PENAL REFORM INTERNATIONAL

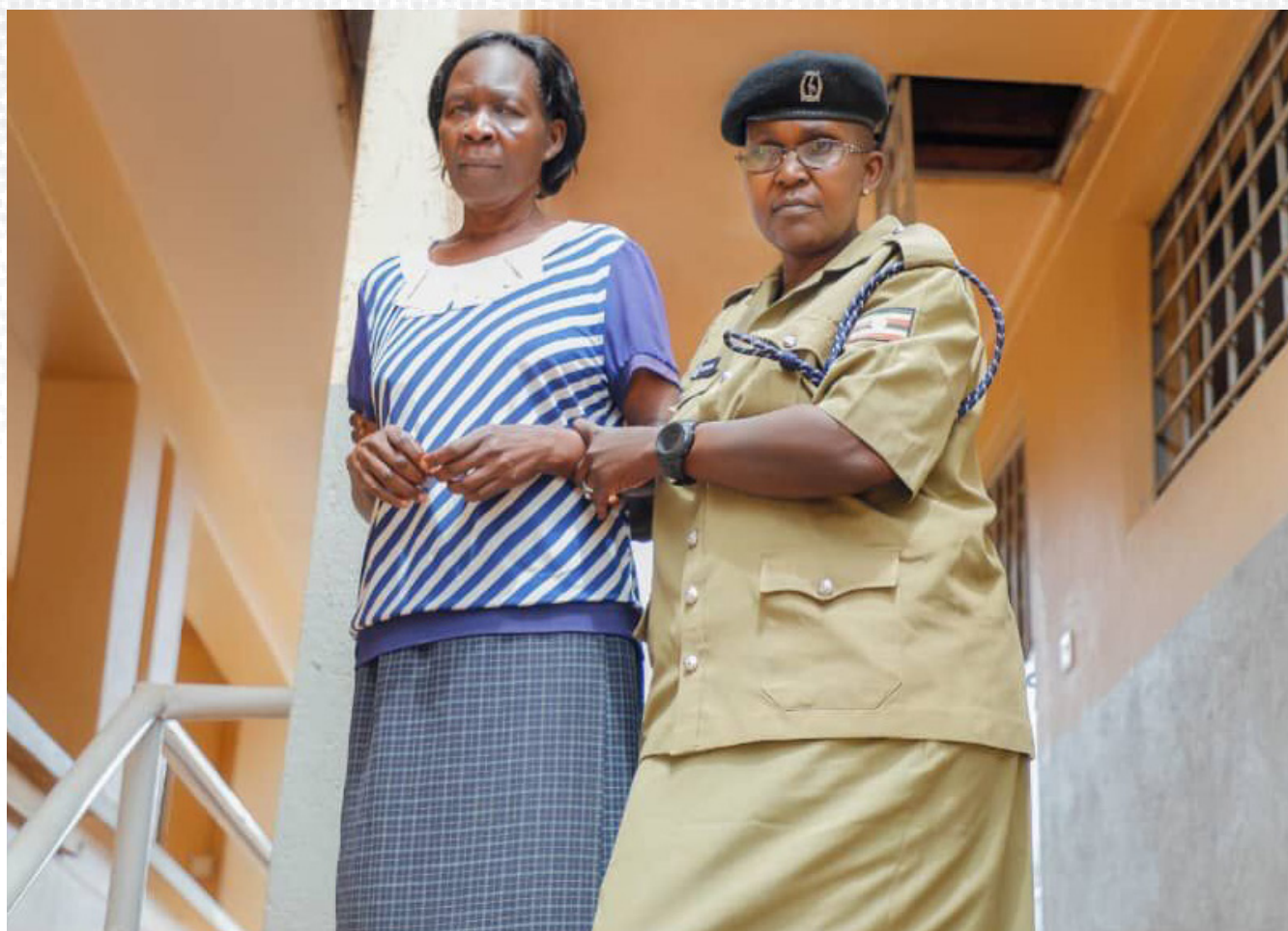UGANDA POLICE
PROTECT & SERVE

MODULE 24
HANDLING FEMALE OFFENDERS

A TRAINERS' GUIDE FOR

THE UGANDA POLICE FORCE COURSES

FIRST EDITION, 2024

HANDLING FEMALE OFFENDERS

A TRAINERS' GUIDE FOR THE UGANDA POLICE FORCE COURSES

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Foreword from the Deputy Inspector General of Police

The Uganda Police Force was established under Art. 211 of the Constitution of the Republic of Uganda (1995) as amended, and its functions spelt out under Art. 212 as: to protect life and property, keep law and order, detect and prevent crime and to cooperate with the civilian authority, other security agencies, and with the population generally. All this was intended to create a peaceful atmosphere to promote social, economic and political development as per the National Objectives and Directive Principles of State Policy. Therefore, the Uganda Police Force is obliged to handle all persons who break the law in a professional manner. Female offenders put a specific responsibility to police officers to be handled well. This is because women and girls have particular needs different from their male counterparts, and the law therefore places particular responsibilities to law enforcement officers on how to handle them. This Trainers' Guide on Handling Female Offenders has been developed to support the existing Training curriculum and Manual, as standard training tools for all police officers who handle members of the public that include women and girls. A police officer is therefore, expected to have the relevant knowledge, understanding, skills, attitudes and behaviors (KUSAB) pertaining to handling female offenders.

The Trainers' Guide is meant to facilitate trainers to deliver the materials contained in the generic curriculum and manual on handling female offenders so that the module is well delivered with consistence, even when delivered to different learners at different places. This will enable learners to professionally deliver police services without violating peoples' rights especially women and girls.

I therefore appeal to all police trainers to use this tool effectively while delivering the module on handling female offenders. It is my conviction that if well implemented, this tool will enhance training standards in the UPF and production of well-trained professional police officers who can handle problems concerning female offenders in Uganda.

For God and my country.

…………………………………………

KATSIGAZI TUMUSIIME *psc, ndc*

Ma.j Gen. Geofrey

DEPUTY INSPECTOR GENERAL OF POLICE

Foreword from the Director Penal Reform International

Achieving gender equality is a human right and must be upheld in all spheres of society because it is essential for economic growth and peaceful societies which acknowledge both men and women as valuable members of society. Towards achieving gender equality, Penal Reform International as part of its programming under the From Access to Equality (FATE) project, has developed a gender-sensitive Training Curriculum and Manual on handling women offenders by Uganda Police Force. The Manual was tested to fit the International human rights standards as a guiding tool to handle suspects at police. However, to implement the manual, we needed to have a proper Trainers Guide to as to ensure uniform and standard application of the tool even when the training is conducted by different trainers, at different places and at different times.

Great thanks go to our development partners the Embassy of the Netherlands in Uganda, for the financial support towards the FATE project consortium in ensuring that gender mainstreaming is a continuous advocacy and gender equality is achieved through empowering women to access justice. We are always indebted to our development partners.

On behalf of the PRI team, I would like to express sincere gratitude to the Uganda Police Force (UPF) under the leadership of the IGP for their support to the partnership between the Uganda Police and Penal Reform International, more particularly in putting together the Generic Curriculum, Training Manual, and now this Trainers' Guide on the Management of Female offenders in Uganda.

To the Technical Draft Team; Neelam Sarkaria, Gerry Campbell and SCP Dr. Kamya John for giving invaluable guidance and expertise to the team while conducting the research regarding the Trainers' Guide. Their enthusiasm and clarity in delivering a relevant and good final product ready for application for its users, is inspirational; together with the research team for their cooperation in putting together such a profound and invaluable piece of information that will guide future capacity building and advocacy in gender mainstreaming programming.

I finally extend special thanks to the Management and team of PRI for tirelessly putting in extra hours of professionalism and hard work to ensure that the work successfully comes to an end and that we achieve the final products; the Generic Curriculum, Training Manual and this Trainers' Guide on the management of female offenders.

MS DOREEN N. KYAZZE
REGIONAL DIRECTOR SUB - SAHARAN AFRICA

Acknowledgement

I wish to acknowledge the contribution of all those persons who participated in one way or another in the preparation and production of this Trainers Guide on Handling Female Offenders.

Special thanks go to Penal Reform International for funding the whole process of developing this Trainers' Guide and its corresponding curriculum and manual, and for conducting a Training of Trainers' course to officers of the UPF.

I would equally like to thank the Inspector General of Police and the entire management of Uganda Police Force (UPF) for the visionary leadership and for allowing the development of the tools.

I am grateful and appreciate the efforts of Penal Reform International, experts Neelam Sarkaria, Gerry Campbell and SCP Dr. Kamya John who provided the expert knowledge in developing this Trainer's guide and its corresponding tools. Your efforts are highly appreciated.

AIGP GOLOOBA K. GODFREY *psc, ndc*

DIRECTOR HUMAN RESOURCE DEVELOPMENT

Message From SCP/CDD

Training is a key component in improving knowledge, understanding, skills, attitudes and behaviors of personnel so as to enhance professionalism while policing different groups. This is especially key when policing female offenders, who by their gender require to be handled differently from their male counterparts. Police need to possess the requisite competences to handle this particular group.

This Training Module has been designed to deliver such competences to all Police officers that are likely to handle female offenders. The three tools, i.e. curriculum, manual and this trainers' guide have been designed and developed in partnership with Penal Reform International, a renowned partner in the area of women justice and with full participation of Police officers working with women and girls, together with experienced police trainers.

The tool has two components; a Training Curriculum and a Training Manual, both combined.

It is therefore my sincere hope that these tools will provide standard materials for trainers' to use while delivering this module, and will greatly improve the handling of female offenders by officers of the Uganda Police Force.

SCP Kamya John (PhD)

HEAD OF CURRICULUM AND DOCTRINE DEVELOPMENT DEPARTMENT,

UGANDA POLICE FORCE

List of Acronyms

ACA	Anti-Corruption Act
ACP	Assistant Commissioner of Police
AIGP	Assistant Inspector General of Police
AIP	Assistant Inspector of Police
ASP	Assistant Superintendent of Police
CDD	Curriculum and Doctrine Development
CFPD	Child and Family Protection Department
CID	Crime Investigation Directorate
DPP	Director of Public Prosecution
Dr.	Doctorate of Philosophy
DRDIP	Development Responses for Displaced Persons
ESO	External Security Organization
FGM	Female Genital Mutilation
HRD	Human Resource Development
IGP	Inspector General of Police
IP	Inspector of Police
ISO	Internal Security Organization
KUSAB	Knowledge Understanding Skills Attitudes Behaviour
MDAs	Ministries, Departments and Agencies
MoFA	Ministry of Foreign Affairs
MoGLSD	Ministry of Gender, Labour and Social Development
MoIA	Ministry of Internal Affairs
OPM	Office of the Prime Minister
PCA	Penal Code Act
PRI	Penal Reform International
PRO	Public Relations Officer
PSCSC	Police Senior Command & Staff College
PTIP	Prevention of Trafficking In Persons
PTS	Police Training School
RCFPD	Regional Child & Family Protection Department
REC	Refugee Eligibility Committee

SCP	Senior Commissioner of Police
SDGs	Sustainable Development Goals
SEAH	Sexual Exploitation, Abuse and Harassment
SGBV	Sexual Gender Base Violence
SOCO	Scene of Crime Officer
SP	Superintendent of Police
SSP	Senior Superintendent of Police
TOT	Training of Trainers
UBOS	Uganda Bureau of Statistics
UNCRC	United Nation Convention on the Rights of Children
UNHCR	United Nations High Commission for Refugees
UPF	Uganda Police Force
VAC	Violence Against Children
VAW	Violence Against Women
WHO	World Health Organization

Nature of the Training

This tool is designed to guide the trainers on how to deliver the integrated generic curriculum and the manual on handling female offenders. This has been done for the purpose of visualizing and expounding the relationship between the three tools (Curriculum, Manual and Trainers' guide) as well as easing reference. The tools also contain a preliminary part that gives an insight on facilitation skills.

Handling Female Offenders
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PART I:

INTRODUCTION

Handling Female Offenders
Trainers' Guide

Introduction

1. This tool is designed to guide trainers through the training manual/module on handling female offenders. The module focuses on impacting Knowledge, Understanding, Skills, Attitudes and Behavior (KUSAB) of a professional police officer and overall transformation of a trainee into a modeled police officer. It guides them on the proper management of women and girls and how to interact with them professionally by equipping them with the ethical, legal and human rights standards required while processing them through the criminal justice system. As the manual is being implemented, trainers are supposed to use a similar approach, employing relatively related facilitations methods that are participatory, involving learners in the learning process. This will assist in ensuring standards and quality learners produced out of this module even when trained by different trainers, at different places and time.

2. The tool further provides trainers with the basic information on various topics relating to handling Gender Based Violence and other crimes that may be committed against female offenders.

Purpose of the Trainers' Guide

3. This trainer's guide presents the standard principles, guidelines and procedures relating to handling of female offenders while in contact with the police. It presents a multi-faceted approach to highlighting the needs of female offenders, women access to justice and gender equality as the principle subject area.

4. It also creates a mechanism upon which trainers will rely in ensuring a uniform preparation, implementation, delivery and evaluation of the training relating to handling of female offenders. It is a standard tool that must be followed by all trainers while delivering training on handling female offenders, to ensure that participants are equipped with general policing competences to enable them handle women and girls professionally.

MODULE CODES

MODULE	Handling Female Offenders
Participants:	Generic, Trainees and Serving Police Officers
Module code:	HFO/24
Course level:	All levels
Total contact hours:	TOT: 21 Hours (4 days) Main Module 31hrs (5 days)
Credit units:	1.6 for the main module

Description of the Module

1. This tool is meant to guide trainers to deliver the module on handling female offenders. The trainers will in turn guides participants on the proper management of female offenders and how to interact with them professionally. It equips them with the ethical, legal and human rights standards required while handling female offenders. It also modifies their skills of handling Gender mainstreaming, Gender Based Violence, interviewing female offenders and respecting their rights. It equips police officers with the knowledge, skills, understanding and the right attitudes towards handling female offenders and widens their understanding of why women offend. It widens officers' knowledge of the applicable laws, both international, regional and local, on handling female offenders and taking care of women's needs while in contact with the police. All this is meant to lead to improved access to justice and gender equality by female offenders.

Module Goal

To enhance professional competencies of police personnel by providing the requisite knowledge, understanding, skills, attitudes and behaviors relevant to handling female offenders.

Learning Outcomes

By the end of the module, trainees should be able to;

1. Articulate the theoretical, operational and practical knowledge of the international, reginal and national legal framework and standards relating to handling female offenders.

2. Demonstrate good gender responsiveness to female offenders, including their security and access to justice.

3. Observe and respect Human Rights of Female Offenders

4. Demonstrate ability to manage cases of Gender Based Violence committed against female offenders.

Methods of Instruction

5. The methods of instruction of this module shall take any or a combination of the following forms:

   a. Guided discussions   d. Group work
   b. Presentations   e. Lectures
   c. Demonstrations   f. Practical exercises.

Types of Assessment

6. The assessment will be conducted as follows:

a. Continuous Assessment. This comprises of:

   i) Participation in class

   ii) Field activities

   iii) Discussions

   iv) Projects.

b. Individual Assessment. This comprises of:

   i) Student attendance of all academic activities.

   ii) A weekly written individual test.

c. Practical Examinations (written and oral).

d. Final Examinations

Mode of Students Assessment

The course participants will be assessed basing on their participation in all course activities including execution of tasks, conduct and discipline. The assessment has a combination of:

a. Progressive/continuous assessment which involves hands-on practical involvement, assignments and class tests.

b. End of module examinations which involves hands-on practical involvement, presentations and pen and paper examinations.

c. Peer rating.

d. Final examination involves pen and paper examinations.

e. There pass mark is 50% per the Police Standing Orders.

f. Whoever fails to score the 50% pass mark will not be issued with a certificate unless he/she has done a remedial or a retake paper.

Evaluation criteria

a. Written exams (intermediate & final)   = 50%

b. Classroom assignment /course work   = 15%

c. Practical assignments: = 30%

d. Peer rating: = 05%

e. **PASS MARK:**   **= 50%**

Equipment/Training Aid

a. Flip Charts
b. Dusters
c. Black Boards
d. Chalk
e. Chalk board
f. Markers
g. Computer
h. Laptops
i. Projector board/Screen
j. Laser pointer/remote
k. LCD Projector/Beamer

Module Summary

Module Objective	By the end of the module, participants should be able to; 1. Explain the standard concepts, principles and ways relating to handling of female offenders. 2. Discuss theoretical and operational knowledge of the Regional/National and International framework standards relating to the needs of Women Offenders including their security, health needs and access to Justice. 3. Demonstrate a resilient and sustained improvement in the policing standards relating to gender responsiveness and specifically women offenders, their security and access to justice. 4. Observe and respect Human Rights of Female Offenders. 5. Demonstrate ability to manage cases of Gender Based Violence committed against female offenders.
Assessment	Assessments will be in form of tests, exercises, observation and will be continuous throughout the discussion and learning activities for this module. There will be a final examination at the end and the pass mark will be 50%.
Content	**Part 1: ABOUT THE TRAINERS' GUIDE** **PART 2: PREPERATIONS BEFORE THE COURSE** **PART 3: TRAINING OF TRAINERS AND TRAINING METHODOLOGY** 1. What is a Trainer? Roles, Responsibilities and Attributes 2. The Training Cycle 3. Adult Learning 4. Designing a Lesson Plan 5. Dealing with Feedback **PART 4: TOPICS AS CONTAINED IN THE TRAINING MAUAL** 1. Self-introduction, hopes, fears and expectation exercise. objectives of the course 2. Introduction to gender and gender mainstreaming 3. Gender biases, stereotypes and discrimination 4. Gender responsiveness and gender responsive policing 5. Gender roles 6. Women and girls in custody: a view of risk factors 7. The role of policing in society 8. International frameworks on treatment of female offenders 9. Regional and international standards relating to female offenders 10. Decision making 11. Communication skills and trauma informed interviewing 12. The female offender perspective: adverse childhood experiences making the links. 13. The Concept of Human Rights. 14. Rights of women. 15. Improving Police standards through Leadership
Total Time	**31 Contact Hours with Participants, 21 contact hours with trainers**

Reference Materials

a. The Constitution of the Republic of Uganda 1995 (as amended).

b. The Police Act (Cap 303).

c. The Uganda Police Standing Orders Vol. I and II (1984).

d. Human Rights Training Manual for The Uganda Police Force (2009).

e. The Criminal Procedure Act.

f. The Magistrates' Courts Act.

g. The Refugee Act 2006.

h. Domestic Violence Act, 2010.

i. Penal Code Act Cap 120.

j. The Children's Act (CAP 59) as amended.

k. The Prohibition of Female Genital Mutilation Act, 2010.

l. A Generic Curriculum and Training Manual For Police Training.

m. The Evidence Act, Cap 6.

n. Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment. Adopted by the UN General Assembly resolution 43/173 of 9 December 1988.

o. UN Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment.

p. UN Convention on the Elimination of All Forms of Discrimination against Women.

q. UN Convention on the Rights of the Child (1989).

r. International Covenant on Civil and Political Rights (1966).

s. The UN Code of Conduct for Law Enforcement Officials.

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al.   The 1951 Geneva Convention and 1967 protocol.

am.   Drivers of GBV in Uganda, MoGLSD (2017).

an.   National Action Plan on Elimination of GBV (2016-2021) MoGLSD.

ao.   A Generic Training Manual for Police, Prosecutors and Judicial Officers.

ap.   UNODC TIP/SOM Training Manual.

aq.   1951 Convention Relating to the Status of Refugees and 1967 Optional Protocol.

ar.   The 1986 African Charter on Human and Peoples' Rights (Banjul Charter).

as.   The African Charter on the Rights and Welfare of the Child.

at.   The 2006 International Conference on the Great Lakes Region (ICGLR) Pact on Security, Stability and Development.

au.   The 2009 Convention for the Protection and Assistance of Internally Displaced Persons in Africa (Kampala Convention).

av.   Penal Reform International 2023: Working with Female Offenders, A training of Trainers' Manual.

aw.   The Uganda Gender Policy, 2007.

ax.   The Uganda Police Gender Policy, 2018.

ay.   The Uganda Police Human Rights Policy, 2019.

az.   Human Rights (Enforcement) Act, 2019.

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PART II:

PREPARATIONS BEFORE THE COURSE

Handling Female Offenders
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Welcome and Administration

Trainers should welcome the participants to the Programme and outline the administrative details necessary for the students' welfare and safety – these could include:

(i)   The hours of the working day

(ii)   Breaks

(iii) Action to be taken for a fire alarm activation or other emergency e.g. Emergency exit(s), assembly points

(iv) Participants' list / Signing In

(v)   Use of mobile phones

(vi) Refreshments

(vii) Location of toilet facilities

Course Aim

Make the aim of the course clear. E.g. if the course is a TOT, The aim of the course could be:

1. To provide participants with the necessary knowledge, understanding and trainer skills to allow them to develop, design and deliver an interactive programme of learning on the treatment of women offenders.

If the course is a module on female offenders, the aim could be:

To enhance professional competencies of police personnel by providing the requisite knowledge, understanding, skills, attitudes and behaviours relevant to handling female offenders.

Objectives

Make sure that you set clear objectives for the course. For example, if the course is a TOT, the objectives could be:

By the end of this course, participants should be able to:

1. Design, plan and deliver training and facilitation to achieve the best sustainable outcomes.
2. Demonstrate theoretical and operational knowledge of the Regional/National and International framework standards relating to the needs of Women Offenders including their security, health needs and access to Justice.
3. Influence a resilient and sustained improvement in the policing standards relating to gender responsiveness and specifically women offenders, their security and access to justice

If the course is on the Module, objectives could be:

Learning objectives/outcomes

By the end of the module, participants should be able to;

1. Articulate the theoretical, operational and practical knowledge of the international, reginal and national legal framework and standards relating to handling female offenders.
2. Demonstrate good gender responsiveness to female offenders, including their security and access to justice.
3. Observe and respect Human Rights of Female Offenders
4. Demonstrate ability to manage cases of Gender Based Violence committed against female offenders.

