ESTABLISHING THE SOUTHEAST EUROPE WOMEN POLICE OFFICERS NETWORK

Research Findings
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Publisher
South East Europe Police Chiefs Association (SEPCA) Executive Secretariat
Post address: 235, Bvd Slivinica - 1202 Sofia - Bulgaria
Tel.: +359 2 982 09 72
Fax: +359 2 988 52 24
Email: info@sepca-see.eu

Lead researchers
Snežana Novović, Ministry of Interior, Republic of Serbia
Snežana Vla, Ministry of Interior, Republic of Serbia
Nada Rakić, Ministry of Interior, Republic of Serbia (statistical data processing)

Detailed list of Expert Group Participants and Acknowledgments provided in pages 107-110.

Important contributions were provided by:
Linda Öhman, The Organisation for Security and Co-operation in Europe/Office for Democratic Institutions and Human Rights (OSCE/ODIHR)
Olga Yoncheva, South East Europe Police Chiefs Association (SEPCA)
Penka Stoyanova, Ministry of Interior, Republic of Bulgaria
Branka Bakić, The Organisation for Security and Co-operation in Europe (OSCE), Mission to Serbia
Bojana Balon, United Nations Development Program (UNDP) Serbia
Zorana Šijački, The Organisation for Security and Co-operation in Europe (OSCE), Mission to Serbia

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Branislav Stanković

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Summary

In today’s world, pursuant to international agreements and most national legislation, women and men enjoy the same rights and freedoms. Indeed, gender equality and non-discrimination are among the fundamental principles of human rights. In reality, however, women are still frequently in a disadvantaged position in comparison to men. This is why any discussion on the status of women will naturally cover issues such as employment access, pay scales, opportunities for advancement, gender breakdown by job title, management positions (especially those with planning authority) and political offices.

The situation is similar in law enforcement. Even in countries where women police officers have been serving in the ranks for decades, few executive positions, particularly at the very top, are held by women. Their entry into the law enforcement profession has involved serious challenges, and very few police services anywhere in the world have a comprehensive strategy in place for dealing with gender issues. One of the “self-help” techniques used by women is the tried-and-true model of networking: establishing associations and other ties for mutual support, sharing experience and facilitating professional development.

The countries of Southeast Europe have only recently experienced a mass influx of women into the police service, which has occasioned much uncertainty about the best way to ensure integration, hence, the importance of the South East Europe Police Chiefs Association (SEPCA) initiative to establish the Southeast Europe Women Police Officers Network (WPON). As expected, the measure met with support across the board and a readiness to proceed without delay. The desire to achieve maximum efficiency and economy in this important undertaking (as well as to avoid wasting time and effort in imitating foreign models which, however worthwhile, might not suit local conditions) led to an empirical study involving eight regional ministries responsible for policing. All participating ministries took part voluntarily, thus contributing to the common goal. The research results contained in this report are illustrative of the views, attitudes and expectations of the very people the WPON is meant to benefit.

The report comprises several sections. In the beginning, an explanation is given of the theory and methodology employed in the study (research topic and aims, procedures, instrument and statistical sample). This section is not meant to be read as a strictly academic paper. Its sole aim is to familiarize readers and stakeholders, concisely and reliably, with the overall framework and procedures followed. The key section contains the results of the study, presented here in logical order. Most of this section deals with current conditions in the participating police services (recruitment and hiring of women police officers, selection, education and training, career development, employment-related gender issues, rules and regulations, workplace hazards and discrimination.) Especially significant is the discussion of existing networks, expectations and needs as they relate to the Network.

The results of the study are accompanied by recommendations where appropriate. Thanks to the reliable identification of essentials and priorities for all or most of the participants, such recommendations can now be incorporated in an action plan and serve over the coming years as guidelines for further steps.
The attachments contain the overview of international documents on women’s human rights, definitions of main terms in the field of gender equality, instruments (questionnaires) used for data collection, and at the very end, the list of institutions, organizations, services and individuals who by their efforts made in the implementation of the survey and support offered deserve to be mentioned in the Acknowledgements.

Results have been presented in a graphic form broken down by police services, as due to the sample complexity and the need to consider all the aspects of interviewees’ attitudes and opinions, a global approach was chosen as the most appropriate one, which entails presenting results by confronting the entities women police officers- men police officers and women managers-men managers at the regional level.
Introductory Notes

In 2008 the Southeast Europe Police Chiefs Association proposed the establishment of the Southeast Europe Women Police Officers Network, with the aims of promoting and applying the principles of gender equality and democracy in police work on the service.

In the run-up to organizing the first regional meeting at which the Network and its constituent bodies would be established, an expert meeting was held in Belgrade on March 26th and 27th 2009, with the participation of the SEPCA Secretariat, the OSCE Office for Democratic Institutions and Human Rights (ODIHR)\(^1\), the OSCE Mission to Serbia, an expert from the Police Academy in Montenegro and the interior ministries of Bulgaria, Macedonia, Montenegro, and Serbia. It was agreed that all police services interested in joining the Network would conduct research in order to obtain the most objective information possible regarding both the current status and role of women law enforcement officers in national police services in the region, and the possibilities of their future cooperation within such a Network. As the results of this preliminary research were expected to contribute to mutual understanding and to greatly simplify the planning of future joint activities, the March meeting designated the areas to be studied and target deadlines were set, followed by the design of the research instruments (surveys) and the establishment of procedures for carrying out each individual phase of the study. Throughout May and June of the same year, the expert group worked to reach consensus on the content of the surveys. This was followed by field research, data entry and processing, and the drafting of the report. Translation between English and the languages of the national police services was done continuously, as required, throughout the project.

Technical difficulties necessitated extension of the field research deadlines for some ministries, while others discontinued the data collection process entirely. At the second expert meeting on July 22nd and 23rd 2009, also in Belgrade, preliminary findings were presented on the basis of the field data collected up to that point. September 15 was set as the final deadline for submitting any remaining data, with a subsequent prolongation of one full month, at which point the next phase was initiated: statistical processing and analysis, followed by a draft report. After the third expert meeting (December 2nd and 3rd 2009 in Sofia) and the presentation of the Draft Report on Research Findings, survey data was also submitted from the Ministry of the Interior of the Republic of Croatia. Following the incorporation of that data to the database, the statistical processing and analysis was done, and finally the report was produced.

Although this report is a shorter version of the document that could have been comprised under the right conditions (allowing for an exhaustive, multi-layered, closely interrelated presentation of all the data gathered), its content nevertheless distils the essence of the study findings.

The expert group were not alone in carrying out this study: help was on hand from national coordinators from SEPCA, translators and interpreters, statisticians, and from many officers of the participating ministries. The translation of the report was funded by the OSCE Mission to Serbia, while its printing was made possible thanks to the funds and engagement of the United Nations Development Program (UNDP)/SEESAC\(^2\) and the UNDP Gender Thematic Trust Fund. The total involvement of all who took part was motivated entirely by their own enthusiasm, with the aim of

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1 Organization for Security and Co-operation in Europe/Office for Democratic Institutions and Human Rights
2 South Eastern and Eastern Europe Clearinghouse for the Control of Small Arms and Light Weapons
making the future network the best it can possibly be for professional police services in the field. We therefore wish to take this opportunity to thank all those who contributed to this report investing their expert knowledge, spare time and good will to the shared success of the entire project.

