

WOMEN POLICE OFFICERS NETWORK IN SOUTH EAST EUROPE

GUIDELINES FOR GENDER SENSITIVE POLICING

WITH AN EMPHASIS ON RECRUITMENT, SELECTION AND PROFESSIONAL DEVELOPMENT OF WOMEN IN POLICE SERVICES



WOMEN POLICE OFFICERS NETWORK





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INTRODUCTION

In the last few years, women's contribution to police work has been increasingly recognized. This progress is reflected in higher numbers of women currently training to join or already serving in the police services. Nevertheless, if the police services are to offer an effective response to the security needs of their communities, they need to systematically implement new measures to ensure a successful integration of more women among their ranks.

THE PURPOSE OF THE GUIDELINES

The Women Police Officers Network in South East Europe (WPON) has developed the *Guidelines for Gender Sensitive Policing, with an Emphasis on Recruitment, Selection and Professional Development of Women in Police Services* in order to:

- Identify the challenges in recruitment, selection and professional development of women in the police services of South East Europe;
- Develop a greater understanding of the problems that women face within the police services;
- Foster the exchange of information and good practice in this area; and
- Define measures that can improve the existing practice.

The Guidelines are based on the analysis of data submitted by the police services, members of the Southeast Europe Police Chiefs Association (SEPCHA), in response to a questionnaire developed by the WPON.¹

THE FORMAT OF THE GUIDELINES

The Guidelines are designed as a manual for police managers at all levels, particularly those working in departments responsible for education, human resources and public relations, or other officials within the Ministry of Interior and the police who handle recruitment, admission, selection, and professional development.

The Guidelines identify areas of improvement in the recruitment, selection and professional development procedures, all of which can be introduced while using existing resources and without extensive organizational changes. The recommended measures focus on raising efficiency and quality of services that a 21st century, well-trained and motivated police force should offer to its citizens. Many of the recommended measures can be further tailored to specific regions and/or minority groups, in those countries where there is need for additional diversification of police force members.

¹ More about the process of drafting the Guidelines on page 41.

Specifically, the Guidelines provide recommendations that will help to:

- 1) Recruit more qualified and motivated women candidates, and to ensure their admission in the police education system and police services;
- 2) Make the selection process more gender sensitive;
- 3) Support the professional development of women in the police services;
- 4) Ensure that career advancement for women is not limited by formal and informal obstacles.

KEY PROBLEMS IDENTIFIED

The stereotype that police work is primarily a man's domain persists. Overcoming narrow stereotypes about the traditional role of women remains an obstacle that women often face in and outside of the workplace. Preliminary data submitted by the police services shows that women are equally or more successful than men in the field of education and training for police duties. This is a clear indication that women are an underused human resource.

Education on gender equality is an effective way of eliminating gender stereotypes. In police work, gender equality training encourages male police officers to accept women as their colleagues, and it can also emphasize how the security needs of men and women can differ. For instance, the police services must improve awareness (and the capacity of its officers to efficiently respond) to cases of gender based violence. Police work can only be effective if these differences are acknowledged and responded to.

Another important finding from the questionnaire is the necessity to improve the collection of gender sensitive disaggregated statistical data. Gender sensitive statistics entail data collection on, for instance, the number and gender of candidates for basic police training or police academy, the number and gender of admitted candidates and who successfully completed their training or studies; also, who attended additional training and seminars, the number of officers against whom a disciplinary procedure was initiated, and the number and reasons of those who leave the profession. Gender disaggregated data collection allows for better analysis and evaluation of measures needed to improve the police services.

Overcoming traditional stereotypes, gender equality education, and improved collection of gender sensitive statistics are preconditions for achieving the four objectives in the Guidelines for Gender Sensitive Policing.

GOOD PRACTICE EXAMPLE 1:²

The Albanian State Police and the Academy of Criminalistic and Police Studies in Serbia publish recruiting information in magazines aimed at women.



GOOD PRACTICE EXAMPLE 2:

Selection criteria for enrollment into the police education system are the same for men and women. The majority of police services that participated in the survey state that the only exceptions in the criteria are those related to physical fitness and motor functions, height and weight, and some aspects of health capacities, due to different physiques of men and women.

GUIDELINES IN BRIEF *RECOMMENDED SOLUTIONS*

1. Recruit more qualified and motivated women candidates and ensure their admission in the police education system and police services

In order to reach a wider, more qualified pool of candidates of both genders, the police needs to better inform the public on the demands, the characteristics and the risks of police work.

To accurately present police work and the role of the police to the public, foster greater cooperation with print, online and television media. It is particularly important that female members of the police are also represented in the media, and that successful women in the police are promoted. To ensure that women consider the police profession, outreach material should include photographs of women of various ages doing police work. To reach a larger audience, job and training postings should be published in a variety of media, particularly those targeting women.

The goal is not only to increase the number of applicants, but also to attract more qualified and motivated persons suitable for this demanding job; therefore potential candidates should be well informed about the police profession and allowed to ask questions directly, both by e-mail and in person and through promotional events, such as open-door days, panel discussions at high schools, round tables or participation in job and education fairs. Women police should be made available to answer questions on training and on the role of women in police services. This is especially important in areas that draw fewer women candidates. Selection criteria should be publicly advertised, so that all candidates are aware of the selection conditions in advance.

Attention must be paid to women from marginalized groups in order to increase their presence in the police. Their participation would not only contribute to improved relations between the police and the marginalized group in question but would also provide the police with an insight into the group's needs. Non-governmental organizations can help with the recruitment of these women candidates and their preparation for the entry exam.

² Please send additional "good practice examples" to: wpon@undp.org, so that we can include them in our database and share them with other police services in South East Europe.

2. Make the selection process gender sensitive

In countries where the number of woman candidates is insufficient, it is recommended that preparatory courses be offered to raise the capacities of women candidates prior to taking the entry exam. These preparatory programs should carefully explain the selection process, the selection criteria and the required tests.

Recruitment teams and selection commissions should be comprised of men and women members who have attended at least the basic course on gender equality.

In order to send a clear message that gender equality issues are taken seriously, the police services should enquire about the candidates' history of domestic and/or sexual violence during the selection procedure, if such questions are not yet routine. If a candidate has committed an act of domestic or sexual violence, he or she should not be employed by the police.

Where it exists, the quota for women should be interpreted as the minimum number of women enrolled or employed, not the maximum number. This is to prevent women candidates from being denied a position even though they are more qualified than men only because "the quota has already been filled". In countries that employ the quota system, implementation of this measure should be monitored to establish whether the benchmarks used for the acceptance differ by gender and to assess performance at training and work. The results of this monitoring procedure must be public and transparent.

GOOD PRACTICE EXAMPLE 3:

As there was an insufficient number of women applicants for basic police training in Albania, a campaign specifically targeting women was launched in 2011. Across the country preparatory programs were organized for women candidates interested in enrolling into basic police education courses. The training sessions focused on the positive aspects and challenges of the police profession, as well as acquainting potential candidates with the entry forms, exam, and procedures. Preparatory training is considered to be a good opportunity for clarifying any dilemma linked to recruitment and is an effective tool for raising the number of women applying for elementary police education. The Albanian State Police website contains materials offering women more information about the police profession.



GOOD PRACTICE EXAMPLE 4:

Although there are fewer women than men enrolled in police academies, they are as, if not more, successful than men. Police services in Bosnia and Herzegovina (BiH) – Ministry of Interior (MoI) Republika Srpska, Bulgaria, Montenegro, Moldova and Serbia collect statistical data on the most successful trainees and students. In Bulgaria, among the top 10% of students in 2010, 50% were women. In Moldova, in 2010, the best students were comprised of 11 women and 5 men, and in 2011, 3 women and 4 men. Since 2006, 17 students graduated with excellent grades from the police academy in Montenegro – among them 10 women and 7 men.