It is best practice to get back to the objectives set at the beginning of the training, at the end of the training to remind the participants what the training they have received was intended to achieve.

Course Overview

Always give an overview of the training. E.g.:

This five-day training programme aims to familiarise the participants with the foundation skills of effective training with particular reference to the modern principles of adult education and student-centred interactive training.

The approach taken will focus on the skills, abilities and knowledge necessary to effectively train law enforcement officers in dealing with women offenders in Uganda.

The power point slides, and this more in-depth outline, contain explanatory guidance notes for the trainer relating to each subject and should be used in conjunction with these notes to cover each subject effectively and comprehensively.

The time allocations and resources to be used are advisory guidelines and not intended to inhibit the Trainer.

How we will work together

Trainers should always set the ground rules of how the participants should engage and work together. This should include:

(i)   An open learning environment where we will check your understanding at the end of each part

(ii)   Encouraging the participants to ask questions

(iii)   Encouraging the participants to share their experiences

(iv)   Enjoying the learning experience, the week operating in a confidential space where no question is a silly question and discussions will remain confidential within the group

(v)   Respect for different or opposing views

(vi)   Listen to each other

(vii)   No over speaking other participants

Personal Introductions

The training, as with any training, should begin with an *'Inclusive Icebreaker'* exercise to allow the participants to settle down and become comfortable with one another.

a. What is an icebreaker?

The Cambridge University definition is 'a game or activity that is used to introduce people to each other so that they feel more relaxed together'.

b. Why is an icebreaker useful?

An ice breaker can be a useful way to start a presentation or training session to break the ice amongst the participants.

Trainer Notes

Icebreaker examples

1. Are you a sunrise, daylight, twilight, or night person?
2. What's the best thing you have ever done?
3. If you could go back ten years in your life, would you? Why or why not?
4. If you never aged, what age would you want to be for the rest of your life?
5. What is your favourite hobby?
6. What is your most important belonging?
7. What is your most memorable holiday?
8. What was the best thing that you did last weekend?
9. If you were an animal what would it be?
10. What is your favourite colour and why?

At the commencement of the training, this will normally take the form of Personal Introductions.

EXERCISE A

A suggested format is for the students to pair up and discuss the following information to share with the full group:

1. What name do they wish to be known by?
2. What work do they currently do?
3. Tell us about something they like?
4. Tell us something interesting about them

This exercise will enable you to identify the variable levels of experience in the room. It will be your role to be sensitive to people's varying levels of experience and backgrounds during the training course.

It will also enable the group to start to get to know each other.

Pre-Training Evaluation

Ask the participants to complete the pre-training evaluation form. All participants must complete this form to enable the training to be evaluated. This is some times called a **Pre-test.**

Group Needs Assessment

The participants will come to the training with a range of **needs, concerns and expectations**. There will be different levels of professional and personal experiences in the room, so there will be differing group needs.

These should be explored and flagged up by the Trainer(s) on flipcharts / white board and posted on the walls as a reminder throughout the training and revisited during the Course Review to determine whether these have been met and/or resolved. These also be explored as **Hopes, Expectations** and **Fears.**

EXERCISE B

The Trainers will examine each point raised and provide reassurance to the learners that their needs are important and will be taken seriously.

(If online training delivery is taking place, the delegates/participants online should be asked to in turn state their expectations at the beginning. The delegates should be invited to place their concerns during the course in the chat box of the training medium being used).

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PART III:

TRAINING OF TRAINERS AND TRAINING METHODOLOGY

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TOPIC 1: WHAT IS A TRAINER? ROLES, RESPONSIBILITIES AND ATTRIBUTES

Duration:
1 Hour

Aim

To provide an overview of the key roles, responsibilities and attributes of an effective trainer.

Objectives

By the end of this topic, participants shall be able to:

1. Define what a trainer is
2. Identify and explain the key roles, and responsibilities of a trainer
3. Identify and explain the key attributes of a good trainer
4. Articulate their role as a trainer relating to the subject area of women offenders.

Divide the participants into three/four groups and ask them to nominate a spokesperson to report back on behalf of the group. Give them 10 minutes for this exercise.

EXERCISE C

Define the attributes of a trainer

- Roles
- Attributes
- Responsibilities

After 10 minutes ask the spokespersons to come forward in turn to summarise the group discussions.

TRAINER NOTES

WHAT IS A TRAINER?

What is expected of you when you become a trainer?

The role of the trainer can be defined as:

"Providing a means to assist others to learn. Specifically, a police trainer's role is to assist students to develop their knowledge, understanding and skills of policing and where possible and appropriate, address their students' behaviour and underlying attitudes.

The trainer's role will thereby allow students to increase their contribution to the development of the people they train"

This section will encourage the participants to familiarize themselves with what the organisation requires of its trainers and to assess how closely they match that requirement. It introduces the group to the process of **self-assessment**. It will also guide them in developing their skills as a trainer.

The Trainer (Attributes)

- Constructive
- Flexible
- Manages tasks within the organisational constraints of the Policing role
- Contributes own knowledge and skills to the development of the organization
- Promoting professional values
- Desire to assist others to learn
- Enthusiastic
- Manages people in an assertive and supportive manner
- Recognises how people learn
- Acts as a role model
- Provides a means to assist others to learn
- Assists students to develop their knowledge, understanding and skills of Policing

WHAT MAKES A GOOD TRAINER?

- Be a good (and patient) listener
- Approach training strategically
- Be engaging
- Encourage engagement and be inclusive
- Be organised
- Good instructional design incorporating adult learning styles
- Good planning and organisational skills
- Good Problem Solving skills
- Good Communication skills
- Good Time Management skills
- Know your subject - Confident Delivery
- Be flexible
- Employ good evaluation techniques
- Be able to receive feedback and adapt

Women Offenders: Your role as a trainer

Remind the participants that their role as a trainer on the treatment of women offenders is to:

i.   Deliver the aims, objectives and materials of the training in an effective way

ii. Be motivated and believe in the subject

iii. Be engaging and inclusive when working with the delegates

iv. Promote an active learning environment. Encourage and motivate participation

v.   Be challenging of delegates when appropriate

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TOPIC 2:   THE TRAINING CYCLE

Duration:
1 Hour

Aim:
To introduce participants to the concept of the Training Cycle

Objectives
By the end of the topic, participants should be able to:

1. Mention the four stages of the Training Cycle
2. Explain each stage of the Training Cycle

Introduction

Training is a process that does not take place in one stage of action. For training to be effective, it must take place in a multitude of activities at different stages, that form up a cycle.

One stage cannot be effective without the other.

What is training?

… is an organized effort to transfer **knowledge** and develop **skills** and **attitudes** that encourage change of **behaviour** .

The Four Stages of a Training Cycle are:

1. Training Needs
Analysis

2. Planning of
Training

3. Delivery of
Training

4. Evaluation of
Training
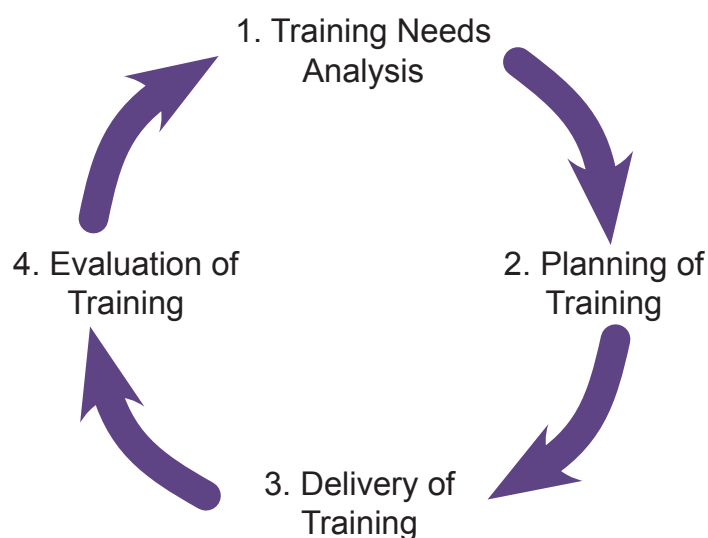
Stage 1: Training Needs Analysis

Training needs can be analyzed at different levels below:

1. Needs at organizational level
2. Needs at occupational level
3. Needs at individual level

Stage 2: Planning of Training

1. Define objectives of training
2. Decide appropriate methods
3. Decide participants
4. Decide on staffing and support
5. Decide on content
6. Identify evaluation tools
7. Organizing and sequencing the training
8. Contact persons
9. Drawing the budget
10. Securing the funds

Developing the training materials (Design the course). This involve drawing and organizing the following:

1. Course outline
2. Session plans
3. Learner materials (handouts, texts, etc.)
4. Audio visual
5. Evaluation sheet
6. Background Reading
7. Review existing materials and update
8. Arrange sessions in sequence (time table)
9. Administrative arrangements- venue etc.

Stage 3: Delivery of Training

This involves:

1. Facilitating and not presenting, using different facilitation skills
2. Motivating learning
3. Inspiring

4. Leading
5. Co-coordinating with facilitators and stakeholders
6. Conduct during the training evaluation

Stage 4: Evaluation of Training.

This involves the following:

1. Self-evaluation of trainer
2. Evaluation of trainees
3. Evaluation of the course

Evaluate what?

1. Objectives (were they achieved)
2. Methodology (was it appropriate?)
3. Teaching Aids (Audio Visual)
4. Learning environment
5. Transmission of Knowledge and abilities (has learning taken place)

Conclusion

The whole training process brings about behavioral change called Learning, without which no work will have been done.

Trainers Notes

Some of the effective skills of a trainer have been mentioned earlier in the notes.

Participants should be encouraged to consider the skills mentioned earlier in their minds during the training.

Participants should be given a couple of minutes to note down their answers to the following question. As a trainer you should invite comments from each participant to ensure that everyone has an opportunity to contribute.

EXERCISE D

Individual Reflection

Think about an occasion when you have had a learning experience that was a good one. For example, a training course or a particular lesson that you enjoyed in education. What was it about the trainer or teacher that made it so good?

Handling Female Offenders
Trainers' Guide

TOPIC 3: ADULT LEARNING

Duration:
1 Hour

Aim

The aim of this session is to introduce participants to the concept of Adult Learning, and its theoretical underpinnings.

Objectives

By the end of this topic, participants should be able to:

1. Mention the 4 main adult learning styles including the VARK model
2. Explain the 4 adults learning styles and how training delivery can cater for these
3. Discuss learning processes including experiential learning, Kolb's model and Bloom's Taxonomy.

Application to learning

- Adults are motivated to learn to the extent that they perceive that it will help them perform tasks they confront in their life situations.
- Adult learning is problem-centered rather than content-oriented.

Trainer notes

a. The Adult Learning Theory Malcolm Knowles (1913 – 1997) was an educator. According to Knowles there is an art and science of adult learning.

b. Read What does it mean to be a Gestalt learner?

Gestalt learners experience the whole as greater than the sum of its parts. This means the whole (a picture, a car) carries a different and altogether greater meaning than its individual components (paint, brakes, tyre, metal). In viewing the "whole," a cognitive process takes place – the mind makes a leap from comprehending the parts to realizing the whole. We visually and psychologically attempt to make order out of chaos, to create harmony or structure from seemingly disconnected bits of information.

EXERCISE E

Break the delegates up into four groups, Invite them to appoint a spokesperson to report back on the following questions. Give the participants 10 minutes for this exercise.

How is adult learning different from teaching children?

How does this apply to what you are here to do today?

Ask the delegates to undertake some personal reflection regarding learning that they have received in the past.

EXERCISE F

What does learning from experience mean to you?

Responses should be collated by the Trainer.

Invite the delegates to share their personal reflections with the group.

Experiential learning

Explain the benefits to the participants/delegates. Experiential learning helps to:

a) Grow individual potential and style
b) It is different from conventional training
c) It has benefits in developing people as individuals

TRAINER NOTES

Different types of learning and development are required for different purposes.

Conventional teaching and training are based mainly on knowledge/skills transfer, but this does not address individual growth and potential particularly well.

This is because conventional skills/knowledge transfer usually assumes (wrongly) what the individual needs to learn, and the best way in which they can learn it. In addition, the subject matter tends to be focused on organisational needs, or the need to pass an exam, which is usually different from an individual's natural strengths and preferred personal direction.

Lead into the following explanation of this important concept:

Experiential learning

i.   Is a powerful way to address individual growth and potential, which is commonly a much-neglected approach to teaching and developing people of all ages.

ii.   Is adaptable for individual style, preferences, strengths, direction, etc.

iii. Teaching and training people must focus on individual potential and styles, as well as on the needs of the surrounding system.

iv. the word **learning** is significant, since it emphasises the **learner's perspective**, which is crucial to the experiential learning concept.

v.   the words '**training**' and '**teaching**' significantly reflect the **teacher or training perspective** (on behalf of the training organisation)

vi. The word '**experiential**' essentially means that learning and development are achieved through personally determined experience and involvement

There is a place for many types of learning and teaching/training, and specifically these two types:

a)   *conventional*, prescribed teaching/training - the transfer of pre-determined knowledge/skills - 'from the outside, usually for an external purpose'.

b)   *experiential* learning - development of people as individuals - 'from the inside, usually for an internal purpose'

EXERCISE G

Participants should be asked to conduct some personal reflection for five minutes.

a) Do you know your learning styles?

b) Spend 5 minutes considering your best learning experience.

c) Why was this your best learning experience?

d) How did you learn?

Ask volunteers from the group to share their personal reflections.

Why do you need to identify your learning style?

a) Identifying your learning style involves understanding how you tend to learn best.

b) You can use this information to your advantage when you study by using learning approaches that work well for you, such as writing out notes, creating mind-maps, using models or reciting out loud.

c) This can assist you with in-class learning.

The different learning styles

There are many different learning style models that attempt to explain differences in learning between individuals. One of the most widely known is the **VARK model,** which includes the Visual, Auditory, Read/write and Kinaesthetic learning styles – these are detailed below. You may utilise more than one learning style.
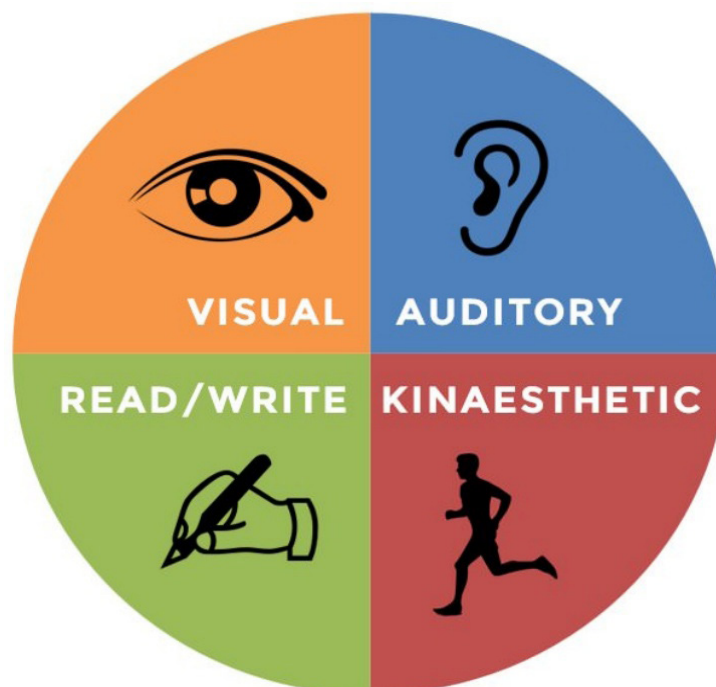
Visual

Visual learners learn by sight. These learners benefit from:

a) Images and diagrams
b) Graphics and visuals
c) Charts
d) Maps
e) Mind-maps
f) Cards

Auditory

Auditory learners learn by hearing. These learners benefit from:

a) Listening
b) Speaking
c) Group discussions
d) Verbal repetition
e) Sound recordings
f) Mnemonic devices

Read/Write

Read/write learners learn by reading and writing. These learners benefit from:

a) Reading
b) Writing
c) Making detailed notes
d) Re-writing notes to revise
e) Viewing information in word form

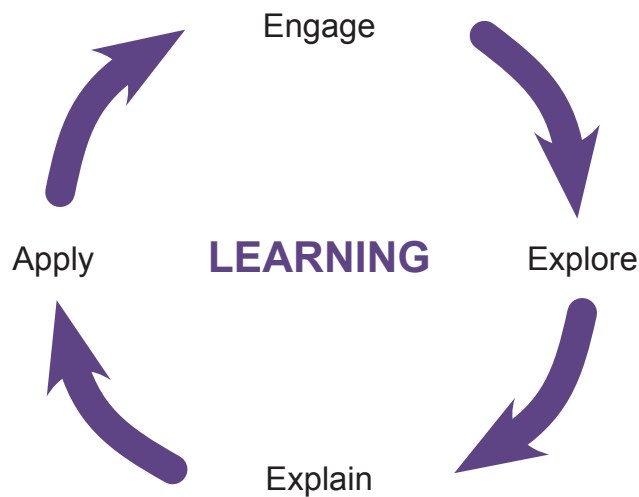## Kinaesthetic

Kinaesthetic learners learn by touch. These learners benefit from:

a) Movement
b) Tactile representations
c) Models and materials
d) Physical interactions
e) Hands-on approaches
f) Experience and practice

THE LEARNING CYCLE

Participants should be informed that the learning process can be defined as follows

Participants should be asked to consider how the learning cycle applies to them.

The participants should be informed that learning takes a process:

1. **Concrete Experience** - a new experience or situation is encountered, or a reinterpretation of existing experience.
2. **Reflective Observation** - of particular importance are any inconsistencies between experience and understanding.
3. Reflection gives rise to a new idea, or a modification of an existing abstract concept (the person has learned from their experience).
4. **Active Experimentation** - the learner applies their idea(s) to the world around them to see what happens.

Effective learning is seen when a person progresses through a cycle of four stages:

(1) having a concrete experience followed by
(2) observation of and reflection on that experience which leads to
(3) the formation of abstract concepts (analysis) and generalizations (conclusions) which are then
(4) used to test a hypothesis in future situations, resulting in new experiences.

Here are brief descriptions of the four Kolb learning styles:

Feeling and watching

These people are able to look at things from different perspectives. They are sensitive. They prefer to watch rather than do, tending to gather information and use imagination to solve problems. They are best at viewing situations from several different viewpoints.

Kolb called this style 'diverging' because these people perform better in situations that require ideas-generation. People with a diverging learning style have broad cultural interests and like to gather information. People with the diverging style prefer to work in groups, to listen with an open mind and to receive personal feedback.

Watching and thinking

Involves a concise, logical approach. Ideas and concepts are more important than people.

These people require good clear explanation rather than a practical opportunity. They excel at understanding wide-ranging information and organising it in a clear, logical format.

Doing and thinking

Can solve problems and will use their learning to find solutions to practical issues. They prefer technical tasks and are less concerned with people and interpersonal aspects.

They can solve problems and make decisions by finding solutions to questions and problems.

Doing and feeling

Learning style is 'hands-on,' and relies on intuition rather than logic. These people use other people's analysis, and prefer to take a practical, experiential approach. They are attracted to new challenges and experiences, and to carrying out plans.

Bloom's Taxonomy

Participants should be introduced to Bloom's Taxonomy which applies to all forms of learning.

What is Bloom's Taxonomy?

Do not be put off by the language or the apparent complexity of Bloom's Taxonomy - at this basic level it's a relatively simple and logical model. Taxonomy means 'a set of classification principles', or 'structure' and Domain simply means 'category'.

Bloom's Taxonomy underpins the classical 'Knowledge, Attitude, Skills' structure of learning method and evaluation. Bloom's Taxonomy of Learning Domains remains the most widely used system of its kind in education particularly, and also industry and corporate training.

It's easy to see why, because it is such a simple, clear and effective model, both for explanation and application of learning objectives, teaching and training methods, and measurement of learning outcomes.

Bloom's Taxonomy provides an excellent structure for planning, designing, assessing and evaluating training and learning effectiveness. The model also serves as a sort of checklist, by which you can ensure that training is planned to deliver all the necessary development for students, trainees or learners, and a template by which you can assess the validity and coverage of any existing training, be it a course, a curriculum, or an entire training and development programme for a large organisation.

Bloom's Taxonomy model is in three parts, or 'overlapping domains':

Cognitive domain (intellectual capability, that is knowledge, or 'think')

Affective domain (feelings, emotions and behaviour, that is attitude, or 'feeling')

Psychomotor domain (manual and physical skills, that is skills, or 'do')

An important premise of Bloom's Taxonomy is that each category (or 'level') must be mastered before progressing to the next.

Development

Bloom's initial attention was focused on the following three categories:

1. The **'Cognitive Domain'** the first published part of Bloom's Taxonomy deals with knowledge, to do with the brain.

2. The **'Affective Domain'** deals with the detail of the second domain, primarily concerned with feelings and values, to do with the heart.

3. '**The Psychomotor Domain'** is concerned primarily with manual and physical skills… *'doing'* tasks, like wiring an electrical plug, to do with hands.

If you are involved in the design, delivery or evaluation of teaching, training, courses, learning and lesson plans, you should find Bloom's Taxonomy useful, as a template, framework or simple checklist to ensure you are using the most appropriate type of training or learning in order to develop the capabilities required or wanted.