The Expert Group
1. Topic and Aims

Women’s entry into law enforcement is significantly affected, among other factors, by women’s organizations throughout the world, as well as by the prevailing political climate. One of the best-known organizations, the International Association of Women Police (IAWP), was first organized in 1915 in the United States as the International Policewomen’s Association, with the task of furthering the concept of women police and of developing the preventive and social aspects of police work. This organization continues to grow worldwide.

Today, associations of women police officers are most active in North America and Europe, but can also be found in other parts of the world (as for example in Bangladesh, which boasts a very active national organization). The work of such associations is guided by democratic principles and the fundamental rights enshrined in the Universal Declaration of Human Rights, promoting “quality through equality” in professional partnerships. In guaranteeing fair treatment, the aim is to enable positive changes and to improve working conditions for women police. Associations of women police officers concentrate on extending cooperation and assistance, and on exchanging knowledge, information and experience.

One attempt, possibly the most significant, at bringing together women police from the region was the conference held in Banja Luka on December 21st and 22nd, 2006, under the title Gender Equality in Police Services: Application of Domestic and International Standards.

Thanks to the conclusions adopted at the conference (based on studies carried out in previous years by individual interior ministries from the region) and to the fact that greater numbers of women officers have now existed for some time, there was an immediate and positive response from the expert group regarding SEPCA’s initiative to found the Southeast Europe Women Police Officer Network. However, the need that was also recognized was to learn from the experience of similar organizations, while respecting the unique characteristics (in social, cultural, economic and other terms) of potential member police services. Such an approach called for a region-wide comparative study to be conducted within the various ministries, by means of a unified data-collection instrument, thereby identifying common ground and interest in future activities, besides saving energy, time and financial resources. This added value provides a tangible psychological benefit. Namely, people who have been given the opportunity to express their needs and wants beforehand are more likely to be motivated participants in such an association, taking a proprietary interest in it rather than experiencing it as something imposed.

In short, the study was to focus on the current status and role of women in the region’s police services, as well as expectations for the proposed network. Several points of view were to be considered:
women police officers, men police officers, management (women and men), and administrative services responsible for human resources, education and training.

As can be seen, the aims of the study were primarily practical, focused on establishing starting-points for the Network. Nevertheless, the results do provide a certain level of scientific understanding on which to generalize and base further research. First and foremost, the abundance of data gathered for this study could feature in various analyses and reports: on current conditions and trends regarding women police, whether by country (for use by police services or networks) or by line of work, such as uniformed/criminal investigations, etc. (for use at the national and international level in exchanging support and experience). It could also help establish the correlation between assessments of women’s future possibilities in law enforcement and the hierarchical level (worker/management, which levels of management, etc.) making such an assessment. Additionally, each segment could serve as a starting-point for new aims and theoretical approaches, in accordance with the needs and interests behind the research.

2. Method and Instrument

The study made use of four types of survey, each targeted for different participants: (1) HR/PA SURVEY, for administrative services in charge of human resources, education and training (police academies, training centres, etc.); (2) W SURVEY, for women police; (3) M SURVEY, for men police officers; (4) MGMT SURVEY, for management. Only the first survey called for group completion. The other three, largely comparable in content, were completed individually.

Once the expert group had reached consensus, the surveys and instructions for data-collection in the field were e-mailed by SEPCA to national coordinators. After obtaining agreement from the respective police directors regarding ministry participation in the study, the national coordinators proceeded to distribute the surveys through designated contact persons and to enable their completion in the field, at police stations and at ministry headquarters. The instructions stressed the need to obtain a sampling that would be representative, with a proportional breakdown of the target population in all survey categories.

Participating ministries were also e-mailed an application for uploading information from the completed W, M, and MGMT surveys. Once completed, this application was also to be returned for statistical evaluation. This procedure was followed by the interior ministries of Bosnia and Herzegovina (both Federation and Republika Srpska), and of Montenegro, Macedonia, and Serbia. Ministry representatives in Albania and in Bulgaria conducted independent processing and categorization of answers, then submitted their already completed reports. However, their results are displayed in the attached tables together with the data furnished by other ministries, as only figures entered in the common database could be used for the more complex statistical analyses.

Data-entry was in MS Excel, while statistical evaluation was performed in SPSS.

It is important to note that the degree of detail and completeness in the data provided by human resources departments and police academies and training centres differs from country to country.

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3 Due to technical difficulties in surveys completed by the Montenegro Ministry of Interior Affairs and Public Administration, part of the data could not be used during processing.
3. Statistical Sample

A total of 3,897 respondents from 8 ministries participated in the study (table 1). The breakdown of the sample is as follows: women police officers, 33.80%; men police officers, 38.57%; managers-women, 4.00%; and managers-men, 23.63%. If the figures for managers are considered separately, women represent 14.48%, while men represent 85.52%.

<table>
<thead>
<tr>
<th>Ministry of Interior (also Mol)</th>
<th>Women police officers</th>
<th>Men police officers</th>
<th>Women managers</th>
<th>Men managers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albania</td>
<td>32 (50,00%)&lt;sup&gt;4&lt;/sup&gt; (2,43%)&lt;sup&gt;5&lt;/sup&gt;</td>
<td>32 (50,00%) (2,13%)</td>
<td>-</td>
<td>-</td>
<td>64 (100,00%) (1,64%)</td>
</tr>
<tr>
<td>BiH – Federation&lt;sup&gt;6&lt;/sup&gt;</td>
<td>77 (23,99%) (5,85%)</td>
<td>161 (50,16%) (10,71%)</td>
<td>7 (2,18%) (4,49%)</td>
<td>76 (23,68%) (8,25%)</td>
<td>321 (100,01%) (8,24%)</td>
</tr>
<tr>
<td>BiH – Republika Srpska</td>
<td>90 (46,39%) (6,83%)</td>
<td>72 (37,11%) (4,79%)</td>
<td>6 (3,09%) (3,85%)</td>
<td>26 (13,40%) (2,82%)</td>
<td>194 (99,99%) (4,98%)</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>331 (36,37%) (25,13%)</td>
<td>394 (43,30%) (26,21%)</td>
<td>16 (1,76%) (10,26%)</td>
<td>169 (18,57%) (18,35%)</td>
<td>910 (100,00%) (23,35%)</td>
</tr>
<tr>
<td>Croatia</td>
<td>170 (30,36%) (12,91%)</td>
<td>222 (39,64%) (14,77%)</td>
<td>25 (4,46%) (16,03%)</td>
<td>143 (25,54%) (15,53%)</td>
<td>560 (100,00%) (14,37%)</td>
</tr>
<tr>
<td>Macedonia</td>
<td>97 (32,55%) (7,36%)</td>
<td>100 (33,56%) (6,65%)</td>
<td>50 (16,78%) (32,05%)</td>
<td>51 (17,11%) (5,54%)</td>
<td>298 (100,00%) (7,65%)</td>
</tr>
<tr>
<td>Montenegro&lt;sup&gt;7&lt;/sup&gt;</td>
<td>30 (33,33%) (2,28%)</td>
<td>30 (33,33%) (2,00%)</td>
<td>-</td>
<td>30 (33,33%) (3,26%)</td>
<td>90 (99,99%) (2,31%)</td>
</tr>
<tr>
<td>Serbia</td>
<td>490 (33,56%) (37,21%)</td>
<td>492 (33,70%) (32,73%)</td>
<td>52 (3,56%) (33,33%)</td>
<td>426 (29,18%) (46,25%)</td>
<td>1460 (100,00%) (37,46%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1317 (33,80%) (100,00%)</td>
<td>1503 (38,57%) (99,99%)</td>
<td>156 (4,00%) (100,01%)</td>
<td>921 (23,63%) (100,00%)</td>
<td>3897 (100,00%) (100,00%)</td>
</tr>
</tbody>
</table>