3. Support the professional development of women in the police

One important component to the successful integration of women in the police services is the presence of mentors who will work with recruits during their internship period. More women mentors should be made available to recruits and all mentors should be educated on gender equality.

The majority of police services do not systematically monitor the number and the type of training their employees attend. This type of data should be collected and disaggregated by gender. Research conducted in 2009 showed that fewer women than men believed that additional training opportunities were equally accessible to women and men.³ In order to ensure that women fully contribute to the efficiency of police work, and to allow for career advancement, access to all forms of education and additional training must be improved. In practice, this means that if two candidates meet the criteria, advantage should be given to the woman because there are fewer women in high positions. It should not be presumed that women do not wish to participate in additional training because of family obligations, or because they previously did not use the opportunity to attend a training.

Information should be collected upon the departure of both men and women from the police service, or the departure from individual departments or units. In order to collect this type of data, exit interviews should be given or employees provided with a questionnaire that covers their reasons for departure. This type of data will allow the police services insight into the difficulties employees encounter, as well as an opportunity to introduce measures that will mitigate these problems.

³ *Establishing the Southeast Europe Women Police Officers Network – Research Findings 2009 op.cit., available at: <http://www.seesac.org>.*



GOOD PRACTICE EXAMPLE 5:

Three police services collect gender disaggregated data on the number of drop-outs in their respective police education system and their police services (BiH – MOI Republika Srpska, Bulgaria, Serbia's Basic Police Training and the Academy of Criminalistic and Police Studies), and five police services collect gender disaggregated data on reasons for leaving (Albania, BiH – MoI Republika Srpska, Bulgaria, Moldova, Serbia's Basic Police Training and the Academy of Criminalistic and Police Studies). This data may serve as the basis for designing measures that would prevent the loss of trainees, students and employees.

GOOD PRACTICE EXAMPLE 6:

By the end of 2011, a majority of police administrations in Serbia organized training for their employees on the topics of gender equality and gender based violence. In June 2011 Mol of Republika Srpska in BiH organized the first in a series of courses entitled "Professional Training of Police Officers in Republika Srpska on Gender Based and Sexual Violence." The goal of these courses is to equip police officers with the knowledge and approach for cases of gender based and sexual violence. The courses are organized by the Directorate for Police Education and take 5 days or 40 hours. So far, approximately 40 men and women have attended the course. Courses in both police services were organized with the support of the United Nations Development Program (UNDP).



GOOD PRACTICE EXAMPLE 7:

Women representatives of gender equality mechanisms within the BiH Mol -Republika Srpska, Croatia, Montenegro and Albania regularly cooperate with their in-country counterparts in the parliamentary committees, government offices and NGOs, offering support in enforcing national laws and gender equality action plans.

4. Ensure that career advancement for women is not limited by formal and informal obstacles

Formal and informal obstacles impede career advancement of women in the service. To remove these obstacles, increase employee awareness on gender equality by means of lectures, round tables and seminars. Gender equality content, with a particular focus on gender based violence and how police respond to it, should be strengthened in the education and training process. In addition, police leadership must take a clear stand against gender stereotypes in the workplace and enforce appropriate measures against members of the police who have committed acts of gender based violence.

Introduce mechanisms for gender equality promotion (for instance, appointing a gender equality focal point, or a person responsible for gender equality promotion in each organizational unit). In those services that do have such mechanisms, their follow-through must be strengthened and supported.

Support the establishment and work of women's associations in the police.



GOOD PRACTICE EXAMPLE 8:

The Women Police Officers Network in South East Europe (WPON) was founded in November 2010 in Sarajevo, Bosnia and Herzegovina, under the auspices of the Southeast Europe Police Chiefs Association, by the appointed representatives of 9 police services of South East Europe (Albania, Federal Police Administration (BiH), Mol Republika Srpska (BiH), Bulgaria, Montenegro, Croatia, the former Yugoslav Republic of Macedonia, Moldova and Serbia), with the aim of promoting gender equality in policing.

In 2011 the associations "Network of Women in the Ministry of Interior of Republika Srpska - RS WPON" and "Women Police Officers Network" in Bosnia and Herzegovina were established to enable networking among women police officers, to foster exchange of information and experiences, to advocate for gender equality in police and promote professional development of women.



GOOD PRACTICE EXAMPLE 9:

In Croatia, gender sensitive language is being used, and the service titles have both masculine and feminine grammatical forms.

In order to maximize women's potential in training and at work, the police services need to adapt uniforms, equipment and weapons. Involve women officers in the uniform design process or purchasing of work equipment. For future procurements, consider procuring weapons and equipment that are more suitable for women's physique.

Adjusting the equipment and general working conditions to women is of crucial importance for the successful implementation of the equal opportunities policy. Additionally, the police services must recognize the growing number of women among the trainees and employees and consider the use of gender sensitive language, especially service titles and ranks. With more women working in professions that were traditionally male, the introduction of masculine and feminine grammatical forms for police service titles and ranks would raise the visibility of women officers.

GOOD PRACTICE EXAMPLE 10:

In Croatia, women police officers were consulted on the design of new uniforms. Men and women have the same basic uniforms, but the cuts differ. Trousers are the same for men and women, with slight variations on the front. Shirts for women come in long sleeved and short- sleeved versions and are narrower in the waist. The women's parade uniform consists of a hat, a jacket (same as the man's but narrower in waist), a skirt and formal black leather pumps with low heels. With the formal uniform women wear a scarf, men a tie.





To create a safe working environment, all legal and internal procedures for reporting sexual harassment and discrimination must be enforced. Victims should be encouraged to report these violations. If procedures do not exist, a process for reporting sexual harassment and blackmail should be introduced. The police leadership must take a consistent and unwavering stand declaring sexual harassment at the workplace unacceptable, and they must lead by example in both words and actions by punishing the perpetrators and protecting the victims. To raise employee awareness about the nature of sexual harassment and blackmailing, and the existing procedures for reporting such cases, provide access to informational brochures, lectures and relevant articles in trade magazines.

Maternity leave must not be seen as an obstacle to career advancement. Those police services that require uninterrupted work for an established period of time a precondition for promotion should consider treating maternity leave as sick leave, caused by injury at work. Otherwise, they should introduce regulations clearly stipulating that uninterrupted work is not a precondition for career advancement in cases of maternity leave.

The rights and obligations of parents should be promoted, and fathers (or foster fathers) of small children encouraged to exercise their parental rights and motivated to participate more actively in parenting. Flexible working hours for parents of small children (e.g. part time work), and special allowances for mothers of small children, such as exclusion from shift work or field working, are some of the solutions that should be considered and introduced in police services, where they do not already exist. Also, special attention should be paid to shift schedules if both spouses work in the police service and are parents of small children.

GUIDELINES FOR GENDER SENSITIVE POLICING, WITH AN EMPHASIS ON RECRUITMENT, SELECTION AND PROFESSIONAL DEVELOPMENT OF WOMEN IN POLICE SERVICES

MEASURES

REASONS AND CURRENT CONDITIONS

IMPLEMENTATION

OBJECTIVE: Recruit more qualified and motivated candidates and ensure their admission in the police education system and police services

Promote the police profession

To attract a broader, more qualified pool of potential candidates of both genders, the police needs to better inform the public about the demands, the characteristics and the risks of police work. Regional research from 2009 has shown that in most countries women were primarily informed about the police profession through informal sources (friends and family – 51%), through the Ministry's sources secondly (28%), and finally through the media (16%).⁴ There is a need for broader dissemination of information about a career in the police services.