BLOOM'S TAXONOMY

Create	**Use Existing Information to make something new** Invent, Develop, Design, Compose, Generate, Construct
Evaluate	**Make judgments based on sound analysis** Assess, Judge, Defend, Prioritize, Critique, Recommend
Analyze	**Explore relationships, causes, and connections** Compare, Contrast, Categorize, Organize, Distinguish
Apply	**Use existing knowledge in new contexts** Practice, Calculate, Implement, Operate, Use, Illustrate
Understand	**Grasp the meaning of something** Explain, Paraphrase, Report, Describe, Summarize
Remember	**Retain and recall information** Reiterate, Memorize, Duplicate, Repeat, Identify

Each of us is motivated by needs. Our most basic needs are inborn, having evolved over tens of thousands of years. There is a needs model developed with 5 Levels:

1. Biological and Physiological needs - air, food, drink, shelter, warmth, sleep

2. Safety needs - protection from elements, security, order, law, limits, stability

3. Belongingness and Love needs - work group, family, affection, relationships

4. Esteem needs - self-esteem, achievement, mastery, independence, status, dominance, prestige, managerial responsibility

5. Self-realisation needs - realizing personal potential, self-fulfilment, seeking personal growth and peak experiences.

TOPIC 4: DESIGNING A LESSON PLAN

Duration:
2 Hours

Aim

The aim of this topic is to introduce trainers and facilitators to the purpose of lesson plans, their structure and benefits.

Objectives

By the end of this topic, participants should be able to:

1. Identify the structure and types of the lesson plan and its benefits
2. Explain the benefits of lesson plans
3. Demonstrate their improved knowledge in the completion of a lesson plan

Introduction

Planning is a critical factor in activity success. It is perhaps most needed in education management because of education's capacity to change people's perspectives. Planning a lesson helps trainers and institutions to deliver the intended outcomes of given educational programs. If not planned well, lessons may lose their respective goals. Below we examine the lesson plan, its purpose, types, and structure.

Definition

A lesson plan is an outline of everything that the trainer and students will do from the start to the end of the lesson. It is a trainer's document guiding on the what, who, when, where, which, and how issues in a given time of instruction/teaching.

Purpose of a lesson plan

1. Serves as a record of instruction
2. Ensures standardization and coverage of material
3. Organizes material in a logical manner
4. Ensures all objectives are met
5. Boost trainer confidence.
6. Allows substitute trainer to adequately present the material

Types of Lesson Plans

Lesson plans are generally classified into three types (the framework, the manuscript, and the combination).

1. The Framework Lesson Plan (Sometimes called "bullet")

This is a brief outline of what the trainer intends to deliver. It does not include details of the content and generally relies heavily on the memory and experience of the trainer. It cannot be easily used by a substitute trainer.

2. The Manuscript Lesson Plan

In the manuscript lesson plan, every detail of what is to be said and done during instruction is printed. The trainer may not add anything that is not written in the plan. It can however turn the trainer/ instructor into a programmed deliverer.

3. Combination (of framework and manuscript) Lesson Plan

A combination lesson plan is a plan with adequate guidance to a trainer on the lesson content and process of delivery. It can be easily understood by another person. It is flexible, takes less time than a manuscript, and provides more information than a framework plan. It is the most commonly used.

Parts of a Lesson Plan

A lesson plan generally has three parts:

1 Introduction
2 Body
3 Conclusion

Introduction

The introduction part of a lesson plan outlines the preliminary information about the lesson and includes:

(i)   Lesson Title
(ii)   Lesson Duration/time
(iii)   The target audience/group
(iv)   The trainer/facilitators/instructor
(v)   Date
(vi)   Reviewer (where applicable)
(vii)   Lesson Rationale
(viii) Lesson Aim
(ix)   Lesson objectives

(x)   Methods of Instruction

(xi)   Training aids

(xii) Reference(s)

(xiii) Approval number (where applicable)

(xiv) The pretest issues (where applicable)

NB: In short-form versions of a lesson plan (such as the framework and the combination) some of the above-mentioned information may be left out.

The Body

The body of a lesson plan is the most important part of the plan. It contains the intended content and its where the learning content is explained to the learners so as to achieve the lesson's aim and objectives. The trainer attaches an appropriate amount of time to respective objectives in which to deliver the content, give exercises, ask questions, and generally allow learners to take part in the learning as intended in the methodology.

Conclusion

The conclusion phase in a lesson plan enables trainers to have an organized end of the lesson. It helps the trainer to re-motivate the learners and to summarily state what he/she told them during the lesson.

See Sample for details

Lesson Plan – Combination – Sample	
Programme: (e.g. Police Constables' Refresher)	
Lesson Number: (e.g 1)	**Lesson duration:** (e.g 60 minutes)
Group: Senior Police Constables	
Facilitator: (e.g Inspector Obed**)**	**Co- Facilitator:** (e.g. Inspector Janet)
Lesson Title: Force Discipline	
References: • The Police Standing Orders (2004) • The Police Act (Cap 303) • The CCLEO (1979)	
Aim: To develop an understanding of disciplinary regulations governing Police Officers. **Objective(s):** By the end of the lesson students should be able to: 1. Define discipline 2. Explain why the police must be disciplined 3. Explain the pillar of relationships between members of the police 4. State at least 4 advantages of good discipline 5. State at least 4 disadvantages of indiscipline	

Part	Content	Method	Time	Teaching Aid
Intro	What is Discipline?	Brain storming	1 min	Flipchart
	Discipline is defined as…..	Lecture	1 min	PP Slide
	Discipline is important because ………			
Content/ body	Reasons why the Police should be Disciplined	Lecture	3 min	PP Slides
	Pillar of relationship between members of the police	Brain storming	4 min	Flipchart
	Advantages and disadvantages of Discipline	Group Work	15 min	Police Act (reading) Police Act
	Feedback on advantages of discipline and disadvantages of indiscipline	Group work	10min	Flip Chat
	Punishments for indiscipline	Reading from Police Disciplinary Code	5min	Police Act
Conclusion	By way of conclusion, Discipline…………	Lecture	6 min	Slide
Total			45min	

TOPIC 5: DEALING WITH FEEDBACK

Duration:
1 Hour

Aim
The aim of this topic is to impart participants with the knowledge and skills in providing objective and evidence-based feedback.

Objectives
By the end of this topic, participants should be able to:

1. Identify objective feedback
2. Differentiate between implicit and explicit feedback
3. Explain the rules of providing feedback

Introduction

Dealing with feedback is key as a trainer. Feedback is a very important source of learning in adult learning and developmental training. It is important to recognise how useful it can be to both learner and trainer.

Participants should be asked to conduct some personal reflection and think about the exercise below.

EXERCISE C

Think about what your definition of feedback is, and to write it down in your notebook

---

Definition: Feedback is defined as:

"Any communication, verbal or non-verbal, which offers a person some information about how he/she affects others"

Nearly all social contact entails the exchange of feedback in some way. Some feedback offered can be wasted or even counter-productive if it is presented in an overly critical way, particularly when the person has never been given on a particular issue or subject area before. For example, discomfort or distress may result of the giver says in a brusque tone: *"I get irritated with your persistent attempts to prove how clever you are!"*

One of the crucial aspects of people relating to feedback is their ability to distinguish between information and adverse criticism. The trainer has to ensure that the recipient either has time either within the group or outside it to "work through" the feedback. The

process of "working through" the feedback does not necessarily mean having a complete understanding, nor does it necessarily mean incorporating the feedback as "true".

However, what it does mean is that the learner considers making personal decisions about its validity, and the action they may or may not wish to take.

Feedback is generally **implicit** or **explicit.**

Implicit feedback can be unsaid and given by gestures, expressions, voice tone, and other non-verbal signals. A smile or nod may be taken to imply encouragement or approval, while a frown combined with a break in eye contact can be taken to imply disapproval.

Explicit   Feedback at its most explicit gives the recipient some clear information about his or her effect on others. So, a smile and a nod may be accompanied by words like "I am enjoying listening to you, and I agree with you, while the frown and saying, "I am irritated by what you are saying and do not agree with you".

The 'Rules' of Feedback

Person Giving Feedback	Person Receiving the Feedback
Check that the feedback you Intend to give is wanted by the receiving it	Accept the feedback you are receiving as information
Address the person directly. Be specific on what aspect of the Individual you are giving feedback	Make your own choice about what you intend to do with the information (accept, reject it)
Be clear about your reaction to the other person – avoid blaming	
Offer your feedback as information without attached conditions	Avoid arguing, denying, justifying
Offer as much as you think will be useful. Avoid giving a long list	Ask for clarification only if you do not fully understand the feedback

Trainer Notes

The use of feedback in interpersonal or developmental training is not an open invitation for everyone to be completely frank with everyone else about how they are reacting to them, and the trainer should never try to manipulate any group member into giving developmental feedback – it must be a voluntary choice by the individual.

Feedback which does not give the recipient the opportunity to learn about their interpersonal skills, relationships or themselves in terms of character, personality and behaviour is of little value in the context of training. Nor is the exchange of feedback enough in itself to ensure that personal learning or training takes place.

Briefing and Preparations for the Training Exercise

Finalise the development of a lesson plan detailing the Aims and Objectives of a 10-minute training session to be delivered next day.

EXERCISE D

All participants will:

1. present on a key area relating to Women Offenders and Policing
2. develop and present a 10-minute training session on their nominated subject area
3. produce a Lesson Plan detailing the Aims and Objectives of their training
4. each be asked to present in turn.

Feedback will be provided by the trainers and an assessment conducted

Reflection

Participants should be asked if they have any reflection on the day before.

Exercise B - Final Preparations

Finalise the production of a lesson plan detailing the Aims and Objectives of a 15-minute training session

EXERCISE C – TRAINING DELIVERY

All participants will:

1. present on a key area relating to Women Offenders and Policing
2. develop and present a 15minutes training session on their nominated subject area
3. produce a Lesson Plan detailing the Aims and Objectives of their training
4. each be asked to present in turn.

Feedback will be provided by the trainers, and the other delegates and an assessment conducted.

Course Debrief and Evaluation with Trainers

During the course debrief, ask participants the following:

1. What parts of the course this week went well and why?

2. What have you learned this week, which is new to you?

3. What are the areas for improvement for the course this week and why?

4. Would you recommend this course to other officers?

COURSE END

At the end of the course, issue participants who have satisfied the requirements of the course with a certificate. Provide any administrative information that may be necessary, e.g, on transport refund, airport drops, etc.

PART IV:

TRAINERS' GUIDE TO THE MAIN MODULE

THE TRAINERS' GUIDE ON HANDLING FEMALE OFFENDERS

Handling Female Offenders
Trainers' Guide

TOPIC 1: SELF-INTRODUCTION, HOPES, FEARS, EXPECTATIONS EXERCISE AND INTRODUCTION TO OBJECTIVES OF THE COURSE

Duration:
2 Hours

Aim

To enable participants, express their hopes, fears and expectations about the training and to introduce them to the objectives of the course.

Objectives

By the end of this topic, participants should be able to;

1. Conduct self-introduction
2. Identify their expectations on the course
3. Express their hopes and fears about the course
4. Get clarifications on their fears and expectations.
5. Discuss the objectives of the course

Methodology

1. Guided discussion
2. Brain storming
3. Consensus building

Teaching Aids

1. Flip chart stand
2. Flip chart pad and markers
3. Laptop Computer
4. Projector
5. Whiteboard
6. Whiteboard markers

Introduction

This topic builds a rapport to allow course participants express their opinions, hopes, fears and expectations on the course of Handling female offenders. Its main purpose however is to establish a sense of ownership by the group, of every individual expectation and concerns so as to address them together. Participants should feel free to ask any questions. This phase introduces course participants on mindset change, attitudes and

behaviors into training mode. It guides on DOs AND DONTs while undergoing the course. It further introduces participants to the objectives of the course and why they need to take the course serious.

> **Note to Trainer**
>
> The trainer should try as much as possible to explain every fear, expectations and hope of participants. After wards the trainer should gain consent of majority course participants. At the end of the course, a trainer can return to the hopes and expectations of participants to see how far they are met, and also on the fears to see if these were realistic. The objectives of the course must also be evaluated at the end of the training to establish if they have been achieved.
>
> Participants will be put in a circle and each told to say their names, where they work, what their fear, hopes or expectations are about the course. They will also tell their hobbies, what they like most and what they don't like. Holding a ball in their hands, each participant who finishes to introduce him/her self will pass on the ball to their preferred next participant. All the hopes, fears and expectations will be recorded on flip charts and pinned on to the classroom walls.
>
> After that, participants will be told to sit down and the facilitator will take them through the objectives of the course as set in this manual, while at the same time address some of their fears and expectations in an honest manner.
>
> During this session, with the help of a facilitator, participants will draw their classroom rules and will chose their class leaders including the class elder, welfare officer, time keeper and spiritual leader.

Conclusion

Conducting the exercise on fears, hopes and expectation gives participants a mental picture of what training is like and helps to allay their fears. It's a preparation stage that builds confidence in the participants and should be conducted by a person well familiar with the training methods and requirements of training and speaking from the point of authority while responding to participants' concerns in line with police standing orders, policies and regulations issued out by IGP from time to time.

Sample Questions

1. Did you notice anything surprising or otherwise interesting while doing this exercise?

2. What effect did the exercise have on you as an individual especially expressing your fears?

Reference

A Training Manual for Initial Police courses 2018, module … Legislation (pages 1-4)

TOPIC 2:   INTRODUCTION TO GENDER AND GENDER MAINSTREAMING

Duration:
2 Hours

Aim
To increase overall knowledge and understanding of the difference between gender and sex and gender mainstreaming and the benefits to the Ugandan Police Force.

Objectives
By the end of the session, participants should be able to:

1. Explain the difference between sex and gender.
2. Define gender mainstreaming.
3. Explain the key overall aims of gender mainstreaming.
4. Explain who gender mainstreaming applies to.
5. Explain the benefits of gender mainstreaming to policing.

Methodology
1. Guided discussion
2. Brain storming
3. Lecture

Teaching Aids
1. Flip chart stand.
2. Flip chart pad and markers.
3. Laptop Computer.
4. Projector.
5. Whiteboard.
6. Whiteboard markers.

Introduction

This session introduces participants to gender and its related concepts. In many incidences these concepts are misunderstood especially the deference between gender and sex. There are misconceptions attached to these concepts that affect the way we look at some people of a particular gender and therefore the way we treat them.

Gender vs sex

Sex
- Biological
- Born with
- Can not change
- Universal all over the world
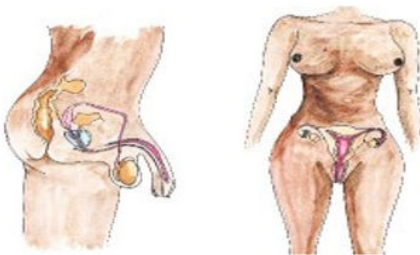
Gender
- Cultural
- Learned by socialisation
- Can change
- Local/cultural differences

Trainer should make sure he/she clearly explains the following terms related to Gender.

Gender Equality

Gender equality is a situation where men and women enjoy the same status, and have equal conditions for realizing their full human rights and potential to contribute to national, political, economic and social development, and to benefit from the result. Thus, gender equality is about society's equal valuing of both the similarities and differences between women and men.

Gender mainstreaming challenges the current power structure to overcome socialised inequality because one's gender influences 'who gets what', 'who can do what' and what one is permitted to 'be' in any given society. Some of the socialisation challenges that women face include **disadvantaged gender.** Based on the annual Human Development Report and other sources, women's life expectancy, wealth, access to education and representation in leadership positions are much lower than that of men.   Then **poverty** due to their limited access to power and resources.

Women represent the majority of the poorest of the poor and often treated as the supporters to others (fathers, husbands) rather than as ends in their own rights draining their potential to take leadership in their own lives, including in their professional lives and t education.

They are also exploited to an extreme, justified through culture and religion.

These socialised stereotypes result in discrimination where the different sexes, especially women, are not able to explore opportunities that enable them to control their own lives.

Gender Discrimination

Discrimination on the basis of gender is defined in different international instruments. Article 1 of the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) defines discrimination against women as 'any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women.

Examples of gender discrimination

Denial of political rights to women right to vote or to be elected.

Certain laws apply only to women/men like dress codes, freedom of movement, property rights, divorce, children, inheritance, etc.

Sexual crimes of rape, trafficking abuse, prostitution, soliciting, pornography and sex-specific unemployment laws that prevent women from employment in certain categories.

Root causes of gender discrimination

• Beliefs, social and cultural values, tradition
• View of women and girls as inferior
• View that men should be the providers for families

Effects and consequences of gender discrimination:

• Rejection by one's community
• Depression, continued violence, death
• Forced prostitution to survive

Different forms of discrimination and its consequences therefore result in a situation where there is no gender equality.

Gender Equity

Gender Equity is about fairness. Equality is about society's equal valuing of both the similarities and differences between women and men, and the varying roles that they play. Equity leads to equality. Gender equality requires the equal enjoyment by women

and men of socially valued goods, opportunities, resources and rewards. Gender equity on the other hand takes into consideration the differences in women's and men's lives and recognises the different approaches that may be needed to produce outcomes that are equitable.

Gender equality is also linked to sustainable development and is vital to the realisation of human rights for all. The overall objective of gender equality is a society in which women and men enjoy the same opportunities, rights and obligations in all spheres of life.

GENDER MAINSTREAMING

The concept of gender mainstreaming was endorsed at the Fourth World Conference mainstreaming on Women in Beijing in 1995. Gender mainstreaming is a gender equality strategy that aims to transform organisational process to move processes and practices by eliminating gender biases in existing routines, involving different actors. It is a strategy to counter the gender bias in policies, processes and procedures by integrating gender concerns.
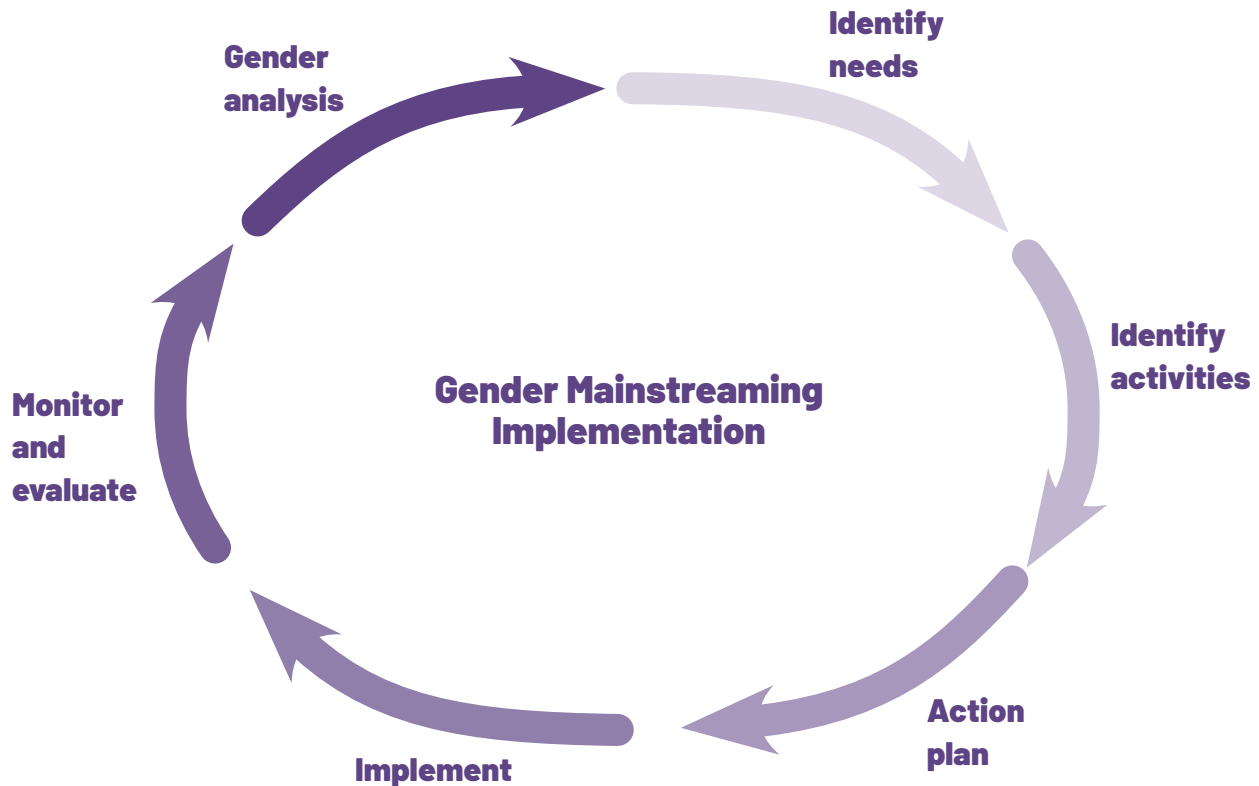
According to the UN Department of Social and Economic Affairs, the 1997 agreed conclusions of ECOSOC **defined gender mainstreaming as: "The process of assessing the implications** *for women and men* of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality."

(Source: UN Department of Social and Economic Affairs).

Gender Mainstreaming brings a gender perspective to all dimensions that affect lives; policy, education, science and technology, social, health, political and security aspects.

Gender main streaming is therefore a process to move from a gender negative situation to that of gender transformation to achieve gender equality.

Six steps for the effective operationalisation of a gender mainstreaming strategy:

Gender analysis → Identify needs → Identify activities → Action plan → Implement → Monitor and evaluate → (cycle back to Gender analysis)

Gender Mainstreaming Implementation

Source: UN manual on peace support

- Identify the gender perspectives of the sector area/issue, through use of a **gender analysis**, focusing on issues of both representation and content.
- Identify **the needs** for more actively promoting gender equality.
- Identify **opportunities existing** in different tasks, and **additional actions** that might need to be taken.
- Develop a clear **plan of action/implementation plan**, with objectives, activities and expected outcomes, including indicators for measuring progress.
- **Include and implement** this plan of action in short- and medium-term plans, programmes, budgets and performance evaluations.

