

Institute for Democracy and Mediation

***Challenges to Gender Diversity
in Albanian State Police***

CHALLENGES TO GENDER DIVERSITY IN ALBANIAN STATE POLICE

Institute for Democracy and Mediation

Tiranë, 2010

Author: Elona Dhëmbo

With the support of:

IDM Research & Innovation Initiative

IDM Center for European & Security Affairs

CONTENTS

ACKNOWLEDGEMENTS	7
RESEARCH REPORT SURVEYING PUBLIC OPINION AND ATTITUDES REGARDING WOMEN IN POLICE	9
PUBLIC SURVEY WOMEN IN POLICE	24
RESEARCH REPORT MEASURING ALBANIAN STATE POLICE'S ATTITUDE AND OPINION ON WOMEN'S PARTICIPATION IN THE POLICE	29
POLICE SURVEY WOMEN IN POLICE QUESTIONNAIRE	48
POLICE ACADEMY CURRICULUM ASSESSMENT UNDER THE GENDER PERSPECTIVE	56
CONFERENCE NOTES (recommendations)	68

ACKNOWLEDGEMENTS

Starting from January 2010, IDM has been intensively involved in researching and exploring gender issues in police in Albania with the aim to improve awareness on gender-related issues within the Albanian Police. This undertaking's objectives were multifold. First, it aimed at exploring the attitude of both men and women among the general public and secondly, those working in the police force towards women's participation in the police as well as towards improving the gender balance in police structures. Thirdly, it tried to assess the current curriculum of the Albanian Police Training Center from a gender perspective and to determine whether there is a need for engendering it.

In line with its partnership with IDM to assist security sector reform and governance in Albania, DCAF (The Geneva Center for the Democratic Control of the Armed Forces) supported the development of the survey of the opinions and attitudes of ASP officers on these issues as well as the assessment of the current curricula of the Police Academy from this point of view. Findings of these reports together with findings of OSCE/IDM supported survey on public perceptions and attitudes on women in police were given visibility through the national conference "Challenges to Gender Diversity in Albanian State Police" on October 22nd, 2010 in Tirana. The conference proper was supported by Friedrich Ebert Stiftung office in Tirana that enabled also the participation of senior representative of Federal Police Union of Germany.

IDM is grateful to its supporters in meeting its goal of thoroughly exploring police from a gender perspective and sharing the findings with interested actors through this publication.

The realization of this initiative was made possible through an ongoing partnership with several institutions such as General Directorate of ASP, Police Training Center in Tirana, PAMECA, ICITAP and OSCE.

Our special thanks go to all the participants in the concluding event – the conference, for their precious contribution. In particular we would like to thank:

- Avenir Peka – Deputy Minister of Interior

- Filloreta Kodra – Deputy Minister of Labor, Social Affairs and Equal Opportunities

- Rasim Borishi – Deputy General Police Director
- Syl Ismaili – Chief of Recruitment Sector, ASP General Directorate
- Everett Summerfield – DCAF Senior Expert
- Anke Bernhard, Chief Inspector – Federal Women Representative of

German Police Union

- Klaas Los – OSCE
- Jon Porter – PAMECA
- Martha Findley – ICITAP
- Hasan Shkëmbi – Chief of Sector for Organization Development
- Edlira Zoto – Diversity Expert, Commissar in Chief, ASP General

Directorate

- Hqmet Buzi – Senior Representative Police Training Center

Last, our special thanks and appreciations go to all those citizens, ASP representatives and key informants who participated in the project and shared their opinions and views, making possible the realization of this initiative.

RESEARCH REPORT

SURVEYING PUBLIC OPINION AND ATTITUDES REGARDING WOMEN IN POLICE

Introduction

Albania has signed most international documents which guarantee gender equality (including CEDAW). Gender equality principles are part of most important legal provisions in the country including the constitution and a special national strategy which aims to achieve gender equality in the society and minimize gender-based and domestic violence. Since 2004, although revised in 2008, a specific law on “Gender Equality in Society” is in force in Albania, requiring equal opportunities for both men and women in education, employment, decision-making and politics, media etc. On the other hand, from 2006, Albania has passed a specific law on “Domestic violence”, specifying duties and responsibilities for various actors, among which - police.

Police is among those actors with direct duties and responsibilities regarding gender equality in general and domestic and gender-based violence (GBV) in particular. Regardless of these, police forces still lack specific information and skills to meet them and are far from a gender balanced representation in police structures. Police forces should not only have a raised awareness and be prepared to deal with gender related and women related issues, they should also reflect such awareness and be gender balanced in their own structures i.e. include in all structures and services both men and women police. This not just for the sake of a quantitative gender balance, in terms of meeting the legal requirements, but also for more effective and close to the community needs services.

Best experiences from countries with advanced women participation in police have shown higher efficiency of women police in addressing specific issues like domestic violence, rape etc. (see for instance Valasek, 2007). Currently, in Albanian police force structures there are a limited number of women employees. Moreover, those women are mainly concentrated in administrative positions rather than in direct services. Although debates on this issue point to the prejudices and considerations of policing as a man's profession, no research has explored so far the reasons of these low rates of women participation in the security sector in general and in police in particular.

The research report presented here maps the public opinion and attitudes regarding the issue at stake – women in police.

Methodology

To meet the aim of this research project, quantitative methods were employed in the period of 20 – 31st of January 2010 to map the actual public opinion as regards women participation in police. A telephone survey was conducted with 700 citizens, over 18 years old across the country.

This technique of data gathering was selected for the advantages it brings to a context of limited time and resources. Wide geographical access was enabled (27 different cities were part of the survey sample) with much lower cost and in a much shorter period of time as compared to face-to-face interviewing.

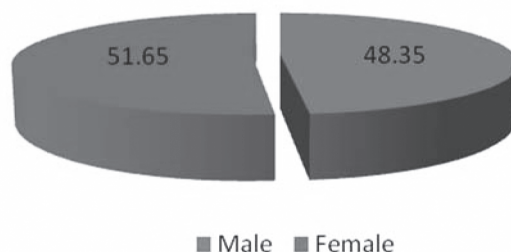
In addition, given that face-to-face questionnaires are often accompanied with low response rates, telephone interviewing enabled the researchers to contact populations that might be difficult to work with and face-to-face basis that might be of interest to the research such as housewives, for example mothers at home with small children, shift workers and people with disabilities. Furthermore, telephone interview minimized the risk of having non-sincere answers which might happen under the pressure of giving the 'right' answer in a face-to-face interview (see Man & Stewart, 2000).

However, research team is also aware on the limitations of this technique such as the reduction of social cues by missing on the body language and extra information associated to it; the standardization of the situation due to an absent view of the situation in which the interviewee is situated (Burke & Miller, 2001).

Sample

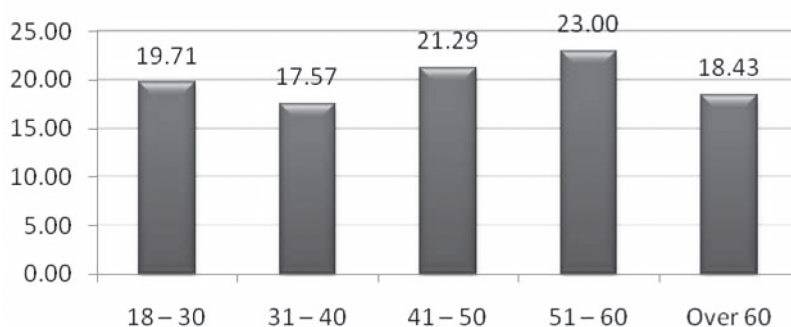
The opinion survey was conducted at national level, encompassing 27 cities across the country. The sample size of 700 participants was targeted in order to be representative of the surveyed population. Given that the topic explored was sensitive from a gender point of view, equal access was given to men and women hence the distribution of the sample by gender was as shown in Graph 1.

Graph 1. Sample distribution by gender



Almost an equal representation in the sample was given to different age-groups taking into consideration that mentality plays an important role in determining the attitudes of the citizens. Each of the five age groups made approximately 20% of the participants in the survey as shown in Graph 2.

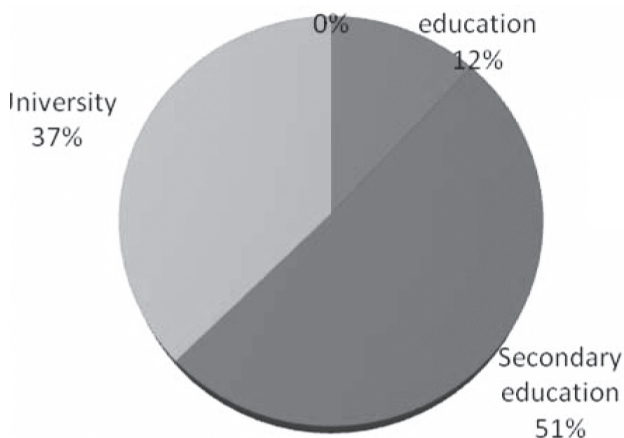
Graph 2. Sample distribution by age



The education background of the participants respects the ratios found in the population. Hence, the majority of respondents have secondary

education (50%), while 38% of them have completed a university or postgraduate degree and barely 12% have primary education only. See Graph 3.

Graph 3. Sample distribution by education



Key findings

It is positively surprising to see that overall the findings of the research show that Albanian citizens are quite open and ready to welcome women in policing services as in other services. The vast majority of those interviewed would encourage women to enter police and would also expect the state structures, including the Ministry of Labour, Social Affairs and Equal opportunities, family and education institutions to do the same in more than 80% of the cases.

Women in general are considered by both, men and women, as equally efficient and sometimes even more efficient than men in certain issues of policing. However, specific stereotypes persist as both women and men would rather see women within the police sector positioned in administrative services and much less in direct services, traditionally offered by men police.

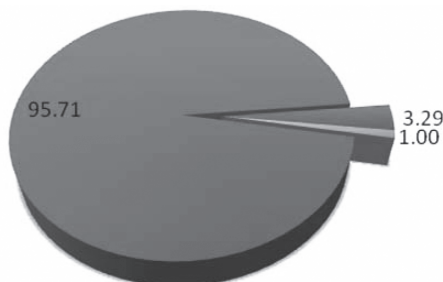
Nonetheless, the vast majority of those interviewed would prefer a woman police service in several cases, out of which women police would get prioritized especially in cases of domestic violence and burglary, the latter, unpredictably a choice more often done by men.

Survey findings

There is a common attitude among respondents that policies which encourage equal opportunities for men and women should be further encouraged and become part of the security sector as well as in other sectors. As Graph 4 reveals, the vast majority of them (more than 95%) would choose to encourage gender equal opportunities.

Question: Do you believe that equal opportunities for men and women represent a policy that should be further encouraged?

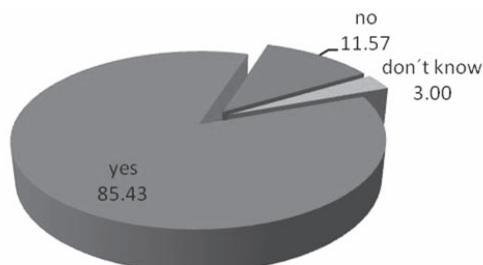
Graph 4. Encouragement of gender equal opportunities



It is a surprisingly positive finding that more than 85% of those asked “if women are equally capable as men for professions like police or military officers” answered ‘YES’. Only a minority of 12% disagreed. Although, one would expect differences among the perceptions that women and men would have on this issues, little can be spotted based on the survey findings.

Question: Do you believe that women are equally capable as men for certain professions like police or military officer?

Graph 5. Are women and men equally capable as police / military officers?



Same distribution of pros and cons can be easily identified even among the subgroups of women and men part of the survey. *See Table 1.*

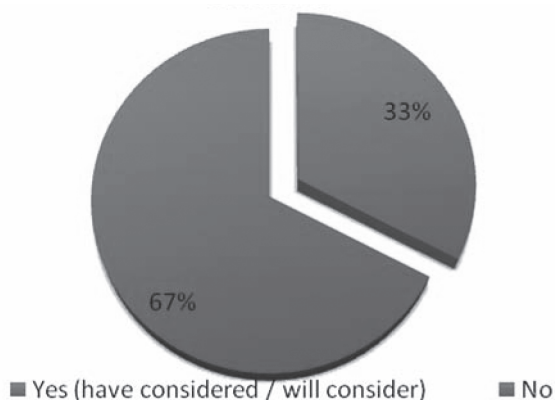
Table 1. Believing in equal capacities of both women and men as police or military officers

	GENERAL	WOMEN	MEN
Yes	85.43 %	86 %	85 %
No	11.57 %	11 %	12 %
Don't know / No answer	3.00 %	3 %	3 %
TOTAL %	100 %	100 %	100 %

Yet, police officer as a profession is rarely considered as a professional opportunity for women. Only 33% of interviewees declare that they have / will consider it as an employment opportunity for themselves (when female respondents) or their female family members (male respondents). See Graph 6.

Question: Would you or any female member of your family consider the opportunity of applying to become a female police officer?