The police forces must make a concerted effort to reach women candidates other than those who have family ties to the police. Implementing a media campaign will both improve the overall public image of the police and increase the visibility of women in the force. Currently, the police's image in the media is ridden with stereotypes. The same police officials tend to speak in public, and women predominantly speak on matters concerning juvenile delinquency and sexual crimes. In order to break the stereotype of traditional distinction between "men's jobs" and "women's jobs", and in order to demonstrate the diversity of police work and the importance of women police officers, the police public relation services should increase their collaboration with the media. Women police officers from various departments should be offered as guests in news programs and other thematic shows. The profession can also be popularized by having a team of journalists follow a police patrol consisting of both men and women officers.

⁴ *Establishing the Southeast Europe Women Police Officers Network in – Research Findings 2009 op.cit..*

Cooperate with the media so that the public can learn more about the work and the role of the police and the input women have in the police; this could be achieved through thematic media events, interviews and documentaries. In the media, police should be represented by women; successful policewomen should be promoted and women should take part in police patrols followed by TV crews.

Present information on police service websites about the role of women in the police, along with their pictures, and descriptions of tasks they perform and challenges they face. Successful women officers and their accomplishments should also be presented.

In making the police profession more visible and popular, actively cooperate with schools, so children and high school students became familiar with the role of the police in their communities, and consequently, the role of women police officers. When organizing such events, it is particularly important to give an active role to women officers.

Unhappy with the number of female candidates, the Albanian State Police initiated legal changes and drafted an amendment to the Personnel Regulation, which stipulates that at least 50% of candidates admitted to basic police training must be women. If this percentage is not attained, the police must initiate a recruitment campaign with women as the exclusive target group. As a result, in 2011, only women were admitted to the basic police training. The new measures included the option to delay the requirement for a driver's license, because it was established that this criterion was a particular obstacle for potential female candidates. Now, the women candidates are obliged to obtain a driver's license by the end of their police training.

Cooperate with schools so that children can learn about policing and in particular the role of women in policing; policewomen should participate in these events.



Inform interested parties about the calls for enrollment

When calls for enrollment into basic police training or police academy are opened, the information is usually published on the website of the Ministry of Interior and in daily newspapers. Often, a phone number is provided, so that interested parties may acquire more detailed information. Only two police services (the Albanian State Police and the Academy of Criminalistic and Police Studies of Serbia) also publish information about the call for candidates in media primarily aimed at women. The police services of Albania, Montenegro, Moldova and Serbia stated that photographs used depicted both men and women performing police tasks, in order to pique the interest of women for this profession.

The Albanian State Police has stated that on their Ministry's website they have uploaded material such as leaflets, posters and booklets depicting the role of policewomen to the public. They have also designed TV clips, filmed a documentary movie (<http://www.youtube.com/watch?v=4vTQ88f7V6k>), and distributed leaflets in order to recruit women from different social strata.

Publish calls for candidates in different media outlets, including those targeting women and minorities.

Include photographs of women performing different police duties, and highlight successful police women.

Broaden distribution of posters and other promotional materials targeting female population.

⁵See www.asp.gov.al

Although there has been no special advertising for enrollment over the past few years, to encourage women to apply for service, the Ministry of Interior of the Republic of Croatia stated they regularly publish the newsletter "Peace, Reputation, Trust", along with various booklets and other reading materials that feature articles about and interviews with women police officers, showing them in uniform.

Distribute materials in public institutions, sport centers and fitness clubs where women gather.

Publicly advertise (through leaflets, internet channels and more) clearly defined norms of desired physical strength, as well as other entry criteria, so women are informed in a timely manner.

Enable in-person exchange with potential candidates of both genders

To recruit qualified, well-informed and motivated persons capable of performing this demanding job, thoroughly inform potential candidates about the nature of the police profession and provide them with various ways of acquiring all relevant information, both electronically and in person. In person contact with potential female candidates is very important because it provides police representatives with an opportunity to share personal experiences and answer questions.

Outreach can include "open door days", job fairs, and discussion panels for students in their 3rd and 4th years of high school. These events are easy to arrange in small towns and local NGOs can be invaluable partners, especially for reaching out to women from minority groups and marginalized communities. Currently, police services have direct contact with interested candidates through hotlines during the enrollment campaign, by responding to inquiries received via Ministry's e-mail, and through student services at police academies.

Increase the number of direct promotions: open door days, public discussions in high schools, round tables, participation in education and employment fairs; invite policewomen to participate in these events and answer questions on training/ profession in general, and the role of women in police forces.

Police services in Montenegro and Serbia participate in public administration job fairs, while most police services organize “open door days” at least once a year, when potential candidates may ask questions about the police profession. In Bulgaria, “open door days” are organized in all 28 district administrations of the Ministry of Interior during the recruitment campaigns, as well as on the National Police Day. In Albania, these events are considered an opportune time for candidates to learn about the police organization and how police duties are conducted. This standpoint is a part of the community policing philosophy, adopted in 2000.

“Open door days” are organized in Moldova at the Ministry of Interior’s Police Academy, in Federation of Bosnia and Herzegovina at the Police Academy, and in Serbia at the Basic Police Training Center. In Montenegro, certain organizational units, such as the Special Antiterrorist Unit and Special Police Unit, organize direct outreach to educate university and high school students of both genders about the work of the units and their readiness to resolve even the most difficult security challenges.

One of the police services that participated in the survey noted that women police officers were seldom invited to speak about their jobs at such events. Instead, the police services of Albania, Bulgaria and BiH – Mol Republika Srpska have noted that women police officers used this opportunity to provide consultations to potential female candidates and organize open discussions. Some relate this trend to community policing, while others emphasize that such events are usually planned ahead and organized in close collaboration with the Press Center and the Ministry’s PR services.

Since 2009, the Academy of Criminalistic and Police Studies in Serbia has organized presentations and distribution of promotional materials in high schools and at the district police administration offices. These activities have resulted in an increased enrollment every subsequent year.

Include in all materials attached to the call for candidates lists of telephone numbers and e-mail addresses where potential female and male candidates can find additional information.

Establish cooperation with non-governmental organizations in order to reach out to women from marginalized groups (such as Roma women).

Assess the success of the campaign

Most police administrations do not systematically assess their previous enrollment campaigns. In order to run effective employment campaigns, policewomen should be surveyed when they join the service. The Albanian State Police reported that after each campaign, the Board for Employment of Candidates drafts a report identifying the shortcomings, which are considered in the planning of the next campaign. The report is submitted to the chief of police.

After each recruitment campaign, an evaluation should be carried out (in surveys or interviews with the candidates). Conclusions and recommendations of the evaluation should be taken into consideration when designing the next campaign.

OBJECTIVE: Make the selection process gender sensitive

Offer preparatory sessions for potential female candidates when there is an insufficient number of applicants

A majority of police services do not hold preparatory courses for candidates. After the call for candidates is issued and prior to the start of the selection process, the Academy of Criminalistic and Police Studies in Serbia organizes a preparation course for men and women, under the same conditions, including physical training to prepare for the entry exam.

In 2011, the Albanian State Police began offering preparatory training for female candidates to facilitate their enrollment. Round table discussions, where female candidates discussed challenges of this demanding profession, as well as preparation courses for specific tests, were incorporated in the training. This form of preparation was particularly important in areas where enrollment of women was very low.