GENDER ANALYSIS

Gender analysis is a framework that provides a platform to explore and understand the causes of the inequalities between men and women.

Group exercise

EXERCISE

Group 1: Why is it important to use the right language regarding gender in your work?

Group 2: Why is it important to understand gender in your work?

Gender mainstreaming therefore involves a conscious consideration of issues that concern both men and women in all planned aspects of our police work, including during arrests, detention, search, interrogation/interviewing, etc. Gender mainstreaming calls for proper gender policies and guidelines in an organization.

Objective 4 of the UPF Gender Policy 2018 makes gender mainstreaming in the Uganda Police mandatory and compels all directorates, especially those charged with Human Resource Administration, training, Research Planning and Development, etc to ensure that all issues of gender are well mainstreamed within the force.

Conclusion

By way of conclusion, it is important for all police officers to understand the difference between sex and gender, and to treat people of both sexes equally without any discrimination. Police officers should not be influenced with the misunderstanding of gender

and sex that may lead to mistreatment of particular sex or gender in favor on another. Gender equality and gender equity must be observed at all times.

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TOPIC 3:   GENDER BIAS, GENDER STEREOTYPES AND GENDER DISCRIMINATION

Duration:
3 Hours

Aim

To raise awareness and knowledge amongst the participants on gender bias, stereotypes and discrimination and their negative impact on the delivery of police services.

Objectives

By the end of this session, participants should be able to:

1. Discuss gender bias, gender stereotypes and gender discrimination.
2. Explain the impact of bias and stereotypes on decision-making.
3. Enumerate the importance of taking a gender response approach to victim/ survivor and witness handling.

Methodology

1. Guided discussion
2. Brain storming
3. Lecture
4. Group work/exercise

Teaching Aids

1. Flip chart stand.
2. Flip chart pad and markers.
3. Laptop Computer.
4. Projector.
5. Whiteboard.
6. Whiteboard markers.

Introduction

> **Note to Trainer**
>
> Introduce this topic by informing participants that gender biases, gender stereotypes/myths and gender discrimination exist in the society that we live in. The terms "myth" and "stereotype" are used together and interchangeably. That there are both positive and negative gender stereotypes.

Myths and stereotypes are assumptions or expectations that are false and are linked to disadvantaging beliefs, attitudes, and narratives (Jennifer Koshan, 2023). Gender stereotypes (S Hagenbuch, 2023) are rooted in the personality traits of men and women that are associated with their perceived roles in society. There are particular beliefs that members of a community have about people of particular sex and gender that may not necessarily be true. Such beliefs can influence the way we treat some people based on their sex or gender thus creating biases and can ultimately lead to gender discrimination for example in criminal sentencing. Usually, women receive preferential treatment; however, studies have shown that women receive harsher sentencing than men under certain circumstances (S Hagenbuch, 2023). On the other hand, there is also research which argues that women are treated more harshly in the courtroom than men and receive harsher sentences when they commit crimes which violate their positive gender stereotypes.

Although men and women seem to both receive harsher treatment when committing crimes that are inconsistent with positive gender stereotypes, women (S Hagenbuch, 2023), unlike men, seem to be protected from harsh punishment by their negative gender stereotypes. For example, when women commit violent crimes, they often receive lenient treatment due to the negative gender stereotypes. In other words, because women are viewed as less capable and in need of protection, women will be provided with more lenient treatment when committing violent crimes. On the other hand, men receive harsher punishments when committing violent acts because they are viewed as violent and aggressive in nature. It is therefore important that police officers understand these biases, stereotypes and discrimination so that they do not negatively influence their work as they serve the community.

We live in a society in which stereotypes of women and social norms suggest women are less violent than men. We operate from the belief that if a woman commits a crime, it was because she retaliated because of her own victimization or committed the crime under duress or oppression. Perceptions of female offenders are often perceived as victims who commit crimes as a self-defense mechanism or as criminal deviants whose actions strayed from typical "womanly" behavior. According to Brenda L. Russell (2014), such cultural norms for violence exist in our gendered society and there has been scholarly

debate about how male and female offenders are perceived and how this perception leads to differential treatment in the criminal justice system.

When women commit crime, particularly violent crime, they are frequently viewed as "doubly deviant," because they have both broken the law, as well as violated cultural expectations of femininity (KM Collins, 2022). However, as scholars have found, women who, outside of the crime they committed, embody traditional feminine ideals, are treated more leniently by criminal justice actors when compared to their male counterparts. Alternatively, female defendants who are viewed to have stepped outside of cultural expectations of femininity are not given the same lenient treatment. Rather, these women are painted in an unfavorable light, either being cast as a sympathetic victim with diminished agency or an evil woman who is less than human. Both portrayals reinforce feminine norms by prescribing lenient punishment for women (KM Collins, 2022) who more closely adhere to traditional notions of femininity and reserving the harshest sentence, capital punishment, for those that violate these prescribed characteristics.

> **Note:** This session will build on topic 2 on introduction to gender and its key concepts.
>
> Participants should be reminded that it is important for us to understand gender related concepts such as:

Sex - The different biological and physiological characteristics of females, males and intersex persons, such as chromosomes, hormones and reproductive organs.

Gender - The characteristics of women, men, girls and boys that are socially constructed.

This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other.

Gender identity - Refers to a person's deeply felt, internal and individual experience of gender, which may or may not correspond to the person's physiology or designated sex at birth.

Stereotypes

Stereotypes are widely accepted judgments or biases about a person (s) or group (s). Gender stereotypes are therefore beliefs that are attributed to persons because of their gender. For example, a belief that women are weaker than men, that women who wear shot dresses do so to seduce men, etc.

There are four basic kinds of gender stereotypes:

• Personality traits; For example, women are often expected to be accommodating and emotional while men are usually expected to be self-confident and aggressive.

- Domestic behaviours; For example, some people expect that women will take care of the children, cook, and clean the home while men take care of finances, work on the car, and do the home repairs.

- Occupations; Some people are quick to assume that teachers and nurses are women and that pilots, doctors and engineers are men.

- Physical appearance; For example, women are expected to be thin and graceful while men are expected to be tall and muscular. Men and women are also expected to dress and groom in ways that are stereotypical to their gender (men wearing pants and short hairstyles, women wearing dresses and make-up).

Note to Trainer

Clarify the terms below:

Hyper femininity is the exaggeration of stereotyped behaviour that is believed to be feminine. Hyperfeminine people exaggerate the qualities they believe in to be feminine like being passive, naïve, sexually inexperienced, soft, flirtatious, graceful, nurturing and accepting.

Hyper masculinity is the exaggeration of stereotyped behaviour that is believed to be masculine. Hypermasculine people exaggerate the qualities they believe to be masculine like competing with other men, dominating women by being aggressive, worldly, sexually experienced, insensitive, physically imposing, ambitious and demanding.

These exaggerated gender stereotypes can make relationships between men and women difficult. Women are more likely to endure physical and emotional abuse from their partners while men are more likely to be physically and emotionally abusive to their partners. Extreme gender stereotypes are harmful because they don't allow men and women to fully express themselves and their emotions. For example, it's harmful to men to feel that they're not allowed to cry or express sensitive emotions. And it's harmful to women to feel that they're not allowed to be independent, smart or assertive. Therefore, breaking down gender stereotypes allows everyone to be their best selves.

Clarify the gender myths bellow:

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Gender: Myths and Perceptions

Perceptions/myths	Facts
• Gender is about women	• Gender includes men and women
• Gender is a concept that does not fit in african culture	• Gender is constructed in cultures all over the world
• Gender is for NGOs working with women on social issues	• Gender is important in all sectors of society

</div>

Note: Take participants through the exercises bellow:

<div style="border: 1px solid #333; background: #e6e0ee; padding: 1em;">

Group Exercise: Participants should be divided into three-four groups and asked to consider the exercise below. The purpose of this exercise is to highlight the Ugandan societal norms. A spokesperson should be nominated from each group to give feedback. Participants should be given 200 minutes for this exercise and each group 10 minutes for the presentation.

</div>

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EXERCISE C

Group 1- Men: List how men are perceived in society.

Group 2- Women - List how women are perceived in society.

Group 3: Consider society's expectations of how we are expected to act, speak, dress, groom and conduct ourselves based upon our assigned sex.

</div>

Group Exercise: Participants should be divided into three- four groups and a spokesperson appointed to give feedback. 10 minutes should be given for this exercise.

<div style="border: 1px solid #333; background: #e6e0ee; padding: 1em;">

EXERCISE D

How does an officer's personal socialization impact on their policing service?

</div>

Policing Practice

This session will focus on policing practice and considers the matters discussed above.

On Easter Monday of March 2024, Joan was walking from a disco in Kabalagala back to her home in Kibuli. The time was 3am. She was dressed to the occasion (of a disco), wearing a sleeveless pink top and a short red skirt. Joan was not afraid of walking at night as she was used to the village, having previously worked on the streets as a prostitute 3 years ago, a habit she had now abandoned. She had settled for vending clothes to earn a living after the Child and Family Protection Officer of Kabalagala Police Station had advised her in 2020 to abandon prostitution and settle for a decent living. On the fateful day, on her way home, Joan met 3 young men who grabbed her and gang raped her, leaving her with physical injuries too. She knew the identities of the suspects well since they lived in her neighbourhood. Joan came to Kabalagala Police Station the next day and reported a case of rape.

Qn 1. Discuss the possible reaction and treatment by police officers at Kabalagala Police Station, of Joan, while considering the factors below:

1. The victim/ survivor's history of making similar reports.
2. What the victim was wearing at the time of the alleged crime and how victims generally dress.
3. Victim/survivor's sexual history.
4. Emotional state of the victim (e.g., calm while being visibly upset).
5. Criminal record or involvement in prostitution.

Qn. 2. What should the police do to serve Joan with justice?

Conclusion

Gender biases, gender stereotypes/myths and gender discrimination are real situations that occur to people because of their gender/sex. It is important that police officers identify these biases and stereotypes and work against them. We should not allow these biases and stereotypes to affect the way we treat people who come to us for services. This will promote gender equality and gender equity and will lead to better access to justice by all people of different sexes/genders.

Sample Questions

1. Define the term Gender Stereotypes.
2. Mention any five gender stereotypes often attributed to women and to men.

References

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TOPIC 4: GENDER RESPONSIVENESS AND GENDER RESPONSIVE POLICING?

Duration:
2 Hours

Aim

To enlighten participants on the importance of gender sensitivity and responsiveness in the delivery justice.

Objectives

By the end of this session, participants should be able to:

1. Differentiate between Gender Sensitivity and Gender Responsiveness.

2. Explain how Gender Sensitivity and Gender Responsiveness are applied at the workplace.

3. Identify the principles applicable in gender sensitivity and responsiveness in policing.

4. Discuss the advantages of victim/survivor centered approaches in policing.

5. Explain the elements of Perpetrator Focus Approach in policing.

Methodology

1. Guided discussion.

2. Brain storming.

3. Lecture.

4. Group work/exercise.

Teaching Aids

1. A flip chart stands.

2. Flip chart pad and markers.

3. Laptop Computer.

4. Projector.

5. Whiteboard.

6. Whiteboard markers.

Introduction

Police services are by law supposed to be rendered to all persons without any discrimination on whatever basis such as sex or gender (Constitution of Uganda 1995 Art. 211(1-3; the Uganda Police Policy 2018 cap 13). Some personnel may, however, digress from the set legal standards and deliberately or inadvertently deliver the police services with a disadvantaging bias. In a gendered society, females (women and girls) bear the brunt of such biases which lead to insensitivity and irresponsiveness to gender while policing. Consequently, women and girls' specific needs are rarely considered during the criminal justice process due to such discriminatory practices. Gender responsive policing requires that the police should respond to these specific needs during arrest, investigations, detention, etc. It also calls for focusing on the victims/survivors of violence so as to address their needs. This topic highlights the commonly ignored aspects of sensitivity during the criminal justice process by some officers. It explains the key principles of gender responsive policing and guides on the approaches to dealing with suspected female offenders and victims of crime.

Gender sensitive vs Gender responsive

Being gender sensitive is the process by which people are made aware of how gender plays a role in life through their treatment of others. It is about taking into account the impact of policies, projects and programmes on men, women, boys and girls. Gender responsive on the other hand refers taking action to mitigate the negative consequences of gender inequality. In policing, these concepts are about addressing and preventing harmful institutional gender bias, stereotypes and harassment and increasing women's representation in policing/law enforcement.

Key principles of gender-responsive policing

Gender Responsive Policing means that the needs of all parts of the community, women and girls, men and boys including minority or marginalised groups are considered to ensure no group is disadvantaged over another in its treatment by the police. It does not mean that men and women suspected of offence should be treated in a one-size-fit all manner to show equality. Gender Responsive Policing requires equitable approaches in all procedures of policing all forms crime - not solely GBV. Gender Responsive Policing therefore implies sensitivity and respect for diversity of the wider community (internal and external community). If said and done Gender Responsive Policing contributes to an increase in trust and confidence especially of victims in coming forward to report GBV and other crimes, provides support for Police Legitimacy, and contributes to reducing repeat perpetration and repeat victimisation. Practicing gender responsive policing focuses on inspiring behavioural change towards prevention orientated policing that is gender-responsive, trauma-informed, victim/survivor centered, non-discrimination and perpetrator focused.

1. Victim centred

This aims at physical safety of the victim; police officers should always:

i.   Ensure knowledge of the security risks a victim might be exposed to.

ii. Hold all conversations, assessments and interviews in a confidential and safe setting.

iii. Ensure the victim has a safe place to go to. Verify if the victim is at risk of being confronted by the offender.

iv. Stay aware of the support systems available.

v.   Use of Protective Orders. Be Perpetrator focused to aid the safety of the victim/survivor. **(Source: UNPOL).**

2. Non-discrimination

i. Ensure all victims are treated equally with respect and dignity, independent of sex, age, background, race, disability status, ethnicity, sexual orientation or the circumstances of the incident.

ii. Be aware of your and your team's own prejudices and assumptions about sexual gender-based violence in order to not discriminate against victims.

iii. Monitoring your own behaviour and that of your team, not letting personal beliefs influence your collective work.

iv. Be aware of your language, body language and general attitude toward the victim

v. Dignity, Respect, Human Rights Based **(Source: UNPOL).**

Group Exercise

Exercise E

A key focal area is to take a zero-tolerance approach underpinned by fundamental respect for Human Rights

In reality, what does this really mean?

How can you apply this principle, in a Uganda context?

---

3. Taking a Perpetrator Focused Approach

This applies to women and men as perpetrators and victims. Officers should take a zero-tolerance approach to the perpetrator's offending; and focus investigation on the perpetrator, their conduct and their lifestyle e.g., digital evidence including mobile telephone and use of social media. This includes:

• Arresting and /or detaining the perpetrator if there are grounds to do so in accordance with the laws.

• Documenting your decisions and actions in protecting crime scenes and evidence and gathering of evidence.

• Taking decisions basing on values and being human rights compliant.

• Protecting and preserving the Human Rights of the perpetrator.

• Treating the perpetrator with respect and dignity.

• Using intelligence products to organise your proactive investigations to tackle the perpetrator.

• Using community policing and community engagement to gather information, evidence and intelligence against perpetrators.

• Conducting a risk assessment and developing a bespoke plan which Removes, Avoids, or Reduces the threat and harm presented by the perpetrator.

- Using Court Orders to protect the victim and ensuring that the Orders are policed.

- Doing all that you can do to prevent repeat perpetration.

- Being objective.

- Taking action to identify crime scene and protect those crime scene(s) to preserve and maximise the recovery of evidence.

- Being Professional at all times.

- Obtaining the services of an interpreter.

- Providing the best possible evidence in the case.

- Declaring a conflict of interest if one exists.

Conclusion

In conclusion, gender responsive policing is key in delivering quality police services that transcend all gender biases and do not discriminate according to one's sex or gender. Police officers also ought to identify those needs that are specific to some genders/sex and address them accordingly. It is important to follow the established principles in this regard.

References

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2. The Constitution of the Republic of Uganda 1995 (as amended).

3. The Uganda Police Human Gender Policy 2018.

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TOPIC 5: GENDER ROLES: THE ROLE OF WOMEN AND MEN IN SOCIETY

Duration:
2 Hours

Aim
To reinforce knowledge and understanding of the difference between gender and sex and roles of women and in Ugandan society.

Objectives
By the end of the session, participants should be able to:

1. Distinguish sex from gender.

2. Discuss gender roles as perceived in Uganda.

3. Examine the impact of gender roles on women and men in society.

Methodology
1. Guided discussion.

2. Brain storming.

3. Lecture.

4. Group work/exercise.

Teaching Aids
1. Flip chart stand.

2. Flip chart pad and markers.

3. Laptop Computer.

4. Projector.

Introduction

What Does Gender Mean?

Gender refers to **socially constructed** identities of women/girls and men/boys in a cultural and social setting or location as opposed to biologically determined identities. The identities include;

- Ascribed roles
- Prescribed responsibilities
- Accorded Opportunities and Privileges
- Learned behaviour

Roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. Social attributes and opportunities associated with being a male/female and the relationships between women/ men, boys/girls.

As an aspect of role theory, gender role theory "treats this differing distribution of women and men into roles as primary origin of sex-differentiated social behavior (and posits that). Their impact is mediated by psychological and social processes according to Gilbert Herdt 1996.).

Gender, together with factors such as age, race and class, influence, inter alia, the expected attributes, behavior, roles, power, needs, resources, constraints and opportunities for people in any culture.

There are differences and inequalities between men and women in responsibilities assigned, activities under taken, access to and control over resources as well as decision making opportunities.

The picture below depicts the ascribed roles between men and women

Social roles ascribed by society to men and women
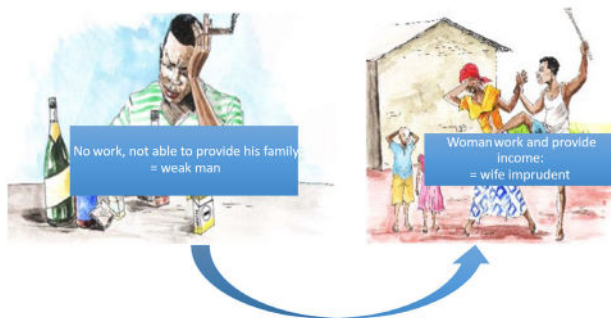
<table>
<tr><th>Women at home</th><th>Men at work</th></tr>
</table>

Pictures adopted from the ICGLR-RTF SGBV Training Manual, 2017

The reality is different;
Men are not always able to meet the social expectations and women have various roles

No work, not able to provide his family = weak man

Woman work and provide income: = wife imprudent

Gender includes values norms an perceptions on roles
(IMAGES RDC, Rwanda, Mali, Mozambique)

Real man	Real woman
Chief of family	Cares for family
Power over wife	Respects authority of husband
Provides the family	Works not outside the house
Sexual power	Keeps family together by accepting violence

Pictures adopted from the ICGLR-RTF SGBV Training Manual, 2017

Conclusion

It is important to note that these roles, although ascribed to different sexes, cannot necessarily be performed to only the ascribed gender. Women for example can also do office or commercial work and contribute to family income. On the other hand, men can also help in home and household chores and in looking after children. In the same way, although some professions like armed forces, police work, Doctors, were ascribed to men by society, women can also preform them perfectly. It is therefore important that as police officers, we don't get biased by the gender roles ascribed to particular sexes and we should handle all sexes equally is as far as their roles are concerned failure results into gender-based conflicts

Sample Questions

1. Discuss the roles society has ascribed to the female and male gender in Uganda.

2. How does this affect delivery of police services to the two genders?

References

Sexual Gender Based Violence: A manual for Police, medical and psychosocial professionals. International Conference on the Great Lakes Region-Regional Training Facility. Kampala, Uganda. 2018.

TOPIC 6:   WOMEN AND GIRLS IN CUSTODY – A VIEW OF RISK FACTORS

Duration:
2 Hours

Aim

To raise awareness of participants to the risks faced by women and girls in custody in Uganda and how these can be mitigated to protect the Human Rights of the detainees.

Objectives

By the end of this session participants should be able to:

1. Identify the risk and harm faced by women and girls detained in Uganda.

2. Explain the differing circumstances why women and girls are detained in custody.

3. Explain the UPF policy and procedures during arrest and custody of female detainees.

4. Discuss ways to prevent and mitigate the risks faced by female detainees in custody.

Methodology

1. Guided discussion.

2. Brain storming.

3. Lecture.

4. Group work/exercise.

Teaching Aids

1. Flip chart stand.

2. Flip chart pad and markers.

3. Laptop Computer.

4. Projector.

Introduction

Circumstances under which women and girls are arrested and detained in custody

Women are often imprisoned for economic, non – violent offences often linked to their financial situations or experience of violence. Poverty, persisting discriminatory laws, lack of enjoyment of economic, accessing justice, increase the likelihood of women being detained. For instance, women offenders often do not have the financial resources to pay legal representation or alternatives to custodial sentence such as fines and bail.

In addition, women are at times affected by the so - called "moral" offences, such extra - marital sex, or for violations of dress codes or witchcraft. They are also imprisoned for running away from their homes, often to escape child and forced marriages etc.

Handling of women/girls during arrests

Arrest is an act of apprehending a person for alleged commission of offence or by action of an authority. To arrest one is to deprive that person from liberty and a person deprived of liberty requires protection because he/she is vulnerable to particular kinds of abuses such us denial of the rights to food, shelter, medical and many others.