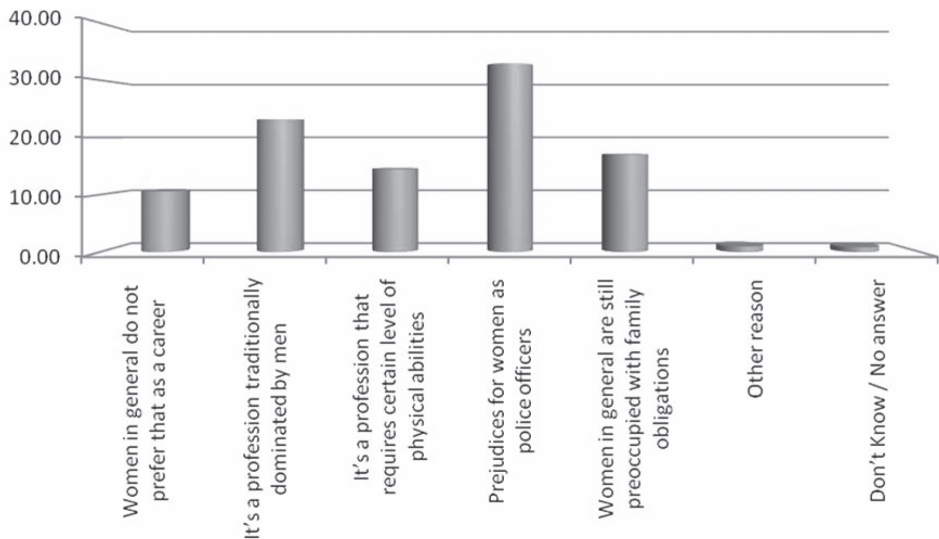
Graph 6. Consideration of police as a profession for women



Main reasons for the low number of women in police service appear to be related to prejudices and the persisting impression that such positions are professions for men and dominated by men. However, an important obstacle remains also the difficulties women face when trying to combine family obligations with professional ones. Apparently, this is the main reason for not choosing energy and time-consuming professions like policing (almost 17% of respondents).

Question: Currently, there is a low number of female police officers or female applicants that want to enter the Albanian State Police service. Which of the following statements in your opinion is the main reason for this situation?

Graph 7. Reasons for women s low participation in police



This conclusion seems to be reaffirmed also by the combined analysis of respondents' answers to a number of questions. Namely, more than 65% of respondents who never considered (for themselves or other female family members) policing as a potential profession do not associate this profession to the use of force. In addition, more than 80% of the same category, consider women as either equally capable (in 46% of the cases) or better than men (in 38% of the cases) in providing security services to the citizens.

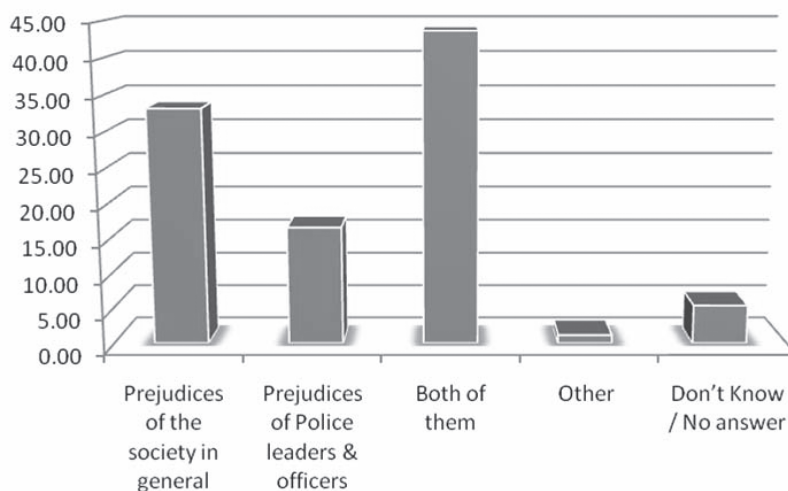
However, slight differences could be identified in terms of gender when referring to the main reasons that inhibit a higher women's participation rate in police. Women more than men would chose as the main reason the family obligations (20% of the women interviewed chose this as the main reason as compared to 13% of the men). On the other hand, men more than women (36% as compared to 30%) believe that the main reason relates to the high level of prejudice that women police face.

Table 2. Main reason for low participation of women in police

	GENERAL	WOMEN	MEN
Women in general do not prefer that as a career	10.59	10.36	10.94
It's a profession traditionally dominated by men	23.18	21.84	24.85
It's a profession that requires certain level of physical abilities	14.45	15.12	13.31
Prejudices for women as police officers	32.90	30.53	35.79
Women in general are still preoccupied with family obligations	17.02	20.44	13.01
Other reason (Specify):	1.00	1.12	0.88
Don't Know / No answer	0.86	0.56	1.18
TOTAL	100	100	100

To further explore the effects of prejudices in women's level of engagement with the police, the interviewees' standpoint was analyzed in relation to whether they'd give more importance to the general public prejudice or the prejudice coming from within the police.

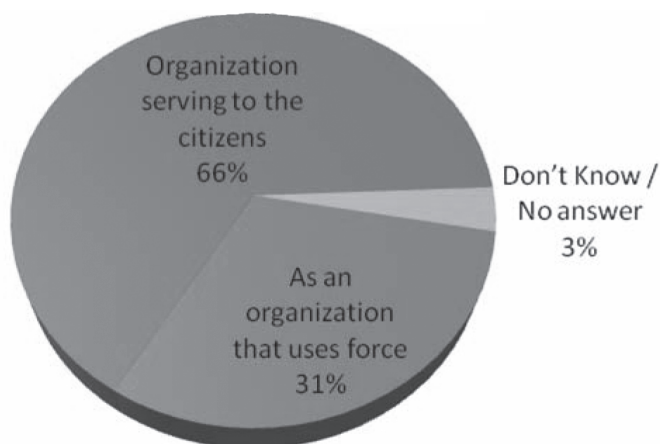
Question: There are also various attitudes related to the opportunity of having more women in the police service. In your opinion, which of the following have influenced the most on the present low number of women in police service?

Graph 8. Influencing factors-prejudices

Respondents seem to be at odds on this point – all offered options “score” less than 50%. Namely, only 17% of them think that prejudice within the police is the reason that affects the most women’s decision on entering the service. Almost twice as much of respondents (33%) consider the society’s prejudices as such a reason. Interestingly, the largest share of respondents’ answers (44%) indicates both prejudices – within the police and the society in general – as the main reason.

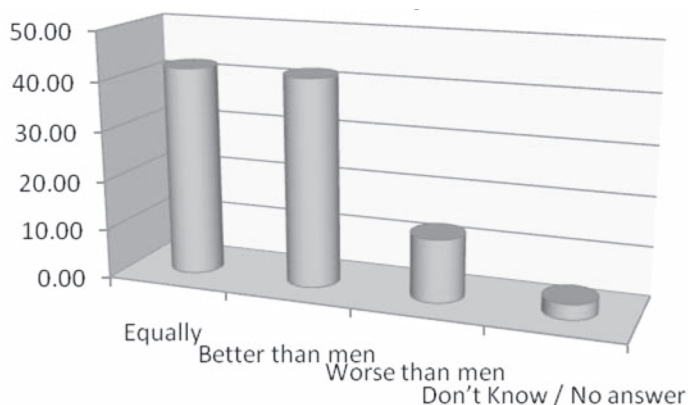
Although the major part of respondents (66%) perceive the police as an organization that serves to citizens, it is interesting to note that almost one third of them (31%) still consider this institution as a body that uses force. Associating police with using force might be one of the explanatory factors why women are prejudiced when it comes to becoming police officers and offering direct security services.

Graph 9. Perception of the police as organisation



Nonetheless, when asked about women’s performance in providing security services respondents offer quite optimistic perspective. Women are considered as better providers of security services in 42% of the cases and as equally able with men to provide security services in another 42% of the cases. Only a minority of 13% believe that women would perform worse than men in security services.

Question: Do you think that women can provide security services as good as men, better than them or worse than them?

Graph 10. Women performance in security services as compared to men

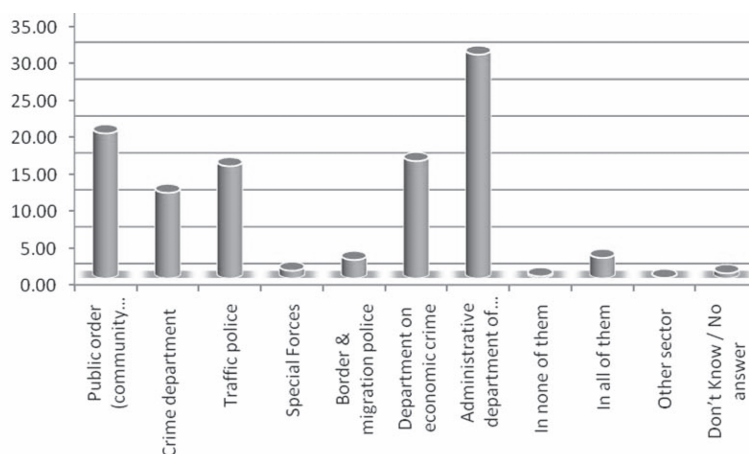
When the above data is segregated on the basis of respondent's gender the differences between male and female respondents become more evident. More women than men (reflected in a difference of almost 10%) believe that women would perform better than or as good as men.

Table 3. Women's performance in security services as compared to men ~ gender segregated

	GENERAL	WOMEN	MEN
Equally	42.20	38.12	46.58
Better than men	41.92	46.96	36.49
Worse than men	12.73	11.32	14.24
Don't Know / No answer	3.15	3.59	2.67
TOTAL %	100	100	100

Respondents are further asked about the possible duties and tasks which would be better addressed if assigned to women. Regrettably, most respondents see a possible involvement of women in the police service under the administrative department (30%). Barely 1% of interviewees see women as performing better than men in the "special forces".

Question: In which of the following sectors do you think that women would be more efficient than men?

Graph 11. Women would perform better than men in:

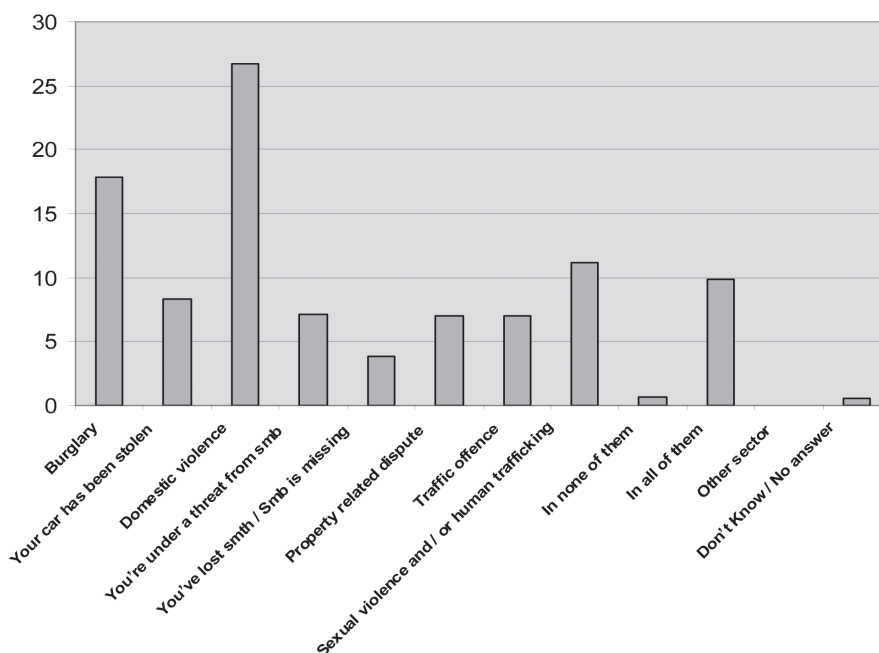
Highest score of a better performance of women in the administrative department of police might be influenced by the current situation of women in police – as those few women currently working for police are concentrated in administrative departments. The gender-based segregated data offers an even more interesting fact. Namely, despite the fact that differences between answers of male and female respondents under each option are almost by less than 1%, it seems that more women (than men) are “in favour” of certain statements. For instance the majority of female respondents (30.9%) see women performing better than men in the administrative department (which is higher than the share of 29.7% of male respondents favouring this option). Surprisingly, more men (1.54%) than women (0.54%) believe that women would perform better than men in the Special Forces. It is also worth noting that this option and the “In none of them” have the lowest number of female-supporters among respondents.

Table 3. Women expected to perform better in:

	GENERAL	WOMEN	MEN
Public order (community police officer)	19.64	19.78	19.52
Crime department	11.59	11.81	11.37
Traffic police	15.20	15.10	15.16
Special Forces	1.04	0.54	1.54
Border & migration police	2.50	2.74	2.24
Department on economic crime	15.89	15.24	16.57
Administrative department of Police	30.33	30.90	29.77
In none of them	0.28	0.27	0.28

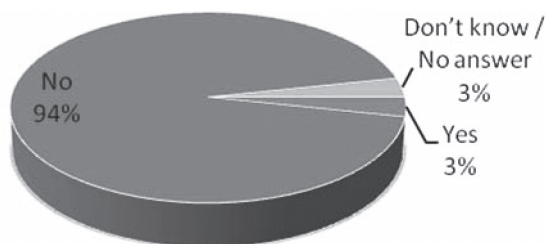
Preferring to talk to woman police resulted as in Graph 12.

