity to learn more about a topic or issue at hand.

#### **2.6.4 Passive observation**

A written account of what I heard, saw and experienced in the course of collecting data was done through field observation. This was done to verify what was obtained through interviews with the different stakeholders. Passive observation was employed as the researcher took no part in the activities that were being observed. This method was used to observe how police officers attended to women at the front office at selected police stations. Being a police officer was part of the shift work and passively was observing activities of the shift personnel. This method was also adopted at the Zambia Police Training College where as a researcher I randomly attended lectures being offered to trainees by the instructors.

#### **2.6.5 Secondary sources**

Various documents and materials pertaining to gender sensitivity in training were collected by reading materials such as books, journals and unpublished reports. These were obtained from the University of Zimbabwe, Main Library, Women's law library and the Internet. The information collected from secondary sources was used to confirm some data collected in the field. Several international instruments and documents were also reviewed. These instruments were used as a bench mark to measure the extent to which the state complies with these international obligations and how far gender sensitivity in training is honoured. At national level, the laws of Zambia were reviewed specifically to identify specific provisions dealing inclusion of gender in the curriculum of educational institutions.

## 2.7 Limitations of the Study

It became practically difficult on how I was going to collect data from my respondents on the fifth assumption that considered affecting changes to the current curriculum so as to make it gender sensitivity by training the trainers at Zambia Police Training College in gender. Most of the instructors were not aware of gender issues. As such it was very difficult for them to appreciate the concepts of gender and suggest changes to the current curriculum. This assumption was partially challenged as such the other part of the assumption had to focus on developing recommendations for the proposed curriculum. This was solely from the researcher's point of view. Time would not allow to effect changes to the whole curriculum so as to make it gender sensitive and this will require massive resources that is in terms of human and financial resources to complete the task. For now it is just to propose what is to be contained in the new curriculum and guidelines for achieving that have been attached in **Annexure 1**. Attempts to collect data on assumption five were, however, made by the researcher. This was done by reviewing one section of criminal law on the introduction and crimes against morality. I allowed the instructors to teach the above components as they have taught them traditionally then also allowed a session where the reviewed criminal law on introduction and sex crimes as seen from the gender lens was presented. Had interviews with the trainees who came out in the open that they had appreciated the gender perspective that was added to the knowledge that they earlier acquired on criminal law and sex crimes in general. Most that has been done on this assumption is to propose curriculum to be adopted by the Zambia Police Training College basing on what has been done in other jurisdictions where they have implemented gender training and have engendered the curriculum.

## **CHAPTER THREE:**

### **LAW, POLICY AND LITERATURE REVIEW**

#### **3.1 INTERNATIONAL INSTRUMENTS GOVERNING GENDER SENSITIVITY IN TRAINING**

There are a number of international policy instruments that provide guidance on the inclusion of gender in national curricula of educational institutions. These include CEDAW, protocol to the ACHPR, SADC protocol on gender and development and Beijing Platform. In ratifying these international human rights instruments, Zambia commits itself to undertake measures contained therein in such instruments. For instance in ratifying CEDAW Zambia should be committed to undertake measures to eliminate all forms of discrimination against women. Such measures include the incorporation of gender equality principles in the legal system, the repeal of all discriminatory laws and the passing of those that prohibit discrimination against women and the establishments of mechanisms to ensure protection of women against discrimination. Sarkin states that although the recommendations of the declarations do not have the force of the law, they have been accepted in principle by the majority of African countries (Sarkin, 2008). States by being party to the instruments are advised to domesticate them into their national laws. The legal base of this accountability of the state can also be found in several human rights treaties, and in the framework of the Convention on the elimination of all forms of discrimination against women. Zambia signed CEDAW on 17<sup>th</sup> July, 1980 and ratified the instrument on 21<sup>st</sup> June, 1981. Section 10(c) of the Convention on the Elimination of all forms of Discrimination against Women (CEDAW) puts an obligation upon states parties to ensure that discrimination against women is eliminated to ensure them equal rights with men. This section in particular obliges states parties to ensure equality between men and women through:

‘the elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging co-education and other types of education which will help achieve this aim, in particular by the revision of textbooks and school programmes and the adaptation of teaching methods.’

It has to be mentioned that there are very few international human rights that specifically mention engendering the police curricula but mostly have looked at educational institutions at primary, secondary and tertiary level of education. In light of the above issues that have not been addressed in ensuring the police curricula is made gender responsible, issues of gender stereotyping in the police training process are rampant. This was apparently coming out from the findings of this research. It is important to domesticate this provision into our laws so that textbooks and training materials are revised and all aspects of gender stereotyping are removed.

The convention on elimination of all forms of discrimination against women (CEDAW) article 5 urges state parties

“to modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either sexes or on stereotyped roles for men and women”.

Most of the trainers tend to be influenced by the patriarchal culture in which they are living, for them gender training must fully be informed by and should relate to the reality of the trainer’s lives and work. The training should aim to increase knowledge and to develop an understanding of gender issues as a way of changing behaviour (Porter, F et al, 1999).

Beijing platform of action declaration number 74 recognises the fact that curricula and teaching materials remain gender biased to a large degree, and are rarely

sensitive to the specific needs of girls and women. This is said to reinforce traditional female and male roles that deny women opportunities for full and equal partnership in society. Lack of gender awareness by educators at all levels strengthens existing inequities between males and females by reinforcing discriminatory tendencies and undermining girls self esteem. The lack of sexual and reproductive health education has a profound effect on men and women. This component of sexual and reproductive health education is so important when it comes to meeting the specific sex and gender needs of the trainees. The inclusion of sex and reproduction health education would help recruits to develop a better understanding of and proper attitude towards sex and gender relationships. The Beijing platform of action further urges governments, the international community and civil society including non governmental organisations to take strategic actions in the area of addressing inequalities and inadequacy in and unequal access to education and training. This brings in the question of numbers of women inscribed into the police organisations. It has been argued that representative policing should ensure that the police personnel sufficiently represent the community they serve. Women should adequately be represented through a fair and non-discriminatory police recruitment policy which apparently is not in place with the Zambia Police Service. In other words, since women represent around half the adult population in any given society, the composition of the police service should reflect this 50/50 ratio between men and women.

Effective training of police officers is vital to ensure that the conduct of policing adheres to regional and international human rights standards. Police training programmes in many SADC countries were restructured during the 1990s as part of the police reform initiative (Amnesty international, 2002). The SADC protocol on Gender and development which Zambia is party has set at target that by 2015 state parties to enact laws that promote equal access to and retention in primary, secondary, tertiary, vocational and non-formal education in accordance with the Protocol on Education and Training and the Millennium Development Goals. The SADC protocol further urges states to adopt and implement gender sensitive



educational policies and programmes addressing gender stereotypes in education and gender based violence. This was affirmed by the heads of states or government of Southern African Development Community on the 8<sup>th</sup> of September, 1997 in Blantyre, Malawi committed themselves to enhancing quality education by women and men, and removing gender stereotyping in the curriculum, career choices and professions.

The protocol to the African Charter on Human and People's Rights on the Rights of the Women in Africa, article 8 on Access to Justice and Equal Protection before the Law it states that women and men are equal before the law and shall have the right to equal protection and benefit of the law. The protocol urges states parties to take all appropriate measures to ensure: the establishment of adequate educational and other appropriate structures with particular attention to women and to sensitise everyone to the rights of women; that law enforcement organs at all levels are equipped to effectively interpret and enforce gender equality rights; that women are represented equally in the judiciary and law enforcement organs; and reform of existing discriminatory laws and practices in order to promote and protect the rights of women.

It is important that Zambia adheres to the protocol by ensuring that women receive quality justice. The law enforcement organs such as the police are key players when it comes to dispensation of justice. Structures such police training institutions play a pivotal role in transmitting gender rights to the trainees and serving members of the police and the issue of representation of women in such law enforcement organs is also to be taken into consideration.

Article 12 of the protocol to the African charter on Human People's Rights on the Rights of Women in Africa on the right to education and training urges state parties to take appropriate measures to eliminate all forms of discrimination against women and guarantee equal opportunity and access in the sphere of education and training. This article also reiterates what is contained in article 10 of CEDAW on the elimination of all stereotypes in textbooks, syllabi and the

media, which perpetuate such discrimination. Integrate gender sensitization and human rights education at all levels of education curricula including teacher training. The article also talks of protecting women, especially the girl child from all forms of abuse, including sexual harassment in schools and other educational institutions and provide for sanctions against the perpetrators of such practices. Provide access to counselling and rehabilitation services to women who suffer abuses and sexual harassment. Findings in this research point that sanctions have not being put in place to ensure that perpetrators of such acts of sexual harassment of trainees at the police institution are punished. The reporting procedure makes it very difficult for trainees to report such incidences. The female recruits who suffered abuse such as sexual harassment lacked counselling services. The protocol urges state parties to provide counselling services to those suffering such abuse.

### **3.2 NATIONAL LEVEL: RELEVANT DOCUMENTS AND LAWS ON GENDER SENSITIVITY IN TRAINING**

Gender within the human rights perspective can be examined at many levels, in terms of the constitution of the country, in terms of its legal framework, in terms of the family, and in terms of the individual. Participation of women in political and public life is limited, and women are underrepresented at all levels of decision-making in government, parliament, political parties, private sector, special public service committees and other institutions in the community.