Table 1: Structural Sample

Of the overall sample, nearly three-quarters of the respondents (74.75%) work in local law enforcement offices, distributed as follows: 71.91% of all women police officers, 76.49% of all men police officers, 60.40% of women managers, and 78.80% of men managers. The remainder work at ministry headquarters, as follows: 24.75% of all women police officers, 19.73% of all men police officers, 39.60% of all women managers, and 21.20% of all men managers. (See graph 1). Throughout this report, values less than 100 are due to participant non-response to certain questions.

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4 Percent in relation to total number of interviewees in the row (a country).
5 Percent in relation to total number of interviewees in the column.
6 A manager did not specify the gender, and was not taken into account in the statistical analysis.
7 Due to certain technical difficulties related to manner of filling in the questionnaires, part of the Montenegrin managers sample was not suitable for processing.
8 Graph 1 does not include data from Bulgaria.
Most participants (51.98%) are assigned to large cities, with the following breakdown: 51.31% of all women police officers, 53.60% of all men police officers, 61.90% of all women managers, and 51.98% of all men managers. The second-most frequent participant assignment (38.70%) is to mid-sized cities: 39.95% of all women police officers, 37.48% of all men police officers, 31.70% of women managers, and 41.10% of men managers. The least-frequent participant assignment (8.47%) is to small population centres: 7.71% of all women police officers, 8.11% of all men police officers, 6.50% of women managers, and 10.50% of men managers (See graph 2).  

Managers were not asked to state level of education, on the assumption that most of them are university-educated. Among the remaining respondents, women show a certain advantage in terms of education: 40.39% of women and 46.74% of men have completed only secondary/professional education, while 54.52% of women and 49.87% of men have completed some form of post-secondary education. (See graph 3.)

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9  Graph 2 does not include data from Bulgaria.
Graph 3: Interviewee’s Level of Education

Length of active service varies widely among participants, from less than 1 year to 39 years. Most women are in the category of 6 to 10 years of service (37.21%), while men are most numerous in the categories of 11 to 15 years (25.60%) or 16 to 20 years of service (24.47%). (See graph 4.)

Graph 4: Years of Effective Employment in Police Service

Due to the great variety of job titles used from one ministry to another, it was not possible on this occasion to present them comparatively. However, we can state that 51.16% of women police officers hold a position in the uniformed police, 24.90% in the criminal division, 7.69% in logistics, and 14.97% in other assignments (1.28% no response). Of men police officers, 64.25% are assigned to the uniformed police, 21.09% to the criminal division, 4.01% to logistics, and 9.61% to other assignments (1.04% no response). Of management-level respondents, the assignment breakdown is as follows: uniformed police, 63.80% of men and 40.27% of women; criminal division, 22.58% of men and 20.80% of women; logistics, 5.12% of men and 22.82% of women; other, 8.50% of men and 16.11% of women. The number of women assigned to logistics is noticeably higher in both employee and management positions, and lower in the uniformed police.

The sample covers all levels of management, with 44% or 474 respondents (55 women and 419 men) holding strategic positions; followed by 47% or 506 respondents (87 women and 419 men) in
mid-level or coordinating positions; and 9% or 97 respondents in operational positions (14 women and 83 men) (See graph 5).

<table>
<thead>
<tr>
<th>Level</th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>operational level</td>
<td>14 (9%)</td>
<td>83 (9%)</td>
<td>97 (9%)</td>
</tr>
<tr>
<td>mid (coordination) level</td>
<td>87 (55.8%)</td>
<td>419 (45.5%)</td>
<td>506 (47.0%)</td>
</tr>
<tr>
<td>strategic level</td>
<td>55 (35.2%)</td>
<td>419 (45.5%)</td>
<td>474 (44.0%)</td>
</tr>
<tr>
<td>total</td>
<td>156 (100%)</td>
<td>921 (100%)</td>
<td>1077 (100%)</td>
</tr>
</tbody>
</table>

Graph 5: Management Level

Concerning marital status, we should add that women are more frequently married (54.77%) than single (36.31%), with even fewer being divorced (6.39%) or widowed (2.03%). Among men 76.76% are married, 19.28% single, 2.70% divorced, and 0.45% widowed (See graph 6). Among the respondents, 57.00% of women and 72.79% of men have one or more children (See graph 7). The average age of respondents is as follows: for women police officers, 34.21 (ranging from 20 to 59); for men police officers, 39.40 (ranging from 20 to 64); and for managers (women and men), 39.80 (ranging from 23-61).

Graph 6: Marital Status

10 Graph 6 does not include data from Bulgaria.
11 Graph 7 does not include data from Bulgaria.
Graph 7: Family Status – Respondents having children
III Findings

The study findings are presented in logical order according to topic, with data from the various sources displayed side by side for comparison. For ease of reading and reference, we have employed varying formats, for data provided by human resources, and data from questionnaires filled in by women and men police officers, and management.

1. Recruitment and Hiring of Women Law Enforcement Officers

→ Strategic Hiring Approach for Women Police Officers\(^{12}\)

Proper strategy is key to the planned and monitored integration of women into police services. Personnel administration offices were asked whether such a strategy exists at the national level and, if so, what such a strategy is based on, whether quotas exist for hiring women, whether annual recruitment goals have been established for numbers of women and men (and what those numbers are), and whether a timeline exists for achieving a certain percentage of women employees in the police service, as well as the specific target percentage. The responses are as follows:

Bosnia and Herzegovina (Republika Srpska)\(^{13}\): The Ministry of Internal Affairs (also MoI) has not established quotas or target deadline for hiring women. However, enrolment regulations for secondary education at the Police Academy call for one quarter of the student body to consist of women under 21.