Graph 12. Prefer to talk to female police officer in case of:

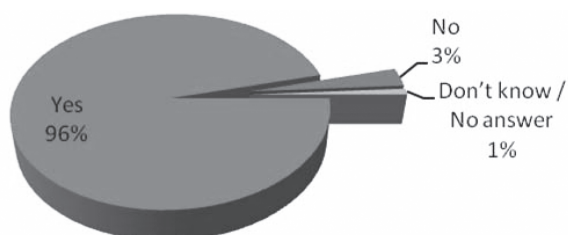


The vast majority of respondents (94%) share the same belief that more women in police would not be accompanied with any weakening effects for this sector of security.

Graph 13. Will more women weaken police?



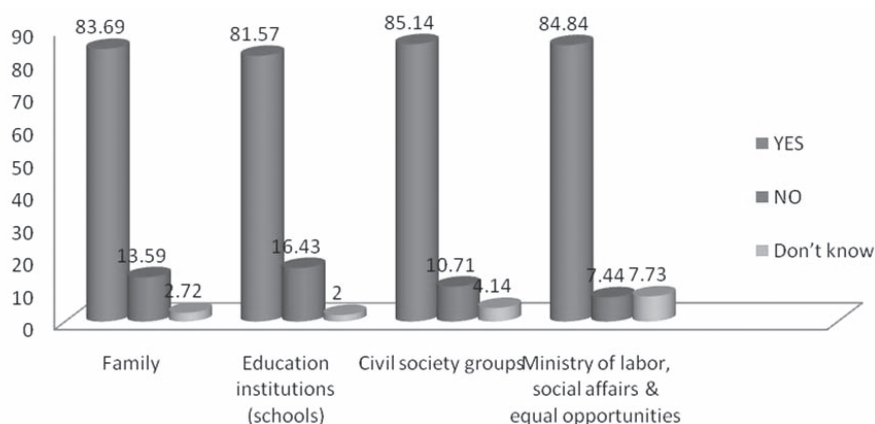
Further, the majority agree that higher participation of women in the police should be encouraged by this institution. As many as 94% of respondents favour this statement and only 3% oppose to it.

Graph 14. Shoul the state police encourage women to become part of it?

However, such encouragement should not come solely from the state police. Family, education institutions and the civil society should also play their role in encouraging women's participation in police forces. More than 80% of those interviewed think that all the above mentioned actors should be involved in the process.

Table 5. Women s participation in police should also be encouraged by:

	YES	NO	Don't know	TOTAL %
Family	83.69	13.59	2.72	100
Education institutions (schools)	81.57	16.43	2.00	100
Civil society groups	85.14	10.71	4.14	100
Ministry of labour, social affairs & equal opportunities	84.84	7.44	7.73	100

Graph 15. Women should be encouraged to enter police by...

Even so, such results need to be cautiously considered. Among those who believe that more women should enter the police, almost 1/3 when saying so probably has in mind that women would do better the administrative works within this sector (see Table 6).

Table 6. Those who would encourage women to enter police think that women would be more efficient than men in:

	In %
Public order (community police officer)	19.68
Crime department	11.73
Traffic police	15.53
Special Forces	1.00
Border & migration police	2.50
Department on economic crime	15.96
Administrative department of Police	30.13
In none of them	0.14
In all of them	2.72
Other sector	0
Don't Know / No answer	0.57
TOTAL %	100

Conclusions

This public opinion survey clearly showed that the Albanian public opinion is ripe to be open, encourage and welcome more women in police. Women are considered capable of offering security services and they should be encouraged to do so though concrete policies, but not only. Family, education institutions and civil society should be playing important role in meeting the goal of women's promotion and participation in police.

A larger participation of women in police would not only give equal opportunities to women as to men to become part of the security sector as in any other sector, but would also benefit the citizens through their services closer to the needs of the community. Women are trusted to perform better in administrative positions within police and address in a more efficient way

the cases of domestic violence and burglary. A larger involvement of women in these services would be appreciated by both men and women in Albania.

Regardless of this support, few women have considered entering the police. Apart of the common factor of difficulties in combining work and family obligations as in other employment sectors, prejudice from outside or/and within the police result to be a significant obstacle to be overcome. In this regard, actions should be taken to educate the common citizen and the policeman with the presence of women in police, and not only as administrator but as a security service provider too.

References

Burke, Lisa A. & Miller, Monica K. (2001, May). Phone interviewing as a means data collection: Lessons learned practical recommendations [30 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research* [On-Line Journal], 2(2), Art. 7. Available at: <http://www.qualitative-research.net/fqs-texte/2-01/2-01burkemiller-e.htm> [Access: June 5, 2006].

Mann, Chris & Fiona Stewart (2000). *Internet communication qualitative research*. London: Sage.

Valasek, Kristin (2007), *Security Sector Reform and Gender*, DECAF.

Annex I. Questionnaire

PUBLIC SURVEY

WOMEN IN POLICE

A. Demography of respondent***A.1. Gender***

Male	1
Female	2

A.2. Age group

18 – 30	1
31 – 40	2
41 – 50	3
51 – 60	4
Over 60	5
No answer (Refusal)	99

A.3. Education

Primary education (8 years or less)	1
Secondary education (high school)	2
University	3
Postgraduate	4
No answer (Refusal)	99

B. GENERAL CONSIDERATIONS

B.1- Do you believe that equal opportunities for men and women represents a policy that should be further encouraged?

Yes	1
No	2
Don't know / No answer	99

B.2- Do you believe that women are equally capable as men for certain professions like police or military officer?

Yes	1
No	2
Don't know / No answer	99

B.3- Would you or any female member of your family consider the opportunity of applying to become a female police officer?

Yes (have considered / will consider)	1
No	2

C. WOMEN IN POLICE

C.1- Currently, there is a low number of female police officers or female applicants that want to enter the Albanian State Police service. Which of the following statements in your opinion is the main reason for this situation?

Women in general do not prefer that as a career	1
It's a profession traditionally dominated by men	2
It's a profession that requires certain level of physical abilities	3
Prejudices for women as police officers	4
Women in general are still preoccupied with family obligations	5
Other reason (Specify): _____	6
Don't Know / No answer	

C.2.- There are also various attitudes related to the opportunity of having more women in the police service. In your opinion, which of the following have influenced the most on the present low number of women in police service?

Prejudices of the society in general	1
Prejudices of Police leaders & officers	2
Both of them	3
Other (Specify): _____	4
Don't Know / No answer	99

C.3.- How do you personally see the police as an organization?

As an organization that uses force	1
Organization serving to the citizens	2
Don't Know / No answer	99

C.4.- Do you think that women can provide security services as good as men, better than them or worse than them?

Equally	1
Better than men	2
Worse than men	3
Don't Know / No answer	99

C.5.- In which of the following sectors do you think that women would be more efficient than men:

UP TO THREE OPTIONS

Public order (community police officer)	1
Crime department	2
Traffic police	3
Special Forces	4
Border & migration police	5
Department on economic crime	6
Administrative department of Police	7
Other sector (Specify) _____	8
In none of them	9
Don't Know / No answer	99

C.6. On which of the following problems would You personally rather prefer to talk to a female police officer?

UP TO THREE OPTIONS

Burglary	1
Your car has been stolen	2
Domestic violence	3
You're under a threat from smb	4
You've lost smth / Smb is missing	5
Property related dispute	6
Traffic offence	7
Other sector (Specify)_____	8
Sexual violence and / or human trafficking	9
On none of them	10
Don't Know / No answer	99

C.7.- Do you think that more women in the police service would weaken this institution s performance?

Yes	1
No	GO TO C.9 2

C.8.- Why do you think that more women in police would weaken this institution s performance?

C.9.- Do you think that the State Police should encourage more female candidates to enter the police service?

Yes	1
No	2
Don't know / No answer	99

C.10.- Do you think that such encouraging (to increase the number of women in police) should come also from:

	<i>YES</i>	<i>NO</i>	<i>Don t know</i>
Family	1	2	99
Education institutions (schools)	1	2	99
Civil society groups	1	2	99
Ministry of labour, social affairs & equal opportunities	1	2	99
Other (Please specify): _____	1	2	99

RESEARCH REPORT

MEASURING ALBANIAN STATE POLICE'S ATTITUDE AND OPINION ON WOMEN'S PARTICIPATION IN THE POLICE

Background

Albania has signed most international documents which guarantee gender equality (including CEDAW, Convention on the Elimination of All Forms of Discrimination against Women). Gender equality principles are part of Albania's most important legal provisions including the constitution, as well as special laws and national strategies which aim at achieving gender equality in the society and minimize gender-based and domestic violence. Since 2004, although revised in 2008, a specific law on "Gender Equality in Society" is in force in Albania, requiring equal opportunities for both men and women in education, employment, decision-making processes and politics, and media. Additionally, from 2006, Albania has passed a specific law on Domestic Violence specifying duties and responsibilities for various actors, including police. Last, but not least, from February 2010 Albania has adopted Law no. 10 221, "For protection from discrimination".

Police are among those actors with direct duties and responsibilities regarding gender equality in general and domestic and gender-based violence in particular. Regardless of these, police forces still lack specific information and skills to meet them and are far from a gender balanced representation in police structures.

After completing a general opinion survey earlier this year regarding women in police, Institute for Democracy and Mediation research team with the support of Geneva Centre for the Democratic Control of Armed Forces (DCAF) completed another survey, focusing this time on the opinion and attitude on this issue of

the ASP forces. The following is a report on this survey findings, for the first time bringing to the reader the voice of Albanian State Police on women's participation in police and perspectives for higher future participations.

Methodology

The research project aim was to measure ASP officers' attitude and opinion on women's participation in the Albanian State Police (ASP). To meet this aim, quantitative methods¹ were employed in the period between April and June 2010 to map the current opinion among police forces in Albania as regards women participation in police. A self-administered survey (questionnaires sent by regular mail or e-mail) was conducted with 450 police women and men, selected throughout the country based on specific criteria as it will be later explained when the sample of the survey is described in details.

This technique of data gathering was selected for the advantages it brings to a context of limited time and resources. Wide geographical access was enabled (9 out of 11 districts covered) with much lower cost and in a much shorter period of time as compared to face-to-face interviewing. Besides, given the sensitive topic (to a certain degree) respondents were given the opportunity to answer the questions and express their attitudes and opinion at their convenience, minimising the risk of having non-sincere answers which might happen under the pressure of giving the 'right' answer in a face-to-face interview (see for instance Man & Stewart, 2000).

There was no need to set up interview appointments and no interviewer was present at the time of questionnaire administration to inject any bias in the way questions were asked. This is highly important when what the survey is measuring is strictly related to opinions and attitudes (Trochim, 2001).

However, the research team was also aware of the limitations of this technique such as the respondent's control on the survey, lack of monitoring, or the need for an almost perfect questionnaire to be self-administered by the respondents. To address these disadvantages, the team went through wide consultation processes of the questionnaire before it was finalized. Police experts and police community representatives, gender experts and research experts all were part of the process and gave their input for a well designed questionnaire – easy to administer by the respondent themselves.

¹ Quantitative methods are those methods which aim to explain the phenomena to be studied numerically.

To minimise problems that might arise from high degree of control from the respondent and lack of monitoring during the administration process of the questionnaire, the team worked in close collaboration with representatives from the surveyed communities who respectively coordinated the delivery and collection of the questionnaires and brought in a higher degree of monitoring to the process.

Sample

The opinion survey was conducted at national level, encompassing 450 participants across the country. This sample size was targeted in order to be representative of the surveyed population. A proportionate stratification sampling² approach was employed to guarantee a proportionate representation of various levels and sectors across police.

The sampling procedure went through different levels of stratifications. Initially the sample frame was defined based on the general number of police officers in the Albanian State Police. The survey sample was then drawn out of that total number of police officers through stratified sampling, ensuring that the selected sample was representative of gender segregation of the population studied but also of other aspects such as regional deployment of police officers (target districts), type of services offered, level of management, and ranks

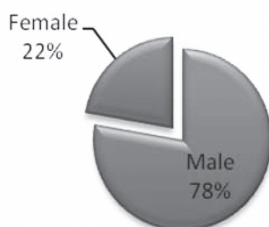
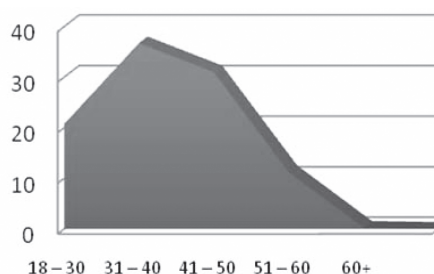
The total number of employees in ASP is approximately 9.500 persons.³ The survey was carried out with a total of 450 respondents which constitutes around 5% of the population (total number of employees in ASP).⁴ In terms of gender considerations, based on official data, there are approximately 877 female police officers (10%) which means that the survey sample will include at least 10 – 15 % female respondents. The following graphs represent final gender and age-group division of the survey sample.