As a measure to achieve the realization of women rights, the government created the Victim Support Unit (VSU) in 1994 within the Zambia Police Service. It deals with cases related to property grabbing, spouse battering, and sexual abuse brought before it by women and children. Cases reported to the Victim Support Unit are prosecuted by officers from the Unit, who have been specifically trained in matters of property grabbing, spouse battering and sexual abuse issues. Victim

Support Unit (supported by UNICEF) has carried out campaigns to sensitize women on their rights. The creation of the Victim Support Unit has not been supported by training of police officers at the police institutions and the curriculum has not been changed so as to include the gender dimensions of crimes handled by the Victim Support Unit. It has to be acknowledged that Zambia has a number of policies and governmental bodies that specifically address gender-based abuses.

The Government of Zambia created a Division for Gender in Development (GIDD) within cabinet and committed itself to mainstreaming gender in all the sectors of society. In light of the above the government undertook a number of administrative measures that were aimed at the promotion of equal rights of men and women. This led to the realization of the National Gender Policy that was adopted in 2000 for achieving full participation of men and women in all endeavors of life with the view of achieving equal opportunities in the social, economic and political spheres. The National Gender Policy (2000) outlined concrete measures for the government to address gender-based violence. The government made a commitment to:

“Build capacity among law enforcement agencies to handle cases of gender violence by increasing their skills in counselling, psychology, social work, gender and human rights and also to improve women's participation in law enforcement and crime prevention”.

The government has not adhered to its commitment of building capacity by enhancing the training of police personnel and this entails effecting changes to the curriculum to make it gender responsive. There has not been a deliberate policy to increase the number of female police officers in the service. The total number of trainees currently undergoing training of 600, there are 198 female recruits which translates to 33%.

Strategic Plan of Action which was to cover the period (2004-2008) was developed to spearhead the systematic implementation of gender and development programmes countrywide as contained in the National Gender Policy. In 2003 a Gender Consultative Forum was formed aimed at advising government on emerging issues arising out of formulated programmes being implemented and ensuring the gender dimension is sustained. The Gender Consultative Forum comprised of gender experts largely drawn from the Government, civil society and the academia. The mandate of the Gender Consultative Forum was defined in three broad terms of reference. To advise GIDD on emerging gender issues, ensure that policies being implemented are gender sensitive and also advises on any other issues connected or incidental to gender and development (World Organisation Against Torture, 2007).

According to the Fifth Development Plan (2006 – 2010) Government is to focus on the programmes that will address the strategic needs of women and men. These include education and skills training; economic empowerment of women; the review of laws that discriminate against women; and institutional capacity building.

Vision 2030 document developed in 2006 advocates for gender equity and equality in the socio-economic development process by 2030 and also for a curriculum which is sensitive to gender issues at all levels of the educational system. This will eventually reduce and ultimately eliminate gender imbalances and inadequacies associated with the provision of education, training and development. It is further stated as contained in Vision 2030 that the root causes of gender violence lie in the unequal power relationships between men and women, which result in the subordination of women. However, gender mainstreaming has been problematic due to various factors, which include limited gender analytical skills among implementing agents; gender blindness; lack of appreciation of gender; and limited resources for gender mainstreaming.

The importance of the above-mentioned measures can never be over-emphasized. These measures if implemented would improve the lives of Zambian women at large. The situation on the ground is that the government has performed disastrously in regard to inclusion of gender in curricula of both the private and public educational institutions. They have failed to eliminate gender imbalances in most institutions. This has just ended at policy formulation which has been characterized by the holding of several workshops that has not led to the realization of what is contained in the policy document (World Organisation Against Torture, 2007).

The Constitution of Zambia does not have a provision that expressly refers to gender sensitivity in training. The inclusion of gender sensitivity in training in the Constitution is important due to the fact the constitution is the supreme law of the land. Article 1 (3) of the constitution of Zambia states “that this constitution is the supreme law of the land and any law that is inconsistent with this constitution shall to the extent of the inconsistency be void”. Article 1(4) states that all government organs i.e. the executive, legislature and judiciary are subordinate to this constitution. This makes the Constitution the supreme law of the land. All training institutions are guided by the National gender policy that states that it is government responsibility to ensure that the curricula, teaching and learning materials are engendered. There is significant progress that has been made at policy level to have gender sensitivity education in training institutions. The main challenge has been to put the gender sensitive policies into practice in training institutions and its implementation into the curriculum. As has been shown policies are in place but a gap exist between policy and practice. Policy will only work if there are clear strategies for implementation. In the Zambian case implementation of the gender policy has been problematic. However to ensure that curricula at Zambia Police Training College is engendered there is need to look at the structure and delivery of the lessons that is review curriculum content, delivery and assessment. Trained instructors in gender are key to the success of integrating gender into the police curriculum.

### **3.3 LITERATURE REVIEW ON ENGENDERING CURRICULA**

Literature on gender responsive policing recommends that the integration of women into police organisations is very crucial if the organisations themselves have to be gender responsive. This was the case with Afghanistan Police when in February of 2003; the police academy initiated a recruitment targeting women from every province in Afghanistan. In recognition of the prohibition of education for women during Taliban rule, women were given remedial education in an attempt to ensure that women recruits met the same standards as men. Human rights' training was provided to the police, including modules on gender sensitivity (Palmiotto et al, 2000).

Makerere University Faculty of Agriculture has been at the forefront of incorporating gender into the curriculum and provides a model of how this can be done. The faculty pioneered the integration of gender in its curriculum as a five year strategic plan (2002 -2007). The implementation of gender mainstreaming was done in four phases by sensitization of executive and academic staff of the faculty on gender issues, integrating gender into the faculty curriculum, review of the gendered curriculum by stakeholders, gender training skills for academic staff, piloting the gendered curriculum and acquisition of more reading materials with local case studies. The curricula transformation at Makerere was the most successful in Africa because it received a number of institutional support such as financial support from the university itself and other stakeholders (Remigio Achia, 2002).

This research has shown that many instructors at the Zambia Police Training College have not had the opportunity of receiving gender sensitive training in order for them to effectively deliver the engendered curriculum if it was to be in place. Some writers have observed that police instructors are primarily law enforcement practitioners and not educators and they stressed the need for police

trainers to develop a professional training standpoint and to engage in reflective practice. Experience alone does not make a person a professional adult educator and the ability to reflect upon her or his practice and experience is imperative (McCoy, 2006). This is the presentation that exists at Zambia Police Training College where most of the instructors are not teachers by profession and have been attached to the college by virtue of the working experience in duty stations. They do not have background knowledge to teaching methods; this raises issues on the delivery of the lessons. In an ideal situation, police training is supposed to be double edged in that it must impart skills such as use of weapons, defense tactics, report writing, arrest techniques and on the other hand knowledge base such as law, communication skills (Marion, 1998). In this case the Zambia Police Training College curriculum puts a lot of emphasis on drills at the expense of academic work.

As society changes the training should also change. Many instructors are still insensitive to gender issues due to the fact they never received gender training when they joined the police. Gender stereotypes exist in society at large and in the education system in particular. These stereotypes portray the male as the dominant person, one who works outside the home in often prestigious occupations. The female is usually portrayed as being subordinate and confined to the home (Tong, 1989). As has been severally noted, traditional values and sex stereotypes are concerns that are deep rooted in our culture. It is so ingrained in people's minds that it easily passes off as the norm. Reversing the trend therefore, demands a radical change by every body involved. Unfortunately, behavioural change does not come easy. It is also a known fact that behavioural change cannot be legislated. Behavioural change with particular reference to the way instructional staff at the Zambia Police Training College behave by transmitting traditional values and sex stereotypes into the curriculum is even more difficult because it runs counter to the culture of the community, most of which dates back to millenniums past. Yet the ill effects of sex stereotypes against women are evident to all. Gender sensitivity in training offered at the Zambia Police Training

College should be the starting point for us to have a Police Service that would be gender responsive. The question however is how this change should be brought about? What modalities should be adopted in tackling the impact of traditional values and sex stereotypes on the curriculum? The issues of gender are at the centre stage of most police reforms as such the Zambia Police Service (ZPS) should not remain steeped in the traditional police recruit training that relies mainly on mechanical aspects of acquiring skills (Marion, 1998). The Zambia Police Service can learn a lot from the Kenyan Police Service who in collaboration with the federation of women lawyers in Kenya came up with a Police Training Manual on Gender and Human rights in 2002. The manual was designed to be used at Kiganjo Police Training College to sensitise police recruits on the issue of gender. These were later widened to include the CID training school and the administration police training college (Nyong'o, 2002). These were done to ensure that law enforcement officers recognised gender based violence as a violation of women's rights and to offer the women reporting such cases the support they need. The inculcation of gender sensitive principles and values through the curriculum to trainee police officers at the police training colleges will pervade through the society when the officers graduate to serve the society. This would go a long way in reducing the gender insensitivity in the society.

Gender has been shown to have a significant impact on the work of the police. For example in Honduras a pioneered initiative to gender sensitise police officers proved so successful that it became part of the regular police training programme and significantly increased the number of reported cases of domestic violence (UNFPA, 2005). In the same vein it can be argued that the absence of thorough and repeated gender training may make it difficult to prevent gender based violence. An example is the United Nations Mission in the Democratic Republic of Congo (MONUC) where the gender unit was not established until one year after the mission has been set (Dahrendorf, 2006). Despite the recorded incidents of sexual abuse and exploitation the commanders failed to take measures to



prevent such violence. This underlines the importance of gender training in organisation charged with the responsibility of maintaining law and order.