Preparation courses can be organized using the existing resources available to these large systems, such as local premises, sports halls, etc. Unemployed or retired professors can also be hired for a small fee. In addition, local NGOs may be involved in the preparatory courses, as there are NGOs interested in assisting with the training of women from marginalized groups. Preparation may contribute to the recruitment of a greater number of qualified female candidates.

Organize preparatory training for candidates for entry exams.

Establish cooperation with NGOs to facilitate recruitment of women from marginalized groups (Roma women, for example) and their preparation for the entry exams.

Involve policewomen in helping the candidates prepare for entry exams.

Use existing resources of the police academies, such as on-site premises and training grounds of police administrations; consider the engagement of retired and unemployed professors.

Revise entry tests

In the long run, it would be useful to establish if there is a correlation between the entry test results and the subsequent performance of police tasks. It is possible that the criteria applied in certain stages of the selection process, starting with psychological and physical fitness tests, are outdated. In collaboration with scientific institutions and university faculties and institutes, the police services should assess the need for updating and improving selection parameters.

Cooperate with scientific institutions (universities and institutes) to analyze the need for better parameters (modern psychological tests, for example).

Evaluate a correlation between success on entry tests and performance and later results in the police service.

Make the selection commission more gender sensitive

According to the data provided by the police services, selection panels often include female members, but this is seldom stipulated as mandatory. In Serbia, one-to-two of four members of the selection committee must be women. In selection committees in other countries there are both men and women members, and their number is conditioned by the specific staff structure of the MoI. The MoI of the Republika Srpska - BiH and MoI of Bulgaria state that committees do have members of both genders, but this is not stipulated as mandatory.

The majority of police services note that members of selection commissions do not attend any special training on gender equality. The Basic Police Training Center in Serbia stated that certain members of selection teams did attend training in the fields of gender equality and prevention of violence. In Bulgaria and Republika Srpska - BiH, the committee members are acquainted with the importance of gender equality and the Ministry's role in that field. It is recommended to always include women in the selection teams, and it would be beneficial for all committee members to undergo gender sensitivity training.

In Montenegro, in the process of selecting candidates, the commission must pay attention to proportional representation of men and women and minorities.

Introduce mandatory participation of women in entry exam commissions.

Ensure that members of the entry exam commissions are sensitized on gender equality.

Confirm that the employment criteria allow for equal opportunities for women and men.

Examine whether a candidate has ever violated human rights or committed an act of domestic or sexual violence

Several police services check whether the candidate has been convicted by a court of law for criminal acts committed out of greed or indecent intent, or whether he or she was sanctioned for a violent misdemeanor against public peace and order. Candidates are also screened for misdemeanors that would make him or her to be unsuitable for police work, or if the person's prior behavior, habits and tendencies demonstrate him or her too unreliable to serve.

In Serbia, candidates are screened by checking the penitentiary records and conducting operative checks in the field. During the selection interview, social attitudes of applicants are assessed. All candidates who pass the entry exam for the Police Academy are referred to the so-called security verification process, which includes review of criminal and misdemeanor records.

A few of the police services stated that they do not perform any security checks of the candidates.

Perform detailed background checks on human rights violations, domestic violence or sexual violence for candidates of both genders.

Monitor the implementation of the quota system

Several police services have stated that when admitting candidates into basic police training, Police Academy or College of Internal Affairs, they calculate an exact number or percentage of female candidates to be admitted per class. This means that there is some sort of a stipulated enrollment quota, which is often interpreted as the maximum number of women enrolled, instead of the minimum. This can lead to a situation where female candidates are rejected, even when they are more qualified than their male colleagues, simply because "there is not enough room for them".

However, there are police services which claim that, when deciding which candidates to employ, the committee makes a ranking list of candidates purely on the basis of their test results, regardless of their gender. According to the data provided by the Croatian Ministry of Interior, from 2006 to 2011, they had between 18% and 37% of women among the trainees enrolled in the high school education for adults program for the police profession. In Croatia in 2010, 30% of trainees who successfully completed the basic training, and 20% of students who graduated from the Police Academy were women, which is a good example of a significant representation of women without the quota system.

The police services do not analyze the effects of affirmative action measures and quota systems. Therefore, monitoring of the quota system should be increased through data collection, monitoring of work results and career advancement and surveying from women officers. And on the basis of such thorough analysis, the evaluation of the system should be performed.

If the quota system is not applied, it is necessary to implement other measures in order to recruit a sufficient number of qualified women and allow for their professional development.

Wherever there is an established quota for women, it should be interpreted as a minimum, not as a maximum number of female enrollees.

Monitor work-related results, advancement in service and surveys taken among policewomen in order to evaluate the quota system.

OBJECTIVE: Support the professional development of women in the police

Strengthen the system of mentorship and internal support for women in the police

One of the key factors for the successful integration of women in the police services is the existence of a sufficient number of male and female mentors, working with the new officers during their internship.

A majority of police services stated that while they do hold a special training for mentors, it does not contain a segment on gender equality. None of the participating police services answered affirmatively to the question regarding whether they prepared mentors for working with women officers.

Four police services have data on the number of women and men mentors. In Croatia, the percentage of women mentors with a college or university education is as high as 20%; in the former Yugoslav Republic of Macedonia only 10% of mentors are women; while in Montenegro only one mentor is a woman.

Two police services stated that they evaluate their mentors. In Croatia, monitoring and evaluation is implemented by the organizational units within the mentorship program. Interns rate the performance of their mentors, thus also taking part in the evaluation process. At the Albanian State Police, the work of mentors is assessed through questionnaires and the information is passed to the Head of Training Center. One of the police services stated that mentors can be stricter with women, due to their prejudices.

Organize gender sensitivity trainings for mentors.

Increase the number of women mentors.

In working units, appoint persons of trust selected by employees themselves, whom the employees may ask for advice.

Improve access to all types of education and training

Equal access to all forms of education and professional development is a precondition for career advancement. This issue is vital because the 2009 survey showed that most women believe that men have better access to additional training or seminars, while the majority of men think that training is equally accessible to both genders.⁶

Police services did not provide complete data on who participated in additional training, one example of the dearth of gender sensitive statistics. One of the police services has data, but it is not disaggregated by gender. Another police service submitted data pertaining only to women. Moldova offered the most detailed information. In 2010, the Human Resources Office organized 11 additional seminars and programs, with 40 women and 91 men participating.

Women and men should be given equally opportunity to participate in additional training. Every time a seminar or another form of professional training is available, they should be invited to participate, and be given the free choice of whether they will accept or decline the invitation.

⁶*Establishing the Southeast Europe Women Police Officers Network in – Research Findings 2009 op.cit.*

If there are several candidates with similar qualifications, advantage should be given to a woman, due to the small number of women participating in trainings and attaining leadership positions.

Include women in additional education programs and training, not assuming they are unavailable due to family obligations or because they did not use the offered possibility on previous occasions.

If they decline due to family obligations, they should not be judged. Given how few women hold leadership positions, if there are two equally qualified candidates for additional training, a woman should be selected.

It would be useful to analyze the evaluations of skills and knowledge in trainings, in order to find out if there are statistically significant differences between the performance of men and women. Monitoring the results can help identify needs for additional training for women or men in certain key skills, such as increasing physical strength, shooting exercises and other training elements in line with the needs of service (bearing in mind that women more often than men are prevented to work after hours on perfecting these skills, due to their obligations at home).

Determine if there are statistically significant differences in test results of women and men (tests grading skills and knowledge); if differences do exist, consider introducing additional training in key competencies so as to ensure that one group does not lag behind.