The survey covered nine main Regional Police Directorates (out of maximum 12) and captured a total of 14 police commissariats as follows: Tirana (four commissariats), Shkodra (two commissariats), Kukes (one

² When sub-populations vary considerably, it is advantageous to sample each subpopulation (stratum) independently. Stratification is the process of grouping members of the population into relatively homogeneous subgroups before sampling (Sarantakos, 2005).

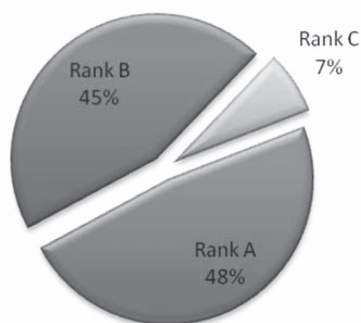
³ Official data obtained from the General Directorate of ASP.

⁴ Survey samples usually capture 0.02 – 0.04% of the total population (with an approximately 2.5 margins of error).

Graph 1. Survey Sample by Gender**Graph 2. Survey Sample by Age-group**

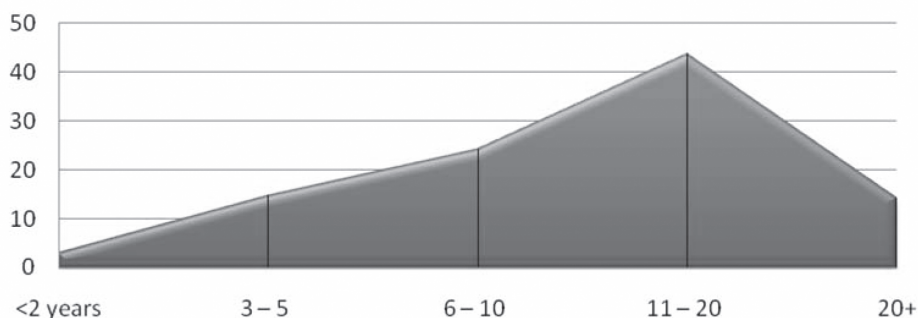
commissariat), Vlora (one commissariats), Berat (one commissariat), Elbasan (one commissariat), Dibra (one commissariat), Gjirokastra (one commissariat), and Korca (two commissariats).⁵ In addition, the survey includes police officers from two additional groups – the General Directorate of ASP and training department (including the Police Academy).

Last, the survey sample takes into account the division according to the type of services offered (within each regional directorate of the ASP), the ranks of police officers and their working experience.

Graph 3. Sample by Rank

Note: Rank A – Senior Management (chief executive & director); Rank B – Mid Management (vice / commissar & chief commissar); Rank C – Operational Level (vice / inspector & chief inspector)

¹ These districts are selected based on the characteristics and problematique they incorporate in terms of –number of population, rural areas, major cities & small towns, bordering and central areas, main economic centers and underdeveloped / remote areas, geographical distribution in north, central and southern Albania etc. – and which offer a representative sample for the whole country.

Graph 2. Sample by Working Experience

**For detailed sampling data see Annex 2.*

To understand more on the results springing from the survey, the research team added a qualitative component to the research project. Individual in-depth interviews and focus group discussions were organized to comment on the quantitative findings of the survey and add some meat to its bones. The interviews and focus-group discussions were held with ASP representatives sampled by way of a non-probability sampling procedure. This was a purposive sampling targeting experts/key informants. Expert sampling best addressed our aim to elicit the views of persons who have specific expertise, experience and knowledge in the area and second to enhance the validity of the research as a whole. A total of 10 women and 5 men participated in this process.

Key findings

- The findings of this research reveal that even though women are still a minority in the Albanian State Police, 84% of the respondents, believe that more police women will be an added value to the police forces and services in Albania.
- Nonetheless, prejudices on women aiming to enter or entering police continue to be perceived as high by 64% of the respondents.
- Apart of prejudices, which are further identified among the most important factors claimed to inhibit a higher participation of women in police, results show that the second important factor is the lack of tradition of women having a carrier in police, hence lack of role models.

- In this context, 76% of the ASP forces participating in the survey, have no doubt that special measures need to be taken in order to promote women's participation in police.

- According to our respondents (35% of them) citizens would have no gender preferences in those delivering policing services or (according to 41% of them) if there is preference that would depend on the nature of the service to be delivered, meaning that both men and women police could be better preferred in special occasions.

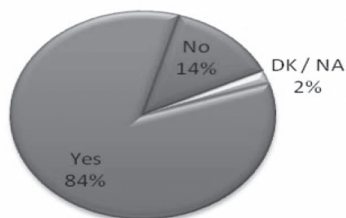
- Most of the ASP forces interviewed (25%) believe that women may be as effective as men in any sector of policing as well as in leading police units (although this varies from one level to the other).

- Last but not least, the vast majority of participants in this research consider collaboration with women colleagues as effective as with men colleagues especially when dealing with domestic violence problems (59% of them) or in any case (in 26% of them).

Survey findings

The findings of this survey start on a positive note. Even though women are still a minority in the Albanian State Police, 84% of the respondents asked about the value that more women will bring to ASP, believe that more police women will actually be an added value to the police forces and services in Albania.

Graph 5. Would more women police be an added value to ASP?



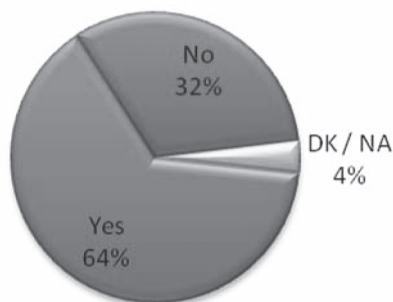
Question: Do you believe that the engagement of more women in police will be an added value to it?

According to key-informants and experts interviewed, there might be several reasons explaining this enthusiastic support. First, of all more women

in police would add value to specific services within the area of policing. Second, they believe that more women would also serve as examples for future generations and probably inspire and encourage more young women to consider policing as a career for their future. Last, but not least they relate the added value to the expectation that more police women would translate into better and more appropriate services to women and children in need of police services, but also to the community at large.

Regardless of the belief that more police women will be an added value to policing in Albania, their participation is very low. Respondents were asked if they believe a prejudice to a high involvement of women in police still exists. Results show that 64% of the police forces asked about these prejudices believe they are still present and to be considered. However, a considerable number, some 32%, would not relate low numbers of women in police to prejudice as they think such prejudices belong to the past. Below, we return to this issue, along with other potential factors.

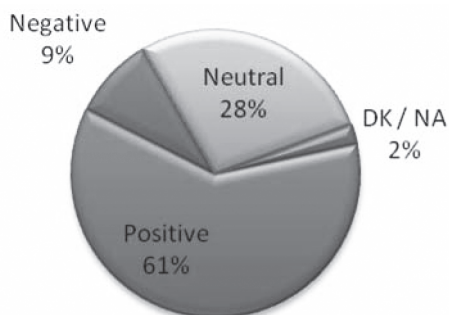
Graph 6. Are there prejudices towards having more women in police?



Question: Do you believe that there exist prejudices as regards the opportunity of having an increased number of women in the police service?

Nevertheless, the prejudices related to women's involvement in ASP are mainly perceived to come from outside the police, meaning from the public in general. 61% of the participants believe that more opportunities to increase women's participation in police would be welcome. Another 28% believe that more opportunities for women to enter police will face no positive neither negative reaction by the public opinion. Only a minority of 9% believe that the general public would react negatively if more opportunities were to be given to women to enter police.

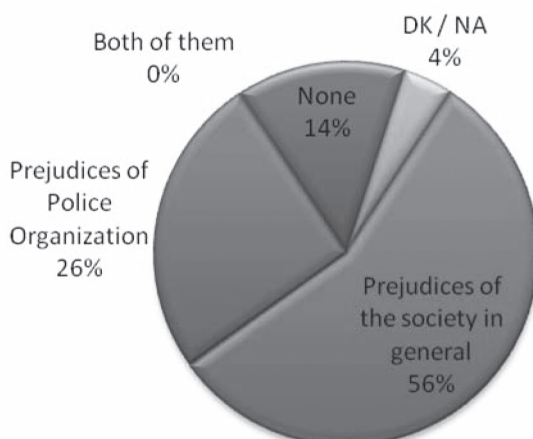
Graph 7. ASP opinion on public reaction to more opportunities for more women entering police



Question: In your opinion, what would be the public opinion reaction to increased opportunities for more women in police?

But then again, when asked on which is a bigger obstacle for women trying to enter police, the general public prejudice or prejudices within the police forces themselves, the former takes the larger part. 56% of the surveyed police men and women believe that societal prejudices do count more than those within the police which are believed to count by only 26% of the respondents. However, the percentage of those that do not consider prejudices an inhibiting factor although diminishing as compared to the 32% (as presented in Graph 6), still persists with 14%. These respondents might either believe there are no prejudices from either part, or they are minor factors, not to be considered.

Graph 8. Type of prejudices believed to influence more

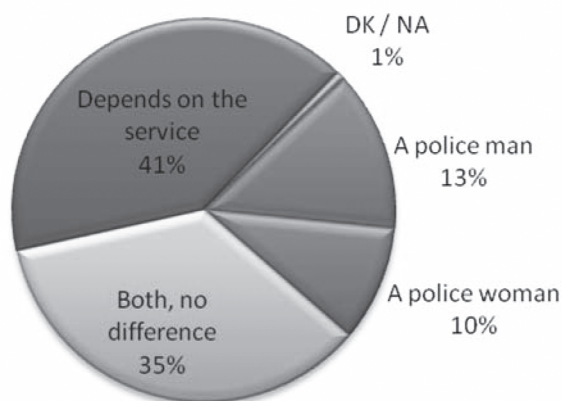


Question: In your opinion, whose prejudices influence more in the present situation of low number of women in police service?

The in-depth-interviews and focus-group discussions input suggests that we be cautions when interpreting the societal prejudice percentage. The respondent might have included in that also difficulties women might face within their household and not just outside their doorstep.

Asked on the perception police women and men have on citizens' preferences in being served by a police woman or a police man, the responses vary widely – probably evidence of the necessity for both women and men in police forces. 35% of the police believe that citizens have no gender preferences when it comes to policing. The majority of 41% believe that such a preference might be highly dependent on the type of service to be offered. This leads to the thinking that both women and men police might be better preferred in different sectors of police services. When it comes to defined preferences, the difference is quite narrow of only 3% . 13% of the respondents believe that men would be preferred more than women and 10% believe the opposite.

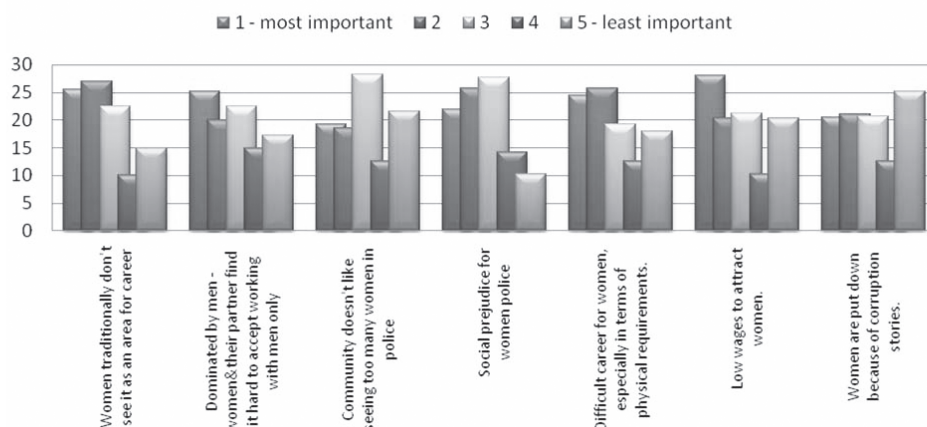
Graph 9. Citizens would better prefer policing services be delivered by:



Question: A citizen getting a police service would generally prefer to be served by...?

The following graph summarises influencing factors and their degree of influence believed to be playing a role in keeping women's participation low in the Albanian State Police forces so far.

Graph 10.a. Determining factors for current rates of women involvement in ASP



Lack of tradition of women building their professional careers in police is assessed as an important factor. Almost 75% of the participants believe that this factor is either very important (25.5%), important (27%) or important to a certain extent (22.5%). This alternative scores an average of 2.62 as shown in Graph 10 b below, which makes this alternative have the strongest say in current low levels of women's numbers in police.

According to key-informants, this indeed is an important factor. Policing is traditionally not considered as a carrier for women not only due to professional difficulties it involves but also due to a traditional absence of role models for women in police. Most of the women who have become part of the ASP have been inspired by foreign movies where such role models although scarce have been at least present. In such a context, an increase of women participation in police will not only add value to it but it would also serve the future generations with role models to build upon.