During arrest

The person arrested should be detained in a place authorized by law and for female offenders, the arrest and search should be by a female police officer.

During detention

The following measurements to uphold the fundamental rights of women include the following;

- Medical facilities;

- Separate cells;
- Availability of an advocate;
- Special measures may be taken for nursing mothers.

SOURCE: Human Rights Training Manual for UPF, 2012

Women and girls in custody – a view of risk factors

After Arrest

- High risk period is after arrest –
- Mistreatment leading to false admissions and confessions
- Sexual and Physical violence
- False allegations e.g. of theft. A means for employers not to pay wages
- Police fear of powerful accusers, political influence leading to poor decision making and consequences for arrestees

Transit

- Transit between facilities is a risk time.
- Sexual and Physical violence
- Men / women and children being transported together by male guards
- Men being dropped off first. Women and children in transit for longer periods of time
- Lack of hygiene products and toilet facilities

Detention

- 'Safe custody' of women and children who are victims of crime including rape
- Harsher treatment of women and girls in the criminal justice system due to contravening gender norms
- Health inequalities. Exposure to Aids, HIV, STIs and resulting to unwanted pregnancies
- Mental health needs. Medical Provision / inappropriate detention e.g. solitary confinement
- Scope of medical assessments
- Alcohol consumed (produced in the 'informal sector') and other substance abuse - addiction treatment
- Lack of hygiene products, sexual and reproductive healthcare
- Scope of Search activity
- Exploitation by guards (officers of Authority)

Risk factors faced by women offenders

Note: Participants should be informed that women/girl offenders face a number of risk factors. These include:

*   The tendency to criminalise instead of protecting vulnerable women and children.
*   Police officers not addressing the causes of offending behaviour.
*   'Safe custody' of children exposed to crime not prioritized.
*   Poverty, peer pressure, a poor home environment, and lack of guidance were cited as situations that cause children to come into conflict with the law in Uganda.
*   False allegations e.g., of theft. A means for employers not to pay wages.
*   Harsher treatment of women and girls in the criminal justice system due to contravening gender norms.
*   Health inequalities. Exposure to Aids, HIV and STIs. Women are more exposed to health risks especially HIV and AIDs and STIs. This is often not considered.
*   Economic Insecurity that often force women to engage in the sex industry, theft, begging etc.
*   Alcohol consumed (produced in the 'informal sector') and other substance abuse
*   Furthermore, they get stressed, depression, fearfulness and suicidal

The threats and risks of women offenders in custody

- Girls in detention are more likely to self-harm
- Limited choice and survival strategies
- Abuse from officials, employers, bosses, work colleagues
- Women and girls may be disproportionately given pre-trail detention due to low income and may find it hard to provide a financial guarantee, or secure accommodation to support bail conditions.
- Pre-trial female offenders are more likely to be held with convicted female offenders due to a lack of facilities.
- Informal justice mechanisms often do not favour women but men
- Police officers may fail to exercise powers of caution and release, due to fear. For example, influence of powerful individuals in the community, retribution and mob justice
- Being abused by follow inmates /other offenders in custody

Participants should be invited to consider how the risks and threats can be mitigated.

The exercise should be conducted in a group. And the group should be asked to give their immediate thoughts in this group exercise.

Exercise F

How can we put the International Frameworks into practice in Uganda?

Important to Note:

PRI continued to be at the forefront of efforts globally to promote gender-sensitive criminal justice systems, in line with the UN Bangkok Rules. In Uganda, PRI activities aimed at improving women's access to justice, health care and reintegration support services. In 2022, capacity building workshops, trainings and technical support were provided to different target groups to improve the implementation of the international Human Rights standards including the UN Bangkok Rules and Nelson Mandela Rules. (Source: Penal Reform Institute Annual Report 2022).

Direct support provided to women in detention including medical and psychiatric assistance, legal assistance and counselling, entrepreneurship trainings, rehabilitation and reintegration support together, increased the number of women serving community-based sentences instead of going to prison, empowered women to demand for their rights and improved women's health. In addition, PRI facilitated the reunion of women with their families through visits in prison, thereby improving their physical and mental well-being and fulfilling the right to see family per the UN Bangkok Rules. **(Source: Penal Reform Institute Annual Report 2022).**

In Uganda, PRI's work promoted the use of non-custodial alternatives through activities including trainings, media campaigns and legal representation of women accused of minor offences. Project results included bail for 7 accused persons, cautions for 2 accused persons, 1 fine and the dismissal of 18 cases. 53 women have benefited from legal representation.

(Source: Penal Reform Institute Annual Report 2022).

Conclusion

In conclusion, it is important to be cognisant of the needs of women in custody, and the risks they face. It is the duty of police officers to ensure that rights of women are not violated, and that women offenders are not put to any risk. Putting in place mitigation measures to avert or completely eliminate these risks is key to the ensuring women's access to justice.

Sample Questions

1. List any five risk factors faced by women offenders.
2. List three threats faced by women/girl offenders in custody.
3. How can the above risks be averted?

References

1. Penal Reform Institute Annual Report 2022).
2. https://www.icrc.org – Volume 92 Number 877 2010.
3. UPF Gender Policy 2018.
4. UPF Human Rights Policy 2019.

TOPIC 7:   THE ROLE OF POLICING IN SOCIETY

Duration:
3 Hours

Aim

To reinforce the participants' knowledge of the key roles and priorities of the police in society.

Objectives

By the end of this session, participants should be able to:

1. Define the terms policing and society

2. Identify the key roles and priorities of police in society.

3. Explain the key roles and priorities of police in society.

4. Outline the importance of the key principles of Policing by Consent, Police Accountability, Policing Legitimacy and Trust and Confidence.

5. Explain the benefits of Policing by Consent, Police Accountability, Policing Legitimacy and Trust and Confidence.

Methodology

1. Guided discussion.

2. Brain storming.

3. Lecture.

4. Group work/exercise.

5. Course work.

Teaching Aids

1. Flip chart stand.

2. Flip chart pad and markers.

3. Laptop Computer.

4. Projector.

5. Handouts.

6. White boards.

Introduction

Every organised society must have the police. The role of the police has largely been to maintain peace, keep law, order and safety of citizens. The Police is usually drawn from the population and is expected to serve the population. It is therefore important that police officers derive their mandate from the community and therefore have a duty to serve the community. In serving the community, the police must be aware of the specific interest groups that exist in the society that may have particular needs. The police must ensure that those needs are met and that such groups are not put to risk.

Definitions of policing and society

According to Cambridge dictionary, Society is a large group of people living together in an organized way, making decisions on how to do things and sharing the work that needs to be done.

Policing is the maintenance of law and order or action of person or a group in authority in order to ensure fairness and legality in area of public domain or life.

What is the role of policing in society?

What is the Role of Policing in Society?

- Preservation of / Protection of life
- Prevention of Crime
- Maintenance of Peace / Public Order & Safety / Security
- Detection of Crime
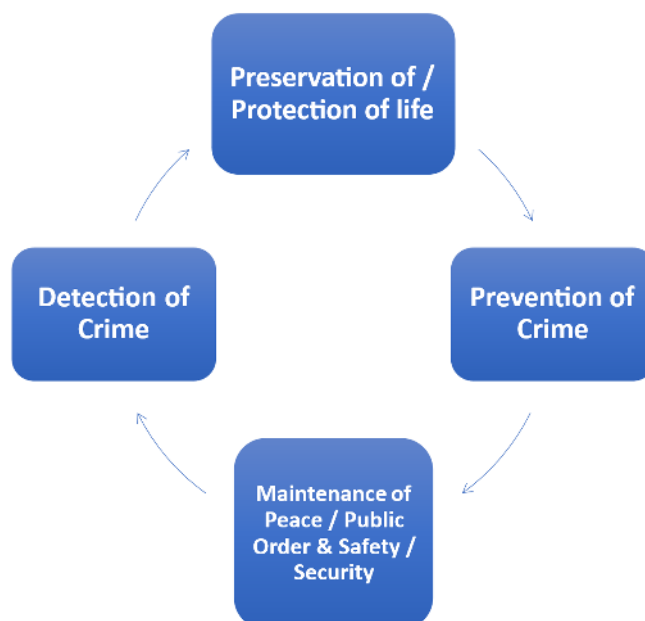
The concept of *Policing by Consent* is fundamental to:
-Accountability
-Trust and Confidence
-Police Legitimacy

The role of policing in society is:

- Preservation of / Protection of life
- Prevention of Crime
- Maintenance of Peace / Public Order & Safety / Security
- Detection of Crime

The Foundations of Policing

Policing is built on the foundation of:

- Trust & Confidence
- Policing by Consent
- Policing Legitimacy
- Police Accountability
- Discipline

Uganda Police Force Policies and Procedures

The Uganda Police Force has got established laws, policies and procedures spelling out functions, and procedures of how police should handle itself while doing its work. The policies further indicate how to handle women and girls.

Such instruments include:

1. The constitution of the Republic of Uganda
2. The Police Act, Cap 303.
3. The Gender Policy
4. The Human Rights Policy
5. The Police Standing Orders
6. The Police Doctrine

Group Activity

Put the participants into 6 groups and assign them to enumerate the rights and procedures relating to handling of female offenders as spelt out in in the 6 instruments mentioned above. Distribute the instruments for reference, or allow participants to download them from the web.

In a plenary session, let each group present its finding and allow debate. Clarify the issues that are not well brought out.

Conclusion

In conclusion, it is clear that specific laws, policies and standing orders make reference to police satisfying society needs. The instruments also provide for protection of women and girls while in police hands. Police officers should ensure that those provisions are protected at all times and that women and girls receive police services they are entitled to.

Sample Questions

1. Define the following terms; policing and society.
2. Mention any 3 legal or policy frameworks that provides for how police should handle women offenders.
3. Why is it important not to harass women offenders?
4. Explain the role of policing in society.

References

1. The Constitution of the Republic of Uganda, (1995) as amended.
2. The Police Act, Cap 303.
3. The Gender Policy, 2018
4. The Human Rights Policy, 2019.
5. The Police Standing Orders, Vol. I & II, 7th Edition, (1984).
6. The Police Doctrine.

TOPIC 8: INTERNATIONAL FRAMEWORKS

Duration:

2 Hours

Aim

To provide an overview of the international frameworks relating Human Rights and Gender Equality.

Objectives

By the end of this session, participants should be able to:

1. Identify some of the international commitments to achieve gender equality for women by 2030.

2. Identify and explain the key articles of the Universal Declaration of Human Rights.

3. Explain the Sustainable Development Goals (SDGs), also known as the Global Goals as they relate to gender equality.

4. Relate international frameworks to the Ugandan context of women offenders in detention.

Methodology

1. Guided discussion.

2. Brain storming.

3. Lecture.

4. Group work/exercise.

Teaching Aids

1. Flip chart stand.

2. Flip chart pad and markers.

3. Laptop Computer.

4. Projector.

Introduction

Note: Provide the Ratification Status of International Treaties for Uganda as follows:

Treaty	Signature Date	Ratification Date, Accession(a), Succession(d) Date	Denunciation Date
CAT - Convention against Torture and Other Cruel Inhuman or Degrading Treatment or Punishment		03 Nov 1986 (a)	
CAT-OP - Optional Protocol of the Convention against Torture			
ICCPR - International Covenant on Civil and Political Rights		21 Jun 1995 (a)	
CCPR-OP2-DP - Second Optional Protocol to the International Covenant on Civil and Political Rights aiming to the abolition of the death penalty			
CED - Convention for the Protection of All Persons from Enforced Disappearance	06 Feb 2007		
CED, Art.32 - Interstate communication procedure under the International Convention for the Protection of All Persons from Enforced Disappearance			
CEDAW - Convention on the Elimination of All Forms of Discrimination against Women	30 Jul 1980	22 Jul 1985	
CERD - International Convention on the Elimination of All Forms of Racial Discrimination		21 Nov 1980 (a)	
CESCR - International Covenant on Economic, Social and Cultural Rights		21 Jan 1987 (a)	
CMW - International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families		14 Nov 1995 (a)	

Treaty	Signature Date	Ratification Date, Accession(a), Succession(d) Date	Denunciation Date
CRC - Convention on the Rights of the Child	17 Aug 1990	17 Aug 1990	
CRC-OP-AC - Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict		06 May 2002 (a)	
CRC-OP-SC - Optional Protocol to the Convention on the Rights of the Child on the sale of children child prostitution and child pornography		30 Nov 2001 (a)	
CRPD - Convention on the Rights of Persons with Disabilities	30 Mar 2007	25 Sep 2008	

> **Note:**
>
> Take participants through the important treaties that relate to women, but before discussing the individual treaties, make them understand the terms bellow:

What does ratification mean?

When a State ratifies one of the international human rights treaties, it assumes a legal obligation to implement the rights recognized in that treaty. Through ratification, States undertake to put in place domestic measures and legislation compatible with their treaty obligations. OHCHR **(source: ohchr.org 2 Aug 2020)**

What does accession mean?

"Accession" is when a state accepts the offer or the opportunity to become a party to a treaty already negotiated and signed by other states. It has the same legal effect as ratification. Accession usually occurs after the treaty has entered into force.

(Source: UN Treaty Collection Glossary https://treaties.un.org/pages/overview. aspx?path=overview/glossary/page1_en.xml#:~:text=Accession,treaty%20has%20 entered%20into%20force)

Note: Now take the participants through major International Treaties relating to women offenders:

a. **The Convention on the Elimination of All Forms of Discrimination Against Women** (CEDAW).

This is an international legal instrument that requires countries to eliminate discrimination against women and girls in all areas and promotes women's and girls' equal rights. (Source: UN Women).

CEDAW is often described as the international bill of rights for women, and is one of the key international agreements that guides the work of UN Women in achieving gender equality and empowering all women and girls. (Source: UN Women).

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted on 18th Dec, 1979 by the UN General Assembly, is often described as an international bill of rights for women. Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination.

The Convention defines discrimination against women as "...any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field."

By accepting the Convention, States commit themselves to undertake a series of measures to end discrimination against women in all forms, including:

- to incorporate the principle of equality of men and women in their legal system, abolish all discriminatory laws and adopt appropriate ones prohibiting discrimination against women;
- to establish tribunals and other public institutions to ensure the effective protection of women against discrimination; and
- to ensure elimination of all acts of discrimination against women by persons, organizations or enterprises.

The Convention provides the basis for realizing equality between women and men through ensuring women's equal access to, and equal opportunities in, political and public life -- including the right to vote and to stand for election -- as well as education, health and employment. States parties agree to take all appropriate measures, including legislation and temporary special measures, so that women can enjoy all their human rights and fundamental freedoms.

The Convention is the only human rights treaty which affirms the reproductive rights of women and targets culture and tradition as influential forces shaping gender roles and family relations. It affirms women's rights to acquire, change or retain their nationality and the nationality of their children. States parties also agree to take appropriate measures against all forms of traffic in women and exploitation of women.

Countries that have ratified or acceded to the Convention are legally bound to put its provisions into practice. They are also committed to submit national reports, at least every four years, on measures they have taken to comply with their treaty obligations.

(source: https://www.un.org/womenwatch/daw/cedaw/)

b.   The Universal Declaration on Human Rights

The <u>Universal Declaration of Human Rights (UDHR)</u> **is a milestone document in the history of human rights. There are 30 articles detailed below. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 (**<u>General Assembly resolution 217 A</u>) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and it has been translated into over <u>500 languages</u>.

The UDHR is widely recognized as having inspired, and paved the way for, the adoption of more than seventy human rights treaties, applied today on a permanent basis at global and regional levels (all containing references to it in their preambles).

Below are the 30 Articles of the Declaration:

1. *Article 1 - All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.*

2. *Article 2 - Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether be it independent, trust, non-self-governing or under any other limitation of sovereignty.*

3. *Article 3 - Everyone has the right to life, liberty and security of person.*

4. *Article 4 - No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.*

5. *Article 5 - No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.*

6. *Article 6- Everyone has the right to recognition everywhere as a person before the law.*

7. *Article 7- All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.*

8. *Article 8- Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.*

9. *Article 9 - No one shall be subjected to arbitrary arrest, detention or exile.*

10. *Article 10 - Everyone is entitled in full equality to a fair and public hearing by an*

independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

11. *Article 11- Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.*

12. *Article 12 - No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.*

13. *Article 13 - Everyone has the right to freedom of movement and residence within the borders of each state. Everyone has the right to leave any country, including his own, and to return to his country.*

14. *Article 14- Everyone has the right to seek and to enjoy in other countries asylum from persecution. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.*

15. *Article 15- Everyone has the right to a nationality. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.*

16. *Article 16 - Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution. Marriage shall be entered into only with the free and full consent of the intending spouses. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.*

17. *Article 17 - Everyone has the right to own property alone as well as in association with others. No one shall be arbitrarily deprived of his property.*

18. *Article 18 - Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.*

19. *Article 19 - Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.*

20. *Article 20 - Everyone has the right to freedom of peaceful assembly and association. No one may be compelled to belong to an association.*

21. *Article 21 - Everyone has the right to take part in the government of his country,*

directly or through freely chosen representatives.

Everyone has the right of equal access to public service in his country.

The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

22. *Article 22 - Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.*

23. *Article 23 - Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.*

Everyone, without any discrimination, has the right to equal pay for equal work.

Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

Everyone has the right to form and to join trade unions for the protection of his interests.

24. *Article 24 - Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.*

25. *Article 25 - Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.*

26. *Article 26 - Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.*

Parents have a prior right to choose the kind of education that shall be given to their children.

27. *Article 27 - Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.*

Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

28. *Article 28 - Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.*

29. *Article 29 - Everyone has duties to the community in which alone the free and full development of his personality is possible. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.*

30. *Article 30 - Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.*

(source: https://www.un.org/en/about-us/universal-declaration-of-human-rights)

c. International Covenant on Social, Economic and Cultural Rights (ICESCR)

Like the international covenant on Civil and Political Rights, the ICESCR, upholds many basic rights that implicitly obligate states to protect women from violence.

I. For instance, the ICESCR upholds the rights to the highest standard of physical and mental health**.**

II. Among other rights, this right is implicated in many violence against women cases. Therefore, states that are parties to this mechanism have an implicitly obligation to protect women from violence as part of their obligation. ICESCR entered into force on 3rd Jan 1976.

Sustainable Development Goals also known as the Global Goals, were adopted by the United Nations in 2015 as a Universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.

SDGs are designed to end poverty, hunger, AIDS and discrimination against women and girls. The creativity, knowhow, technology and financial resources from all society is necessary to achieve the SDGs in every context.

Ending all discrimination against women and girls is not only a basic human right, it is crucial for sustainable future, it's proven that empowering women and girls helps economic growth and development.

Goal targets of SDGs to gender equality

- End all forms of discrimination against all women and girls everywhere.

- Eliminate all forms of violence against all women and girls in the public and private sphere, including trafficking, sexual and other type of exploitation.

- Eliminate all harmful practices such as child, early and force marriages and female genital mutilation.

- Ensure women's full and effective and equal participation for leadership at all level of decision making in political, economic and public life.

- Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources in accordance with national laws.

- Recognise and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policy and promotion of shared responsibility within the household and the family as nationally appropriate.

- Enhance the use of enabling technology, in particular information and communications technology to promote empowerment of women.

Uganda Context

Below are some key facts in relation to women offenders in Uganda. Women represent 5% of the total number of prisoners in Uganda.

- Approximately 86% of all women in prison are either charged or convicted for murder, manslaughter or assault.

- 25% of all homicides by women in prison in Uganda involves the death of an intimate partner.

The question is, who else have the women allegedly killed? Is the domestic nature of the offending recognised?

- Research shows the majority of women imprisoned for offences against life (murder, manslaughter), have experienced prolonged domestic violence at the hands of a partner, spouse or another family member and for many the abuse had occurred several times.

- A study on women's violent crimes in Uganda revealed that women can act, and that women sometimes retaliate against specific kinds of oppression.

United Nations Office of the High Commissioner Report February 2022 has highlighted that there have been some positive developments in Uganda:

- Uganda had taken measures to improve access to justice for survivors of gender-based violence, including the Equal Opportunities Commission (2020/21), which received

complaints from women, men youth, and persons with disabilities, ethnic minorities and institutions.

- The Ugandan Government had put in place institutions to spearhead the delivery of gender equality and women's empowerment.
- The Ministry of Gender, Labour and Social Development mandated to design and implement national gender programmes, policies and interventions (for Government).
- The Constitution of Uganda guarantees the protection of human rights of all Ugandans, including human rights defenders.
- Key national laws and policies that protect the rights of women human rights defenders has been developed.
- The National Policy on the Elimination of Gender-based Violence and the National Male Engagement Strategy, developed respectively in 2016 and 2017, provided a clear framework to address cultural barriers and tackle masculinities that perpetuated violence.

Conclusion

In conclusion, it is important to note that the international treaties enumerated above puts a number of obligations to the government of Uganda to respect and protect human rights of women, including those that offend. The Uganda Police Force is an institution of the government and therefore bares the same obligation. Violation of the above provision lead to breach of international law and must be avoided at all times.

Sample Questions

1. Define the terms; Treaty, Ratification and Accession.
2. Mention any 3 international treaties Uganda has ratified that protect the rights of women.
3. Discuss at least three human rights of women offenders that the each of the three treaties mentioned above protect.
4. Explain the Goal targets of SDGs as it relates to gender equality.

References

1. UN Treaty Collection Glossary https://treaties.un.org/pages/overview. aspx?path=overview/glossary/page1_en.xml#:~:text=Accession,treaty%20has%20 entered%20into%20force
2. https://www.un.org/en/about-us/universal-declaration-of-human-rights
3. https://www.un.org/womenwatch/daw/cedaw/
4. United Nations Office of the High Commissioner Report, February 2022.
5. https://www.ohchr.org/EN/professionalinterest/pages/CESCRaspx

TOPIC 9: REGIONAL AND INTERNATIONAL STANDARDS RELATING TO WOMEN OFFENDERS

Duration:

1 Hour

Aim

To provide an overview of the international frameworks for the treatment of women offenders in custody.