### **3.4 LEGAL FRAMEWORK AND ACCESS TO JUSTICE**

Despite several positive reforms at policy level, the legal framework and justice system in Zambia has failed to respect and protect women's rights, as per obligations contained in the several human rights instruments that Zambia has signed and ratified. Zambia's constitution is currently undergoing a review process. Although the existing constitution contains language that forbids discrimination on the basis of sex (article 23), this provision specifically excludes from its application key areas of personal and customary law. Given that customary law has traditionally been a source of discrimination against women in Zambia, this exclusion undermines the ability of women married according to customary law to seek redress for violations of their rights. Women in Zambia continue to suffer discrimination in most sectors of the life. Zambia has no specific legislation that addresses domestic violence and women resort to the general penal code provisions on assault occasioning bodily harm. Weak criminal provisions and the lack of other sufficient civil enforcement mechanisms mean that many women, particularly poor women are forced to choose between having their husbands arrested and incarcerated or keeping an abusive breadwinner in the family home. Efforts to have a new proposed bill, the Sexual Offences and Gender Violence Bill (2006), passed into law which WiLDAF (Women in law and development in Africa, Zambia) drafted in consultation with other nongovernmental organizations has yielded nothing. The draft bill addresses sexual offenses and violence against women and girls in and outside the home. It also introduces new provisions relating to domestic violence. The draft bill contains a definition of domestic violence which incorporates physical, sexual, and psychological violence. It introduces a system of remedies in the form of protection orders for victims of domestic violence and criminalizes marital rape. The bill also proposes the establishment of a specialized court for sexual offenses

and gender violence, with trials and procedures that are less intrusive into the lives of survivors of sexual abuse.

Despite policy initiatives that have been taken by the government of Zambia that provide for both the creation of enabling mechanisms and guidelines as well as the conceptual frameworks for curriculum development there is lack of attention to the gender dimension of the human rights issue. For example the Zambia Police Training College curriculum does not promote the goal of gender equality and eliminate gender discrimination. This can be traced to lack of curricular programme on human rights education and the inadequate number of instructors trained in gender. The current curriculum continues to propagate stereotyped and disempowering ideas about women and men. Female recruits continue to suffer from discriminatory policies and practices like sexual harassment and rape within the institution. This was compounded by the reporting procedure in place where a recruit has to be marched to the administrators by the same perpetrators of such crimes. This proved impossible for the female recruits to report cases of sexual harassment to the authorities.

## **CHAPTER FOUR:**

### **PRESENTATION AND ANALYSIS OF STUDY FINDINGS**

#### **4.0 INTRODUCTION**

An analysis of the findings of this study has confirmed that the Basic recruit training course offered at Zambia Police Training College is not gender sensitive. This study revealed that the Zambia Police Training College Curriculum does not address sex and gender specific needs of its trainees because of the unique police culture that does not promote gender sensitivity training. It also revealed that the curriculum does not expose trainers to international women's rights instruments. In addition to the Zambia Police Training College curriculum lacking issues of gender in its content has led to producing graduates who are insensitive to women complainants at police stations. Eventually women are denied access to quality justice because officers have not received gender training. These generally stem from the fact that the state has not put in place mechanisms to ensure curricula used in educational institutions such as the police training is engendered. This chapter contains the synthesis of the major findings of this study based on what police trainees, instructors and the different stakeholders I interviewed said. The analysis also highlights whether the state has put in place laws and policies that are in line with what is contained in the international human rights instruments.

#### **4.1 SEX AND GENDER SPECIFIC NEEDS OF TRAINEES**

Discussants in all the eight focus groups were aware of the importance of gender in the police. However, they failed to recognise that general differences between men and women exist. Consequently all eight focus group held the notion that women are generally outperformed by men. In terms of police training, women cannot do as much as the men can. It was also clear from the answers from the

respondents that the general curriculum does not have a part covering sex education which is supposed to meet the developmental needs of the trainees with age range of 17-25 years mainly forming the younger generation. On the other hand female stated that whenever they went out on early morning road runs, the instructors in charge referred to them as FAWEZA<sup>6</sup> and were ordered to be in front so as to set the pace for everyone. It was said that the women are weak and could not stand the male endurance. This is what one of the participants in the females only groups of trainees had to say in one focus discussion:

“When we go out for road run in the morning usually as far as Chilenje. When going we go as a group but when coming back you hear the instructor commanding the female recruits to be in front and we are referred to as “FAWEZA”. The justification of doing this is that the female recruits pace would be taken as a pace for every one. The instructors consider us to be weak compared to the male recruits”.

Gender prejudice is expressed in the current curriculum being used at Zambia Police Training College. There are numerous examples of gender stereotyping such as female recruits being considered weaker than their male counterparts. The sensitization of the teaching staff to gender dimensions of teaching and learning is an important step towards the transformation of the curriculum, including content, methodologies and processes. Sexual ethics and values are important areas, which are not dealt with in the formal curriculum and may be haphazardly dealt with within the informal curriculum.

It was further appreciated in the discussions that sex and gender aspects of the curriculum should help recruits to develop a better understanding of and proper attitude towards sex and gender relationships. Lack of sex and gender in the curriculum resulted in the recruits not having a holistic sex knowledge and proper attitude towards gender relations among themselves. There exists a semi-military

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<sup>6</sup> Derogatory term used to refer to female recruits. This is an organisation that fosters the education of women and girls in Zambia. FAWEZA – Forum for African Women Educationalists of Zambia.

institutional culture at Zambia Police Training College that thrives on masculine norms such as aggression and violence. Police recruits regardless of sex have shaven heads and are told to run from point A to B and vice versa whenever there are within college grounds. Police training as it stands now puts a great deal of emphasis on stripping a recruit of his/her civilian identity in order to make him/her into a police officer. The uniform, badge and gun are seen as symbols of power and authority. According to the respondents, female recruits' specific needs are not taken into consideration when punishing them as they complained that they are soaked in water and made to roll on the ground. This was challenging to them especially when they are menstruating as some confessed to being extremely embarrassed when being forced to menstruate openly (i.e., dripping blood) in the full view of everyone on parade. The instructors were said to be insensitive in this regard. The female recruits also indicated that it was very difficult for them to report to the authorities if they had a problem. Except for two instructors, the rest were male. They could not confide in the male instructors as they misconstrued what they said and/or unjustifiably blew their legitimate complaints out of proportion. Lack of privacy was also cited:

“The male instructors just say you are a malingerer or lazy when you tell them you are not well. Even where you are taken to the hospital we are escorted by male instructors, you even fail to explain to the doctor because we are taken there more like prisoners. We are followed behind. Again in our barracks there is no privacy usually male instructors just enter especially in the night when conducting bed checks. It is quite embarrassing when you are found naked”.

While appreciating the fact that the curriculum deals with the actual content of education, it has to be acknowledged that the Zambia Police Training College has a parallel hidden curriculum running alongside the official one. This is a common phenomenon in most organisations of having a hidden curriculum. It is interesting to note that much of the hidden curricula are related to sex, which is a taboo subject which cannot be discussed openly. The hidden curriculum incorporates the often unspoken but nevertheless important messages which are transmitted

within the institution. At the time of conducting this research, eight instructors were forcibly transferred to other stations because of the alleged abuses on the trainees. The instructors were exposed through an anonymous letter written to the police command at Zambia Police Service Headquarters. Sexual harassment of female recruits by instructors is very rampant and was seen as an expression of being a man. Female recruits indicated in the focus group discussions that instructors wield so much power and authority to the extent that they victimise female recruits who turn down their sexual advances by subjecting them to unwarranted punishments.

“If you turned down the proposal from the male instructor you would be beaten unjustifiably. Even when you are in group you would be spotted out and beaten. We are usually threatened that if you refuse me your stay at the college would be hell”

Examination of the college standing orders shows that there are no provisions or mechanisms in place to deal with cases of sexual harassment. Despite there being an amendment to the law to cater for sexual harassment, very few instructors or trainees were aware of this provision. The Penal Code (Amendment) Act No. 15 of 2005 introduced a number of important amendments to the Penal Code, including those regarding sexual harassment, harmful practices and trafficking in children:

“Any person who practices sexual harassment in a workplace, institution of learning or elsewhere on a child commits a felony and is liable, upon conviction to imprisonment for a term of not less than three years and not exceeding fifteen years”.

Provided that where it is proved during the trial of the accused person that the sale or trafficking in a child or other person was for the purpose of causing that child or person to be unlawfully and carnally known by any other person, whether such carnal knowledge was intended to be with any particular person or generally, the

person is liable, upon conviction, to imprisonment for life. Despite these amendments to the penal code they have only catered for children. This law cannot be used to prosecute sexual harassment committed on an adult female person as it covers only children.