Bulgaria: Once per year, the head of the MoI issues an enrolment order for its Academy. The number of trainees to be accepted is established when the order is issued, as are admission quotas for men and women by specialty. The overall number of students to be admitted is set in accordance with a review of human resources and with MoI staffing needs. Quotas are set for admitting women for various types of special training, currently at 20% for obtaining the undergraduate degree of бакалавър (baccalaureate).

Croatia: As provided by the Law on Civil Servants (Official Gazette nos. 92/05, 107/07, and 27/08), hiring is carried out in accordance with the staffing plan formulated by the Ministry of Public Administration, upon approval by the Ministry of Finance. This plan does not specify quotas for hiring women law enforcement officers. All calls for applications, however, whether public or internal, must

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\(^{12}\) A strategic approach means not only integration of women in police services, but also the accessibility of managing positions to women.

\(^{13}\) From now on BiH-Republika Srpska.
state that both men and women are eligible to apply, in conformity with Article 13 of the Gender Equality Law (Official Gazette no. 82/08).

Macedonia: The MoI follows a strategic approach in conformity with the Law on Police, which calls for gender equality in hiring. According to information supplied by the Ministry’s human resources office, hiring is carried out on a basis of gender equality as provided by law, meaning that specific quotas are not set in advance.

Serbia: In the two previous rounds of admission to the Basic Police Training Centre, it was announced that 25% of the vacancies were set aside for women students. The same percentage applies to the Academy of Criminalistic and Police Studies, for students whose studies are financed from the government budget. No quotas have been established for self-funded students, with admission in such cases depending only on preliminary ranking.

The remaining police services did not respond to this question.

**Recommendations:**

1. As the data provided indicate an inconsistent and unsystematic approach to recruiting and hiring women law enforcement officers, the Network must be used to encourage the drafting of a strategy for consistent and systematic approaches to such recruitment and hiring. The Network could also help in planning national strategies regarding this issue, as well as in training in strategic planning and drafting strategic documents. Another Network task could be the exchange of best practices in the field among organizations and states, both within the European Union and throughout the region, with the involvement of local experts on gender equality in drafting strategic documents.

**Inclusion of women in operational tasks and mass hiring by police services**

BiH-RepublikaSrpska: Ministry of Interior has assigned women to operational tasks from the very beginning. Mass recruitment of women began in 1999 with the founding of the Police Academy.

Montenegro: Women began fulfilling operational police tasks in the 1970s, coinciding with their greater admission into the police services.

Macedonia: The first call for women was issued by the police in 1992.

Serbia: Excluding the period between WWI and WWII, 1944 marks the beginning of women assigned to Traffic Police tasks, meaning in uniform and exercising authority. They were readmitted to Traffic Police duty in 1976, and were intermittently present in other branches of service. At the beginning of the 1990s, a number of women were accepted for work at the Belgrade Secretariat of Internal Affairs (SUP) On-Call Operational Centre. In the mid-90s, hiring began for the Border Police, mostly of women who had graduated from the Police College in Zemun, which has accepted women students since its establishment in 1972. The mass inclusion of women began at the turn of the millennium, from 2002 onwards, with several law enforcement courses attended exclusively by women.
Support mechanisms for women applicants to law enforcement agencies and information resources on police work

Human resources were asked whether special support is available for women applicants, and how potential candidates can obtain information about the required work. The aim of these questions was to determine the consistency of activities implemented by the ministries to attract, hire and retain women in their ranks.

In the interior ministries of BiH-Republika Srpska, Montenegro, Macedonia, and Serbia (whose human resources responded to this question), no special support measures are in place for women applicants to the police services; according to the participating ministries, this is due to the already high numbers of applications received, making such special measures unnecessary.

Information for basic training candidates regarding the requirements, nature, hazards and other characteristics of police work is provided in various ways. In BiH-Republika Srpska, by media and internet (www.education.muprs.org); in Montenegro, by website, vacancy announcement and interview; in Serbia, by vacancy announcement explaining requirements for admission, and by the Ministry of Interior website (or the Basic Police Training Centre site at www.cop.edu.rs), as well as by forum events, local radio, brochures, television, and eventually during selection interviews with police mentors who have been chosen from law enforcement administration.

Information for direct hiring of candidates (without previous basic training) is provided in a similar fashion, although greater emphasis is put on interviews for such candidates, with correspondingly less reliance on electronic media, except in Montenegro.

In Bulgaria, many candidates gain familiarity with the specific nature and risks of the profession through friends and acquaintances, from internet sites, from other MoI employees, through the media and from young people who have transferred from military service to MoI positions, based on their participation in junior fire-fighting and police squads. Regardless of prior familiarity, all candidates are informed upon first contact with MoI Human Resources of the requirements and specific nature of the duties in store.

In Croatia, pursuant to the Law on Civil Servants and the Regulations on Internal and External Civil Service Vacancy Announcements (Official Gazette nos. 8/06 and 8/07), when public and internal job postings are made, the MoI website provides a job description and salary information for the vacancy to be filled. The vacancy announcement itself specifies the requirements for candidates to be hired (external job search) or assigned (internal) to the vacant position.

The survey shows that most information on the specific nature, requirements, risks and other features of potential police employment in the participating countries is obtained from informal sources: acquaintances and family members (51%), followed by ministry sources (28%), the media (16%), etc. A certain percentage “admits” to being uninformed in advance (4%). (See graph 8.) Informal sources appear to be most influential in Albania, with 87.50% of such information coming from acquaintances, and least influential in Bosnia and Herzegovina (Federation)\textsuperscript{14}, with only 25.00%. The highest percentage of information obtained from official ministry sources is also found in BiH-Republika Srpska, with 43.90% of respondents obtaining their information from such sources. (See graph 9.)

\textsuperscript{14} From now on BiH-Federation.
Graph 8: Information Sources about Police Work for women

Graph 9: Information Sources about Police Work for women

This information is further supported by the following: in the participating countries, the percentage of fully informed applicants for police service varies from 31.80% in Croatia to 60.00% in Montenegro and 60.40% in Macedonia. (See graph 10.)
Graph 10: Were You Informed? (For women).

**Recommendations:**

2. Based on the study data, it would appear that police recruitment campaigns from police service to police service are inconsistent and unsystematic. Information is largely left to public media such as television and internet, and depends on the individual initiative of women candidates in learning about opportunities and requirements for law enforcement jobs. One of the Network’s priorities could be to assist in drafting an advertising campaign and formulating a strategy for all interested ministries, with the goal of attracting the greatest possible number of women applicants and providing them with accurate information on the unique nature, demands and risks of police work. Naturally, the ministries themselves would run such a campaign, with the Network serving primarily in a consultative role and providing support in terms of campaign content and implementation procedures.
Why women choose the police profession

There is a direct link between the foregoing and the issue of women’s motivation in applying for positions in law enforcement. From the long list of possible answers, most of women respondents chose fairly common reasons, comparable with those encountered in similar studies worldwide. Altruism, as reflected in the response the opportunity to help others, is the number-one explanation in BiH-Federation, Macedonia, Montenegro, and Bulgaria, besides being the third most common explanation in Croatia, Serbia, and BiH-Republic of Srpska; the nature of the work itself, as reflected in the response interesting work, is the number-one explanation in Croatia, Serbia, and BiH-Republic of Srpska, besides being the second most common explanation in BiH-Federation, Macedonia, and Bulgaria; this is further shown in the response dynamic work, representing the second most common explanation in Bulgaria; other motivations are practical in nature, as reflected in the response job security, which is the second most common explanation in Croatia, Serbia, and BiH-Republic of Srpska, and the third most common in BiH-Federation, etc. The most common explanation in Albania is interesting work in tandem with respect enjoyed by police, while the second most common explanation is a combination of family influence and desire to demonstrate personal potential. (See graph 11.)