Objectives

By the end of this session, participants should be able to:

1. Enumerate the International frameworks governing the treatment of women offenders in custody such as the UN Protocol and Guidelines, Bangkok Rules, Luanda Guidelines and The Nelson Mandela Rules.

2. Discuss some of the key highlights of the international frameworks for the treatment of women offenders in custody.

Methodology

1. Guided discussion.
2. Brain storming.
3. Lecture.
4. Group work/exercise.

Teaching Aids

1. Flip chart stand.
2. Flip chart pad and markers.
3. Laptop Computer.
4. Projector.
5. Whiteboard.
6. Whiteboard markers.

Introduction

These are enumerated below:

The United Nations General Assembly Resolution 67/187, United Nations Principles and Guidelines on Access to Legal Aid in Criminal Justice Systems establishes the responsibility of the State to put in place a national legal aid system that is accessible, effective, sustainable and credible, and that recognizes the right to legal aid of persons in contact with the law at all stages of the criminal justice process.

The United Nations General Assembly Resolution 45/110, United Nations Standard Minimum Rules for Non-Custodial Measures (the Tokyo Rules) provides a framework for applying non-custodial measures in the criminal justice system. While there is no specific mention of measures for women, this was subsequently covered by the Bangkok Rules.

The United Nations General Assembly Resolution 70/175, United Nations Standard Minimum Rules for the Treatment of Prisoners (the Nelson Mandela Rules) provides the most comprehensive guidelines on the treatment of prisoners and was initially adopted in 1955 and updated by the General Assembly in 2015.

The United Nations Economic and Social Council (ECOSOC) Resolution 2002/12, Basic Principles on the Use of Restorative Justice Programmes in Criminal Matters identifies a range of flexible, adaptable and complementary measures for criminal justice systems that take legal, social and cultural circumstances into account.

The African Commission on Human and Peoples' Rights, Guidelines on the Conditions of Arrest, Police Custody and Pre-Trial Detention in Africa (Luanda Guidelines), developed with the support of CSOs and UNDP, define a rights-based approach to pre-trial detention, arrest and post-trial detention, and encourage practices that can be integrated into programming from a regional perspective.

In addition, the following instruments specifically relate to the needs and rights of women:

- Article 2(g) of United Nations General Assembly Resolution 34/180, Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) places

an obligation on States to "repeal all national penal provisions which constitute discrimination against women".

- United Nations General Assembly Resolution 65/228, Updated Model Strategies and Practical Measures on the Elimination of Violence against Women in the Field of Crime Prevention and Criminal Justice25 provides guidance on crime prevention in the context of violence against women and on criminal justice responses to such violence.

- United Nations General Assembly Resolution 65/229, United Nations Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders (the Bangkok Rules) applies to women prisoners under sentence; suspected women offenders awaiting trial while in detention; female offenders subject to non-custodial measures and corrective measures; and women who are in protective custody.

(Source: United Nations A Practitioner's Toolkit on Women's Access to Justice Programming MODULE 4: Women in Conflict with the Law).

The Bangkok Rules

The Bangkok Rules, formally known as, *"The United Nations Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders",* is a set of 70 rules focused on the treatment of female offenders and prisoners adopted by the United Nations General Assembly on 22 December 2010.

What do the Bangkok Rules say?

The 70 Rules give guidance to policy makers, legislators, sentencing authorities and prison staff to reduce unnecessary imprisonment of women and to meet the specific needs of women who are imprisoned. The rules emphasize the following:

1. Keep women out of prison

The Bangkok Rules give guidance on gender-sensitive alternatives for both pre-trial detention and sentencing post- conviction which address the most common causes of offending. They recognize that prison is usually an ineffective, and often damaging, solution to offending by women, hindering their social reintegration and ability to live productive and law-abiding lives following release. One example of a gender-sensitive alternative to prison is counselling services with on-site childcare facilities. This provides a solution for women offenders who are mothers, enabling them to deal with the root causes of criminal behaviour whilst continuing to care for their children.

2. If sent to prison… (Read: If Detained)

The Bangkok Rules respond to the different needs of women and girls in prisons and police detention, providing guidance on a wide range of aspects of the prison regime – healthcare, rehabilitation programmes, the training of prison staff and visiting rights.

3. Provide appropriate healthcare

In addition to reproductive healthcare, gender-specific responses are needed for mental health, substance abuse and the treatment and care of other diseases. Women prisoners should have the same access to preventative healthcare, such as breast cancer screening, as offered to women in the community.

4. Treat women humanely

The Rules require women to be treated with humanity and with dignity. For instance, the use of instruments of restraint on women during labour, during birth and immediately after birth is prohibited. There is a prohibition of solitary confinement or disciplinary segregation for pregnant women, women with infants and breast feeding mothers.

5. Preserve dignity during searches

Search procedures must respect a woman's dignity. Given the risk of abuse during pat-down searches, they must be carried out by female staff. Alternative screening methods should be developed.

6. Protection from violence

Women prisoners are at particularly high risk of rape, sexual assault and humiliation in prison. They are vulnerable to all forms of sexual misconduct by prison staff and other prisoners, including improper touching during searches, and being watched when dressing, showering or using the toilet.

7. Provide for prisoners' children

Prison services must provide for the full range of needs of children in prison with their mothers, whether medical, physical or psychological. As these children are not prisoners, they should not be treated as such. The Rules also require special provisions to be made for mothers prior to admission, so they can organise alternative childcare for children left outside.

Note: The Bangkok Rules supplement the existing UN

Standard Minimum Rules for the Treatment of Prisoners and the Tokyo Rules on alternatives to imprisonment.

Conclusion on Bangkok Rules

From paper to practice: The Bangkok Rules represent a vital step forward for the rights of women in prison and women offenders. Now the standards need to be put into practice. Many of the Rules do not require additional resources for their implementation, but a change in awareness, attitude and practices – and in particular a committed investment in the training of prison staff, policy-makers, prison administrators and others who engage

with women in the criminal justice system including the Police, because, women's Rights are Human Rights.

(Source PRI English Briefing Bangkok Rules https://quno.org/sites/default/files/resources/ENGLISH_Briefing%20on%20Bangkok%20Rules.pdf)

https://undocs.org/en/A/RES/65/229.

Note to Trainer:

Participants should be invited to consider how the risks and threats can be mitigated.

The next exercise should be conducted in a group. The group should be asked to give their immediate thoughts in this group exercise.

Exercise F

How can we put the International Frameworks into practice in Uganda?

Trainer Notes

PRI continued to be at the forefront of efforts globally to promote gender-sensitive criminal justice systems, in line with the UN Bangkok Rules. In Uganda, PRI activities aimed at improving women's access to justice, health care and reintegration support services. In 2022, capacity building workshops, trainings and technical support were provided to different target groups to improve the implementation of the international human rights standards including the UN Bangkok Rules and Nelson Mandela Rules. *(source: Penal Reform Institute Annual Report 2022)*

Direct support provided to women in detention including medical and psychiatric assistance, legal assistance and counselling, entrepreneurship trainings, rehabilitation and reintegration support together, increased the number of women serving community-based sentences instead of going to prison, empowered women to demand for their rights and improved women's health. In addition, PRI facilitated the reunion of women with their families through visits in prison, thereby improving their physical and mental well-being and fulfilling the right to see family per the UN Bangkok Rules. *(source: Penal Reform Institute Annual Report 2022)*

In Uganda, PRI's work promoted the use of non-custodial alternatives through activities including trainings, media campaigns and legal representation of women accused of minor offences. Project results included bail for 7 accused persons, cautions for 2 accused persons, 1 fine and the dismissal of 18 cases. 53 women have benefited from legal representation.

(source: Penal Reform Institute Annual Report 2022)

The Luanda Guidelines

The African Commission on Human and Peoples' Rights, Guidelines on the Conditions of Arrest, Police Custody and Pre-Trial Detention in Africa, also known as the Luanda Guidelines trace the steps from the moment of arrest until trial, focusing on the decisions and actions of the police, correctional services and other criminal justice professionals. They contain eight key sections covering the framework for arrest and custody, important safeguards, measures to ensure transparency and accountability and ways to improve coordination between criminal justice institutions. In particular, the guidelines addresses the following:

1. **ARREST** covers grounds for arrest, procedural guarantees and the rights of suspects and arrested persons including the requirement that they be notified of their rights.

2. **POLICE CUSTODY** provides a framework for decision making on police bail or bond, and details safeguards for persons subject to police custody, including access to legal services, limitations on the use of force and restraints, safeguards during questioning and recording of confessions.

3. **DECISIONS AROUND PRETRIAL DETENTION** includes safeguards for suspects who are subject to a pre-trial detention order, review procedures and mechanisms to minimise prolonged pre-trial detention.

4. **REGISTERS** are designed to ensure transparency, and provide details regarding the type of information that should be recorded in all forms of record keeping, including arrest registers and those used in police custody and pre-trial detention centres where the information should be made available.

5. **DEATHS AND SERIOUS HUMAN RIGHTS VIOLATIONS IN CUSTODY** details the procedures that should be followed in the event of a death or rights violation in police custody or pre-trial detention.

6. **CONDITIONS OF DETENTION** includes conditions in police custody and pre-trial detention and specific safeguards that apply to these places of detention such as the separation of different categories of detainees.

7. **VULNERABLE GROUPS** covers groups identified by the African Charter as being at risk or having special needs within the criminal justice system including women, children, persons with disabilities and non-nationals.

8. **ACCOUNTABILITY AND REMEDIES** includes a range of measures such as judicial oversight, habeas corpus, independent complaints, investigation and monitoring mechanisms, data collection and dissemination and the provisions for redress.

(Source: https://www.unodc.org/documents/congress/background-information/ NGO/Open_society_foundation/The_Luanda_Guidelines.pdf)

Conclusion

By way of conclusion, it is clear that there is a number of international and regional legal and policy regimes that protect the rights of women. These are meant to guide nations on how to fulfil their obligations and must be followed by the police. Any violation of them would tantamount to violations of international and regional human rights obligations of women.

Sample Questions

1. Mention any three UN bases international instruments that protect the rights of women in conflict with the law.

2. What is the Luanda Guidelines? Outline the human rights of women that are protected under these guidelines.

3. Discuss the adequacy of the Bangkok Rules in protecting the rights of women in the criminal justice system.

References

1. Type the name of any of the documents discussed in the topic above and access it in full.

2. https://www.unodc.org/documents/congress/background-information/NGO/Open_society_foundation/The_Luanda_Guidelines.pdf

3. PRI English Briefing Bangkok Rules https://quno.org/sites/default/files/resources/ENGLISH_Briefing%20on%20Bangkok%20Rules.pdf

4. United Nations A Practitioner's Toolkit on Women's Access to Justice Programming MODULE 4: Women in Conflict with the Law.

Handling Female Offenders
Trainers' Guide

TOPIC 10: DECISION MAKING

Duration:

2 Hours

Aim

To raise awareness of effective decision making by police officers and the importance of human rights and values-based decision making.

Objectives

By the end of this session, participants should be able to:

1. Define decision making?
2. Explain how decisions are made.
3. Discuss Human Rights and values-based decision making and its importance.
4. PLAN to make Human Rights-based decisions.
5. Apply a decision-making model for more effective decision making.

Methodology

1. Guided discussion.
2. Brain storming.
3. Lecture.
4. Group work/exercise.

Teaching Aids

5. Flip chart stand.
6. Flip chart pad and markers.
7. Laptop Computer.
8. Projector.
9. Whiteboard.
10. Whiteboard markers.

Introduction

Note: In a brainstorming session, ask participants what they understand by decision making.

What is decision making?

Decision making is the process of making choices by identifying a decision, gathering information, and assessing alternative resolution.

How do you make your decisions?

We make decisions basing using our:

- instincts
- beliefs
- values
- intuition or
- Inspiration

Most people make decisions based on their <u>beliefs</u>. Beliefs are based on information from the past, which are projected into the future.

Values Based Approach

- As an individual and / or as an organization your values define who you & what is important to you.
- Values include integrity, honesty, compassion, courage, love, care, respect, transparency and pride.
- Our Values permeate our Thoughts, Words and Actions.
- When you declare your values; people, family, friends, customers and partners, know what you stand for.
- A values-based approach to decision-making builds and brings trust, authenticity and people's confidence and motivation in / to the individual or organization.
- Shared values / Shared vison – means that they are more likely to be lived and achieved.

National Decision-Making Model
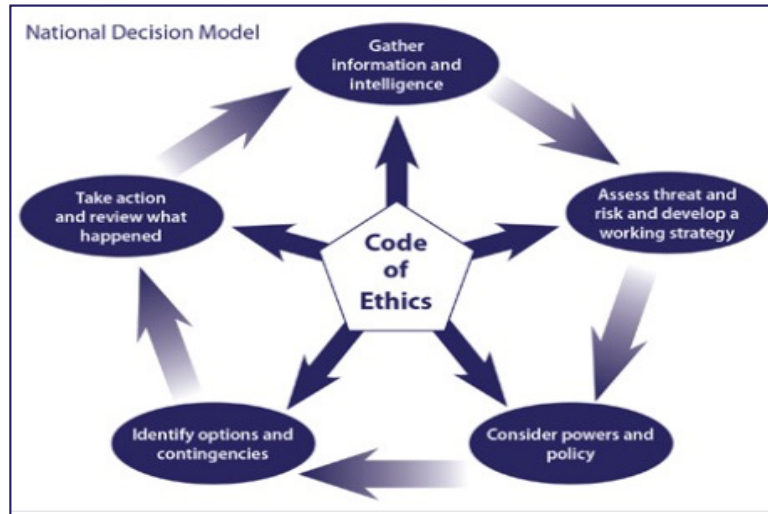
The National Decision Making Model (NDM) offers a good guide on how to arrive at decisions. In emphases that all decisions must be proceeded with gathering proper information and/or intelligence. Then followed with proper assessment of the threat or risks that should inform the strategy to use to handle the threat or mitigate the risks.

The decision makers then should ask themselves a question as to whether they have the powers to make the decision they are about to make. What does the institutional policy say, what does the national laws say?

Thereafter, it is important to put all the available options on table and ~~evaluated~~ (evaluate) what the best option is. The options should not be violating any values or rights of the individuals affected.

Decision Making

All actions and decisions taken in response to an incident and in an investigation should be:

P - Proportionate to the seriousness of the crime or incident being responded to. So the number of and the level of specialist resources deployed is commensurate with the seriousness of the crime and its impact.

L - Legal. In accordance with Iraqi Law and other regulations governing the Police.

A - Accountable. The officer or official making the decision is legally entitled to do so.

N - Necessary. The actions being taken are necessary to meet your policing and / or investigation aims.

After considering all the above, you can now take action on the situation and that will be your decision. After implementing the decision, it is important to evaluate it to see whether it achieved its intended objectives and whether it met all the parameters of good values and respects rights of all those affected by the decision.

Conclusion

In conclusion, it is important to ensure that in the course of our work, we do not rush to make decisions. The decisions we make affects other people and when taken in haste, it may be too late to reverse when rights of other people have already been violated. The steps outlined above are a key guide to good decision making and can save us from taking wrong decisions.

Sample Questions

1. Define decision making.
2. Discuss the Value Based Approach to decision making.
3. Outline any 5 values that can guide you to make good decisions.
4. Discuss the 5 stages of the National Decision Making Model (NDM) and these can guide you to make good decisions.

References

UK College of Policing www.npia.uk.gov

TOPIC 11: COMMUNICATION SKILLS AND TRAUMA INFORMED INTERVIEWING

Duration:

3 Hours

Aim

To equip participants with communication skills and its benefits in Policing including in trauma informed interviewing.

Objectives

By the end of this topic, participants should be able to:

1. Define the term communication.

2. Demonstrate confidence in having effective communication with victims/survivors.

3. Describe poor communication and its impact.

4. Explain trauma-informed interviews.

5. Demonstrate the importance of good communication between the Police and victims/survivors.

Methodology

1. Guided discussion.

2. Brain storming.

3. Lecture.

4. Group work/exercise.

5. Demonstration.

Teaching Aids

1. Flip chart stand.

2. Flip chart pad and markers.

3. Laptop Computer.

4. Projector.

5. Whiteboard.

6. Whiteboard markers.

Introduction

Good communication skills are fundamental for Police Officers to do their work effectively as most of police work involves communication with people. Conducting Interviews too requires good communication skills. A bad interview can result in you not collecting the information that you need. You may be working with individuals who are reluctant to communicate, therefore, you need to apply particular techniques to see that you communicate with them and get the required information you need. In this topic, we are going to look at how to improve our communication skill s to facilitate our work as police officers.

Note:

Pair up participants with a partner and tell them to ask their partner the questions below. Make them report back in to ten (10) minutes.

EXERCISE B

How good are your communication skills?

How do you know?

What are the main ways of communicating?

What is Communication?

Communication is the process that involves sending and receiving messages through the verbal and nonverbal methods. It is a two way means of exchanging Information in form of thoughts, opinions and ideas between two or more individuals with a purpose building an understanding using a channel.

According to John Dewey 1997 Pg 167 defines communication as a means of establishing cooperation, domination and order.

Why are Communication Skills so important?

Effective communication skills are essential!

Effective communication skills have to be developed, honed and added to on an ongoing basis. They are the heart of your interpersonal skills and the greater your awareness of how it all works, the more effective your communication will become.

To be a good police officer, you have to communicate exceptionally well. Many books have been written about the importance of communication key skills. We will start with some essentials for becoming a more effective communicator.

Communication core skills

- Communication is always individual
- Communication happens whether you think about it or not
- A lot of stuff will get in the way of effective communication
- Good communication can lead to conflict resolution
- Slowly and incrementally, you can improve your communication skills
- We're not all the same
- Everyone communicates differently and sees the world differently

For police officers

- Communication Skills are fundamental for Police Officers.
- Conducting Interviews requires good communication skills.
- A bad interview can result in you not collecting the information that you need.
- You may be working with individuals who are reluctant to communicate.
- A Police Officer's communications can have a notable impact on victims, survivors, witnesses and detainees (positive and negative).

Explain the communication process. The message can get lost between the communicator and the recipient.
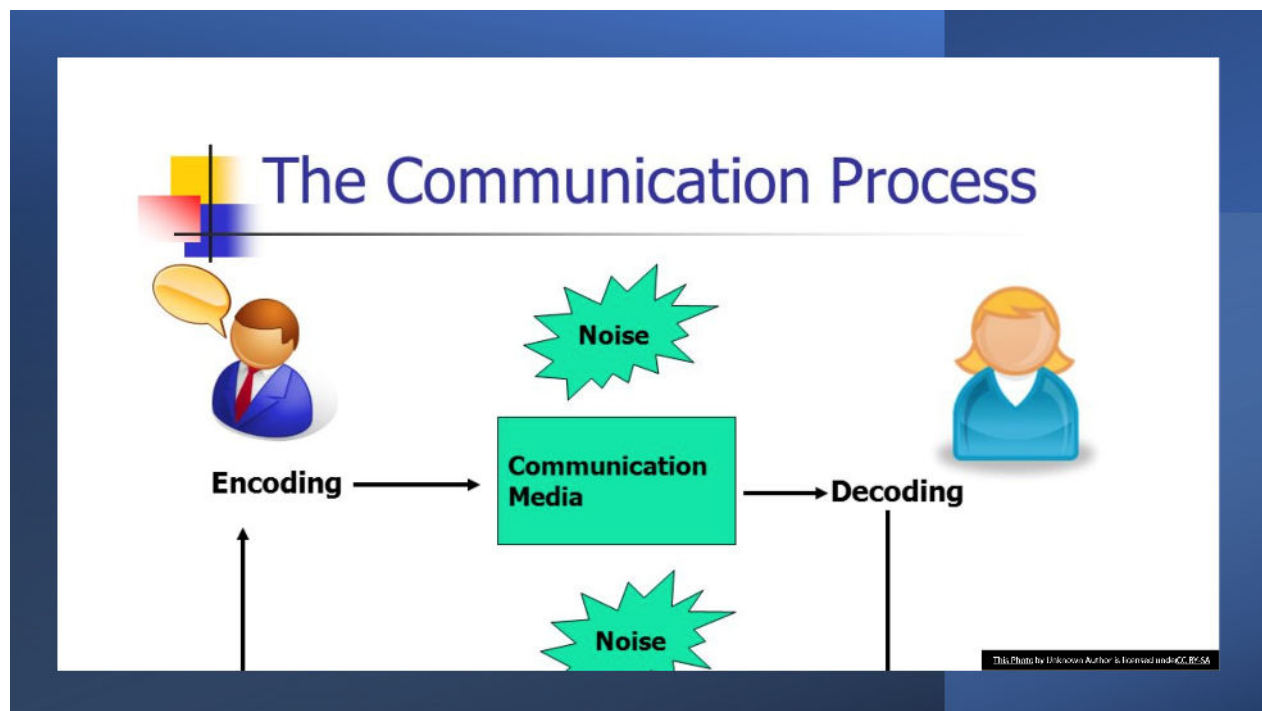
There are 4 main types of communication:

Four Types of Communication

Written	Verbal	Non verbal	Listening
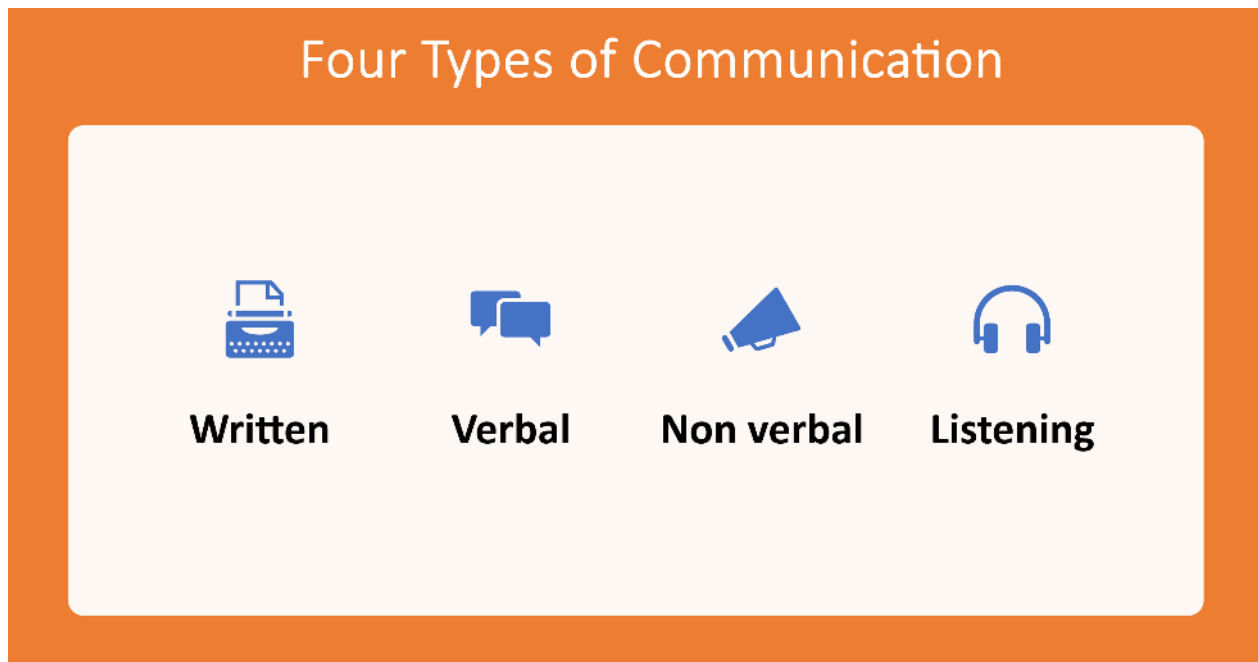
(i) Verbal communication

- words

(ii) Non-verbal communication

- intonation

- dress and ornaments
- distance
- position and gestures
- word spacers
- body language

Non-Verbal Communication

- Active listening
- Adapting your communication style to your audience
- Friendliness
- Confidence
- Volume
- Respect

Body Language: Reading body language signs and communication

- our closeness to, and the space between us and other people (proxemics), and how this changes our facial expressions.