All focus groups that constituted females only cited gender stereotypes based on the strong Zambian traditional culture was responsible to a greater extent to most of the sex discriminatory practices that they receive from the instructors. Due to the deeply rooted traditional cultural values, discussants in focus groups that constituted male and female understandably did not expect to see discriminatory practices against women to come to an end in the near future and usually these discussions were heated and not conclusive. Traditional values and sex stereotypes were commonly employed in sessions of the curriculum referred to as fatigue sessions (manual work). Female recruits were made to perform tasks as deemed fit for women by society such as sweeping, kitchen chores like washing of dishes, sorting of Kapenta (small fishes) and general cleaning. Each time I went to the common kitchen I found only female trainees performing such tasks. In order to break stereotypes in the police, there is need to enhance police awareness on gender issues through effective training which offers solutions to these problems. Police being part of the society carry the baggage of their beliefs to work and fail to execute their duties without bias and inherent prejudice. Integration of gender in the police curricula will eventually lead to the promotion of equal opportunity and fair treatment of women and men. Both genders will benefit when police officers carry out their duties considering the role of sex and gender in policing. For instance gender has implication in the handling of cases at the police station. The police officer's gender as well as the complainant's gender influence communication. Female police officers appear to be stronger in relational communication with the complainants.

From the lectures that I randomly attended the common trend was that the instructors were not gender sensitive as male subjects were given as examples

through out the class sessions. The male pronoun ('he') was always used during lectures and never the female ('she'). I attended a lecture on care and custody of prisoners by the instructor from Law and Police Duties Department and this is one of the excerpts of the lecture;

“Once a person’s liberty has been deprived, he becomes a suspect, he becomes an accused at some point when you decide to deprive that person off his liberty through being placed in custody (a) he becomes a prisoner because he is in a secured place where he cannot break out. Unless you make up your mind to release that person. It can be permanent if that particular individual is in place of prison where he is convicted and is to serve say a period of 7 years, he is a prisoner (b) where he is a suspect and he is temporarily in custody where his liberties or freedom of movement has been impounded by yourselves because you have the powers of arrest.....”

This was a common trend in nearly all the lectures I attended where male subjects are used as examples in the teaching process. It may be stated that the instructor’s attitude could merely be a reflection of the attitudes held in the community. The fact that the community believes that police work is a man’s job could be the reason why male subjects more often come as examples in all the teaching process. It is recommended that within the police itself attitude sensitization should occur through appropriate training. The appropriate training would only be achieved through engendering the curriculum as the starting point.

#### **4.2 HUMAN RIGHTS AND WOMEN’S HUMAN RIGHTS**

From the one-to-one interviews with the college authorities and instructors, they stated that they were not aware of the international women human rights instruments. However human rights in general were offered as a stand alone



course until 2004. An interview with an officer who had taught human rights as a stand alone course had the following to say:

“The advantages of having human rights as a stand alone course is that you tend to discuss with the trainees in detail what human rights are, then we also look at characteristics of human rights, the enforcement mechanisms and you refer to any other international human rights instruments that are relevant to policing both the legally binding and non binding instruments. If you compare with mainstreaming human rights into the whole curriculum there is a possibility of overlooking the vital elements when it comes to human rights issues. Human rights needs to come as a stand alone course because in such a way recruits easily grasp the overall structure of the course rather than streamlining it into the main curriculum”

A Human Rights Department was subsequently established at the Zambia Police Training College in 2001 and was headed by Mr.Chisenga, an Assistant Superintendent, with the following instructors under him; Chief Inspector Samulozela, Insp.Ndhlovu, the late Sgt.Mukanta and Const Nkwaindi<sup>7</sup> . The Institute of Human Rights, Intellectual Property and Development Trust (HURID) appreciated the teaching of human rights to police trainees and donated to the college a number of computers, volumes of the revised laws of Zambia and human rights text books. According to Chief Inspector Samulozela, now teaching Law and Police Duties, recalls that the human rights syllabus comprised of contents of Part III of the Constitution of Zambia and the international Bill of Rights. It was later decided by the Zambia Police command in 2004 that human rights should no longer be taught as a separate subject but instructors as they teach subjects like criminal law, criminal procedure code could in passing talk about human rights in relation to the care and custody of suspects. The teaching of human rights to trainees went on up till late 2004. Eventually the human rights department was dissolved. To a large extent, human rights are no longer taught to

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<sup>7</sup> Interview with Chief Inspector Samulozela, then Human Rights instructor, but now a Law and Police duties instructor at Zambia Police Training College on 11<sup>th</sup> November, 2009.

police trainees on the same scale as was done when a department of human rights existed.

An officer who is now an instructor in Humanities and social sciences made the following observations regards exposing trainers to international women's human rights:

“It is a very big problem because if you look at the rights of a detained person it partially explains on the rights of a detained person who is a woman but it does not go into details. If they (Trainers) were to be exposed to these international women's rights instruments. They will know how best to treat women when they come in conflict with the law”.

It was argued that human rights should be integrated into the curriculum and not taught as a stand alone course. This was done on the premise that integrating human rights and spreading the human rights concepts throughout the whole curriculum was more beneficial both to the instructors and trainees<sup>8</sup>. Deeper analysis of this reveals that to a large extent human rights are no longer taught to police trainees. Apparently, the learning process of police trainees at the police college is divided into five (5) stages, without serious inclusion of human rights, as follows:-

- i. Stage 1:-deals with police duties,
- ii. Stage 2:- deals with Criminal Law,
- iii. Stage 3:- deals with the Law of Evidence and Criminal Procedure Code,
- iv. Stage 4:-deals with an analysis of a few selected statutes relevant to police operations,
- v. Stage 5:- deals with criminal investigations.

A long serving law instructor Chief Inspector Lumano stated that:

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<sup>8</sup> Command meeting minutes of 23<sup>rd</sup> October, 2004

“The police high command’s vision for proposed changes to the recruit training curriculum was to include; crime analysis, community conflict mediation, community networking, creative thinking, effective presentations/public speaking, social work/sociology, family violence training, forming and managing committees, time management, volunteers and policing, adapting to shift work, conflict resolution and crisis intervention, history of policing, problem solving, and victim support unit.”

As can be seen from the proposals, there is no mention of teaching human rights to police trainees as a subject on its own, let alone issues of gender. Women’s rights should be respected and upheld by the police officers. The fact that gender is not integrated into the police curricula has serious implications on how the police may deal with violations of women’s human rights. It is very essential that the police recruits at the inception are aware of the rights of women and this to be reinforced throughout their service by continuous training in the area of women’s human rights.

#### **4.3 SENSITIVITY OF THE OFFICERS AT THE FRONT OFFICE OF POLICE STATIONS**

Police is an integral part of justice delivery. I interviewed women who were not assisted by the police. The majority of the cases involved domestic violence. Women were turned away by the police who stated the cases would be better dealt with at home. Most of the women I interviewed were those who had gone to Legal Resources Foundation of Zambia to seek legal advice. For example the case of Mwaba Pamela Chungu, aged 32 yrs married with two children narrated to me how she had been in an abusive relationship for five years. She lives near Matero Police Station in Lusaka but each time she was battered by the husband she never received any help from the police officers. Each time she was beaten especially late in the night she says would spend a night at the charge office till morning and

the officers never made follow ups to arrest the husband stating that it was a domestic issue and did not warrant police action;

“Each time I reported the incident of assault I was told go back home and make it up with my husband. I told the police officers that I had been trying to make up for the past five years. They would not do anything because they considered it domestic trouble. When you are married your body and soul belongs to your husband. I attempted to go back to my parents but they sent me back to my husband stating that he had paid for me and they did not have the money to refund him in case I decided to stay by my parents place”.

Officers I interviewed at the police station confirmed having received numerous complaints from this woman stating that they were fed up with her reports. Officers confirmed having referred her cases to the victim support unit that operated between 0800hrs and 1700hrs week days only but they do not know what had happened to the cases that they had sent to the Victim Support Unit. They received complaints from this woman in the night when the victim support officers had knocked off. One of the officers lamented that:

“Our role in such cases between husband and wife is to reunite them and preserve family relationship. A home is a private domain where it is very difficult for us to intervene. We just advise in such instances to promote family unity”.

It had also proved costly for the police as each time a docket of case was opened they could not proceed with prosecution as the case was withdrawn by the same woman. Apparently officers looked at it as a sheer waste of stationery opening up a docket of case in that regard. As a matter of practice in such cases they advised parties involved to settle issues of domestic violence at home. This attitude of officers towards such women shows how insensitive they are largely due to the fact that their training lacks real life experiences of women and how to handle such situations. The current traditional police training consists mainly of having

recruits who are physically fit (Marion, 1998). Passive observations made by the researcher shows that the recruits spend most of their training time doing drills and little time is spent on academics. Some lessons had to be rescheduled because of the fact that the learners were so tired that they were dozing off during the class lessons. Although most police stations in Zambia have a Victim Support Unit, law enforcement personnel are, in general, ill-equipped to handle complaints from women and girls. The discriminatory attitudes of many members of the police and the judiciary have led to a lack of trust and thus to the subsequent under-reporting of such cases that affect women. It has been reported that there have been cases where police officers, not belonging to the Victim Support Unit, handle sexual violation and spousal violence cases and this has had a telling effect on the relevance of the evidence during trial as such officers tend to wrongly advise victims. Importantly, police and other state officials who deal with women who have been victims of domestic violence in Zambia are not systematically trained in dealing with complaints of violence against women in the family.

Complainants often withdraw charges against abusive husbands who have been arrested and imprisoned. In their experience, officers stated that this is because women lack access to financial resources and depend on their spouses for food and shelter. It is also due to social pressure indicating that how will society look at her when she divorces the husband. The officer in Charge at the Legal Resource Foundation of Zambia stated that women withdrew charges against abusive partners even where they received free legal services, for example, through the Centre for Coordinated Response to Sexual and Gender-Based Violence at YWCA where women survivors of domestic violence receive free legal support. According to the officers, 50 percent of the cases that the centre addresses, especially in the area of domestic violence, are withdrawn. A housewife by the name of Charity Kabamba, 34 year old of Linda Compound recalls the beatings she suffered at the hands of her husband.