Graph 11: Motivation for Joining Police Service

Recommendations:

3. Considering women’s most common reasons for choosing the law enforcement profession, as confirmed by this study, the Network must encourage member police services to plan their recruitment activities with emphasis on those aspects of police work which appeal to women candidates. This will encourage women to apply in greater numbers for law enforcement positions, while also increasing public awareness and acceptance of women in this non-traditional capacity.
Proportional representation of women employed by ministries of internal affairs

BiH-Federation: as of June 2009 reports the following percentages of women in relation to the overall number of law enforcement officers within the rank structure: 22.20% of police officers, 14.91% of senior police officers, 1.28% of senior sergeants, 1.51% of junior inspectors, 20.93% of inspectors, 3.20% of senior inspectors, and 8.70% of independent inspectors.

BiH-Republika Srpska: Women are 21% of all employees, representing 3.50% of the overall number of uniformed police. (The Police Training and Education Administration lists a total of 22% women, a figure presumably including current cadets.) The percentage of commissioned women officers (out of the total number of commissioned officers) is 6%, though again reported as 22% by the Police Training and Education Administration.

Montenegro: Women are 12.50% of all MoI employees, with 7% uniformed and 10% commissioned.

Macedonia: Women are 14.83% of all MoI employees, with 6.12% uniformed and 47.08% commissioned.

Serbia: As of November 2009, women are 20.64% of all MoI employees, with 7.49% uniformed and 19.95% commissioned.

Croatia: Women are 28.65% of all MoI employees. Data on number of uniformed officers is unavailable. Of the total number of commissioned officers, 13.50% are women.

Proportional representation of women in management positions in ministries of internal affairs

In the ministries which provided data, management positions held by women are measured in very low percentages or are more easily expressed as individual headcounts.

For example, in BiH-Republika Srpska, women hold 1.47% of strategic management positions. The number of women in mid-level management (coordination) is 11, with another 13 in operational management.

Montenegro: Strategic level, 1 women; middle management (coordinating), 1; operational management, 21.

Croatia: Strategic level positions (bureau chiefs, administrative directors at ministry headquarters and heads of sector at ministry headquarters), 12.50%; mid-level coordinating positions (section heads), 10.50%; operational level positions (unit heads, shift supervisors), 13.85%.

Macedonia: Strategic level positions, 3.95%; mid-level, 0.70%; operational, 0.14%.

Serbia: As of December 2006, strategic level positions, 12.66%; mid-level, 8.59%. Current data is unavailable for operational positions (as of December 2006, 27.88%).
Women in special units

In BiH-Republika Srpska, there are no women in special units. In Montenegro there are a total of 10. In Macedonia there are women on the Special Task Force, the Intervention Unit, the Physical Security Travel Unit, and the Traffic Safety Unit. In Serbia, women work in all special MoI units. In Croatia no women are currently in the Special Police, though 62 women (representing 4.50%) are assigned to the Intervention Police.

Availability of services for women police

Ministry responses to this question were received from BiH-Republika Srpska, Montenegro, Macedonia, and Serbia, each indicating that all services are available equally to both men and women.

Availability of specialised training and services for women police

When asked whether specialised training is equally available to all officers, men answered significantly higher in the affirmative, regardless of rank (67.24% of men police officers and 70.14% of men managers), as opposed to women (38.52% of women police officers and 56.13% of women managers). In contrast, some men answered that men have an advantage in terms of attending specialised training (14.03% of men police officers and 15.84% of men managers). This opinion is shared by nearly twice as many of the women respondents (30.90% of women police officers and 29.03% of women managers). A very small, nearly negligible, percentage of respondents answered that women have an advantage in terms of recruitment for specialised training (between 0.32% and 2.14% of respondents). (See graph 12.)

Men also have a more favourable opinion regarding the availability of specific services within the police structure. Among officers, 55.02% of men (as opposed to 32.68% of women) consider all services to be equally open to employees of both genders; 20.37% of men and 35.06% of women disagreed, while 23.91% of men and 30.84% of women were unsure. Among management-level respondents, the same discrepancy can be noted: 45.48% of men and 27.74% of women considered services to be equally available to all, with another 42.58% of women and 20.54% of men disagreeing. (See graph 13.)
1,44
8,11
women
46,74
women
21,20 22,70
total
men
70
51,31
officers
2,88
60
%
8,43

Because of the influence of my friends and acquaintances

 availability
20
70

Because of my wish to show my abilities

Graph 12: Availability of specialised trainings to men and women

Graph 13: Are all positions equally accessible to men and women?

For comparison, in The United States, in 1979 women made for 37% of work force, in 1992 - 45%, while in 2001 there was just one percent increase – 46%. The participation of women in city (municipal) police departments, per the population of 50 000 grew by 3,4% in 1978, up to 9% in 1986, the percentage that was maintained in 1990. At that time there were 3.7% of women among sergeants, 2.5% among lieutenants, and 1,4% among the command staff.

The report on status of women in police for 2001, states that women currently occupy 12,7% of all sworn "positions", with "women of colour" occupying 4.8% of those positions. In small and rural police

agencies\textsuperscript{16}, only 8.1\% of all positions are occupied by women, while “women of colour” make only 1.2\%. Over the course of ten years the increase of representation of women in large police agencies was somewhat below 4\%. The general records from 2001 show that, slow as it was, the percentage increase of the number of women in large police agencies either stagnated or started to regress. In 1999, the percentage of women in large police agencies was 14.3\%, in 2000 it was 13.0\% and 12.7\% in 2001. The discouraging trend was primarily focused on city/town and government agencies and reemphasizes the question whether women would ever achieve equal percentage as men in the police profession.

In the large police agencies, in 2001 sworn women held 7.3\% of top command positions, 9.6\% of supervisory positions and 13.5\% of line operational positions. “Women of colour” hold 1.6\% of sworn top command law enforcement positions, 3.1\% of supervisory positions and 5.3\% line operational positions. More than half (55.9\%) of large police organizations that participated in the poll failed to report a single woman in the top command positions, while great majority (87.9\%) did not report any women in the top level positions. In small and rural agencies, sworn women hold only 3.4\% of all top command positions, 4.6\% of supervisory positions and 9.7\% of positions in all line operations. Women of colour make for less than 1\% of top command (0.3\%) and supervisory positions (0.4\%) and only 1.5\% of all positions in operational lines. Small and rural agencies in 97.4\% of the cases do not have women in top command positions, while only one of 235 agencies have women of colour in their top levels. This is a clear sign that women continue to be excluded from the essential police positions (policy making). The governmental agencies (employing at least 100 sworn staff members) follow in the footsteps of the municipal and regional agencies by marginalizing women in their employment and promotion, reporting only 5.9\% of sworn women, which is significantly lower than the percentage declared by the municipal agencies (14.2\%) and regional agencies (13.9\%).