Having to work mainly with men seems to be another important inhibiting factor. Apparently women and/or their spouse/partner are believed to still face difficulties in adjusting to the idea that they (the police women themselves) or their partners (in case of husbands/boyfriends of women police) would have to work and spend hours in a male-dominated environment. Almost 68% of the participants in the survey assess this factor's importance from 1 to 3.

Evidence to support this may be found in those sectors where there is a critical mass of women participation. According to our key-informants in

specific sectors where women have been introduced in larger numbers, like domestic violence units and border and migration units, their numbers continue to grow. This might be explained with a combination of factors, however one of these factors for sure is a less male dominated working environment which otherwise might have continued to be an inhibiting factor.

The statement "The community does not like to see too many police women" does not seem to rank high as an influencing factor for the current low participation of women in police. 28.3% of the surveyed police officers say that this is not so important, and almost 35% believe that this is not at all an important factor.

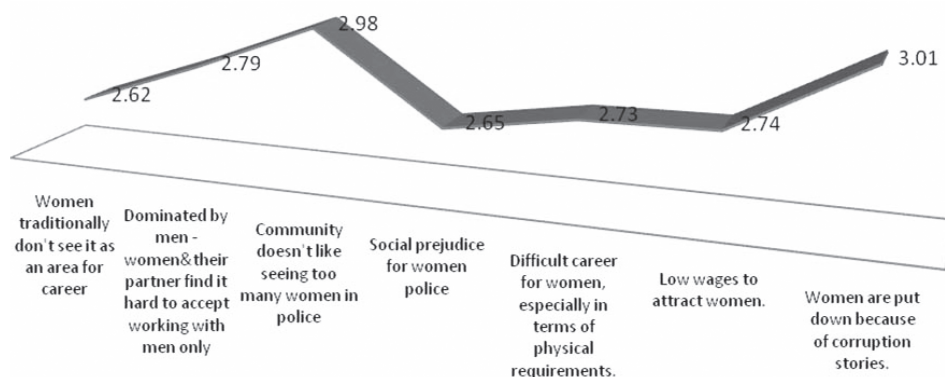
The above statement's results and the following factor, that on societies prejudice, still put the findings on the influence of the public opinion on shaky grounds. These cross-checking questions and statements show that police forces are not consistent on what the public perception, opinion and attitude on women police actually is and the extent of their influence is thus difficult to be determined by them. However, referring to the average score for this alternative of 2.65 (Graph 10 b) one can conclude that prejudice remains an important determinant (actually, ranked by the respondents second based on its importance).

The majority of those participating in the survey believe that a career in police especially in terms of physical requirements is still very difficult for women. Around 70% mark the importance of this factor in the range 1-3. The qualitative information provided by our key-informants adds to the explanation of this issue. According to them a carrier in police has traditionally been difficult. However, new reforms have made it even more so. In the previous system the Albanian Police Academy used to graduate police officers, while now it graduates inspectors who need an extra 7 to 14 years of working experience in the police and other university qualifications to be better positioned in the police structures. Although, this situation according to them is 'gender-neutral' as it treats men and women the same, it seems that it has resulted in less women entering (being attractive to) policing. It is considered to endanger women's opportunities to balance work and family lives due to the long time women should post-pone having children for instance as they need to follow this long trip to the next step in their carrier.

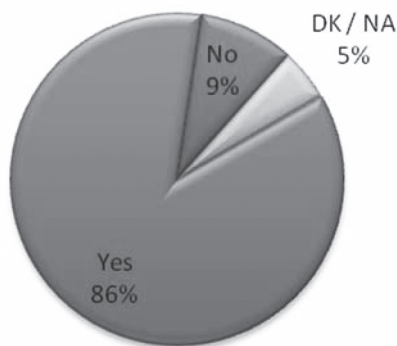
Although salary should be an important and determining factor, only 48% believe that police wages are too low to attract women. More than 50% give a moderate to low importance to this as a factor keeping women away from policing. Key-informants stress that rather than the level of police wages it is the time and the effort it takes to move from one hierarchical level to the next that might discourage the most.

Likewise, although often believed that women are less corruptible (another gender stereotype) and hence high level of corruption would be expected to put them back, a factor related to corruption does not seem to be among the most important ones in the opinion of the respondents. When asked if high corruption rates reported about police forces constitute an important factor keeping women away from policing, some 60% believe that this factor has some moderate or even no influence in current low participation rates of women in police. One can note this also looking at Graph 10 b where this alternative scores an average of 3.01, making it the least valued factor among others as an important determinant. Key-informants believe that this factor scores low not only as a result of a relativization that respondents do in comparison to the other factors, but also due to the fact that the myth of women being un- or less corruptible has been quaked by few but yet meaningful examples of the opposite.

Graph 10.b. Determining factors for current rates of women involvement in ASP

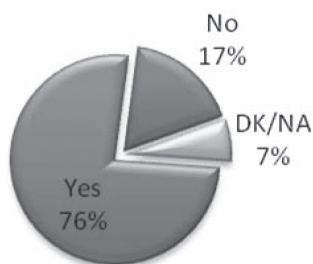
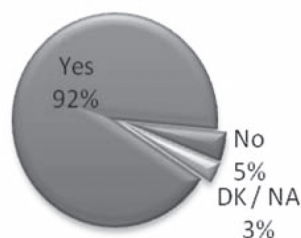


Although, respondents' opinions on determining factors vary, they come together when it comes to encouragement of more women to enter police. 86% of those participating in this survey believe that ASP should encourage more women to become part of the ASP forces.

Graph 11. Should the ASP encourage more women to enter police?

Question: Do you think that the State Police should encourage more female candidates to enter the police service?

It is also encouraging to find out that 76% of the participants believe that not only ASP but beyond, special measures should be taken with the purpose of increasing women's participation in police and that more than 90% of the police interviewed were aware that Albania has a specific law in place to guarantee gender equality in the society.

Graph 12. Should special measures be taken?**Graph 13. Aware about the Gender Equality Law?**

Questions: Do you think that special measures should be applied to allow more female applicants to enter the police force?

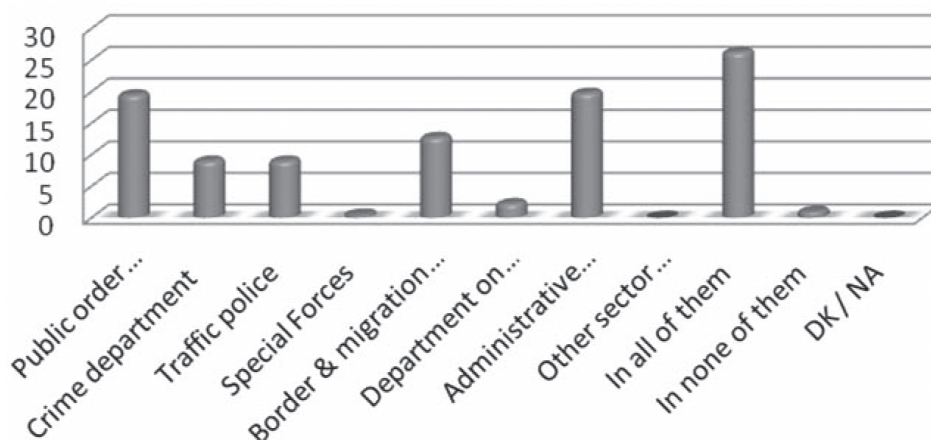
Are you aware of the existence of a specific law in Albania on "Gender equality in society"?

Women police interviewed as key-informants propose a series of special measures which they believe may play an important role in facilitating women's entrance and women's carrier in the ASP. They include:

1. Redefining and redesigning the ranking system;
2. Temporarily special facilitation measures for women, to promote them;
3. Social work services for police forces to provide psycho-social support for them;
4. Community awareness raising campaigns and actions;
5. Promotion of a competition and not an appointment culture which will give women the opportunity to express their will on where they would like to work and not be challenged by appointments considered not suitable for them.
6. Family friendly policies and provisions need to be encouraged so that women might facilitate their work-family balance.

Today, women in police are mainly doing administrative work. 20% of the respondents believe that women and men can be equally efficient in performing administrative tasks within police. However, to our respondents' opinion associating women police with administrative work does not need to continue to be so. They think that women police can be as effective as men police in any sector or service within police (27%). Specific sectors in which women participation should be further encouraged include community policing, border and migration police or even in those traditionally considered men's areas such as crime or traffic police.

Graph 14. Women Police as Effective as Men Police in:



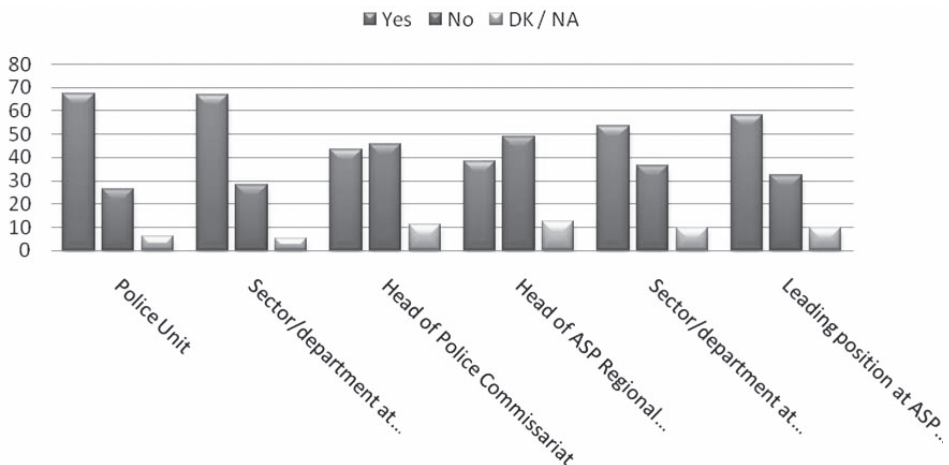
Question: In which of the duties do you think women would be as efficient as men:

It is interesting to find that the alternative “in all of them” is most popular in respondents coming from public order sector and organised crime sector. While the only two sectors; representatives that in majority believe that women are as effective as men in their own areas of expertise are border and migration and administration. While there are trends which can be identified in terms of sector background of the respondents, no meaningful differences can be spotted based on their working experience. Administrative tasks are the first choice of any subgroup.

According to official data and information provided from key-informants women are also part of SWAT teams, traditionally considered a men only area. Although their introduction did not come as a result of women’s will or demand, or as a general policy of promoting women police in any policing service, but it was identified as a need for physical control of female citizens, key informants say that they still are valuable as role models and evidence that women can contribute in any sector regardless of physical differences and taboos built in decades.

Women are expected to be as effective as men even in leadership positions within police. However, a trend can be spotted. In our respondents’ opinion women are more likely to be as effective as men at local level small units and departments or at central level. Regional divisions such as police commissariats or regional directorates result to be perceived as more difficult for women to be managed.

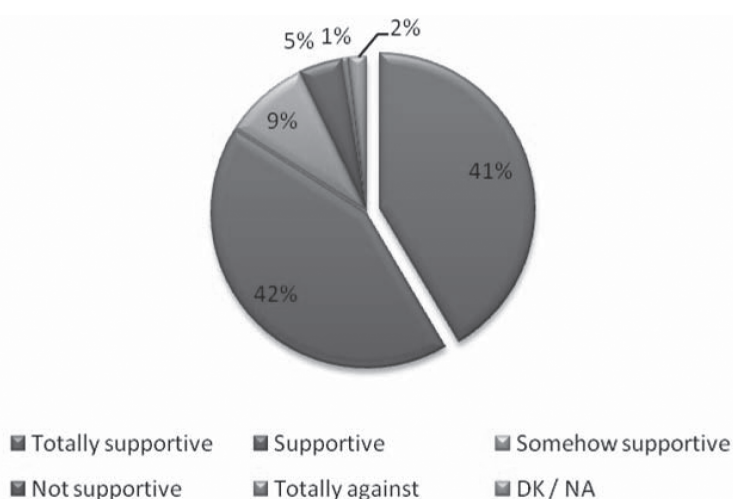
Graph 15. Women Police as Effective as Men Police Men in Heading:



Question: Do you think that female police leaders would be as efficient as men in leading the following units?

These differences and considerations might be the reason why some 17% of the respondents do not agree with compulsory gender quotas like the one of 30% set by the Albanian Gender Equality Law to be respected in any appointed bodies in any area of life (including police).

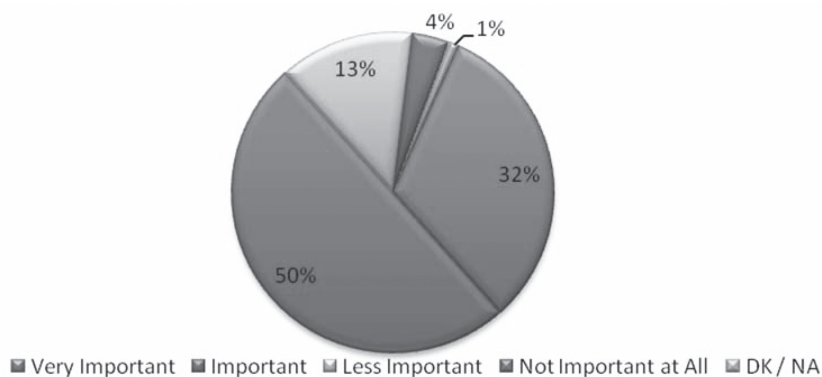
Graph 16. Support on the gender quota of 30%



Question: The law on “Gender equality in society” foresees a 30% gender quota for appointed positions, including police. What is your personal opinion on this?