Introduce the exit interview

Not all police services have data on the number of students and employees who drop out of the service and their reasons for doing so. It is exactly these type of statistics that would contribute to better planning and introduction of measures which would prevent the loss of trainees, students and employees. Moldova offers a good practice example: when leaving the service, an employee fills out a survey in which he or she may give his or her reasons.

Three out of nine police services submitted gender disaggregated data on those who dropped out of police training or service (BiH – Mol Republika Srpska, Bulgaria, and the Basic Police Training Center and the Police Academy from Serbia), and six gave data on reasons for dropping out (Albania, BiH – Mol Republika Srpska, Bulgaria, Moldova, Montenegro, and the Basic Police Training Center and the Police Academy from Serbia).

Reasons for dropping out of police training or service were the same for women and men in BiH – Mol Republika Srpska, Moldova and Serbia. Namely, they equally left the service for health reasons, private reasons, due to work conditions, or discontent with the salary.

Albanian State Police, however, did identify some differences between the reasons men and women leave. For women, a male dominated environment and a wish to find a better paid job were key motivators for dropping out of the Police Academy. After 5 to 10 years of service, the main reason why women left the force was discontent with their treatment, especially given how difficult and demanding the police work was. After the same length of service, men mainly left the force because weren't happy with their careers. In the group of employees who left the police profession after 10 years of service, gender stereotypes became fully visible: for women, the main reason for leaving the job was because they could not balance their professional life and family obligations, while for men, it was a better paid job.

Identify the number of and reasons why men and women leave the police or specific departments/units within the police.

Create a detailed questionnaire and have an experienced interviewer conduct the exit interview.

The Bulgarian Ministry of Interior also provided data on those who left the force as a consequence of suspension, highlighting a vast difference between women and men: the majority of officers who were suspended from the force were men. According to data of the Police of Montenegro, the most frequent reason for the termination of the work contract is the expiration of the contract, a reason statistically equally represented among women and men. However, when we consider contracts terminated by the employer as a result of disciplinary measures or conviction for a criminal offense committed at work, the majority of those employees are men (up to 90%). Disruption of a work contract due to anticipated dismissal by the employer is rare among women.

Exit interviews should be incorporated into the practice of the Ministries of Interior and police services, so that reasons for leaving the force or dropping out of training or school can be assessed. It would be advisable to establish the same procedure for the cases of transfer to other services (unless it is a career advancement move). A form should be created for this interview, and it should be conducted by a trained professional.

OBJECTIVE: Ensure that career advancement for women is not limited by formal and informal obstacles

Raise awareness on gender equality

Almost all police services have identified prejudice as one of the biggest obstacles that women police officers face in their work environment. Women are mostly seen as “the weaker sex” and that they cannot cope with the police tasks due to their physical predispositions. Also, there is a preconceived notion that a woman’s primary obligation is to her family, and that they thus must harmonize family duties with overtime and night work, all of which contributes to the lack of acceptance of policewomen.

Stereotypes regarding the traditional role of women in the society can easily be countered by data provided by the police services measuring the success of men and women during training and studies. Statistics show that women are equally successful as men in basic training and at the police academies. At times, it can be argued, they are even more successful than men, given that they are fewer in number, but equally represented among the award-winning and best ranked students and trainees.

Gender equality education is the most effective way of fighting against these stereotypes. In police education, this is important not only as a way to ensure that a growing number of female police officers be accepted by their male counterparts, but also as a way to develop awareness about the somewhat different security needs of men and women. Police work will be more

Strengthen focus on gender equality in education curricula.

Require education of all officers (at different levels) on the importance and the role of the police in addressing gender based violence (through seminars, workshops, round tables).

The police leadership must take a committed stand against gender stereotypes in everyday work.

effectively conducted only if these differences are taken into consideration and responded to. Therefore, the police must systematically raise awareness of its employees and build their capacities to efficiently respond to this challenge. For this reason one of the questions in the survey was designed to establish whether gender equality issues were integrated into the police education system, and to what extent. Within the basic training or higher education system, the police services do not treat gender equality as a separate subject, but it is instead incorporated into subjects such as human rights, ethics, sociology, penal law, police mandate and ethics. Even then, only a few lessons are dedicated to gender equality issues.

It is also particularly important to raise the capacity and the awareness of the police to act appropriately in cases of gender based violence. The official statistical data on how widespread domestic violence is, who the perpetrators are and what is the conviction rate in the countries of South East Europe is scarce. An analyses of newspaper articles in one of the countries indicated that 25% of capital crimes against women in family-legal context are committed by military men or police officers. Given that it is the police that the victims are supposed to turn to for help, it is clear how sensitive the situation is and how detrimental it can be for citizen trust. A victim of violence committed by a member of police will rarely report the case, fearing that other officers would protect their colleague.

In 2011, the Mol of Republika Srpska in BiH organized the first in a series of courses *entitled Professional Training of Police Officers in Republika Srpska on Gender Based and Sexual Violence*. The goal of the courses is to equip police officers with the capacity and know-how necessary for effectively addressing cases of gender based and sexual violence. The courses are organized at the Directorate for Police Education, and 5 days or 40 hours in duration. So far approximately 40 police men and women attended the course.

By the end of 2011, in most of the regional police administrations in Serbia, seminars were organized for employees on the topic of gender equality and gender based violence. Furthermore, there are plans to introduce this topic as a separate course into the curricula of the Police Academy or to cover it more thoroughly through various existing courses. These courses were organized with the support of United Nations Development Program (UNDP).

Raising employee awareness of gender equality will influence not only the police effectiveness in cases of gender based violence, but will contribute to the acceptance of women in police ranks as equal partners, as well as help establish a safer social climate.

Undertake measures against police officers who have committed acts of gender based violence.

Ethics Codes, where they exist, should be amended to include provisions to ensure gender equality.

Introduce gender equality mechanisms, wherever they do not exist

Gender equality mechanisms are institutional structures established to promote, advance and secure equal participation of women and men in all spheres of public and political life (Beijing Declaration and Platform for Action adopted in 1995 at the Fourth World Conference on Women). These "structures" can be embodied in a person or a department mandated to monitor the enforcement of anti-discrimination legislation and policies and other relevant measures and to introduce measures aimed at improving the position of women.

Four police services stated that they have some kind of gender equality mechanism in place. Within the Albanian State Police there is a structure dealing with gender equality and diversity. Its main task is to collect rules and procedures that promote gender equality and diversity within the police and to identify the best possible solutions for their implementation.

In the Montenegrin Police Administration a Coordinator for Gender Equality was appointed. She regularly submits reports and information on the implementation of concrete measures and activities outlined in the *National Action Plan on Gender Equality*, as well as information needed for the reports on enforcement of the *Convention on Elimination of All Forms of Discrimination against Women*, and various other reports and information on gender equality, discrimination and respect for human rights principles. There is also a women's section within the police trade union of the Montenegrin Police.

The Croatian Minister of Interior has appointed a Gender Equality Coordinator responsible for the enforcement of the Law on Gender Equality and national gender equality policies, and cooperating with the Gender Equality Office of the Government. Public administration and majority state owned legal entities are obliged to implement specific measures for the promotion and establishment of gender equality. Every four years they formulate action plans within the realm of their responsibility, based on the analysis of the position of men and women. They outline the introduction of special measures, as well as desirable objectives, implementation methods and monitoring procedures.

In each organizational unit of the Mol of Republika Srpska - BiH a person is nominated as a focal point for promoting gender equality.