One of possible explanations for stagnation and even regression of the number of women in sworn-in departments could be the decrease of number of positive decrees ordering the employment and/or promotion of women and/or minorities. Among the agencies that participated in the poll, eight positive decrees expired in the period 1999 – 2000, only two were enforced (realized) since 1995, while only six decrees were enforced throughout the entire decade. Without the decrees, enforced to root out the discriminatory employment practices used by police agencies, not even the marginal achievements by women in policing would have been possible.

In Canada, in 1989 women represented 40.8\% of the work force. In 1992, they made for 7.5\% of policemen (the increase was 4\% compared to 1985). Women police officers were concentrated in the lowest law enforcement levels, the minority serving in the medium supervisory levels, while there was no presence of women among the command staff. Constantly neglected over the past 20 years as permanent staff, women still have a different position from men: they are overly represented in traffic and patrols, while under-represented in criminal investigations and management.\textsuperscript{17}

In Great Britain in 1961 women made for 30\% of the work force, while in 1990 they made 47\%. In 1993 they made for 10\% of staff in police departments. When executing the police duties in Belgium, women do the same work as men. Prior to the reform, the gendarmerie there employed less than 10\% of women, while after the reform the current figure is 25\% of women.\textsuperscript{18}

In the Estonian police in 2003 there were 3,565 police officers, 1,028 of which were women, which makes approximately 29\% of the total number. In February 2006, the total number of police officers

\textsuperscript{16} Small and rural police agencies were defined as agencies located in districts with less than 50,000 inhabitants and less than 100 people as staff.


was 3,373, 1,129 of which were women (33.5%). Consequently, as the number of police officers continues to decline over the years, the intake of women police officers continues to grow.19

At the end of 2001 the number of women police officers in Hungary was twice higher than just seven years before and was 15.85%. This is particularly attention worthy bearing in mind the exclusion of numerous tasks from the police jurisdiction (issuing of identification documents, traffic control, security) within the program of modernization of the government executive bodies. Among the police officers, women make up for one fourth (24.1%), while availability of all work posts and positions to women can be considered as a significant achievement, although, for example, a very small percentage of them is capable of meeting the strict criteria for admission into the special units. Women occupied around 15% of leadership positions in 2001, while in 1994 they held 6%. This ratio corresponds to the total number of employed women. However, at the highest leadership levels women can be found only scarcely. Some decisions, made with the aim of preventing the fluctuations within the police, such as the adjustment of salary levels to the economic situation and the development of the housing support system, expectedly raised the number of interested individuals among the youth for this specific calling, reducing at the same time the number of those willingly leaving the service. That could, to a certain extent, reduce the chances of women being employed in the law enforcement. As a support to that assumption, one could mention the representation of women in the police service in Budapest (around 40%), compared to 7.5% of women officers in Borsod county, hit hard by unemployment.20

A similar trend is also recorded in Germany, for example. Almost half of police trainees are women, and there are examples such as Köln, where the percentage of women police officers is close to 40%. In 1994 in Italy there was 8.5% of women police officers, Norway had 7.5%, Netherlands 12.2%, Sweden 11.1%, Finland 5%, Ireland 3.9%.21 In 2006 the average percentage of women police officers in European countries was 10%, except for Sweden, Norway, Netherlands and UK, with the average of 18%.22

In Poland, according to the information from October 200623, women represented 20.4% of the total number of police staff. They made for 64.11% of civilian servants, while in operational functions (sworn officers) they made for 11.03%. The uniform by itself doesn’t necessarily signify operational function, and accordingly there are women in uniform who work as support staff.

In Slovenia, in November 2006, the total number of police employees was 9,640 (77.5% of men and 22.5% of women), out of which 7,929 were police officers – 88.1% men and 11.9% women. The remaining number of 1,531 employees were administrative and technical staff, out of which women made 77.5% and men made 22.5%. At the highest national level, in the General Police Directorate which has 10 internal organizational units, out of 1,198 police officers working there, 84.1% were men and 15.9% were women. At the regional level (11 police directorates) men made 90.7% and women 9.3%, while at the local level 88.4% were men and 11.6% were women.24

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21 Ibid.
23 The data were received by the beginning of November 2006 (required by the author of project „Women in Police“, developed within research work of Police College in Zemun, Serbia), through e-mails from Walentyne Trzcinske (from Higher Police School Szczynno), participant of the 10th Seminar on Career Development, organised by European Network of Women Police Officers, from September 14th to 19th 2002 in Poland.
2. Selection Issues

Selection criteria for admission to police training and employment

The starting viewpoint implies that the selection criteria for police training and employment should be based on the analysis of the work posts done by using the scientific methodology and established requirements and criteria for conducting specific tasks and assignments. Bearing in mind that police tasks require a complex spectrum of skills and features, among which typically (or stereotypically) “male” and “female” can surely be recognized, none of the candidates should be rejected beforehand just because they belong to one or other gender. On the contrary, individual differences of candidates would become evident, and therefore certain posts would be filled by individuals meeting the set criteria, regardless of the gender.

According to the information obtained from the human resource management departments that participated in the poll, the situation is as follows:
In BiH-Repulika Srpska, the general requirements for admission into the police training and employment do not differ, but there are different special requirements. In Montenegro, as well, apart from the general requirements which are identical to the requirements for employment, the Rulebook on Selection and Recruitment of Trainees for Basic Training in the Police Academy, defines the special requirements.

The requirements, order and conditions for employment in the Ministry of Interior of the Republic of Bulgaria are regulated by the Law on the Ministry of Interior and Order reg. № I z-1009/04.07.2006 regulating the requirements and order of sequence for employment in the Ministry of Interior. The Law on Ministry of Interior defines the general requirements, and in accordance with the above mentioned order, when announcing vacancy notices, depending on the job description, other specific requirements can be set pertaining to the age, education, psycho-physical features and professional capabilities. Different criteria for employment of candidates are applied when it comes to physical readiness and are divided in accordance with the setting of the basic structures of the Ministry of Interior (MoI), categories “G” and “E”, as well as in accordance with gender differences.

In Macedonia, the criteria for admission to basic police training are determined within the selection procedure established pursuant to the by-laws to the Draft Law on Internal Affairs and are applied when conducting written tests, interviews, medical examinations and physical checkups. Prior to signing the employment contract, the candidates must obtain the certificate on the completion of basic police training, and based on the results achieved, a ranking list is formed. There are no specific criteria: the basic requirement is that the candidate qualifies to be on the ranking list.