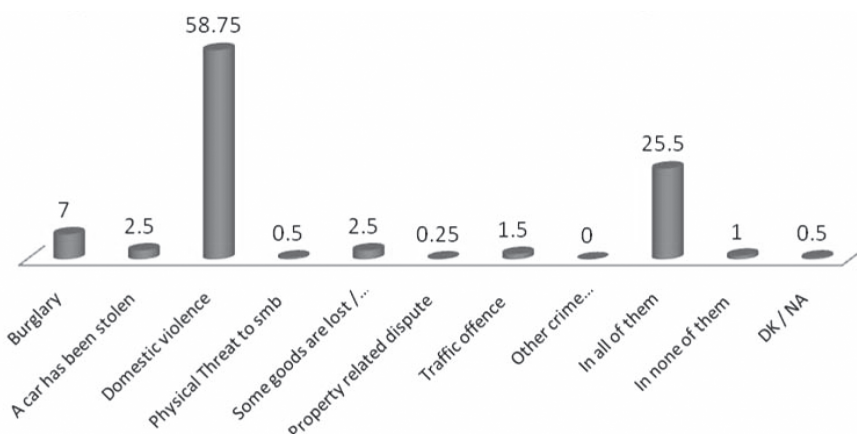
Key-informant women provide some explanation to the findings presented in Graph 15. The reason they believe that there is less credibility on women as heads of Commissariats and ASP Regional Directorates, does not relate to their capacities but rather to the nature of work and culture related to them. They believe that besides the other difficulties, heads of such units are faced with a lot of pressure coming from the communities, relatives and kinship at regional level, along with political pressure intensified at this level. Hence, women are probably believed not to like facing such pressures.

But again, to end as started on a positive and optimistic note women’s presence and contribution in police services is largely considered a necessity. 82% of the participants in this survey state that women’s role in police is either important or very important in regards to the overall safety of the community.

Graph 17. Importance of women police presence for community's safety

Question: How important is the presence of female police officers in relation to public safety at community level?

In addition collaboration with female colleagues is considered as effective as with men colleagues in ¼ of the cases in any area of intervention in police services. More than half of the participants in the survey will appreciate working with female colleagues in dealing with domestic violence cases. And another 10% consider working with women as effective as with men also in areas traditionally considered as men's areas such as burglary, theft, missing properties or bodies, traffic etc. Only a tiny minority of 1% would be keen on considering policing as a duty in which men can succeed better than women in any case.

Graph 18. Collaboration with women-police as effective as with men-police in:

Question: On which of the following crimes/problems would You personally consider working with a female colleague as effective as with a male colleague?

Although percentages vary slightly from one sectorial subgroup to the other, domestic violence is the dominating alternative in almost all of them, excluding economic crime sector where the respondents are equally divided between 'domestic violence' alternative and 'in all of them' alternative.

Conclusions

This survey mapping the ASP forces opinion on women and police revealed some important findings which raise hopes and expectations for near future improvements in terms of women's participation in the ASP. The ASP forces not only believe that the general public opinion would welcome more women police but they themselves would have no problems in collaboration with women police in any sector. In addition, they suggest special measures to be taken to facilitate the process and encourage more women to enter police.

Among other measures that key-informant suggest are:

1. A redefining and redesigning the ranking system;
2. Temporarily special facilitation measures for women, to promote them;
3. Social work services for police forces to provide psycho-social support for them;
4. Community awareness raising campaigns and actions;
5. Promotion of a competition and not appointment culture which will give women the opportunity to express their will on where they would like to work and not be challenged by appointments considered not suitable for them.
6. Family friendly policies and provisions need to be encouraged so that women might facilitate their work-family balance.

The findings of this research suggest that efforts need to be channelled especially in fighting gender based prejudice as one of the greatest obstacle for women to enter police. More women police will not only contribute to this purpose, but will also help in address the second most important factor that of lack of tradition and role models of women in police. A critical mass of women police will encourage even more women to do so in the future.

References

Burke, Lisa A. & Miller, Monica K. (2001). Phone interviewing as a means data collection: Lessons learned practical recommendations [30 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research* [On-Line Journal], 2(2), Art. 7. Available at: <http://www.qualitative-research.net/fqs-texte/2-01/2-01burkemiller-e.htm> [Access: June 5, 2010].

Mann, Chris & Fiona Stewart (2000). *Internet communication and qualitative research*. London: Sage.

Trochim, William (2001) *The Research Methods Knowledge Base*. 2nd ed. Atomic Dog; Cincinnati, OH.

Valasek, Kristin (2007), *Security Sector Reform and Gender*, DCAF.

Sarantakos, Sotirios (2005) *Social Research*, 3rd edition, Palgrave Macmillan

Annex I. Questionnaire**POLICE SURVEY**
WOMEN IN POLICE
QUESTIONNAIRE**Dear Sir or Madam**

IDM is undertaking a questionnaire survey among police effectives regarding the issue of women in police. DCAF is financially supporting this project. This research project will provide insight on how is the relation of women and police perceived by police women and men and what are their perceptions regarding the need to increase the number of women employed as police officers.

The questionnaire that follows in this document is being administered with a total of 450 police women and men from April to May 2010. The data collected via this questionnaire will be analysed and used to map the issue of women in police and provide recommendations based on the findings. The data will be subject to anonymity and full confidentiality rules. The full research report will be accessible to all participants in the survey.

To fill the questionnaire please mark the alternative(s) which best represent your opinion and attitude.

Please do not hesitate to share with the administrator of this questionnaire any question and/or concern that might arise.

We thank you in advance for your precious contribution!

Research Team

A. WOMEN IN POLICE

A. 1.- Do you believe that the engagement of more women in police will be an added value to it?

Yes	1 ⁶
No	2
Don't know / No answer	99

A. 2.- Do you believe that there exist prejudices⁷ as regards the opportunity of having an increased number of women in the police service?

Yes	1
No	2
Don't know / No answer	99

A. 3.-In your opinion, what would be the public opinion reaction to increased opportunities for more women in police?

Positive	1
Negative	2
Neutral	3
Don't know / No answer	99

A.4. A citizen getting a police service would generally prefer to be served by:

A police man	1
A police woman	2
Both	3
Depends on the service	4
Don't know / No answer	99

A. 5.- In your opinion, whose prejudices influence more in the present situation of low number of women in police service?

⁶ The numbers presented in the tables do not have any numeric values. They are used to code the alternatives.

⁷ A **prejudice** is a prejudgment: i.e. a preconceived belief, opinion, or judgment made without ascertaining the facts of a case.

Prejudices of the society in general	1
Prejudices of Police Organization	2
Both of them	3
Don't Know / No answer	99

A.6.- Currently, there is a low number of female police officers or female applicants that want to enter the Albanian State Police service. Which of the following statements in your opinion is the main reason for this situation?

1 ~ Significantly relevant factor; 5 ~ not relevant factor

Statement	Assessment				
Women traditionally have not thought of policing as a career for them	1	2	3	4	5
It's a profession traditionally dominated by men and women or their partners find it difficult to accept working alongside men	1	2	3	4	5
People in the community do not like to see women in the police	1	2	3	4	5
Social prejudices for women as police officers	1	2	3	4	5
A career in policing is too difficult for women in terms of the physical demands	1	2	3	4	5
The level of pay in the police is too low to attract women	1	2	3	4	5
Women are put off by stories of corruption in the police	1	2	3	4	5
Other Reason (Specify):_____	1	2	3	4	5

A.7.- In which of the duties do you think women would be as efficient as men:

Public order (community police officer)	1
Crime department	2
Traffic police	3
Special Forces	4
Border & migration police	5
Department on economic crime	6
Administrative department of Police	7
Other sector (Specify)_____	8
All of them	9
None of them	10
Don't Know / No answer	99

A.8.- How important is the presence of female police officers in relation to public safety at community level?

Very Important	1
Important	2
Less Important	3
Not Important at All	4
Don't Know / No answer	99

A.9- On which of the following crimes/problems would You personally consider working with a female colleague as effective as with a male colleague?

Burglary	1
Property theft	2
Domestic violence	3
Physical Threat to smb	4
Smb is missing	5
Property related dispute	6
Traffic offence	7
Other crime (Specify) _____	8
All of them	
In no case	9
Don't Know / No answer	99

A.10.- Do you think that the State Police should encourage more female candidates to enter the police service?

Yes	1
No	2
Don't know / No answer	99

A.11. Do you think that female police leaders would be as efficient as men in leading the following units:

Position	YES	NO	DK/NA
Police Unit	1	2	99
Sector or department at regional Directorates of ASP (District)	1	2	99
Head of Police Commissariat	1	2	99
Head of ASP Regional Directorate	1	2	99
Sector or department at General Directorate of ASP	1	2	99
Leading position at ASP General Directorate (including Gen. Director of ASP)	1	2	99

A.12.- Do you think that special measures should be applied to allow more female applicants to enter the police force?

Yes	1
No	2

A 13. Are you aware of the existence of a specific law in Albania on Gender equality in society?

Yes	1
No	2
Don't know / No answer	99

A. 14. The law on Gender equality in society foresees a 30% gender quota for appointed positions, including police. What is your personal opinion on this?

Absolutely supportive	1
Supportive	2
Somehow supportive	3
Not supportive	4
Totally against	5
Don't know / No answer	

B. Demography of respondent

Please provide your personal data in the following section. This data will be used for statistical purposes only. Thank you!

B.1. Gender

Male	1
Female	2

B.2. Age group

18 - 30 yrs	1
31 – 40	2
41 – 50	3
51 – 60	4
Over 60	5
No answer (Refusal)	99

B.3. Education

Secondary education (high school)	1
University	2
Postgraduate	3
No answer (Refusal)	99

B.5. What is your education background?

Police Academy	1
Police Academy plus other university degree	2
Other	3

B.5. Graduation date of your last university degree.

Before 1990	
1991 - 2000	
2001 - 2009	

B.6. Working experience in police (in years)

Less than 2 years	1
3 - 5 years	2
6-10 years	3
11 – 20 years	4
More than 20 years	5

B.7. Your Grade matches best with:

a) Implementation level police:	
I) Vice-inspector;	1
II) Inspector;	2
III) Chief inspector.	3
b) First managerial level police:	
I) Vice-commissar;	4
II) Commissar;	5
III) Chief-commissar.	6
c) Middle managerial level police:	
I) Leader;	7
II) First leader.	8
ç) High managerial level Police:	
I) Vice-general Director;	9
II) General Director.	10

B.8. Your current position is in?

Public Order sector	1
Traffic Police	2
Border Police	3
Crime Investigation Sector	4
Organized crime sector	5
Economic Crime Sector	6
Public Relations Sector	7
Administrative sector	8

B. 9. Which the following Regions of Albanian:

	You have worked in:	Are you prepared to work in:
TIRANA	1	1
BERAT	2	2
DIBER	3	3
DURRES	4	4
ELBASAN	5	5
FIER	6	6
GJIROKASTER	7	7
KORCE	8	8
KUKES	9	9
LEZHE	10	10
SHKODER	11	11
VLORE	12	12

Annex 2 – The SAMPLE

	Total no	Gender %		Type of Service (within ASP divisions)			Rank		
		Male	Female	Crime investigation	Support services	Public order/traffic	Rank A	Rank B	Rank C
<i>Commissariats & other structures</i>									
Commissariat no 1 Tirana	35	85%	15%	5	4	26	1	9	25
Commissariat no 2 Tirana	35	85%	15%	5	4	26	1	9	25
Commissariat no 4 Tirana	35	85%	15%	5	4	26	1	9	25
Kavaja Commissariat	20	85%	15%	3	2	15	1	5	14

Shkodra Commissariat	30	85%	15%	4	3	23	1	8	21
Malesi Madhe Commissariat	10	85%	15%	2	1	7	1	2	7
Korca Commissariat	25	85%	15%	4	3	28	1	7	17
Pogradec Commissariat	15	85%	15%	3	2	10	1	4	10
Peshkopi Commissariat	10	85%	15%	2	1	7	1	2	7
Vlora Commissariat	25	85%	15%	4	3	28	1	7	17
Elbasan Commissariat	25	85%	15%	4	3	28	1	7	17
Gjirokastra Commissariat	20	85%	15%	3	2	15	1	5	14
Kukes Commissariat	10	85%	15%	2	1	7	1	2	7
Berat Commissariat	20	85%	15%	3	2	15	1	5	14
Border & Migration Police (in 6 Regions & General Directorate)	80	85%	15%	-	-	-	2	20	58
Police Academy & Training Department	25	85%	15%	-	-	-	1	7	17
General ASP Directorate	30	85%	15%	4	3	23	1	8	21
TOTAL	450	382	68	53	38	284	18	116	316

POLICE ACADEMY CURRICULUM ASSESSMENT UNDER THE GENDER PERSPECTIVE

Background and rational

This assessment is the third component of a thorough initiative that IDM has undertaken to map the situation of women and gender issues in Albanian State Police. After two nation wide surveys to measure the opinion and attitudes of the general public as well as that of the Albanian State Police (ASP) officers regarding women and gender issues in police, this third component aims to assess new police officers' preparation under the gender perspective by looking at the curriculum of the Police Academy in Albania.