“He slapped and kicked me so many times, when I challenged him over his extramarital affairs. But I kept silent. I didn't want a divorce. I had to think of my children. That silence was no longer possible, I remember that day well. He knocked my head against the wall. I was covered in blood. I decided to report the matter to Linda Police Post and this time I knew this was the end of our marriage. The police refused to file charges against my husband describing it as a domestic issue instead”

It is a common trend that police officers do not have the gender sensitivity training they need to respond to victims effectively. It is sad to note that some police officers do not even understand that Zambia actually has a gender policy.

It was also very clear from the observations made by the research in the various shifts in at Matero Police station, Linda Police Post and Kanyama Police Post that whenever a complaint of sexual nature was received at the inquiry it raised a lot of interest from all the officers in the shift. They would want to get every detail of the case and privacy that is needed in such cases is defeated and the complainants are not very free to give details. It would be fun on the part of the officers as in certain instances they would ask the victim how she felt when being sexually assaulted. This was an indication of being gender insensitive as observed by the researcher. Even officers tasked to do other tasks such as guarding prisoners would come to the front office if a case of sexual nature is reported. The other aspect that the researcher noted through passive observation indicating that the officers were insensitive was by looking at the facial expression of the officers. They usually had unfriendly expressions and were very reluctant to help the women, insisting that the home was a private domain and that they should be settled there. The language of the officers was also considered in the evaluation of their attitude toward gender issues. The officers were harsh to women who reported cases of domestic violence. The officers were not soft spoken and raised their voices the women insisted they needed to be helped. They were eventually forcibly removed from the inquiries office and told that the police had more serious, proper issues to handle. In the case of Pamela Mwaba Chungu I alluded

to earlier, the officers were not keen to listen to her whole story since they stated that they had interacted with her before and that her problem was a recurring one. The officers did not show any patience in listening to her story. She was out summarily dismissed upon arrival at the police station. No empathy was shown to her by the officers involved.

In another incident involving a case of indecent assault on a female, the officers did not offer the victim any privacy, as the interview was conducted in public at the inquiries desk. It was not conducted in private between the officer and victim. Instead, during a humiliating ordeal, the victim was publicly interrogated by the entire morbid group of police officers who were on duty. The victim, like most, was even interrupted during her narration of events when the VHF radio, also situated at the inquiries desk, had to be answered. The officers did not give her the immediate attention she required. The assailant was not arrested and only a report was written down in the occurrence book and the complainant was asked to report the following morning. The police's view that domestic violence is merely a family dispute which women should solve by showing tolerance often keep women locked in the violent situation. The police's view is regrettably shared by other similar-minded male professionals such as judges, lawyers, social workers and medical staff from whom the women survivors of domestic violence usually seek help (The Commonwealth secretariat, 1986). There is a need to pursue training not so much about procedure, but about values, attitudes, understanding and sensitivity towards women victims of domestic violence since such gender-sensitive training is far more important in the elimination of discrimination against women. In this respect, the Legal Department, Legal Aid Department, Social Welfare Department and Other NGOs in social service, Hospital Authority and the Zambia Police Service should take a more initiative action to bring in specialized people for training. CEDAW general recommendation 24 (b) states that states parties should ensure that laws against family violence and abuse, rape, sexual assault and other gender-based violence give adequate protection to all women, and respect their integrity and dignity. Zambia being party to CEDAW

has not come up with laws that protect women against family violence. Attempts have been made by several N.G.Os who came up with the Domestic Violence Bill which has been tossed to and fro in Parliament, but still remains a bill. As was stated earlier, the creation of the VSU has not been supported by the training of police officers at the police institutions and the curriculum has not been changed to include the gender dimensions of crimes handled by the VSU. It has to be acknowledged that the human resource in this department is not adequate to successfully handle cases involving women. Even the training given to officers serving in this unit is not adequate as some attached have simply ended up attending workshops, but not putting their skills into practice.

#### **4.4 DELIVERY OF QUALITY JUSTICE FOR WOMEN**

In a one to one interview with an officer at Chinyunyu Police Post in Chongwe District, he stated that he did not receive any training on how to handle cases affecting women whilst at the Zambia Police training as a trainee. As such he conceded that he did not have the capacity to handle such cases. The practice has been that when such cases are reported to the post which has an establishment of eight officers who are all male, the women are referred to Chongwe Police Station where a Victim Support Unit office exists. Another officer I interviewed from Linda Police Post affirmed what was said by the officer at Chinyunyu Police Post that when he was at the Zambia Police Training College eight years ago what they learnt concerning women was very brief. They did not teach them in detail how to handle cases that affect women. It was generally stated by most of the officers interviewed that they had not received any training as regards the handling of cases that affected the most vulnerable groups such as women, the elderly and children. I interviewed a woman constable police officer (an instructor in law and police duties and also an investigator in the Victim Support Unit at the Police Model at Zambia Police Training College in Lilayi) who spoke about her position



concerning cases that involved women, children and the elderly. Before then she said she did not appreciate the fact the women were a vulnerable group but having attended a number of workshops on child justice and on women she now realizes how deficient she was in that field. The implication of officers not receiving training in gender is that women are not in a position to receive quality justice as their cases are thrown out at the reporting stage. For example in the abovementioned case of the women who had been indecently assaulted, a report was simply entered into the occurrence book but no follow up was made to open up a docket for the case nor was the alleged perpetrator of the alleged crime arrested. She never had the chance to have her case processed so that court proceedings could begin. The case just ended at the report stage as officers did not consider it to be a pressing issue. Research done indicates that a police officer called to resolve a domestic dispute faces a number of conflicts in addition to the assault itself. There is conflict between the woman's request for police intervention and the man's demand that the privacy of 'his' home should be respected. The most critical issue for the police is to respect the definition of the situation put forward by the woman herself (Farmer and Loving, 1979).

SARPCCO was an initiative by police service chiefs in Southern Africa to cooperate in fighting/combatting crime which was transnational. The organisation has held a number of training workshops in the sub region to raise gender and human rights awareness for police officers from member countries. Declaration on the elimination of violence against women (DEVAW) urges states to pursue by all appropriate means and without delay a policy of eliminating violence against women and to this end should, in terms of article 4 (i), take measures to ensure that law enforcement officers and public officials responsible for implementing policies to prevent, investigate and punish violence against women receive training to sensitise them to the needs of women. DEVAW places emphasis on the training of the police officers in gender and women's rights education. Zambia has not done well in this area and most of the officers interviewed indicated that they had no received any training in gender whilst undergoing the basic recruit

course at Zambia Police Training College. Analysis of the current training curriculum being used at the Zambia Police Training College shows that gender and women's rights education is not part of the syllabus for the basic recruit course.

Some Non Governmental Organisations (N.G.O's) partner with the government in fostering training in gender but most of this training does not benefit the majority of the officers. For instance in April 2009, the Ministry of Community Development and Social Services, with support from the United Nations Children's Fund (UNICEF), Care International and the Embassy of the United States of America, began training some 500 role players in handling gender-based violence cases against children and women. The training recipients included Police, Social Workers, Local Court Justices and Prosecutors. The training included two training of trainer's courses dealing with Child and adult witnesses of gender-based violence, as well as court preparation (UN Secretary-General's database on violence against women, 2009). Such training has not resulted in improving gender-sensitive skills within this human resource base. The head of the Community Services Department of the Zambia Police Service also said that the low staffing levels at the Victim Support Unit prevented it from fulfilling its duties properly. Due to high staff turnover, and the lack of a system for ensuring that officers are trained regularly, fewer than half of the Victim Support Unit officers are properly trained to handle victims of violence. Although several training workshops on gender-based violence have been held for VSU officers by Non Governmental Organisations (N.G.O's), those same officers have been moved out of the VSU and into other departments (Ali, 2007).

The reasons given above greatly contribute to women failing to access quality justice as officers who are supposed to serve are ill trained to handle cases that affect them. Enhancing and including gender-sensitive training at police institutions would have a multiplier effect as all the officers graduating from such institutions would be very conversant with gender issues.

The inclusion of gender in the curricula should not only be for the police but there are role players who equally need the gender training such as the health providers, social welfare officers etc. For instance there have been positive developments in engendering the curricula for counsellors. As has been stated earlier, there are a variety of providers of training for counsellors who use training guidelines developed by the Ministry of Health. Some of these providers cover gender relations in their training curricula, but to our knowledge, they seldom cover, systematically, ways to screen for and/or address gender-based violence. The training manager at Kara Counselling told Human Rights Watch that Kara has integrated gender into their courses. The head of the department of counselling studies at Chainama College which trains counsellors and trainers, including those delivering courses at Kara Counselling also told Human Rights Watch that their curriculum included gender modules, covering the definition of gender, gender awareness, gender as a crosscutting issue, how to counsel on “gender-conflict,” and violence (Ali 2007). This should be applied to all those dealing with gender based violence against women and children.