In Serbia the criteria for employment are regulated by the Law on Police (general and specific requirements are defined), while for the admission to the Centre for Specialized Police Training there are requirements that are elaborated in the Rulebook on the Criteria for Selection of Candidates for Specialized Training.

Criteria for Selection of Men and Women

The criteria for selection of women and men candidates can be the same or partially different. In BiH-Repulika Srpska the physical tests are different for men and women. In Montenegro, also, the part of the selection criteria that deals with physical readiness, shows a certain difference when it comes to women which is, according to sources, harmonized with the European standards. In Macedonia,
the criteria for enrolment into the basic police training differ in the medical checkup aspect and the tests on physical capabilities, while in the Republic of Serbia the criteria for enrolment in the Basic Police Training Centre differ in the aspect of testing the basic motor skills (five exercises: long jump, push-ups, number of sit-ups in 30 seconds, “slalom” with three balls, Cooper test) and the testing of morphological status.

**Analysis of the recruitment measures (internal and external)**

Analysis of the recruitment measures is not done in BiH-Republika Srpska and Macedonia, while in Montenegro and Serbia these analyses are done internally.

It should be noted though that, apart from the mandatory university education (for psychologists for example), there are no confirmed data that the members of boards (bodies) dealing with recruitment attended any courses on gender related issues.

**Knowledge and skills required for performance of police duties and their valuation in the process of selection, i.e. recruitment**

The services in charge of human resources management and police academies, i.e. training centres, were offered lists of specific skills and types of knowledge among which they were expected to select those that best reflect the true nature of police work and those that are valued in the selection process, i.e. recruitment (with the possibility of adding the items to the list), using the process to check the compatibility of the work posts' requirements and obeying these requirements in the staff selection procedures.

The offered list contained the following skills: communication with different members of the community, physical endurance, awareness of the relevance of cultural differences, capability to organize and establish cooperation with different community groups, analytical skills, mediation skills, capability of the individual to develop and set priorities in resolving daily crime and community related issues, priority setting skills, capability to resolve violence, individuals' ability to show empathy, stress management, creative thinking, etc.

Department for legal and staffing affairs of the Ministry of Interior of BiH-Republika Srpska, confirmed that the requirements for performance of police duties are defined by the Rulebook on the internal organization and systematization of work posts in that Ministry. The Rulebook on the selection procedures and selection of candidates for enrolment into the High School of Internal Affairs and the Rulebook on the selection procedures and selection of candidates for enrolment in the Police Academy emphasized that, out of the list that was offered, physical endurance and creative thinking are valued, without any additional comment pointing to whether they truly reflect the nature of police work. On the other hand, the Department for Police Education of BiH-Republika Srpska, eliminated only physical endurance and stress management from the positive list.

The Human Resources dpt. of the Montenegrin Mol confirmed the complete list of knowledge and skills according to both criteria.

The Rulebook on the internal order of the Croatian Mol contains the list of requirements that persons delegated to specific posts need to comply with, as well as the description of duties for specific work posts.
In Macedonia, the list of skills and knowledge reflecting the nature of police work is significantly longer (only empathy showing and creative thinking were left out) compared to the list of valued knowledge and skills (only two remained: communication with different members of the community and physical endurance).

In Serbia, almost all knowledge and skills from the offered list are considered important and valued, except for the analytic skills, which are considered to be inadequately valued, and capability to set priorities, which is not listed under any of the criteria.

→ Objectivity in the selection procedure

Ministries of BiH- Republika Srpska, Montenegro and Serbia (Basic Police Training Centre) all reaffirmed the objectivity of the selection procedure, while the Macedonian MoI stated that they had no specific criteria defining the objectivity of the selection procedure, but that the bylaws would be adjusted to the procedures and the modus operandi of the Board for Selection of Candidates for Police Officers, and will be in accordance with the Draft Law on Internal Affairs. The objectivity would be ensured through the competitive phases of selection and establishment of the ranking list by the Board.

Pursuant to the Law on the Ministry of Interior dated May 1, 2006, registration no 17, year 2006, the procedures of the government services in Bulgaria rely on several principles: transparency, openness, competitiveness, prevention of discrimination, equal opportunities etc. That way, opportunity for “equal starting positions” is provided as well as objectivity through reporting on professional qualities, experience and qualifications.

Recommendations:

4. The importance of selection procedure for the quality and efficiency in performing police duties is indisputable. Bearing in mind the existence of various practices in the Region, as well as certain vague wording by the human resources departments when it comes to selection, in addition to recommendation no. 16 of this report that emphasizes the need for exchange of experience in the area of selection criteria, it is certain that this topic will continue to be relevant for the future work of the Network. In this sense, its future activities should be focused on the analysis of the existing practices for selection of police candidates, thus contributing to their promotion and achieving full (or the highest possible) impartiality of procedures and equal opportunities principles.
3. Education and Training

➤ System of education and training for the needs of the police

A note should be made here. As it is, it would be justifiable to object the extensiveness and certain dissection of information in this report. However, the fact remains that the ministries that participated in the research were most open and interested in providing information specifically about their education and training systems. Believing that the mere readiness to speak about such an important aspect without any inhibitions is a good indicator that should be utilized to the maximum (see recommendation no. 10), all the received data are provided here in full, without any reductions.

The basic police training in the Republic of Albania is implemented through the Basic Police School, through following steps: (1) Basic Course (11 weeks) – “On General Patrols“ for serving police officers. This is a training program for basic level police officers already employed. This type of training is scheduled to be completed by the end of 2011; (2) Basic level (22 weeks) “General Patrols’ for persons employed to work in the police. Neither of the two listed courses is different for different genders – they are the same for both men and women.

For the needs of educating police officers in BiH– Federation, the Police Academy with headquarters in Sarajevo was formed as an organizational unit of the Ministry of Interior of the BiH-Federation. Article 45 of the Law on Internal Affairs of BiH-Federation, defines the authorities, i.e. the tasks and duties of the Police Academy. The Academy is in charge of regular education – training of cadets for the needs of the BiH-Federation MoI, Cantonal Mols, Brčko District Police, and can provide education/training for other police agencies.

The Police Academy of the BiH-Federation’s Mol was formed in 1998 and by 2009 it educated 14 generations to the rank of police officer and 5 generations to the junior inspector rank. Apart from this, one generation was educated for the needs of State Investigation and Protection Agency (SIPA), and one generation for the needs of INTERPOL to the rank of junior inspector. The education of the 15th generation to the rank of police officer is currently under way.

By 2009, 407 women were trained within the basic training module to the rank of police officer while 79 were trained for police inspector duties. Large25 numbers of women police officers (police officer, police inspector) attend some form of specialized training every year.

The theoretical part of the basic training is conducted in the Police Academy (lectures, practical exercises, situational training, fire arms handling and live ammunition shooting). The training plans and programs for police officers’ and police inspectors’ ranks are different to the theoretical training part and are adjusted to the needs of the educational level.