Why assessing ASP Academy curriculum under the gender perspective?

It is widely agreed that education is the main instrument through which society promotes and achieves change and development (PNUD, 2005). The value of college education to effective work performance is accepted among many human resource practitioners. Although less explored, education is claimed to be of an incredible importance also when speaking of professional preparation of police officers (Huisman et.al. 2006; Benette, 1998). It is through education that values are transmitted and reinforced. As Benette (1998) explores in her study "College education and police job performance: a ten-year study" the value of education is also crucial to law enforcement jobs such as policing.

Gender issues and gender equality is now on the Albanian development agenda as much as on its legal framework. Gender equality is one of the eight Millennium Development Goals set by the United Nations in New Yorks

Summit in 2000. To meet this goal, no efforts should be spared by any member state (Albania as well) in any area including education (UN Declaration, 2000). Albania has signed most international documents which guarantee gender equality (including CEDAW, Convention on the Elimination of All Forms of Discrimination against Women). Gender equality principles are part of Albania's most important legal provisions including the constitution, as well as special laws and national strategies which aim to achieve gender equality in the society and minimize gender-based and domestic violence. Since 2004, a specific law on "Gender Equality in Society" is in force (with a new version in 2008), requiring equal opportunities for both men and women in education, employment, decision-making processes and politics, and media. Additionally, from 2006, Albania has passed a specific law on Domestic Violence specifying duties and responsibilities for various actors, including police. Last, but not least, from February 2010 Albania has adopted the Law no. 10 221, "For protection from discrimination".

In this context, it is necessary that gender sensitivity is part of any curriculum including that of police schools. Gender issues need to be covered in police service curriculum development and revision, but also as part of the police continuous education and respective reforms in the area (Valasek, 2008; Peco et.al. 2009). "Integrating gender issues into the standard curriculum of security sector personnel training and education, as well as providing specific training on gender issues such as interview techniques for victims of human trafficking or institutional policies on sexual harassment, can strengthen service delivery, help ensure a nondiscriminatory workplace and prevent human rights abuses" (Kleppe, 2008 pg. 1).

As other educational curricula (see for example Gender sensitivity assessment, Tool for FP/RH Curricula Prime II, 2003) police curriculum should identify, develop and use approaches, tools and best practices in enhancing gender sensitivity and response to community needs, - women's and men's needs accordingly. All these, not only to transmit values and offer services that address community diversity but also to implement and reinforce the respective legal framework.

In such a setting, it is expected that police curriculum be gender-sensitive. To this purpose it should include:

- Theories and activities which provide values and comfort in offering services to women and men as part of the community;
- Information and skills on how to make services accessible to both male and female citizens;
- Information and skills on how to deal with confidentiality and privacy issues;

- Information and skills on how to address gender-based violence (including violence in the domestic domain but also in the public one such trafficking, rape etc.)

This assessment report summarizes the findings of an assessment mission looking at the development and implementation of courses; curriculum development; capacity-building of faculty; and advocacy for policy change pertaining to the curricula of police professionals via a qualitative methodology as explained in the following section.

Methodology

Before describing the methodology, it is important to highlight the fact that an assessment of police academy curricula from a gender perspective is a new experience not only to the Albanian context. In this respect, the reader should consider this assessment initiative and report as a first step which needs follow-up and future improvements both in terms of methodology and continuity.

Similar research work in other areas suggests that the professional development from gender perspective should be built in several components such as:

- a. development and implementation of courses;
- b. curriculum development;
- c. capacity-building of faculty;
- d. advocacy for policy change pertaining to the curricula of police professionals (see for instance WHO, 2006).

To address all these components the qualitative methodological approach employed in this assessment work combines two main research gears:

- a. the assessment of the curriculum program and its content¹, and
- b. the assessment of gender awareness and capacities of the academic staff implementing the program.

To assess the Police Academy Curriculum from Gender Perspective the author utilizes the components that Susan Shaffer and Linda Shevitz identify as important ones in assessing any school curricula from gender perspective (in Rousso and Wehmeyer, 2001, pg. 117). They include:

1. Exclusion/invisibility – The omission or under-representation of one gender and its contributions although relevant to the context;

¹ This assessment is based on the police academy curriculum as revised for the academic year 2009-2010.

2. Stereotyping – the assigning of traditional or rigid roles to girls and women and/or boys and men.

3. Imbalance/ selectivity – the presentation of only one interpretation of an issue, event or situation.

4. Unreality – the unrealistic portrayal of history and life experience, often with an avoidance of controversial topics.

5. Fragmentation/isolation – the separation of issues or contributions related to women from the main body of the text; the portrayal of women in isolation from other groups.

6. Linguistic bias – the use of language in a non-inclusive way or in a way that reinforces stereotypes.

In addition, this assessment takes into consideration not only the content of the curriculum but also the extent to which it is implemented as such and the capacities of the implementing institution along with efforts and perspectives for the future. Interviews with key informants from the academic staff of the Police Academy as well as revision of documents shading light on their backgrounds and preparation in the area of gender issues, tend to complete the picture on what it is offered today to Police Academy students in terms of gender issues.

Assessment findings and analysis

A. Development and implementation of courses; and Curriculum development.

This section addresses the first two components directly related to the content of the curriculum and its development. Before analyzing the respective elements one by one, it is important to highlight that impressive steps forward have been taken in the recent years by the police academy, supported also by international partners and donors, to enhance gender sensitivity in the police curriculum. From a totally gender blind curriculum in the past, today one would find that police curriculum in Albania is sensitive to issues related to diversity, gender, domestic violence, human trafficking etc. Almost 10% of the curriculum is dedicated to these issues.

However, there is always room for improvement. The following presents findings from the curriculum assessment for each of the elements described in the methodological approach according to Susan Shaffer and Linda Shevitz.

1. Exclusion/invisibility ~ The omission or underrepresentation of one gender and its contributions although relevant to the context;

As previously underlined, progressive steps have been done in addressing the problem of exclusion and invisibility of women and gender issues in police curriculum. 10% of the program content addresses such issues in an exclusive way. Even though key informant believe that instructors are gender sensitive also when dealing with other topic as relevant, little is documented throughout the program. The rest of the topics within police curriculum fall more into the category of a gender-blind approach. Gender issues as cross-cutting ones are sporadically linked to other topics as for instance in the following case:

“One of the principles discussed in the lecture Policing in Democracy (PP06) was the one on representative democracy. The same is valid for gender equality. ...” (in PP 11 on Gender Issues)

Another indicator for this element would be the reference to women's and men's contribution in the area. In this respect, women are totally absent. This might be also due to the lack of a tradition and history of women involvement and participation in this specific area. In addition, little references are provided in order to be able to settle if women and men authors are given equal share/opportunities in shaping the program.

2. Stereotyping ~ the assigning of traditional or rigid roles to girls and women and/or boys and men.

There is clear evidence of efforts done to minimize prejudice and stereotyping from influencing the police curriculum. A specific topic attempts to address and raise students' sensitivity towards prejudice and stereotypes. Stereotypes are addressed as part of diversity issues. Still, although gender is a core identity component that all share (others like race, age, cultural background and so on all build on a gender identity) it does not get the specific attention it should deserve. The main criteria of diversity that are treated separately are race, culture and values (in PP 10 on Awareness on Diversity). The only specific part dedicated to gender stereotypes is an example intending to illustrate stereotypes:

“Stereotypes: Stereotypes are set ideas, (cliché), on a category of people or on a specific issue, which are not based on reality e.g. females can not work as police officers; all males are aggressive”.

Another striking element, not only in these topics, but even in others like the one on human rights, is the fact that women are mainly referred to as 'females' rather than women/girls². The problem in refereeing to women/girls as females is related to the perception of these individuals as mainly sexual beings (if not objects). Deborah Tannen (2006), professor of linguistics at Georgetown University and author of "You're Wearing THAT? Understanding Mothers and Daughters in Conversation," states: *"We're hearing woman as an adjective more often now. Female connotes a biological category. I think many feminists avoid it for the same reason they prefer gender to sex. ... I avoid female in my own writing because it feels disrespectful, as if I'm treating the people I'm referring to as mammals but not humans."* In this respect there is a lot to improve throughout the current police curriculum in Albania.

3. Imbalance/ selectivity ~ the presentation of only one interpretation of an issue, event or situation.

In addition to what is described in stereotyping, women are being portrayed narrowly, mainly as victims. Women are evident in topics related to domestic violence and human trafficking. Even though it is pretty normal to expect that such topics stress the overrepresentation of women as victims of domestic violence or/and human trafficking, in order not to reinforce stereotypes a better balance should be achieved by introducing women also as contributors in addressing these problems. Furthermore, even when referring to issues such as domestic violence, international literature suggests that the term 'survivor' be used instead of 'victim' when the person has managed to survive the aggression and ask for help be it from police, doctors, social workers etc (Dhembo and Kallfa, 2007).

4. Unreality ~ the unrealistic portrayal of history and life experience, often with an avoidance of controversial topics.

One of the main issues to be addressed here relates to a rather incomplete reality of gender issues in the current police curriculum. The curriculum so far addresses evident concerns and direct gender discrimination. However, there is little if no explanation and examples of indirect discrimination. Gender discrimination, prejudice and stereotypes are mainly viewed from a domestic violence or human trafficking point of view. There are many other gender discrimination related situations and examples that need to be part of the curriculum so that future police officers be able to identify and address not

² It is not the case for men/boys; they are rarely referred to as 'males'.

only direct discrimination but also indirect ones. To illustrate this we might refer to partial reality offered in terms of gender-based violence. Future officers are informed and trained in dealing with domestic violence but not gender-based violence which is much wider than domestic violence (for example, how is a police officer supposed to deal with a case of violence of an ex-partner not formally married to the women being violated? This is not a case of domestic violence according to official definition but yet a gender-based violence according to international definitions).

Based on the data provided from interviews with key staff members at the Police Academy in Tirana, today the body of lectures/instructors has 20-30% women. Besides a linguistic problem (as it will be later explained), the generic 'he' and 'instructor' (in Albanian language 'instruktori' stands for male instructors) reflects also a lack of realistic portrayal of women's contribution in police. It would be not only correct but also appropriate to refer not only to instructors but also to students and citizens with both genders (for instance for instructor – instruktori/ja, students – kursanti/ja, citizens – qytetari/ja). This will not only better reflect reality and positive trends of higher women's participation in police but will also provide an overall picture of police as an area where both women and men can be instructors, students and beneficiaries of the service.

In the attempt to describe reality the content of the curriculum should not fall for information that enhance stereotypes or provide space for their creation. For instance, when dealing with human trafficking issues police academy students are taught that *"The victims mainly originate from rural areas and have not left home prior to this experience"* (PP 45). Without doubting the importance of describing profiles of victims, attention should be paid not to reinforce stereotypes. An informative table of figures in years might be a better option in meeting not only the objective of acquainting future police officers with the profile of victims of trafficking but also the other objective of making them aware on the broad range on which the phenomenon might be manifested as well as on the fact that it changes across time and space. This will make police officers informed on the past and alert for future changes.

5. Fragmentation/isolation ~ the separation of issues or contributions related to women from the main body of the text; the portrayal of women in isolation from other groups.

Integration of gender perspective in different education curricula goes beyond consideration of specific topics on gender issues or/women rights. It is about mainstreaming gender as a perspective throughout the program

and the specific courses (Phillips, 1998). Gender issues and women need to be considered and analyzed as part of a whole and not as isolated parts. Hence, stating that X% of the curricula is dedicated to them sometimes might be nothing more but evidence of an isolation of gender and/or women issues from the rest of the issues and target-groups addressed throughout the program. As declared also when exclusion-invisibility was addressed, there is little evidence of gender issues as cross-cutting issues. For instance, apart from the domestic violence and trafficking issues, other problems and issues such as legal framework, ethics, incidents and accidents and so on, provide little or no information from a gender view point.

This fragmentation and isolation of gender and/or women issues is also evident in topics where such issues are more relevant than ever, such as diversity. Diversity is portrayed as mainly cultural, racial or ethnical, so is the description of stereotypes as previously affirmed. This isolation and fragmentation of these issues might lead also to unrealistic objectives set for those topics dedicated to them. For instance, in the lecture PP 41 "Domestic Violence: exercises" it is expected that future police officers be capable of addressing domestic violence after completing just one exercise. This is too ambitious, as addressing domestic violence needs much more information and awareness than one or two isolated topics. Future police officers should be first able to differentiate between gender and sex and then step by step move to understanding and addressing issues based on gender difference and discrimination³.