Associations or networks of women police officers serve as good examples of gender equality mechanisms. The Women Police Officers Network in South East Europe was established in 2010 under the auspices of the Southeast Europe Police Chiefs Association, with the aim of allowing the exchange of information and good practice examples, and serving as a mechanism for gender equality promotion in police services of South East Europe. You can find more information at <http://www.seesac.org>. In 2011 the association „Network of women in the Ministry of Interior of Republika Srpska – RS WPON“ and the association „Women police officers network“ in Bosnia and Herzegovina were established with the aim to enable networking, exchange of information and experiences, to advocate for gender equality in police and professional development of women.

Consider appointing one or more persons within the police structure as a gender focal point.

Ensure education of these persons on the topic of gender equality.

Support the establishment of women police officers associations.

Establish connections with the existing gender equality mechanisms (government's office/agency, parliamentary committee, NGOs) which can provide expert support in the process of institutionalization of gender equality mechanisms in the police.

In their work, representatives of gender equality mechanisms often rely on other gender equality mechanisms already established in their country. Most often among these mechanisms are the government offices or agencies, parliamentary committees or institutions in charge of carrying out action plans for the implementation of the United Nations Security Council Resolution 1325 on Women, Peace and Security. Representatives of gender equality mechanisms in police services also cooperate with non-governmental organizations that provide expertise in the enforcement of national laws and gender equality action plans.

Improve the transparency of the process by announcing calls for candidates internally and publicly

Transparency is crucial both during the training/studies/employment selection process and for career advancement. Job openings for managerial positions should be announced. Clearly defined criteria for all internal and external postings, tests of ability, knowledge, and skills, accompanied by a due respect for candidate rankings should be considered. This is the only way to prevent discrimination. Widely accessible internal calls for candidates develop the awareness among female candidates that all positions are within their reach, too.

It is necessary to have detailed job descriptions at all levels, with clearly listed skills and abilities required for the effective performance. This will emphasize there are no male and female duties, and that the choice will be made on the basis of previously defined criteria. Nevertheless, because there are so few women in high ranking positions, if two candidates with identical qualifications should apply for the promotion, the advantage should be given to a woman.

Announce detailed description of working posts with clearly stated skills and capabilities needed for the efficient on-job performance.

Consider the possibility that selection commissions make decisions on the basis of the established criteria without knowing the candidates' personal data, whenever this is possible.

Adapt uniforms and equipment for women

Modifying equipment and general work conditions are of key importance for the successful implementation of the equal opportunities policy. Consequently, it is important that the police services do their best to adapt to a growing number of women among the trainees and employees.

With the entry of women in the service, the need to adjust the police uniforms and equipment has emerged. The issue of gender-specific uniforms and equipment indicates whether the police services have genuinely accepted women in this profession and provided them with the means to carry out their duties effectively and with dignity.

All but one of the police services claim that uniforms have been adjusted for women. Uniform design is established by the rules of procedure and regulations approved by the Minister or, in one case, the Government. The Minister, or a special working group, decides on the uniform design. The Ministry of Interior of Croatia has prescribed in detail the membership of the working group, which includes representatives of all police departments and trade unions active within

Make mandatory the participation of policewomen in decision-making process on the uniforms and equipment used on their job.

For future procurements, consider buying smaller weapons and equipment more suited to women.

the Ministry. Technical assistance is provided by the Department of Police Equipment and Uniform, who is responsible for drafting detailed regulations for each item of the police uniform and monitoring uniform procurement, production and distribution. When female uniforms are discussed, women from all trade unions active within the Ministry and all police departments are invited to participate as representatives. All police services have stated that women participate in working groups that deal with uniform design. However, it is not clear whether the women who participate are actually police officers who will wear these uniforms.

In informal conversations within the WPON, women police officers repeatedly touch upon the issue of uniforms. They continue to struggle with official shirts, trousers or jackets that are simply too big for them.

Still, most police services say that there are differences in male and female uniforms. Most often, this difference is that women may wear skirts. Even then, two services claim that work uniforms or uniforms for field training do not differ for women and men. Three police services (Croatia, Montenegro, the former Yugoslav Republic of Macedonia) have elaborated on uniform differences, and they all emphasized that shirts and trousers were specially tailored for women.

All police services have stated that the criteria for assigning weapons to men and women are the same. One police service has said that, in special circumstances, women may ask for a different gun than the one issued, but it did not elaborate those special circumstances. Given that men and women are physically different, and that research shows that the size of a gun handle impacts shooting precision, it is necessary to consider which gun model would be more suitable for women. Proper equipment and clothes have a primary impact on employees' safety and efficiency when they carry out their tasks. For future procurement of weapons and equipment, the physical characteristics of women should be considered, bearing in mind their growing number in the force.

Adjust infrastructure in buildings to women's needs

Almost all educational institutions have adapted their accommodations so that there are separate dorms and bathrooms for men and women. The situation is somewhat different in buildings where police officers carry out their daily work. Some police services didn't answer this question, and some confirmed that they did have separate toilets, while one police service said that separate toilets existed only in new buildings, or in those that were refurbished in the past two or three years. One police service said that it did not have the conditions for separate toilets, while another claimed that in buildings where police officers carry out their daily work there were separate toilets "wherever possible", but that most of these buildings did not have toilets at all.

Secure separate toilets, changing rooms, bathrooms, dorms.

Use gender sensitive language

The issue of using gender sensitive language came to the agenda recently as women have started having important positions in public life. Decision-making positions used to belong to men, so the names of these titles and functions were in the masculine grammatical form. In the past few years, the awareness of the need for gender sensitive language was raised. Such language will not have feminine grammatical forms only for professions such as “waitresses”, “nurses” or “cooks”, but also for professions that used to be out of women’s reach. Therefore, we now have feminine grammatical forms for “state secretaries”, “lawyers”, “managers” and “directors”. A good practice example of the use of gender sensitive language comes from Croatia, where, when addressing the employees in the police force, the masculine and the feminine forms are used: “policemen/policewomen”. All other police services say that titles and functions in the force are given only in the masculine grammatical form.

Use both the masculine and the feminine grammatical form of titles and functions.

If gender-sensitive vocabulary is not used, work on developing it in cooperation with state gender equality mechanisms.

Enforce legal and internal mechanisms for reporting sexual harassment and discrimination

Police services provided information about the procedure for reporting sexual harassment in the workplace and the data on the number of reported cases. All police services claimed there were no reported cases of sexual harassment, while five of them have an established procedure for reporting sexual harassment.

Case 1: Procedure for reporting sexual harassment in the workplace is identical to the procedure of reporting all other violations of professional duties, misdemeanors and criminal acts, meaning that the report can be submitted to one’s immediate superior, Unit for Professional Standards or local police station.

Case 2: Sexual harassment can be reported to the Internal Control Sector in the Ministry of Interior.

Case 3: Sexual harassment cases are reported to one’s immediate superior, in line with the Law on Police, Rules on Policing and Police Mandates, and Rules on Disciplinary Responsibility.

Case 4: There is a Human Rights and Police Ethics Commission within the Ministry of Interior. There are 28 more commissions on regional level, in each regional administration. Despite this, police services state that women do not report cases of sexual violence because they deem it to be their personal problem and do not want to disclose that type of information.

Case 5: There is no specific procedure for reporting sexual harassment, but if it were reported, disciplinary measures would be taken.

Hence the recommendation is to raise the awareness of women and men in the police about sexual harassment and the existing mechanisms for reporting it, as well as to enhance the existing procedures. Police leadership must encourage the reporting of these cases and protect victims, thus sending a clear message that the police is an employer that offers equal opportunities

Introduce these mechanisms wherever they are not in place.