Article 20 of SADC declaration urges states to introduce and promote gender sensitisation and training of all service providers engaged in the administration of justice, such as judicial officers, prosecutors, police, prison, welfare and health officials. When this is done we are likely to see an improvement in the legal gender reasoning such as use of judicial activism in the realisation of women’s rights. The women and men in the judiciary, police react they way they do because they belong to a society where women are looked down upon by men who are used as the standard test in all endeavours of life. Zambia being part of the SADC has not adhered to article 20 in that it has not effected the gender sensitisation of all personnel involved in the administration of justice. This is clear from the fact that the training curriculum does not have a gender perspective. The police officers graduating from the police training college are gender insensitive due to the fact that they do not receive any training in gender.

#### **4.5 PROPOSED CURRICULUM TO BE DEVELOPED**

It was difficult knowing how to collect data from my respondents on the fifth assumption that considered affecting changes to the current curriculum to make it gender sensitive by training the trainers at Zambia Police Training College in gender. Most of the instructors were not aware of gender issues and it was very difficult for them to appreciate the concepts of gender and suggest changes to the current curriculum. This assumption was partially challenged and as such the researcher came up with the proposed curriculum. Officers that received lessons on police and gender offered by the researcher before focus group discussions appreciated the value of gender training and I believe that had they been given time they themselves would have suggested the changes to the current curriculum which is not gender sensitive. Wholesale changes to the curriculum to make it entirely gender sensitive will require a great deal of human and financial resources. For now I simply propose a new curriculum and guidelines for achieving it are attached in **Annexure 1**. Attempts to collect data on assumption five were, however, made by the researcher. This was done by reviewing one section of criminal law on the introduction and crimes against morality. I allowed the instructors to teach the above components as they have taught them traditionally then also allowed a session where the reviewed criminal law on introduction and sex crimes as seen from the gender lens was presented. I had interviews with the trainees who appreciated the gender perspective that was added to their previous knowledge of criminal law and sex crimes in general. The most that has been done on this assumption is to propose a curriculum which may be adopted by the Zambia Police Training College based on what has been done in other jurisdictions where they have implemented gender training and have engendered the curriculum.

The gender specific police training should be embraced by integrating it into the existing police curriculum. The modules and teaching methods to be developed in

the proposed curriculum should be transferred and replicated in other training institutions that offer police training for the Zambia Police service for it to have a meaningful impact. Once implemented successfully the evaluation of the teaching programme should have a positive impact on the police officers gender awareness. The proposed curriculum for the Zambia Police Training College should specifically cover all the stages of training. The analysis on the current curriculum should be guided by the following questions: (1) Is the topic relevant for and frequently seen by the police officers in the execution of their duties? (2) Does the topic have gender specific aspects that impact upon the execution of police duties? and (3) Is there evidence of underlying aspects of gender? These questions should be applied to topics such as: conditions of service, introduction to the front office of police stations and its functions, care and custody of prisoners, offences against morality, to mention a few. There is also a need to include communicative aspects of training. It would also be important to consider the ways in which gender aspects and differences have an impact on service delivery of the police and understanding of how gender related issues may undermine the provision of police services to the community. There is also a need to understand the impact of the police officers gender in relationships and communication. The proposed structure of the curriculum to be developed should contain, (i) Gender and socialization – this will introduce the concepts of gender and sex.(ii) Gender and communication - will consider the influence of gender on the police.(iii) Recognizing and responding to sexual abuse.

In depth analysis can also be done to the current curriculum by making a review of the whole curriculum. The guidelines for the review should be done by looking at the following (**see Annexure 1**).The college administrators were in agreement that the current Zambia Police Training College Curriculum was inadequate in as far as the inclusion of gender was concerned. The deputy college command had this to say:

“What is offered at the moment in terms of gender education is not so deep. It is not detailed the recruits would require more detail. Although it has to be mentioned that there is the victim support unit in the police which is specifically a gender biased department where officers attached to the department have undergone further training in gender issues after having graduated from the Zambia Police Training College”.

The inclusion of gender should not only be in the curriculum content but should be integrated into the learners materials, instructional materials and also most important of all the sensitization of the instructors to gender issues. Although the Zambian government has taken impressive steps to address the issue of inclusion of gender in national curricula of educational institution at policy level the government has falling short of many of its human rights obligations to achieve this under international law.

## **CHAPTER 5:**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.1 CONCLUSION**

Based on the results of this study, it is clear that women's human rights have not been adequately taught to trainee police officers at the Zambia Police Training College. This has resulted in having recruits graduating from the institution who are inadequate in as far as issues affecting women and children are concerned as seen from the officers interviewed in the field who did not have the expertise to handle cases for the Victim Support Unit. As such the Unit is currently incapable of properly dealing with cases of violence against women. The current curriculum used at the Zambia Police Training College lacks sex and gender aspects and as such trainees do not have a holistic knowledge or a proper attitude towards gender relations amongst themselves. The semi-military culture that exists at the Zambia Police Training College thrives on masculine norms such as aggression and violence. The specific needs of female are not taken into consideration as all the training is based on a male model. The gender and sex stereotypes are partly transmitted into the general curriculum by instructors who are predominantly male. Females are stereotyped by instructors who referred to them as being weak. The fact that police work is a male job is the position of the instructors and male recruits. If female and male recruits are to be treated the same by the instructors it is important that the within police itself attitude sensitization should occur through appropriate training and this could best be achieved through engendering the curriculum of the Zambia Police Training College.

Zambia being a democratic country means that it should be a society governed by the rule of law and this poses a very difficulty and challenging task for the police especially in a democracy where power resides in the people who are supposed to be sovereign. To this end, there is good reason in Zambia today for the police to

be very astute in observing human rights, thereby satisfying the needs of the people for whom they were established to serve. Human rights in general are not being taught to trainees as extensively as they were taught when a Department of Human Rights existed (from 2001-4). The fact that gender is taught neither as a separate course nor integrated into the curriculum offered at the Zambia Police Training College has serious implications on how the police deals with violations of women's human rights. What is being offered at the moment in terms of gender education at the Zambia Police Training College is not detailed and the trainees require far more content about the subject in their studies. It is very important that police recruits at inception at Police College are aware of the rights of women and this should be reinforced by continuous training in the area of women's human rights. The Zambia Police College at Lilayi should develop training manuals for trainers and trainees within the Service and train all Police offices in human rights and policing, whether they are recruits or on in-service training. In the same vein, training seminars should be organized periodically for senior police officers in order to sensitize them also about human rights observance in their daily policing duties. Zambia still has a long way to go to fulfil its international and regional obligations in relation to women's human rights. As a priority the Zambian government should immediately take the necessary steps to integrate gender issues into the curricula of all training institutions. As a prerequisite the government should build the capacity of the Zambia Police Service and other players so they can respond to the gender insensitivity of the police officials that has come out in this research. There are several useful guidelines developed by international and regional organizations that could help the police in its response to inclusion of gender into the National curricula.

As this research reviewed, most of the officers graduating from the Zambia Police Training College are insensitive in the way they handle cases reported to them that involved women and children. This is partly due to the fact that the training the officers received lacked any attention to issues of gender. In most of the instances when a woman complainant entered a police station and attempted to report a case



of domestic violence, the officers, the majority of whom are male, were unfriendly and reluctant to help them; they insisted that it was a domestic issue and often persuaded her to return to her abuser (usually her husband); they denied her privacy and humiliated, mocked and made wicked puckish fun of her by forcing her to be questioned, sometimes by the entire morbid police staff, in the public area of the inquiries desk; at best they entered the report into the daily occurrence book and reluctantly opened a docket, at worst they refused to do so and, in one case, forcibly evicted a complainant from the police station. All these are deplorable but common examples of, to put it at its most generous, gender insensitive police officers. If the officers had received prior training in gender issues at police college this execrable conduct is less likely to have manifested itself.

The curriculum should contain the basic ideology and principles of equal opportunities, sex stereotypes and its impact on training, advantages of creating fair and equal opportunities. Within the department of Humanities and Social Sciences at the Zambia Police Training College where communication skills is offered should see the inclusion of courses such as Gender and socialization – this will introduce the concepts of gender and sex. Gender and communication – the gender of the officer as the well as that of the complainant/victim has an influence on communication. This course will consider the influence of gender on the police. Also techniques used to recognise and respond to sexual abuse cases would be taught to trainees.

It is clear that from the composition of the teaching staff at the institution that there is no gender balance. There are only two women instructors actively involved in the training process. Also in all key decision making departments no woman has a position. It is apparently very difficult for women to exert their influence when it comes to making of decisions that affect them as there are no where closer to decision making structures. In terms of the percentage of the women in the college establishment women occupy a small percentage as

compared to men. Society's view has been that police work is a traditionally male job as such very few women are recruited in the police. Patriarchy as expressed in society is transmitted to the actual training process at the institution. Instructors who are predominantly male tend to transmit patriarchal values into the training curriculum. Article 21 of UDHR states that everyone has the right to equal access to the public service. The same right is protected in the ICCPR and ACHPR. Women who are properly qualified should have equal opportunities to their male counterparts to be enrolled as police officers. It has to be argued that affirmative action be employed to ensure that there are sufficient female police officers in all the structures (Hansungule, M 2003). As can be seen from the presentation above that there are very few women officers in decision making structures at the Zambia Police Training College.