6. Linguistic bias ~ the use of language in a non-inclusive way or in a way that reinforces stereotypes.

Gender linguistic bias is a general problem that Albanian language users face when trying to be gender inclusive in their discourses. Apart of language difficulties (as the so far considered 'generic terms' are also male terms) lack of gender awareness and sensitivity makes the usage of a gender inclusive language even less probable in Albanian textbooks and speeches. This is also the case with the police curriculum. The generic 'he' and male version of professions, beneficiaries, etc is overwhelming throughout the program. Terms such as instructor, colleague, student, and so on are used only in male version, probably intending generic. However, Albanian language gives the opportunity that with just an additional suffix to be inclusive of both men and women.

³ Students are taught and required to define gender equality but not basic concepts such as gender and sex, opportunities, access and control etc.

In addition, although not intentionally, the language used might reinforce stereotypes. This might be the case with the use of specific terms for women and men. Women are made part of the curriculum as victims of domestic violence or human trafficking. In addition, the adjectives used to describe women are fragile, rural, uninformed etc. This is further reinforced with the way women are referred to in discussing issues such as human trafficking. Throughout the lecture women are redundantly referred to as females, reducing their identities to just sexual identities. Likewise, inappropriate terminology is used even when referring to already institutionalized terminology such as women's right. Women's rights are turned into 'female rights'. Similar terminology problems characterize the lectures on domestic violence which often is mistakenly referred to as "familiar" violence.

Confusion surfaces also when dealing with the problem of human trafficking when terms such as victims of trafficking and prostitutes are used interchangeably. For instance, it is recommended that the class on human trafficking begin with questions such as "Are prostitutes of Albanian nationality?" "Is a prostitute to be considered a victim or not?" etc. There is room for a lot of improvements in this respect, especially in regards to a gender sensitive language and clarification and a good and appropriate use of terminology.

B. Capacity-building of faculty; and Advocacy for policy change pertaining to police curricula.

Even though it might be argued that the police curriculum to date has just performed the first steps towards a gender sensitive one and more is needed, it is crucial to highlight that there are several strong points accompanying the process. Information provided by key informants, promises for more positive developments in the future. Gender and women issues make up not just 10% of the curriculum but they account for 10-15% of the admission exam that potential future police officers need to take before entering the academy. Another important aspect of integrating gender into police curriculum has been its inclusion in assessments. 10-20% of the questions in the final assessment refer to gender issues.

Gender and women issues are not only part of the curriculum but they are taught through a variety of teaching methods. Theory is accompanied with practice via role plays, case discussions, problem-based learning activities, exercises etc. All these are crucial in preparing future police officers not only theoretically but also enhancing their practical skills in addressing problems related to gender issues and/or women.

In addition, the teaching staff's gender ratio has improved significantly in the last years (currently reported to be 30% women and 70% men). Key informants believe that each instructor is sensitive in dealing with specific gender issues but also in integrating a gender perspective in teaching other topics. This gender sensitivity of the staff is a result of various efforts that national and especially international actors have been playing in the recent years by building police academy staff capacities. The teaching staff is trained and tested among other issues on gender issues.

Acknowledging and appreciating all achievements reached so far in making police curriculum a gender sensitive one; there is room for improvements in terms of a better management of the teaching staff capacities and their profiles better tailored according to specific issues/areas of expertise (including gender issues). According to the information provided by key informants there is no profilisation or specialization of the instructors according to specific issues/areas. This, combined with the high pace of instructors' replacement makes one doubt on the opportunities for the teaching staff to be well acquainted and trained to teach gender issues (as well as other specific topics).

All efforts at institutional level should be accompanied by advocacy actions for policy change. As Huisman et. al. (2005) argue in their article 'Training Police Officers on Domestic Violence and Racism: Challenges and Strategies' it is essential that bridges and trust be build between advocates of gender equality and women's rights and police officers. In doing so, opportunities increase for law enforcement and advocates to interact with diverse groups in the community in a professional, collaborative atmosphere although simultaneously strengthening ties with marginalized communities. To this purpose, they emphasize that in addition to building trust and addressing institutional discrimination, both police departments and advocacy programs need to diversify their staff to improve relationships with diverse communities. In this respect, the Albanian context is open for new initiatives and actions to start building and strengthening this component.

Conclusions and recomendations

Important steps forward have been taken in making police curriculum a gender-sensitive curriculum. Gender and women issues have not only entered the curriculum but they account for an important part of the admission examination and assessments during the program as well as in continuous

education. The findings of this assessment suggest that more efforts should be dedicated in mainstreaming gender issues in the curriculum as well as in strengthening the staff and advocacy component related to it.

In improving such components needs assessment studies need to be undertaken and the perspectives of academic staff, students, advocates of gender equality and women's rights along with that of beneficiaries must be included. A strategy might be needed to engage each of these groups faculty hierarchy, leadership of the curriculum, course developers, students, instructors, and police units and beneficiaries in designing new components and improving existing ones. Continuous monitoring and evaluation would ensure that objectives are met in the best possible way.

Research and evidence is critical to changing attitudes. Hence, there is a need to strengthen the evidence base on gender differences and gender-based inequities in security. All these should then become part of the police curriculum content in a continuous updating process. In making all these efforts and actions work the support of influential actors/people need to be secured and sustained support ensured.

References

Bennette, S. (1998) *College education and police job performance: a ten-year study*. R. Publication: Public Personnel Management.

Dhembo, E and Kallfa, E. (2007) "MANUAL TRAJNIMI PËR TRAJNERË, PËR PUNONJËSIT E SHËNDETËSISË MBI DHUNEN ME BAZË GJINORE (DHBGJ)" (Training of trainers manual on gender-based violence for health workers), NASW and UNICEF, Tirana.

Huisman, K. Martinez, J. and Wilson, C. (2005) *Training Police Officers on Domestic Violence and Racism: Challenges and Strategies* Violence Against Women 11: 792.

Roussow H. and Wehmeyer M. (2001) *Double jeopardy: addressing gender equity in special education*. State University of New York Press, Albany.

Kleppe, T. T. (2008) *Gender Training for Security Sector Personnel – good practices and lessons learned*, DCAF, OSCE/ODIHR, and UN-INSTRAW

Tannen, D. (2006) *You're Wearing THAT? Understanding Mothers and Daughters in Conversation*, Ballantine BooksTrade.

Peco, E., Dhembo, E. and Rusta, L. (2009) Security sector reform in Albania, A gender approach, in *Security Reform Issues in Albania*, IDM, DCAF and NATO.

Phillips, L. (1998). *The Girls Report: What We Know & Need To Know about Growing Up Female*. National Council for Research on Women

Newman, C. (2003) *Gender sensitivity assessment, Tool for FP/RH Curricula Prime II*

Valasek, K. (2008) *Security Sector Reform and Gender*, DCAF, OSCE/ODIHR, and UN-INSTRAW

WHO (2006) *Integrating gender into the curricula for health professionals* Meeting report 4–6 December 2006 Department of Gender, Women and Health (GWH), World Health Organization Geneva, Switzerland

CONFERENCE NOTES

(recommendations)

The national conference “**Challenges to Gender Diversity in Albanian State Police**” was honoured by the participation of distinguished national and international authorities in the area of policing, security, and human rights and social affairs. The following is a summary of main issues addressed during the conference by representatives of Albanian governmental institutions, Albanian State Police, DCAF, OSCE, PAMECA, ICITAP as well as representatives of academia and police organization.

Senior Government (Deputy Minister of Interior and Deputy Minister of Labour, Social Affairs and Equal Opportunities) and ASP representatives started their speeches by highlighting the fact that the conference was being organised in the most appropriate time when issues of gender equality (and those of diversity in general) are becoming a strategic focus for the ASP. A specific strategy on diversity issues and the State Police is expected to be soon drafted and the works presented in the conference together with discussions and comments will very well serve to the process of drafting this new strategy, especially on the gender equality component.

The current rates of women participation in ASP of 9% - with women making up less than 5% of the officers with police rank – does not correspond not only to what it is expected for a society where women are half of the population, but it is also far from respecting the law on “Gender Equality in Society” which requires 30% of each gender in all public administration structures. According to police representatives, working on attracting and keeping more women in ASP will also be beneficial to the police organisation itself especially in:

- Creating a new culture and environment within police organisation;
- Improving the quality of the service offered;

- Improved relations with the community and other actors, leading to an increased trust of the community on the ASP;

- Increased effectiveness and efficiency;

Deputy General Police Director laid out the ways ASP has been engaged with these issues so far. They included:

- Setting a special structure in the General Directorate of the ASP, whose main responsibility is developing and implementing strategies and action plans on diversity.

- With the support of ICITAP and PAMECA, and through a fruitful collaboration with OSCE, from 13.09.2010, a national awareness raising campaign has started with a TV spot promoting women's participation in police.

- In collaboration with other actors, meetings are being organised with girls and women who would like to join police.

- A working group is set up to work on drafting the "Strategy on Diversity and Gender Equality in State Police" 2011 – 2013, along with the respective Plan of Actions.

However, as CDAF representative underlines that more needs to be done in three main folds. Policies and practices need to be developed not only to **recruit** but also **retain** and **develop the professional career and advancement** of women in police. To this purpose policy makers need to know better:

1. What motivates women to join the police and stay for a lifelong career?
2. What kind of message and by which medium can recruiters reach women?
3. What kind of reforms can make the police an attractive working environment for women?

To succeed in this mission for more women in ASP, PAMECA representative contains that several barriers need to be addressed. Barriers were identified primarily based on the IDM research findings but also on other European experiences shared in the conference as follows.

- There is a clear perception that Prejudice affects women working as police officers. Perception because there is evidence that this perceived much more strongly than it is actually experienced by women working in the state police. Prejudices in wider society are felt by many to be bigger barriers than prejudices in the police.

- 'Policing is a profession for and dominated by men' is a strong perception of Albanian society. In the past women considering a career in policing saw few role models. They have no family footsteps to follow in, until now, and no one to guide them in making their application.

- Another perceived barrier is 'isolation'. Those women already working in the police may feel isolated because there is no critical mass of women helping to make their experience 'normal'.

- Research suggests that in Albania men in the family take or help form decisions about the types of work carried out by "their women". A key question is 'are those men concerned about women working closely only or mainly with other men'? If not then what influence do they have over decisions about whether to submit the application to join the police?

- A related question is about whether a police career is compatible with a woman's other family obligations? Caring for children or elderly relatives is still an obligation falling to women more than men. Do shift working, short notice changes to or extensions of working hours, changes in work base have any effect on a woman's interest in a policing career? It seems that this can be a factor. Research suggests that women with a child or children experience changes in the impact of these factors. Women who balance child care with a career in policing need to demonstrate exceptional personal planning and effectiveness skills and a true passion for what they do.

- Finally, there are three management processes or practices that maybe seen as barriers by some opinion formers:

Firstly, the rules for rank promotion set out in the Law on the State Police and in particular in Article 50 of the Personnel Regulations are felt to be a barrier. For example, a candidate for promotion to the rank of Chief Commissar is required to have no less than 3 years service at the rank of Commissar. It is this 'time serving' which is said to represent an obstacle for women.

Secondly, the absence of 'family-friendly' policies enabling women to juggle a career with police work is said to represent a further barrier. Such policies would typically allow initiatives such as: flexible working; part time hours; use of provided child care facilities and so on.

Thirdly, key opinion formers have highlighted management practice on staff transfers as a barrier to empowering women. The current practice does not allow women to apply for a particular role which might be in the right location or offer the right conditions. Rather management select people for transfer and an employee has no say in the matter and little notice of the implementation of the decision.

What can be done (recommendations)?

Presentations and discussions in the conference suggest that measures to increase advancement should include:

- Establishing objective and non-discriminatory promotion criteria that include rewards for problem solving and working with the community. Minimize evaluation criteria biased in favor of a particular group, such as security services experience or mere seniority. Promotion should reward talent, skills and performance.

- Establishing clear, transparent and objective job assessment standards and performance-based assessment reviews and appointments, based on revised job descriptions and skill requirements rather than outdated perceptions of police skills. Ensure promotion panels do not view positions typically held by female officers as less “valuable” or penalize part-time/flex time workers when considering promotions.

- Setting up independent review boards and external interviewers to minimize internal biases or promotions through an “old boy’s network”. Ensure that promotion panels are gender balanced.

- Ensuring equal access to job training for career advancement.

- Closely monitoring evaluations of female officers who have complained of harassment in the past.

- Encouraging high ranking female officers to speak to women’s police associations or gatherings of female officers regarding the importance of applying for promotions. Encouraging internal mentoring networks.

- Comparing how supervisors rate female officers in relation to male officers, and conducting an investigation if women are consistently rated lower.

- In addition, training of commanding personnel is one basic of Gender Mainstreaming. It is known that the command efficiency of men and women is different. To realize and advance the individual efficiencies is necessary to find the right commanders for the right positions no matter if they are men or women. As long as this is not realized it is necessary to promote women in their jobs.

- Last but not least, it is known that building up networks no matter if it is done in a pub, at a congress or in the internet is important to multiply information and raise awareness. As German State Police representative stated in her speech “Men always have their networks. Women, not yet”. Hence, women need to work more on this, especially through unions or other formal organisations.