Raise the awareness of employees about the existence of these mechanisms and how to recognize sexual harassment or mobbing through brochures, lectures, articles in internal magazines.

Encourage the employees to use these mechanisms.

to both men and women, enabling its employees to fulfill their full potential in the working environment. The police should serve as an example to other institutions by setting standards for proper conduct in circumstances mentioned above.

Police leadership needs to take a firm and consistent stand on unacceptability of sexual harassment in the workplace, set examples with its own behavior and attitudes, to punish the perpetrators and to protect the victims.

Propose amendments to regulations, and disallow maternity leave as a hindrance to career advancement

Conditions for promotion are formally the same for men and women. Still, one of the police services stated that seemingly gender-neutral rule on promotion has negative consequences for women's advancement. In order to be promoted, a police officer needs to spend a certain period of time working effectively and continuously on a previous position, this period being defined by the law. Women officers are not in an equal position with their male colleagues, due to pregnancy and maternity leave, and sick-leaves to tend for an ill child. This time away interrupts the continuity of the period in a position, which causes a significantly longer period needed for a woman's promotion. Legal documents regulating conditions for promotion should grant maternity leave the same status as a work-related injury (in those countries where this presents a problem). It would also be commendable if the women officers returning from maternity leave could receive assistance in the form of briefings and short trainings, if needed, so that they can resume their duties as quickly and efficiently as possible.

In those police services where continuous work for a defined period of time is a precondition for promotion, maternity leave should be granted the same status as sick leave caused by a work-related injury; or to clearly prescribe that in case of maternity leave the condition for career advancement is not uninterrupted period working on previous position.

Organize briefings or short trainings for women returning after maternity leave.

Consistent implementation and enhancement of legal and internal regulations related to parents with young children

According to police services' data, there is no different treatment of men and women when it comes to achieving balance between family life and work, apart from allowing the employees to be absent or leave work early to take care of their children when ill. Police services stated that there are no special measures to help employees achieve balance between family life and work. The Labor Law stipulations are applied.

Allow mothers of small children to work under special conditions, including not working in shifts or outside of place of residence.

Police services say that the Labor Law usually grants special protection to women during pregnancy, after delivery, and through early childhood. The Ministry of Interior of Bulgaria stated that policewomen with children of up to 6 years of age do not work night shifts or overtime. In cases where both spouses work in the police, they are not scheduled to work in the same shift, in order for one parent to stay with the child.

These couples also have advantages when it comes to housing, recuperation leave, vacation, etc.

Regulations on childcare leave should be implemented and consistently followed, such as employing a substitute for new mothers, thus avoiding claims that her colleagues are overburdened, as well as affirmative action for women on the basis of laws and internal regulations – mothers of young children (up to 3 years of age) should be allowed to change shifts, mothers with children of up to 7 years of age should not be transferred to work posts out of their home town, etc. Sliding/flexible working hours could be introduced for parents with young children, especially if both spouses work in the police.

When possible, consider introducing flexible working hours for parents of young children (part time work, for example).

Pay attention to shift schedules of officers if both spouses work in the police.

Promote obligations and rights of both parents to care for their child

Care of children is still considered to be primarily the woman's burden. Men need to be motivated to share that burden more often; they should be allowed to spend more time with their families and rely on legal provisions that allow them to do so. Continuous promotion of balanced professional and family life for both genders can be achieved with the help of experts giving interviews in police magazines and discussing concrete examples, including those that are not the norm – single fathers, parents caring of disabled children etc.

Inform employees about the procedures and rights of fathers (or foster parents) regarding childcare.

Encourage young children's fathers to fulfill their rights regarding childcare.

In internal magazines, share positive examples of fathers working in the police and being active in family life.

The list of objectives, measures and activities is not exhaustive. Please send your suggestions for additional objectives, measures and activities that you believe should be included in this list to the following e-mail address: wpon@undp.org.

Annex 1: SELF-EVALUATION QUESTIONNAIRE ON GENDER SENSITIVE POLICING

This questionnaire is designed to help managers at all levels, but especially those in departments responsible for education, human resources and public relations, as well as all other departments within the Ministry of Interior that are responsible for recruitment, admission, selection, and professional development of police officers. With this questionnaire, the managers will be able to evaluate to what extent the existing police practice is gender sensitive. The list of questions is not exhaustive. If you believe that some additional questions should be included, please send them to: wpon@undp.org.

OBJECTIVE: Recruit more qualified and motivated women candidates and ensure their admission in the police education system and police services

Does the police actively cooperate with the media in order to present police work and contributions of women officers to the public?

Does the police actively promote successful women officers to the public?

Does the police actively cooperate with elementary and high schools in order to present the police profession to children? Do police women actively participate in such activities?

On its websites and in its internal magazines, does the police service present successful police women and their work, and does it provide information about the role of women officers and the challenges of police profession? Are women represented in the visual materials published on websites and in magazines?

Were the calls for candidates advertized in different media, particularly those targeting women and minorities?

Does the outreach material contain photographs of police men and women of different ages, performing various police tasks?

Was the outreach material disseminated at locations where many women congregate, such as public institutions, sports centers, fitness clubs?

Were the selection criteria and physical fitness norms announced clearly, so that the women candidates may be fully acquainted with the requirements?

Were the potential candidates able to establish in-person contact with police officers, through open door days, panels, round table discussions, and job fairs? Did women participate in such activities?

Was special attention paid to women from marginalized groups, in order to increase their number in the police ranks?

Does the application material contain phone numbers and e-mail addresses where potential candidates can direct their inquiries about the call for candidates and police profession?

After each recruitment campaign, was there an evaluation performed, and were the evaluation findings used in designing the next campaign?

OBJECTIVE: Make the selection process gender sensitive

Was a preparatory training organized for women candidates, in order to prepare them for the entry exam? Are there policewomen involved in such preparatory trainings?

Is it mandatory to have both men and women on selection teams/committees?

Did the selection team/committee members attend gender equality education?

Did the people in charge of drafting the employment criteria attend gender equality trainings, and are they informed about the need to make every job equally accessible to men and women?

Does the selection process include detailed checks of candidate's potential history of human rights violations, domestic violence or sexual violence?

If it exists, is the quota for women interpreted as the minimum number of women to be enrolled?

Are the effects of the quota system evaluated and is their impact monitored at trainings, work and service, in order to determine whether they give the desired results?

OBJECTIVE: Support the professional development of women in the police

Are women proportionally represented among the mentors?

Are gender equality topics part of the training for mentors?

Are women equally represented among those who are offered to participate in additional trainings?

Is there data available on the number of men and women who drop out of police training or leave the service, as well as on their reasons for doing so?

OBJECTIVE: Ensure that career advancement for women is not limited by formal and informal obstacles

Are topics related to gender equality, and gender based violence in particular, part of the basic police training curricula or Police Academy curricula?

Is there a mandatory and continuous training for all employees about the important role the police has in fighting gender based violence?

Does the police leadership demonstrate a firm stand against gender stereotypes in everyday work?

Is the police leadership firmly against gender based violence, and does it penalize members of the force who committed acts of such violence?

Is there a person or a group of persons in charge of gender equality issues?

Is that the primary responsibility of that person or group of persons?

Is there a women police officers association?

Was the communication with the existing gender equality mechanisms in your country established, in order to allow better exchange of information and access to knowledge?

Is it mandatory to consult women police officers regarding the design of uniforms, weapons and equipment they use?

Are there separate toilets, locker-rooms and dorms for women at the premises for training and work?