- our eyes - especially and how our eyes move and focus, etc

- how we touch ourselves and others.

- how our bodies connect with other non-bodily things, for example pens, cigarettes, spectacles and clothing.

- our breathing, and other less noticeable physical effects, for example our heartbeat and perspiration.

  o Body language tends not to include:

- the pace, pitch, and intonation, volume, variation, pauses, etc., of our voice.

(iii)   Listening skills

We demonstrate active listening skills through:

- Head nods.
- Facial expressions e.g., smiling.
- Paraphrasing.
- Use short verbal affirmations.
- Share previously provided information.
- Ask open ended questions.
- Ask probing questions.
- Display Empathy.
- Eye contact.

Written Skills

Reports - structured, concise with correct spelling and grammar

Interviews records.

Taking these 4 main ways into account, there are numerous ways in which human beings can communicate with each other.

Why are communication skills so important?

- Communication Skills are fundamental for Police Officers working with the public.
- The task of helping individuals with their personal difficulties is never easy.
- Police Officers often have to communicate in situations where conditions may present barriers to communication.

- They may also be working with individuals who are reluctant to communicate and resistant to change.

Communication – working with survivors and victims

Police Officers have to:

- Listen to victims/survivors in great distress experiencing pain and fear.
- Hear victims / survivors / witness.
- Provide support and advice to those under stress.
- Conflict resolution with angry and /or aggressive clients.
- Change your own deeply ingrained attitudes or habits.
- Develop different communication methods for those who do not use verbal communication.
- Support clients to see their way through a confusing and difficult period.

What does good communication look like for the police?

- The "80-20 principle," which was originally used in sales, says that officers should spend 80% of their time listening and 20% talking, and then use what they hear to make a connection.

- Using body language to show the person that the officer is listening carefully.

- Asking many questions, and making simple requests, one at a time.

- Asking open-ended questions / but not always suitable for trauma informed interviews.

- Understanding how "emotional contagion" (social behaviour) can benefit or hurt you. A person with mental illness may not understand all of the words an officer says, but the person will sense their tone and attitude.

- Speaking slowly and calmly can help de-escalate the situation and convey to the person that the officer is not in a rush that they have as much time as needed to converse and reach an understanding.

- Avoid police jargon and terminology.

- Give immediate answers to the victims or suspects.

Trauma Informed Interviews (TIVI)

Trauma is a deep distressing or disturbing experience a person undergoes e.g. a death of a beloved one.

The principles of trauma informed interviews can be applied to female offenders. Whilst they are usually applied to victims, the approach will enable officers to obtain the evidence they require.

Best practice includes the need to:

- Maintain eye contact
- Do not interrupt
- Build rapport
- Clarify situation
- Do not make assumptions
- Ask open questions

When conducting an interview, a police officer should:

- Speak clearly
- Adapt to suit audience
- Pitch, tone and speed
- Eye contact
- Non-verbal cues
- Prepare - confidence
- Breathe!
- Should not be emotional
- Be a good listener

The above picture shows a female suspect having interview with a police officer at the station but she was traumatized.

Trauma-informed interviews

- Trauma has a powerful effect upon behaviour/memory.

- Trauma can impair memory encoding and the ability to describe some details of the events. The brain typically fixates on certain aspects of the experience and ignores extraneous information (irrelevant information).

- We must focus interviews on things that are more likely to be remembered during trauma:

    - Details most important to survival

    - Threat of harm (often called "weapon focus")

    - Emotions

    - Sensations (five senses)

For victims' memories are often like "snapshots" and not like a video of the event. It is common for there to be gaps in the account. If a female offender has been the subject of sexual and physical violence in her relationship, she will need to be treated with as a victim too.

- Recall of traumatic memories can be slow and difficult
- Cortex may be impaired during the interview, so keep questions simple.
- "Even years later traumatized people often have enormous difficulty telling other people what happened to them.

Their bodies re-experience terror, rage, helplessness, as well as the impulse of fight or flight, but these feelings are almost impossible to articulate. Trauma by nature drives us to the edge of comprehension, cutting us off from language based on common experience of imaginable past."

(Source: "The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma "Bessel van der Kolk, M.D., 2014).

Once police officers understand trauma and its effect on behaviour and memory, it is our job to make our interviewing process as consistent with the trauma science as possible

This will do a few important things:

• Dramatically improve the quantity of detail given by the victim

• Dramatically improve the quality of the account

• Promote healing for victims

What does not work for TIVI?

Interview techniques that **DON'T** work:

- Who, What, When, Where, Why (Don't forget that open questions are used in most other police interviews)
- Any interview involving confrontation – because a stressful interview can reactivate the trauma response
- Rapid fire questions
- Polygraph, voice stress analysis

What the Female Offender may be experiencing during the interview?

• Physical and Emotional violation

• Powerless

• Hopelessness

• Loss of control

• Overwhelmed

• Intense FEAR

• Embarrassed

Where a female offender has been the victim of sexual and physical violence do not treat her like the perpetrator of violence against her. Remember to:

- Empathetic expression
- Empower and give victim choices
- Open posture
- Interested
- Active listening

When a situation goes from a normal expected experience to unexpected events

- Freezing or 'Tonic Immobility'
- Fright
- Fight
- Fainting or Collapsed immobility
- Perception = Reality
- Embarrassment
- Fear

Conclusion

Good communication skills is key to performing police work. It also helps police officers obtain the required information from victims and perpetrators. However, if not handled well, communication can become an obstacle to achieving police required objectives. Female offenders are often traumatized due to the fact that some offending by women come out of a continued process of abuse to the offender. So, women may become victim turned offenders. Techniques such as Trauma Informed Interviewing may need to be employed so as to obtaining the required information and to ensure the well-being of the offenders. The issues techniques discussed in this topic will help you navigate through this delicate process of communication.

Sample Questions

1. Define the term communication.
2. Explain the four major mediums of communication.
3. Outline the types of trauma.
4. Discuss the tenets of Trauma Informed Interviewing. Why is it important to be applied to female offenders?

References

Note:

1. Read Trauma Informed Police Interviews

   International Association of Police Chiefs June 20

2. https://www.theiacp.org/resources/document/successful-trauma-informed-victim-interviewing

3. (Source: "The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma "Bessel van der Kolk, M.D., 2014).

TOPIC 12: THE FEMALE OFFENDER PERSPECTIVE – ADVERSE CHILDHOOD EXPERIENCES – MAKING THE LINKS

Duration:

3 Hours

Aim

The aim of this training is to increase awareness of Adverse Childhood Experiences and be able to explain how it impacts on individuals exposed to them.

Objectives

By the end of this topic, participants will be able to:

1. Define what adverse childhood experiences are.

2. Explain the different types of ACEs.

3. Discuss how ACE's impact on individuals.

4. Describe and explain how some individuals who have experience ACEs could be exposed to alcohol and drug dependency, imprisonment and social rejection.

Methodology

5. Guided discussion.

6. Brain storming.

7. Lecture.

8. Group work/exercise.

Teaching Aids

9. Flip chart stand.

10. Flip chart pad and markers.

11. Laptop Computer.

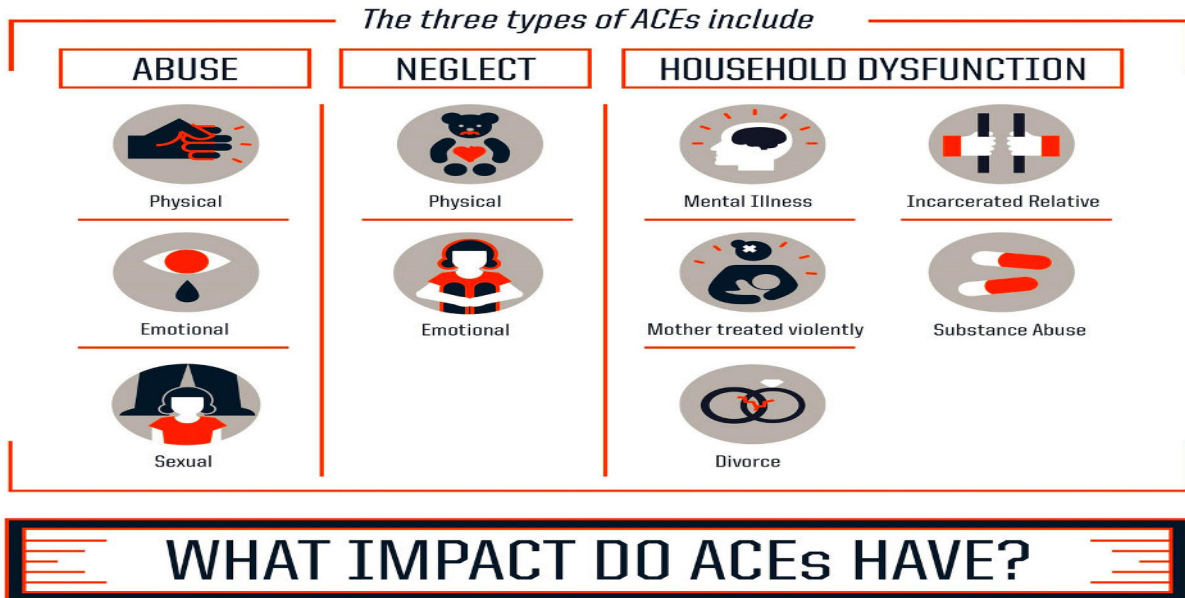12. Projector.

Introduction

Definition

Adverse Childhood Experiences (**ACEs**) is the term used to describe traumatic **experiences** before age 18 that can lead to negative, lifelong emotional and physical outcomes. According to the U.S. Centre for Disease Control (CDC) Adverse Childhood Experiences fall into 3 main areas:

• Abuse

• Neglect and

• Household Dysfunction

**What are the 10 Adverse Childhood Experiences?**

1. Physical Abuse. Causing physical harm to a child by hitting, kicking, punching, scratching, beating, burning, throwing, or stabbing. ...
2. Sexual Abuse. ...
3. Verbal Abuse. ...
4. Physical Neglect (can fall under Abuse and Neglect areas)
5. Emotional Neglect. ...
6. Mental illness. ...
7. Substance Addiction. ...
8. Imprisonment.
9. Violence in the Home
10. Divorce by Parents
11. Death of parents.
12. Hostile environment

The three types of ACEs include

ABUSE
- Physical
- Emotional
- Sexual

NEGLECT
- Physical
- Emotional

HOUSEHOLD DYSFUNCTION
- Mental Illness
- Incarcerated Relative
- Mother treated violently
- Substance Abuse
- Divorce

WHAT IMPACT DO ACEs HAVE?

(1) Academic Studies

- The **CDC-Kaiser Permanente** adverse childhood experiences (ACE) study is one of the largest investigations of childhood abuse and neglect and household challenges and later-life health and well-being.

- The original ACE study was conducted at Kaiser Permanente from 1995 to 1997 with two waves of data collection.

- Over 17,000 people took part.

The results were as follows:
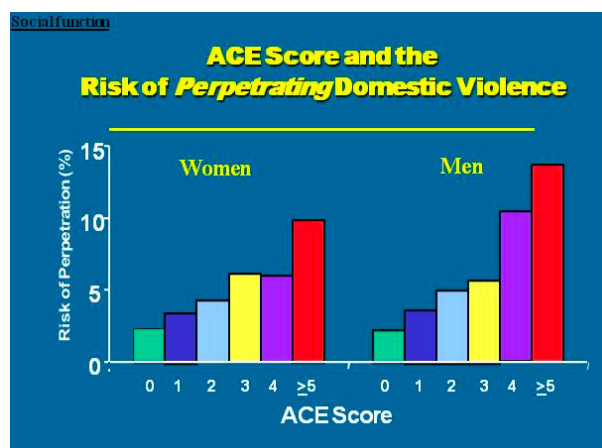
(2) **UK Study. Bellis and Others 2012, 2013, 2014** which describes the Health and Well-being and Social Impact of individual exposes ACEs.

- The study involved 3885 participants and/or cases.

- 47% of people experienced at least one ACE with 9% of the population having 4+ ACES

- **The study found that individuals exposed to 4 or more ACEs are (refer to the graphic below):**

UK study suggests those with 4 ACEs + are:

2x more likely to **have a poor diet** [2]

3x more likely to **smoke** [1]

5x more likely to have had **sex under 16 years** [1]

6x more likely to **have been pregnant**

or got someone accidently pregnant Under 18 [2]

Source: 1. Bellis et al. 2012 2. Bellis et al. 2013

2x more likely to **binge drink**

7x more likely to be involved in **recent violence**

11x more likely to have been **incarcerated**

11x more likely to have used **heroin or crack**

Source: Bellis et al. 2014, n=3885

Note:

However, it should be noted that because a child or young person has experienced ACEs it is not a foregone conclusion that they will abuse drugs and/or alcohol, become involved in violence and being incarcerated / imprisoned.

Victims / witnesses / offenders have a backstory or background and individuals maybe suffering the consequences of trauma, depression, anxiety and psychological problems such as Post Traumatic Stress Disorder. This may act as a driver for offending and affect how a victim and suspected offender may engage with the police during an interview.

Note: Play YouTube on toxic stress in children in the link below:

Toxic Stress can occur when a child experiences strong, frequent, and/or prolonged adversity and cause long term ill-health.

Further details can be obtained by accessing https://www.acesaware.org/wp-content/uploads/2019/12/2-What-is-Toxic-Stress-English.pdf

Additional Support Material: Centre on the Developing Child, Harvard University

You Tube clip https://www.youtube.com/watch?v=rVwFkcOZHJw

Experiencing ACEs can have an impact on future physical and mental health, and often ACEs can be barriers to healthy attachment relationships forming for children. Some of the effects of ACEs on our physical and mental health are:

- An increase in the risk of certain health problems in adulthood, such as cancer and heart disease, as well as increasing the risk of mental health difficulties, violence and becoming a victim of violence.

- An increase in the risk of mental health problems, such as anxiety, depression, and post-traumatic stress. 1 in 3 diagnosed mental health conditions in adulthood directly relate to ACEs.

- The longer an individual experiences an ACE and the more ACEs someone experiences, the bigger the impact it will have on their development and their health.

Some of the other things exposure to ACEs can impact, are:

- The ability to recognise and manage different emotions.

- The capacity to make and keep healthy friendships and other relationships.

- The ability to manage behaviour in school settings.

Difficulties coping with emotions safely without causing harm to self or others.

It is sad that the Life Course of a child affected by ACEs can be predicted given the consequential impact as depicted in illustration below.
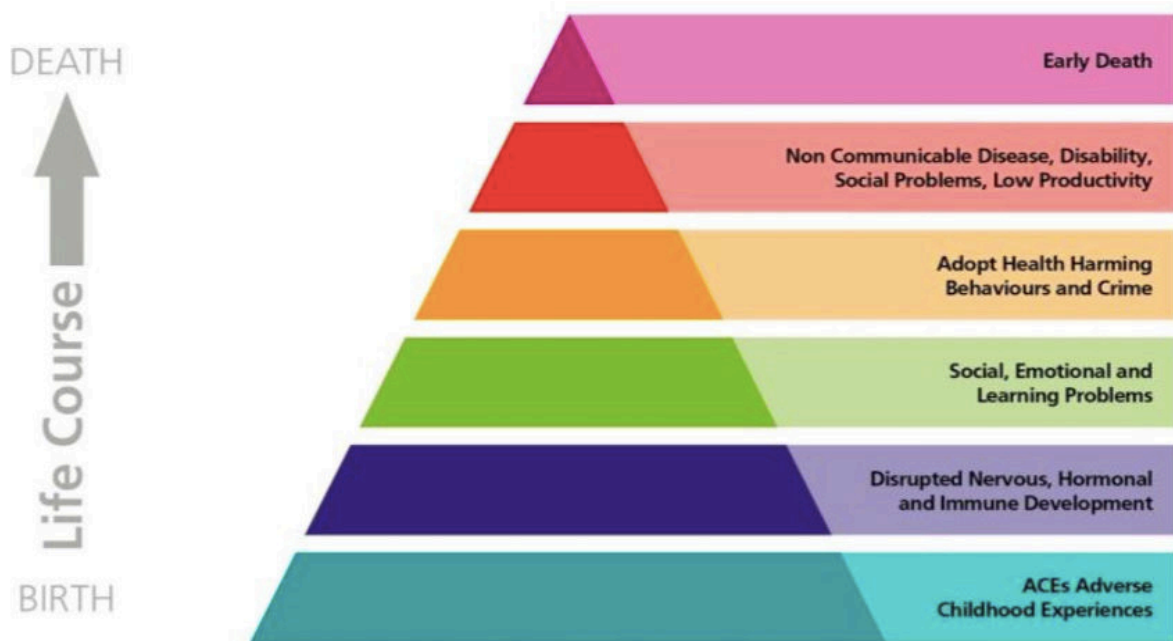
Conclusion

It is clear that experiences in the early life of a person can affect their behaviour when they grow up. Adverse Childhood Experiences can be the cause of why women offend. This psycho-social factor need to be well understood by police officers and well investigated as they deal with women offenders.

Sample Questions

1. Define the term Adverse Childhood Experiences

2. List 5 types of Adverse Childhood Experiences and discuss how they are likely to affect women to become offenders in their adulthood

3. Discuss the likely consequences of Adverse Childhood Experiences.

References

1. https://www.acesaware.org/wp-content/uploads/2019/12/2-What-is-Toxic-Stress-English.pdf

2. https://www.youtube.com/watch?v=rVwFkcOZHJw

TOPIC 13: THE CONCEPT OF HUMAN RIGHTS

Duration:
2 Hours

Aim

To improve participants' knowledge of Human Rights and freedoms.

Objectives

By the end of the session, participants will be able to:

1. Define Human Rights and freedoms.
2. Identify the main characteristics of Human Rights.
3. Discuss the origins of Human Rights.
4. Explain how Human Rights have developed through the centuries.
5. Explain the acceptable limitations on Human Rights.

Methodology

1. Brainstorming.
2. Group work.
3. Carrousel.
4. Case Scenarios.
5. Sharing experience.
6. Plenary Session.

Teaching Aids

1. Flip chart stand.
2. Flip chart pad and markers.
3. Laptop Computer.
4. Projector.

Introduction

The topic discusses the concept of human rights. Respecting rights of female offenders requires a police officer who understands the rights and freedoms of all citizens. It is; therefore, very important for every participant to understand this topic clearly as it will be constantly referred to.

The scope

- During this session, we shall discuss what Human Rights and freedoms are and what they are not.
- Identify the main characteristics of Human Rights.
- Explain how Human Rights have developed through centuries.
- Explain why most Human Rights have limitations.

> **Note to the Trainer**
>
> Through brain storming, ask participants to define human rights the way they understand them. Thereafter, clarify their responses by going through the formal definitions bellow.

Some brief definitions of Human Rights

1. Human Rights are entitlements that accrue to every human being by virtue of being human.

2. Human Rights and freedoms are **natural endowments** every person has by virtue of his or her humanity alone.

3. Human rights and freedoms are **legal claims** embedded in the laws and the national Constitution. Therefore, every person including Police Personnel and the suspects can demand them from the State Organs and society.