## **5.2 RECOMMENDATIONS**

Based on the foregoing research, the following recommended courses of action should be taken in order to improve the gender skills of the Zambia Police Service, starting with the training of Police recruits at the Zambia Training Police College:-

- The inclusion of gender in the training curriculum at the Zambia Police Training College can be an important cornerstone for improving service delivery in as far as issues affecting women is concerned. Such training, however, should become mandatory for all members of the Zamia Police Service, ranging from recruits to top commanders. All officers should undergo training in gender that is regularly reinforced with refresher courses.

- Ensure that more officers in the Victim Support Unit, investigators, prosecutors, legal aid providers, judges, and other court staff are trained in appropriate methods for handling cases of domestic and sexual abuse, including techniques for interviewing survivors, maintaining their privacy, referring them to health services and women's organizations, and providing protection for survivors and witnesses.
- There is a need to develop a training manual for trainers in gender and human rights for the Zambia Police Service. It is important to start with the trainers who once well versed in gender issues would be in a position to deliver the lessons to the trainees effectively. Once a curriculum has a gender perspective, the recruits graduating from the institution would be gender sensitive.
- Also to be reinforced is training in women's human rights awareness which should not be a one-time event, but should continue throughout an officer's career. An officer should develop expertise in judging "real life" situations from women's human rights perspective, and therefore any training should be based on practical exercises involving situations that involve the rights of women suspects. Besides teaching Gender as a topic on its own, the subject should further be integrated as an aspect into other topics of training, such as criminal law, interrogation and investigation techniques and arrest procedures.
- It is important to acknowledge that unless gender issues are promoted at the basic level of the police station, they will remain abstract and unimportant to police officers when making decisions about their conduct as law enforcement officers. Issues of gender should therefore be included in the official inspection criteria for police stations. Statistics and nature of complaints registered against officers at any given police station should become part of the inspection criteria when evaluating the effectiveness of police management.

- The study further recommends that awareness of and performance in relation to human rights that should also include appreciation of gender be included in the official criteria of evaluating any officer for promotion within the police service. In addition to his or her successful completion of training in gender, an officer's individual human rights record, including the number and seriousness of complaints against him or her, should become part of the criteria for promotion in rank and recognition of performance.
- This study recommends inclusion of more women in the police. Affirmative actions should be employed at the recruitment stage to have more women recruited. Increasing the number of women in the police will foster a culturally sensitive mechanism of dealing with women offenders and complainants. It will also serve as an important step in the transformation of a male dominated institution.
- Women in the police are vulnerable to a range of abuse and harassment which begins at the inception stage of becoming police officers at the training institution. The Zambia Police Service should come up with a protection policy to curb issues of sexual harassment in the work place.
- Zambia must amend the Constitution to remove the claw-back clause which permits discrimination in personal and customary law. Customary law tends to reinforce patriarchal values which are transmitted in the curriculum by instructors since they are part and parcel of the society at large. Currently a Constitutional Review Process is underway and it has led to the formation of the National Constitutional Conference which is mandated to look at the submissions that were made in order for them to be adopted and included in the revised Constitution.

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**ANNEXURE 1 – GUIDELINES FOR THE ANALYSIS OF THE WHOLE CURRICULUM**

<b>STEP 1</b>	<b>Review of the formulation of the course title for possible gender bias.</b>
	Is the course title stated in a gender fair language? An example of a sexist course title is history of mankind.
<b>STEP 2</b>	<b>Review of course objectives and description</b>
	Can the course objectives as originally formulated, promote the recruits learning and application of human rights and gender equality dimensions of the course
	Are they sexist words or statements in the formulation of course objectives and descriptions?
<b>STEP 3</b>	Can the course description as originally formulated reflect the integration into the course contents of human rights and gender equality topics
	<b>Analysis of gender bias in the theories and perspectives discussed in the course content</b>
	Do the theories and perspectives included in the course syllabus explicitly or implicitly legitimize gender role stereotyping, gender inequality as well as phallogocentric and misogynist ideas
	Are there available feminist commentaries that challenge the sexist of these theories and perspectives?
<b>STEP 4</b>	Are there other theories and perspectives that can replace those used in the original syllabus
	<b>Integration of topics that can highlight human rights and gender equality principles</b>
	In what sections of the syllabus can discussions of CEDAW and other human rights be done.
<b>STEP 5</b>	Are they sexist words or statements in the formulation of the course outline?
	What other topics can be included in the course outline to highlight human rights principles.
	<b>Review of class activities for possible gender bias</b>
	Do class activities reproduce gender role stereotyping and explicitly or implicitly promote gender inequality?
<b>STEP 6</b>	Do the class activities tend to discriminate female recruits?
	Do they discriminate female recruits on the basis of their sex?
	Do the class activities expose female recruits to physical and sexual risks?
<b>STEP 6</b>	<b>Review of reading materials</b>
	Are there reading materials in the original syllabus that explicitly or implicitly carry sexist and discriminatory ideas
	What additional reading materials can be included to ensure that the recruits learn and appreciate the human rights and gender equality dimensions of the course?
	<b>Review of class policies for possible gender biases.</b>
	Are there gender biases or discriminatory aspects of class policies related to

<b>STEP 7</b>	attendance, grading and submissions of class requirements, participations in class activities etc
<b>STEP 8</b>	<b>College administration</b>
	Is there gender balance in the composition of the instructors? Are the instructors aware of international instruments, national laws, administrative policies and work performance standards to prevent gender bias discriminatory beliefs attitudes and practices?
<b>STEP 9</b>	<b>College standing orders</b>
	Are there provisions in the college standing orders that prevent and deal with all forms of discrimination against women ( e.g. anti sexist harassment, use of non sexist language in official communication, ethical guidelines for teaching and research. Are there provisions in the college standing orders (e.g. recruitment, promotion) that explicitly or implicitly discriminate against females?
<b>STEP 10</b>	<b>College plans and budgets</b>
	Do strategic and annual plans of school activities provide activities for the promotion of gender equality and elimination of gender based discrimination. If yes do existing financial and human resources support such activities?
<b>STEP 11</b>	<b>Physical environment</b>
	Is the college campus safe and secure especially for female recruits and staff? Are there adequate measures to respond to security and safety issues of women?
<b>STEP 12</b>	<b>College services</b>
	Do existing college services (health clinic, barracks etc) respond to gender issues like sexual harassment, sexual and physical abuse and health problems of female recruits?
	Are service providers adequately trained to respond to these gender issues? Are the service providers equipped with adequate and appropriate equipment and supplies?

**ANNEXURE 2: LESSONS OFFERED TO FOCUS GROUP PARTICIPANTS ON GENDER AND THE POLICE**

**LESSON PLAN**

<b>Title</b>	Gender and Policing
<b>Time</b>	1.5 hours
<b>Level</b>	Basic Recruit Level
<b>Method of instruction</b>	Lecture, Class discussion
<b>Learning goal</b>	The aim is to familiarize participants with the relationship between gender issues and policing.
<b>Performance objective</b>	Upon completion of the presentation, all participants will be familiar with the concepts of gender, the relationship between gender and policing and the importance of gender in policing.
<b>Assessment criteria</b>	At the end of this presentations, the participants will be able to <ul style="list-style-type: none"><li>• Explain the concept of gender</li><li>• Explain the relationship between gender and policing</li><li>• Explain the benefits of female officers in relation to gender issues</li></ul>
<b>Equipment and Materials needs for class</b>	Power Point Projector Power Point Presentation “ Gender and The Police” Participant Handouts
<b>References</b>	

**CONTENT OF THE CLASS**

**SLIDE 1:INTRODUCTION**

Hello and welcome to this Session on Gender in relation to Policing. It is very important for the Police to be representative of the Community in which they work. One consideration of this is the number of females who are serving in the Zambia Police Service.

**Instructor Note:**

**Introduce yourself (name, position and experience).**

**Familiarize participants with the presentation title, learning goals, time frame etc.**

## **SLIDE 2: LEARNING OBJECTIVES**

By the end of this presentation all participants will be able to:

Explain the concept of gender

Explain the relationship between gender and policing,

Explain the benefits of female officers in relation to gender issues

## **SLIDE 3: REPRESENTATIVE OF THE COMMUNITY**

Principles of democratic policing include the obligation for policing to be representative, responsive and accountable.

### **Instructor's Note: Class Exercise**

**Ask the class to think of ways in which a Police Service such as the Zambia Police Service can be representative of the Community.**

**Record their answers on the whiteboard and discuss.**

**Issues to raise include: The percentage of women in the community, the number of female members in the Zambia Police Service now.**

Representative policing ensures that:

- Police personnel sufficiently represent the community they serve.
- Women are adequately represented through fair and non-discriminatory police recruitment policies.
- The human rights of all people are protected, promoted and respected.
- In other words, since women represent around half the adult population in any given society.
- The staff of law enforcement services should reflect this 50/50 ratio between men and women.

### **Instructor Note:**

**Q: Does this occur in Police Services over the world?**

**A: No in most Police Services the percentage is only around 20 percent or less. Discuss the reasons for this –e.g. socio-economic, the role of women, the view that Policing is traditionally a male job, gender roles in Society**

**Discuss with the class suggestions that they have for improving the percentage of women in the Police Service. Concepts to be considered include positive discrimination**

**SLIDE 4: WHAT IS GENDER?**

- Social attributes & opportunities associated with being male or female.
- Are socially constructed & learned through a socialization process.
- Determines what is expected, allowed, valued in a woman or man.
- Is time specific and can be changed.