Is gender sensitive language used, namely service titles in both their masculine and feminine grammatical forms?

Are there mechanisms for reporting sexual harassment at work?

Do the employees know about these mechanisms?

Are these mechanisms used?

Are employees encouraged to use these mechanisms?

Did the police leadership take a firm and consistent stand on the lack of tolerance for sexual harassment at the workplace and has it set examples with its own behavior and attitudes? Have they punished the perpetrators and protected the victims?

Do the conditions for career advancement put women who took their maternity leave at a disadvantage (meaning that the condition for career advancement is uninterrupted work for a certain period of time)?

Are briefings and short trainings organized for women officers returning from their maternity leave, so that they can catch up with work?

Can mothers of small children benefit from special working conditions such as exclusion from doing shift work, working outside the city of residence, etc?

Can parents of small children use flexible working hours (e.g. part time work)?

Are shifts carefully scheduled in case that spouses with small children are working in the police?

Are both parents' rights and obligations related to childcare actively promoted?

Are fathers and foster fathers of small children encouraged to use their parental rights?



Annex 2: GENDER SENSITIVE STATISTICS

In this table you can find an overview of key gender disaggregated statistical data that should be collected, in order to improve gender sensitive statistics and gender-sensitive analysis. The table was made based on data provided by police services.

GENDER SENSITIVE STATISTICS	
<i>Indicator</i>	<i>Type of data</i>
BASIC POLICE TRAINING	
Candidates who apply for basic training	Number: women, men, together, by year
Admitted candidates	Number: women, men, together, by year
Threshold for admitting candidates	Admittance threshold for women and admittance threshold for men, by year
Dropping out (giving up)	Number: women, men, together, by year
Dropping out	Reasons. Briefly describe reason for dropout for: women, men, together, by year
Candidates who have successfully completed the basic training program	Number: women, men, together, by year
Average grades	Number: women, men, together, by year
Best 10% candidates	Number: women, men, together, by year
Teaching staff in schools for basic police education	Hierarchy-wise: women, men, together
POLICE ACADEMY	
Candidates who apply	Number: women, men, together, by year
Admitted	Number: women, men, together, by year
Threshold for admitting candidates	Admittance threshold for women and admittance threshold for men, by year
Graduated	Number of students on different years of studies: women, men, together, by year
Average dropout rate per academic year	Number of students on different years of studies: women, men, together, by year
Reason for dropout	Briefly describe reason for dropout for: women, men, together, by year



GENDER SENSITIVE STATISTICS

<i>Indicator</i>	<i>Type of data</i>
Grades	Average for women, men, together, by year
Best 10% of students	Number: women, men, per year
Teaching staff	Hierarchy-wise: women, men, together, by year
EMPLOYMENT	
Candidates applying for a certain position	Number: women, men, together; chosen candidate's gender, by year
Employees, according to their rank	Number: women, men, together, by year
Police officers, according to their rank	Number: women, men, together, by year
Current mentors	Number: women, men, together, by year
Quitting rate for police officers	Number: women, men, together (first year of service; 2-5 years of service; 5-10 years of service, more than 10 years of service)
Police officers' reasons for quitting their job	Reasons: women, men (first year of service; 2-5 years of service; 5-10 years of service, more than 10 years of service)
Disciplinary proceedings	Number: women, men, together, by year
Type of disciplinary proceedings	Type: women, men, by year
Outcome of disciplinary proceedings	Type: women, men, by year
Reported cases of sexual harassment	Number: women, men, together, by year
Outcome of reported cases of sexual harassment	Type: women, men, by year
Police employees and officers participating in additional training	Number: women, men, together, by year

Annex 3: DEVELOPMENT OF GUIDELINES

WHO IS BEHIND THE GUIDELINES?

The Women Police Officers Network in South East Europe (WPON) was founded in November 2010 in Sarajevo, Bosnia and Herzegovina, under the auspices of the Southeast Europe Police Chiefs Association.

The participants of the founding meeting were appointed women police officers representing police services in Albania, Bosnia and Herzegovina – Federation, Bosnia and Herzegovina – Republika Srpska, Bulgaria, Montenegro, Croatia, the former Yugoslav Republic of Macedonia, Moldova and Serbia. WPON was established with the support from the Southeast Europe Police Chiefs Association and United Nations Development Program/South Eastern and Eastern Europe Clearinghouse for the Control of Small Arms and Light Weapons (UNDP/SEESAC), which acts as the Secretariat of WPON within the project Support for Gender Mainstreaming in Policing Practice in South East Europe. This project is financially supported by the Norwegian Ministry of Foreign Affairs, the Swiss Agency for Development and Cooperation and UNDP.

The Southeast Europe Police Chiefs Association has placed the issue of police efficiency and pertaining gender equality high on its list of priorities. Police directors in South East Europe have recognized the importance of the UN Security Council's Resolution 1325 on Women, Peace and Security (2000), because they are aware of the important contribution of women in security and peace building. In addition, other international documents call for gender equality and advancement of women's human rights, such as the Convention on the Elimination of All Forms of Discrimination against Women (1979) which obliges the member states "to eliminate discrimination against women in the political and public life of the country" and to "ensure to women, on equal terms with men, the right...to participate in the formulation of government policy and the implementation thereof and to hold public office and perform all public functions at all levels of government." True partnership between women and men is a precondition for achievement of democracy, according to the Universal Declaration on Democracy. A democratic society is a society in which men and women work equally, complementing each other, and enriching each other with their differences. The Guidelines were developed to build the capacities of police services in South East Europe so that they could improve the position of women in police services and raise their efficiency in police work.

THE PROCESS OF DRAFTING THE GUIDELINES

At its first Annual Meeting, the Women Police Officers Network in South East Europe developed a plan to draft the Guidelines. Based on recommendations of the regional study on the position of women in police services Establishing the Southeast Europe Women Police Officers Network – Research Findings, as well as on discussions during the public presentations of this study in Belgrade, Sarajevo, Podgorica, Banja Luka, Zagreb, Sofia and Chisinau, held from October 2010 to May 2011, it was decided that the Network would formulate practical and applicable recommendations in order to assist the Southeast Europe Police Chiefs Association in recruiting the best qualified women for police work, as well as for their retention and professional development.

WPON has focused on recommendations targeting further development of efficiency and quality of services that a modern, 21st century police force should offer to citizens. This is achieved by having well trained, well motivated and well deployed officers,

both in local communities and in the Ministry of Interior. The detailed questionnaire for SEPCA members on existing regulations and practices in the field of recruitment and career development of women police officers has allowed the formulation of these guidelines on precise facts and on mapping of existing good practices in the region. This survey's 52 questions cover many areas of employment – recruitment, selection of candidates, mentorship work with the newly employed, retention policies, gender equality policies, professional development and advancement – and an annex provided the available statistical data on men and women in the force.

The Ministries of Interior/the police services of all countries involved in the Network have completed and returned this questionnaire to the WPON Secretariat. Several Ministries of Interior and police services have appointed their representatives in the working group, which analyzed the data with the help of the WPON Executive Committee and WPON Secretariat. The meeting of the extended working group was held in Arandjelovac, Serbia, from September 29th to October 1st, 2011. Based on analysis of questionnaires and further detailed discussion, the WPON Secretariat produced a detailed draft of the document, which was then distributed to members for reexamination before the document's final form featured in this publication.

WORDS OF GRATITUDE

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Members of the Working Group for development of Guidelines in 2011

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Photos published in this document have been provided by police services members of SEPCA and depict women carrying out various police duties in eight countries in South East Europe.

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