4. They are **God Given Gifts** to every human being.

5. They are legitimate moral claims for every human being in society to enjoy.

6. Human rights and freedoms do not discriminate on grounds of race, colour, sex, age, religion and social status. They are based on equality in dignity and opportunity.

What Human Rights and freedoms are and what they are not

In summary, let us see what Human Rights and fundamental freedoms are.

- Human Rights and fundamental freedoms are those moral-ethical claims by every individual human being in society, the State and community, just because that person is a human being, possessing human dignity.

- Fundamental freedoms are also human rights. They are moral-ethical claims due to every human person because he/she is a human person with a body, soul and mind.

- Human Rights and fundamental freedoms are God-given entitlements to enable every person live a fully human existence and realize all his/her potentials in life.

- When these Human Rights and freedoms are enshrined in a National Constitution, they are also known as Constitutional Rights and Freedoms. When they are legislated into a country's laws, they are also known as legal rights.

What Human Rights and Fundamental Freedoms are not

- They are not mere privileges or favours granted by the State or society or any community to an individual.

- They are not given to or enjoyed only by some individuals or groups.

- They do not originate from the State or any community. States and communities only guarantee, protect and promote them.

Characteristics of Human Rights and fundamental freedoms

1. They are innate and inherent in every human being

2. They are universal and fundamental– Universal meaning that they are shared by all people and nations and fundamental meaning that they are very important and essential to a person.

3. They are inalienable and indivisible– (Inalienable meaning that they should not be removed illegally and without a serious reason).

    (Indivisible – (stand together as one unit to uphold human dignity and equality).

4. Interdependent and interrelated – each Human Right depends on the other.

The Origin of Human Rights and Fundamental Freedoms

1. The Creator – God – Giver of life
2. Culture, religion and tradition. Examine what ethnic cultures say about right to life, personal liberty, property, education, religion, respect, marriage, settling disputes, speech, association, and peace.
3. African religions, Christianity and Islam provide principles of Human Rights. Let the participants explain this through examples.

Categories of Human Rights

1. Civil and political rights (1st Generation Rights).
2. Economic, social and cultural rights (2nd Generation Rights).
3. Solidarity/Group Rights (3rd Generation Rights).

Major International Human Rights Instruments

i. The United Nations Charters of 1945.

Contemporary human rights goes back to 1945 at the end of World War II to ensure:

- Avoidance of war
- Peace and security among nations
- Human solidarity
- Common human rights.

ii. Universal Declaration of Human Rights (UDHR) 1948.

- The UDHR is the cornerstone of all the Human rights instruments.
- UDHR gave all nations and people common Human Rights values to follow in the realization of democracy and World peace and understanding.
- UDHR achieved its aim by most States of the world incorporating its principles into their National Constitutions.
- Uganda incorporated those principles of 1962, 1966 and 1967, but without the will and culture to observe them.
- The same principles and values are incorporated in the 1995 Constitution and there is the will and culture to observe them.

Summary of the Articles of the UDHR was enumerated in the earlier sessions.

Limitations of Human Rights and Fundamental Freedoms

(i) Although Human Rights are innate and inherent, universal and fundamental, inalienable and indivisible, inter-dependent and inter-related, most of them may be constitutionally and legally subjected to certain limitations which are acceptable in a democratic society. Such limitation or restrictions should never discriminate against anyone. They should apply to all.

(ii) The 1995 Constitution of the Republic of Uganda gives only four Human Rights which should never be restricted even during the time of a state of emergency. These are found in Article 44 which says that there shall be no derogation on the following rights and freedoms.

- Freedom from torture
- Freedom from slavery and servitude
- Right to a fair hearing
- Right to an order of habeas corpus

Grounds followed in restricting rights

- Respect for other rights
- Protection of public interest, public security, order and public morality.

Principles on restricting Human Rights

- Legitimacy
- Legality
- Proportionality
- Democratic necessity.

Conclusion

In conclusion I want to emphasize the importance of human rights to every human being. We need to remember:

- That Human Rights are the basic inherent standards without which people cannot live in dignity.
- That all people including Police personnel and suspects are entitled to Human Rights standards by virtue being human beings.
- That every Police officer has a duty to respect the rights of suspects regardless of one's status or the offence one is suspected to have committed. Female offenders therefore must have their rights respected and protected.
- That all Police Officers have a specific duty to respect the rights of civilians as they carry out their work. In the same vein, they must respect the rights of their subordinates.

Sample Questions

1. Define the term Human Rights.
2. Discuss the characteristics of Human Rights.
3. Justly the view that female offenders should have their rights respected and protected.

References

1. The Constitution of the republic of Uganda, (1995) as amended.
2. The Universal Declaration of Human Rights

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TOPIC 14: RIGHTS OF WOMEN

Duration:

2 Hours

Aim

To strengthen the participants' understanding of rights of women.

Objectives

By the end of the topic, participants should be able to:

1. To explain women's rights in detail giving relevant examples.

2. To discuss challenges that hinder the full realisation of women's rights.

3. To identify different roles police officers can play in protecting and promoting women's rights.

Methodology

1. Brainstorming.

2. Group work.

3. Carrousel.

4. Case Scenarios.

5. Sharing experience.

6. Plenary Session.

Teaching Aids

1. Flip chart stand.

2. Flip chart pad and markers.

3. Laptop Computer.

4. Projector.

Introduction

Rights of Women

Human rights refer to natural and legal entitlements that accrue to every person by virtue of their being human. One of the main principles in the Universal Declaration of Human Rights (UDHR) and other human rights instruments is that of equality of all human beings. But the right to enjoy most of the rights may be reduced if there is no legal basis upon which one bases to claim the right. Consequently, most rights are set out in form of laws/regulations by state authorities to enable their citizens enjoy these entitlements. Uganda is among those (countries) that have set up regulatory frame works in form of laws/policies as examined below:

RIGHTS OF WOMEN OFFENDERS DURING ARREST, SEARCH AND DETENTION

Human Rights of women upon arrest

It is important to note that women are entitled to all Humans Rights that men are entitled to during arrest. Such rights include the right to know the reason of their arrest, in a

language they understand, the right to remain silent, the right to inform their lawyer, their doctor and their next of kin, freedom from torture and other cruel, inhuman and degrading treatment, and the right to be treated humanely. In addition to these, women are entitled to the additional rights as indicated below:

- Women should be arrested by female officers if practicable;
- Women suspects should be searched by female officers.
- A female offender should be escorted by a female officer.

Human Rights of women during search

- Women should be searched in privacy by female officers.

Human Rights of women during detention

- Women must have separate cells from men.

- Special measures may be taken for nursing mothers.

- Sanitary facilities should be provided to female offenders.

Violence against women in police custody

Due to the vulnerability of women to abuse by male police officers, the United Nations economic and social council has provided that:

- Women in detention should be interrogated and detained by or under the supervision of female officers.
- All officers should be taught that sexual assault of women in police station is an act of torture.
- All reports made on sexual assault and ~~toucher~~ torture should promptly be investigated and the offenders should be brought to book.

Adopted from Human Rights Training Manual for the Uganda Police Force.

Note: Enumerate the legal framework on the rights of women. Ensure you mention those instruments discussed below:

Legal Framework on the Rights of Women

The International Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) 1979.

Due to the marginalization, unfair treatment and discrimination of women, the nations of the world came together to endorse a convention in 1981 called The International Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). The Convention prohibits all forms of discrimination against women (education, employment, health care,

involvement in politics, property ownership etc.) Uganda ratified CEDAW in 1985 and has domesticated it in its laws.

It also further defines discrimination as any distinction made on the basis of sex which has the effect of making worthless the enjoyment by women of their human rights and fundamental freedoms, irrespective of their marital status, on a basis of equality with men.

- **The Declaration on the Elimination of Violence against Women (DEVAW)**

This Declaration affirms that violence constitutes a violation of the rights and fundamental freedoms of women.

- **The Beijing Platform for Action 1995**

The Platform for Action, adopted by the Fourth World Conference on Women held in Beijing in 1995, identified the effects of armed conflict on women as one of 12 critical areas of concern requiring action by governments and the international community, and stressed the need to promote the equal participation of women in conflict resolution at decision-making levels.

- **United Nations Security Council Resolutions**

(i) The first resolution on women, peace and security, Security Council Resolution 1325 (SCR 1325), was unanimously adopted by United Nations Security Council on 31 October 2000. It recognized the under-valued and under-utilized contributions women make to conflict prevention, peacekeeping, conflict resolution and peace-building. It also stressed the importance of women's equal and full participation as active agents in peace and security.

(ii) UNSCR 1820 recognizes that addressing sexual violence in conflict is a matter of international peace and security. Where there is continued sexual violence, it is impossible to build sustainable peace. Resolution 1820 was the first Security Council Resolution to recognize sexual violence as a tactic of war.

- **The Constitution of the Republic of Uganda 1995**

Uganda has taken steps to domesticate CEDAW and other international/Regional Instruments into law. E.g. the Constitution of Uganda (1995) spells out the rights of women in Article 33 as follows:

a) Women shall be accorded full dignity of the person with men;

b) The State shall provide the facilities and opportunities necessary to enhance the welfare of women to enable them realize their full potential and advancement;

(c) The State shall protect women and their rights, taking into account their unique status and natural maternal functions in society;

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d) Women shall have the right to equal treatment with men and that rights shall include equal opportunities in: political, economic, and social activities;

e) Without prejudice to article 32 of the Constitution, women shall have the right to affirmative action for the purpose of redressing the imbalances created by history, tradition or custom;

f) Laws, cultures, customs or traditions which are against the dignity, welfare or interest of women or which undermine their status are prohibited.

Other Domestic Legislations

There also exists several other domestic laws that provide for the rights of women and include:

- Domestic Violence Act 2010 which protects women from domestic violence.

- The Prohibition of Female Genital Mutilation Act 2009 that protects women and girls from genital mutilation and related violent acts.

- The Prevention of Trafficking in Persons Act 2009 which protects women and children from being trafficked for purposes of exploitation.

- The Penal Code Act which provides for offences of rape, defilement and other criminal acts that violate the rights of women and the girl child.

- The Prevention and Prohibition of Torture Act.

- The Constitution of Uganda 1995.

- The Penal Code Act (Cap 120).

- Other laws.

This among others prohibits violence against women in areas like: Unlawful sexual relations (under Ch. xiv – xv e.g. rape, defilement, indecent assaults) and rights to own property- law on theft.

- **The Domestic Violence Act (2010)**

All acts of domestic violence, whether of a physical, sexual, emotional or economic nature are offences that are prohibited by this law.

- **The Prevention of Trafficking in Person Act 2009**

Criminalizes all acts of trafficking in persons, and imposes a penalty for the perpetrators of 15 years to life imprisonment.

- ## The Prohibition of Female Genital Mutilation Act 2009

This Act criminalizes acts of female genital mutilation. Convicted offenders face 10 years in prison, but if the girl dies during or due to the act, those involved get a life sentence.

- ## The Police Act (Cap 303)

This gives power to Uganda Police Force to make Police Standing Orders **(PSO)** and policies for the betterment of the staff e.g. women officers' marriage and accommodation in the barracks. It also gives power to establish units that may fight VAW e.g. Child and Family Protection Department which was created in 1995 to create an environment in which women and children's rights are recorgnised, respected, promoted and protected. This law sets a code of conduct for the police officers e.g. humane treatment of all persons at a police officer's disposal without discrimination;

- ## The Criminal Procedure Act (CPC)

This law provides procedures of handling female suspects by the police.

- ## The Equal Opportunities Act (2007)

This law aims at ensuring non-discrimination against any person.

- ## The Uganda Gender Policy, 2019

This obliges state agencies to make policies that prohibit discrimination

Police Institutional Structures on the Protection of Women

- In 1995, the Uganda Police Force Created the Child and Family Protection Unit, which was eventually elevated to the Department of Child and Family Protection in 1998, to protect and promote the rights of women and children. To date the department, with presence at all police stations all over the country is doing everything possible to protect and promote rights of women and children.

- The Sexual and Gender Based Violence Department in CIID was also put in place to handle sexual violence cases meted against women and children, who are the most vulnerable categories of people in society.

- In addition, a Department of Women Affairs was created in 2013 to promote and protect the rights of women within the Uganda Police Force.

Challenges to Full Realization of Women's Rights

Enforcement of laws that protect women from gender based violence at the national level face a lot of challenges due to many factors which include;

- Inadequate logistics to respond and prevent violent acts in the communities.

- Lack of regulations to operationalise some laws like the Prevention of Trafficking in Persons Act

- Inadequate levels of sensitisation in the communities due to logistical challenges

- Poverty that affects access to justice and use of the legal system to get justice. Many women are not employed and the justice system is not friendly to the children.

- **Bad Cultural Practices:** Some communities have bad cultural practices that impede women's progress. Practices like women cannot go out of the home to work, women should not ride a bicycle, women should never reveal what happens in a home, should not eat this and that etc. may hinder the realization of rights of women i.e. to development, employment, property ownership, good health, education, decision making, etc.

- **Domestic Violence:** Many women suffer domestic violence which lowers their self esteem and keeps them in a culture of violence and hinders their enjoyment of rights.

- **Property ownership:** Many women cannot own property due to either culture, or denial by their male counterparts. Some people or cultures have a misconception that women are a man's property and therefore "property" cannot own property.

- **Lack of Education:** There is discrimination based on gender as to who is entitled to education. Where there is a choice to be made by parents, between a boy child and a girl child, in most cases the boy child is chosen and the girl child left out. Without education empowerment, women remain susceptible to rights abuse. Most women are illiterates and are most victims of violence due to ignorance of their rights.

- **Un-employment:** Women are still discriminated against and do not compete favorable in the formal employment sector. Some employers do not like to employ women because of their motherly roles that will keep them away from work such as pregnancy, child birth, etc. This dis-empowers women and the lack of income makes them vulnerable to rights abuse.

- **Sexual abuse and exploitation:** Many women are looked at as sex objects and are often abused in homes, schools and at the workplace.

Roles of police officers in protecting and promoting rights of Women

Women in Uganda are generally less educated, less likely to be gainfully employed than men. Battered and Sexually assaulted women are drawn from this larger group of women. Police officers must strive to understand the unique problems faced by these victims and work with them to identify solutions.

Police officers play a central role in the law enforcement system. They have different roles and responsibilities that they do in their respective communities in order to help the victims and hold the perpetrators accountable to the crimes committed and these include;

- Monitoring criminal activity;

- Taking part in community patrols;

- Responding to emergency calls in time in order to give first aid to victims in need as well prevent any death;

- Making arrests, investigating crimes and testifying in court as needed;

- Recording witness accounts of crimes;

- Counseling and providing guidance to the victims and perpetrators;

- Calming disputes i.e. acting as mediators or arbitrators;

- Serving as a public liaison to enhance police image;

- Helping to make the force approachable to women and children in the community;

- Interviewing survivors of gender-based violence;

- Helping to reduce conflict and confrontation;

- Improving access and support for local women;

- Acting as role models for women in the community;

- Providing a greater sense of security to local populations, including women.

Conclusion

Women, like all other human beings, have rights and these rights must be protected and respected. When in contact with the police, women and girls are exposed to particular risks which their male counterparts may not. This calls for special measures to be put in place to ensure that rights of women and girls are not violated. The police has a duty to protect the rights of women and girls at all times.

Sample Questions

1. What are the forms of abuse that women are most likely to suffer during arrest and why?

2. Mention and explain any challenges to the full realization of rights of women's and girls.

3. What roles can police play in the promotion and protection of female offenders?

Reference Materials

1. The International Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) 1979.

2. The Convention on the Rights of the Child 1989.

3. The Declaration on the Elimination of Violence against Women (DEVAW).

4. United Nations Security Council Resolution 1325 (SCR 1325), of 31 October 2000.

5. United Nations Security Council Resolution 1820.

6. The Constitution of the Republic of Uganda, 1995 a amended.

7. Domestic Violence Act 2010.

8. The Prohibition of Female Genital Mutilation Act 2009.

9. The Prevention of Trafficking in Persons Act 2009.

10. The Penal Code Act Cap 120.

11. The Children's Act Cap 59 as amended.

12. The Employment Act,

13. The National Council for Children Act,

14. Human Rights Training manual for the Uganda Police Force, 2012.

TOPIC 15: IMPROVING POLICE STANDARDS THROUGH LEADERSHIP

Duration:

2 Hours

Aim

To raise awareness of how policing standards are raised through the lens of leadership.

Objectives

By the end of this topic, participants should be able to:

1. Identify the key areas from which policing standards are raised.
2. Explain the areas providing qualities of good leadership.

Methodology

1. Lectures
2. Brainstorming
3. Group discussions.

Teaching Aids

1. Flip charts
2. Markers
3. Laptops
4. Projector
5. White board
6. White board markers

Introduction

Note: Then define the following terms:

Definition:

a. **Leadership**. Is the art of influencing human behaviour in order to accomplish a mission in the manner desired by the leader.

b. According to Rauch and Behling 1984, leadership is the process of influencing the activities of an organised group towards goal achievement.

c. Leadership is the ability of an individual or group of people to influence and guide followers or members of an organization.

Police Standards can be improved through:

1. Setting clear standards and expectations:

Means communicating clearly about the specific task being assigned, exactly what the result should accomplish, to what degree of accomplishment, the standard to which the employee will be held accountable.

2. Mission, Vision and Values:

Mission: A concise explanation of an organization's reason for existence and describes its purpose, intention and overall objectives e.g. the mission of the UPF.

Vision: this is a written document that describes where an organization is going and what it will look like when it gets there.

Values: the principles and standards of behavior. Values are individual beliefs that motivate people to act one way or another. They serve as a guide for human behavior.

3. Leadership: Is the art of influencing human behaviour to accomplish a mission in the manner desired by the leader. Qualities of a good leader decision making, integrity, Honest, accountable etc.

4. Professional Ethics: Are principles that govern the behaviour of a person.

5. **Prevention:** The act of stopping something from happening or stopping someone from doing something.

6. **Initial Contact:** This refers to the first interaction between individuals or parties involved in a particular situation or process. Good customer care, timely response.

7. **Investigation:** Investigation involves the systematic gathering and analysis of information to uncover facts, evidence, or insights related to a particular matter or incident. It is commonly associated with law enforcement, where investigators use various techniques and resources to solve crimes or determine the truth behind events.

8. Working with Victims, Survivors and Witnesses (see 10 below).

9. **Safety and Protection:** This pertains to ensuring the well-being and security of individuals or groups who may be vulnerable or at risk.

10. Victim centred and Perpetrator focused investigation:

Victim centred investigation: This approach to investigation prioritizes the needs and experiences of victims, treating victims with empathy, respect, and sensitivity, and ensuring their voices are heard throughout the investigation process.

Perpetrator focused, Holding the perpetrators accountable for their actions while observing their 48hour rule, right to access their lawyers, access to medical, food and fair hearing.

11. **Values based Decision Making:** values-based decision making involves making choices and taking actions that align with ethical principles, moral standards, and organizational values. It requires considering the potential impact of decisions on stakeholders, society, and the environment, and striving to uphold integrity, fairness, and justice. Values-based decision-making guides individuals and organizations in navigating complex situations and dilemmas.

12. Working in Partnership (with the Communities, civil society organisations (CSOs) and Government Agencies): Collaboration and partnership involve joining forces with other individuals, organizations, or entities to achieve common goals or address shared challenges. This can include partnering with communities, civil society organizations, and government agencies to promote social change, deliver services, or advocate for policy reform. Working in partnership fosters synergy, resource-sharing, and mutual support, leading to more effective and sustainable outcomes.

13. **Capacity building:** Capacity building involves strengthening the knowledge, skills, resources, and infrastructure of individuals, organizations, or communities to enhance their ability to achieve their goals and address challenges. It encompasses activities such as training, mentoring, technical assistance, and resource mobilization. Capacity

building is essential for empowering individuals and institutions to become more self-reliant, resilient, and effective in their endeavors.

14. **Through embracing Technology:** Embracing technology involves leveraging digital tools, platforms, and innovations to enhance efficiency, effectiveness, and impact in various domains. This can include using technology for communication, data analysis, decision-making, service delivery, and problem-solving. Embracing technology enables individuals and organizations to adapt to changing environments, streamline processes, and reach wider audiences.

15. **Giving feedback:** Feedback involves providing individuals or groups with information about their performance, behavior, or outcomes to facilitate learning, growth, and improvement. It can take various forms, such as constructive criticism, praise, or suggestions for development. Giving feedback effectively requires clarity, specificity, and sensitivity to the recipient's needs and context.

16. **Equipping and tooling:** Equipping and tooling involve providing individuals or organizations with the necessary resources, skills, and support to fulfill their roles, responsibilities, and objectives effectively. This can include providing training, access to technology, financial resources, or other forms of assistance. Equipping and tooling empower individuals and organizations to overcome challenges, seize opportunities, and achieve their potential.

Visible and Supportive Leadership: Indicators

Personal Leadership = Qualities of good leadership

Note: Through a brainstorming session, ask participants to mention what they think should be the qualities of a good leader. Make sure they do not leave out the following:

1. Leading by Example
2. knowledge seeker
3. Accountability
4. Direction and sound Decision Making
5. Evolution
6. Respect for others.
7. Setting Standards
8. Honesty and Humility
9. Integrity
10. People centred.

Conclusion

In conclusion, for any professional police force to function well, it is important that there are set standards that members have to meet. The police therefore must develop leadership abilities, capacity and equipping police officers with resources to ensure that these standards are met, and where they are not, that they are enforced.

Sample Questions

1. Discuss the areas through which the police sets standards.

2. Discuss the supportive visible leadership indicators for the above standards.

References

1. Uganda Police Standing Orders Vol. 1 & 2, 7th Edition, (1984).

2. UPF leadership manuals.

3. Internet.

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