**Instructor Note: Class Exercise**

**Discuss with the class the difference between gender and sex. I.e. sex is how you are born whereas gender is the roles that are assigned by society to men and women.**

**Ask the class to identify what roles are gender roles and which roles should be assigned to men and women**

**SLIDE 5: WHY GENDER & POLICE**

- United Nations Resolution 1325 on Women and Security

**SLIDE 6: EQUALITY ISSUES**

- Equality does not mean that men and women become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are male or female.
- Implies that the interests, needs and priorities of BOTH men and women are taken into consideration recognizing the diversity of the different groups.

**SLIDE 7: EQUALITY ISSUES**

- It is not a women's issue.
- Should concern and fully engage men as well as women.
- It is a human rights issue and a precondition for, and an indicator of sustainable people –centered development.

- Gender inequality tends to slow economic growth & make the rise from poverty more difficult.

### **SLIDES 8 - 10: BENEFITS OF FEMALE POLICE OFFICERS**

- Women officers rely on a style of policing that uses less physical force.
- Better able to facilitate the cooperation and trust required to implement a community policing.

Good policing is less about controlling a situation through physical force. Preventing and defusing violence through good interpersonal communication. Women officers rely on a style of policing that uses less physical force. The presence of female police officers also improves the response of law enforcement agencies to sexual crimes. Certain types of physical violence such as domestic violence. Women and children - may feel more comfortable dealing with a woman when making a statement or assisting in an investigation. Access to female victims of crime may only be possible through female police officers. Women in law enforcement agencies change the climate and culture of the organisation. These improvements benefit both male and female police officers.

### **SLIDE 11: CONCLUSION**

**Review the learning objectives of this Session which were to:**

**Explain the concept of gender**

**Explain the relationship between gender and policing, and**

**Explain the benefits of female officers in relation to gender issues**

**Ask if there are any questions**

**Advise the participants that the next Session will be on Gender and Sexual Exploitation.**

## ANNEXURE 3- LESSON ON GENDER AND SEXUAL EXPLOITATION

### LESSON 2

<b>Title</b>	Gender and Sexual Exploitation
<b>Time</b>	1.5 hours
<b>Level</b>	Basic Recruit Level
<b>Method of instruction</b>	Lecture, Class discussion
<b>Learning goal</b>	The aim is to familiarize participants with the concepts and principles of gender issues.
<b>Performance objective</b>	Upon completion of the presentation all participants will be familiar with the concepts and principles of gender issues.
<b>Assessment criteria</b>	By the end of this presentation the participants will be able to <ul style="list-style-type: none"><li>• Explain the concept of gender</li><li>• List the differences between gender and sex</li><li>• List the importance of gender issues</li><li>• Explain the concept of sexual exploitation and sexual abuse</li><li>• List the types of sexual exploitation and sexual abuse</li><li>• List the duties of police and managers regarding gender issue</li></ul>
<b>Equipment and Materials needs for class</b>	Power Point Projector Power Point Presentation “ Gender and Sexual Exploitation” Participant Handouts
<b>References</b>	

### CONTENT OF THE CLASS

#### **SLIDE 1:INTRODUCTION**

Hello and welcome to this Session on Gender and Sexual Exploitation. As a Police Officer we have to deal with people of both sexes and different ethnic backgrounds from our own in the course of our duties. We may have to speak to these people as witnesses and suspects and must know how to deal with them appropriately.

**Introduce yourself (name, position and experience).**

**Hand out Participant Handouts at end of Session or after class exercises**

## **SLIDE 2:LEARNING OBJECTIVES**

By the end of this Session each of you will be able to:

Explain the concept of gender

Explain the difference between gender and sex

Develop an understanding of sexual exploitation and sexual abuse

Understand Issues relevant to Police

## **SLIDE 3 - 5: PHOTOS.**

**Instructor Note: Class Exercise:**

**Show the different photos and Ask the question:**

**What makes a boy a boy?**

**What makes a girl a girl?**

**Write the participants answers on the whiteboard.**

**Discuss their answers with the class. Pick out some of the answers that are biological differences and then pick out some answers that are gender differences. Move onto the next Slide.**

## **SLIDE 6: GENDER**

GENDER is the social and cultural definition of the differences between men and women. It becomes evident in the roles assigned to men and women by Society. For example women are assigned to the role of homemaker and cook while men are thought of as the bread winner. Gender roles are not fixed and vary between countries and over time. Gender roles may also vary within the different people in a particular country. Gender roles are stereotypical roles which can lead to discrimination against women in particular. Other types of discrimination include racial and colour and the caste system in India.

## **SLIDE 7: GENDER VS SEX**

SEX is about biological characteristics – being girl or boy

What is the difference between SEX and GENDER?

Can you change it?

SEX = NO

YES = GENDER



**SLIDE 8: GENDER & SEX**

*Gender describes the work and the responsibilities girl and boy (later men and women) are expected to perform in their family and society. Gender is about how society expects girls and boys to behave and think. This is because of how society is organised, NOT because of biological differences, it's in our mindset!*

***Instructor's Note:***

***The next slide looks more closely at the distinction between the two words. "Change" is the key issue. If in doubt, ask yourself "Can I change this?" or "Is this subject to change?" If the answer is YES then its gender!***

**SLIDE 9: GENDER & SEX EXAMPLES**

<i>SEX</i>	<i>GENDER</i>
A biological or physical construction is called sex	A social and cultural definitions of boy and girl, man and woman are called gender
Sex is natural	Gender is socio-cultural and is man-made
It refers to visible differences in genitalia and related differences in procreative function	It refers to masculine and feminine qualities, behavior patters, roles and responsibilities, etc.
Sex is constant, it remains the same everywhere	Gender is variable, it changes from time to time, culture to culture, even family to family
Sex can not be changed	Gender can be changed it's in our mindset

### **SLIDE 10: WHY GENDER?**

Is an understanding of Gender important?

Yes. Because children should be given equal opportunities from the first day of their life no matter their sex or where they are born.

### **SLIDE 11: TABLE OF INEQUALITIES**

This is a table which represents the number of women who live in a particular country and the percentage of those women represented in positions of authority. As you can see from the table there is a dichotomy between women in the population and women in positions of power. Women represent 50 percent of the population but not fifty percent of those people in positions of authority.

### **SLIDE 12: CHILDREN & WOMEN AS VICTIMS**

Systematic sexual and gender-based violence (SGBV) as a strategic weapon of war

- Used against women as symbols of their communities – to humiliate men as well as women, to destabilize communities
- Women are highly vulnerable in IDP camps and are subjected to abuses as they flee conflict zones and in locations where they seek refuge
- Men are also victims of SGBV
- Upheaval, migration, displacement
- Women and children constitute approximately 80% of the world's 40 million refugees and internally displaced persons

### **SLIDE 13: CHILDREN & WOMEN AS VICTIMS**

- There is increased sexual violence against women and girls in conflict zones
- Boys also suffer sexual abuse in conflict situations as well
- girls, women are exposed to sexual mutilation, pregnancies, STDs and consequent community rejection and inability to marry
- Particularly vulnerable in refugee/IDP camps

#### **SLIDE 14: CHILDREN & WOMEN AS VICTIMS**

- Civilians are targets of war - the vast majority of them women and children  
80 % of the world's 40 million refugees and IDPs are women and children
- girls and women are highly vulnerable in IDP camps and are subjected to abuses as they flee conflict zones and in locations where they seek refuge

#### **SLIDE 15: DEFINITIONS**

Sexual exploitation is any actual or attempted abuse of a position of vulnerability, differential power or trust for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another. Sexual abuse is the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.

#### **SLIDE 16: TYPES OF SEXUAL VIOLENCE/EXPLOITATION**

**Instructor's Note: Group Exercise**

**DO NOT MOVE TO SLIDE 16 YET**

**Ask the class to think of what is sexual violence and sexual exploitation.**

**Write the answers on the whiteboard**

**Move to Slide 16 and discuss their answers.**

Various types of these include:

Rape

Sexual slavery

Enforced prostitution

Enforced pregnancy

Enforced sterilization

Pornography

Trafficking for sexual purposes

#### **SLIDE 17: WHY SEXUAL VIOLENCE**

Why sexual violence?

Means of exercising power

Domination over the victim  
Gaining Control  
Degrading and humiliating victims  
Torture, cruel, inhuman punishment  
War crime/genocide during armed conflict

**SLIDE 18: WHY FOCUS ON SEXUAL EXPLOITATION & ABUSE**

Vulnerability of population in conflict and post-conflict environment  
Weakened economy/economic activity with many fighting for survival in desperate circumstances  
Lack of awareness of rights and obligations  
Unequal power relations that can be exploited  
Over 1 million children are forced into the sex industry/year/world

**SLIDE 19: DUTIES OF POLICE/MANAGERS**

Explain the law/policy/penal codes of the land to all police  
Follow/establish complaints mechanism  
Explain responsibilities of the police to inform local population of existing law, rules & regulations and complaints mechanism  
Keep children separately from other criminals in the police custody  
Investigate all allegations of Sexual Exploitation seriously

**SLIDE 20: CONCLUSION**

**Ask if the participants have any questions.**

**Review the learning objectives to ensure participants have an understanding of them. The learning objectives are:**

By the end of this Session each of you will be able to:

Explain the concept of gender

Explain the difference between gender and sex

Develop an understanding of sexual exploitation and sexual abuse

Know Issues relevant to Police

**Thank participants for their attention and participation.**