The basic training for the police officers lasts 12 months (seven months of theoretical education in the Police Academy, four months of practical education in police agencies (for the needs of which the officers are educated) and one month of theoretical training, as well as the final exams and a graduation paper). Apart from all the other requirements, completion of four years of secondary school is a precondition for enrolment into the police academy.

The basic training for the rank of junior inspector lasts for six months (four months of theoretical studies at the Police Academy, two months in the police agencies, which would employ the cadets in

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25 The information on the exact number not available.
training, as well as the final exam and the final paper). The precondition to get into this training is a college or university degree.

The educational process is carried out in compliance with the curricula created by the teaching staff of the Police Academy, and they are signed and approved by the Federal MoI. The latest curricula have been harmonised with ones of the Police Academy of BiH-Republika Srpska and the Centre for training of the cadets for the Border Police of the BiH-Federation.

The system of basic training is the same for both men and women, i.e. they are educated in accordance with the same plan and programme. The only difference is in the normal requirements for men and women in physical education and combat skills courses.

The specialised training is carried out at the Police Academy for the police officers from all the police agencies (the police agencies mentioned in the previous paragraph). The Police Academy organises the specialised police training (10 to 15 courses a year). In addition to this, international organisations also organise specialised training (there is good cooperation between the Academy and international organisations, and a large number of courses have been organised so far). There is a curriculum for each type of the specialised training carried out and organised by the Police Academy, and they are signed and approved by the Director of the Federal Police Directorate. The teaching staff of the Police Academy is trained to carry out a large number of specialised courses, but external experts are hired to do specific topics (prosecutors, medical doctors, heads and inspectors from the Cantonal MoIs and the Federal MoI). The specialised training is the same for men and women.

In BiH-Republika Srpska, education and training for police work is the same for men and women.

Educational requirements for working at the Bulgarian Mol is regulated in the Section V of the Law on Ministry of Interior – Professional Education, Chapter Three of the Rulebook for Application of the Law on the Ministry of Interior and Order reg. № I z-1011/04.07.2006 for professional training for working in the Mol. The specialized training for working at the Mol is part of the form of professional education and specialized training.

Specialized education is conducted at the Mol Academy and other college/university level institutions. Once a year, the Minister of Interior issues an Order and Command for Enrolment into the Mol Academy, when the number of students is determined (defined) and quotes for enrolment of men and women according to specializations. The total number of trainees is determined based on the needs of the Ministry of Interior and the analyses of human resources. Professional training is the same for men and women, excluding the fire protection and general physical education disciplines. Obtaining educational qualifications and higher scientific education degrees in the Mol Academy and other high education institutions is linked to specific needs of the Mol’s basic structure. The training is preceded by contract signing, regulation of period of service in the Mol and other legal-financial issues linked to obtaining a more highly qualified degree of education.

Specialized training for the staff is planned, organized and conducted in training institutions and through the relevant lines of work.

Specialized training in the training institutions (with absence from work permitted) is conducted in Centres for Specialized Police Training (CSPT) in the towns of Varna and Kazanlik, formally attached to the Mol Academy. Once a year, a catalogue and graph of specialized training are developed (by the “Human Resources Directorate” of the Mol, following an invitation for provision of information, depending on the concrete need for the training of staff) and formally established by the Mol General Commissioner. The graph is further elaborated by trimesters, with the defined duration and number of staff envisaged for training. Professional training is implemented through the following courses: first professional training; enhancement of professional qualifications; professional specialization;
actualization of professional qualification. For each concrete course, a proposal is drafted and sent to the Human Resources Directorate of the MoI, while the General Commissioner issues an order directing proposed officials to specialized training to relevant educational institutions.

Specialized in-service training (no absence from work) is organized for the staff in accordance with the types of their relevant education, pursuant to Article 185 of the Rulebook for Application of the Law on the Ministry of Interior. This training includes specialized training, physical training and shooting exercise.

Specialized training is conducted based on the elaboration by Human Resources and the head of relevant directorate, on the approved one-year thematic plan, including definition of concrete monthly lessons and specific activities – lectures/seminars and group trainings. Professionals with vast amounts of experience are appointed as teachers at relevant seminars, and lecturers from other structural directorates of the MoI, specialized in specific fields, are also invited.

Once a year the “Methodical handbooks for the implementation of specialized in-service training” are developed and distributed to regional directorates of the MoI, describing the activities that are included in the thematic plans for specialized training of police officers.

The physical training for the staff is conducted in an organized manner (general and specialized physical training, tourist excursions and other types of recreation). Annually, through an order issued by the head of relevant directorate, organization and realization of physical training of staff is defined. Professional training of the staff is a continuous year-round process for obtaining professional qualifications, in accordance with the provisions of the Law on the Ministry of Interior and Order reg. № I z-1011/04.07.2006 on the specialized training of MoI staff.

Education and training for the police in the Montenegro is the same for men and women and it is carried out at the Police Academy and abroad.

In Macedonia, the training is the responsibility of the Training Centre within the Bureau for Public Security. The training system for the members of the police is composed of one-year basic training carried out in the Training Centre or in the regional centres for border affairs. The training is conducted by the trainers, often international and external partners. The training is the same for men and women.

In the MoI of Serbia, the basic police training is intended for the civilians admitted into the police service, and it is carried out in the Basic Police Training Centre in order to train them to work as general jurisdiction uniform police officers. According to the Rules of Procedure on Internal Organization and Systematization of the Jobs in the Ministry of Interior, the requirement for those trainees is a secondary level of education. The basic police training lasts for 12 months. A part of it is carried out in the Basic Police Training Centre (36 weeks); the other part being practical training in the police directorates (6 weeks). The curriculum is divided into modules and is realised in three basic blocks (general topics on the police work, police skills and specialized modules) by means of modern teaching methods: group discussions, demonstrations, role-play, case studies, simulations, etc. During the training in the police directorates each trainee has his/her mentor. The training is the same for men and women.

In accordance with the contemporary needs of the profession, according to the Decision of the Government of the Republic of Serbia from 27 July 2006, the Academy of Criminalistic and Police Studies was established as an independent high education institution for academic and specialized studies at all levels, with the aim of meeting the needs of police education, as well as for other types of specialised trainings significant to the police and security areas of work. The Academy of Criminalistic and Police Studies was created by merging the Police College and the Police Academy, and it is their true successor. Organisationally speaking it is not a part of the Ministry of Interior; rather, there is a functional link between the two.
Management training

Management training, as a segment that is significantly and differently reflected in the other areas of police work and life, certainly deserves special attention. Within our research poll, human resources departments were asked whether their ministries conduct management training for high level officials, for what levels of management that training is intended, what the criteria for selection of managers to attend those trainings are, and whether the training is attended by the candidates for specific management posts or only by already appointed managers.

Although none of the reports explicitly states that the management training is the same for men and women, based on the overall information we conclude that this is the case.

International organizations have carried out several management trainings in BiH-Federation. The police agencies nominate the trainees depending on the topics covered by the training program.

In BiH-Repulika Srpska there is management training for mid-level managers, while in Montenegro management trainings for all levels of management staff is carried out, as well as for the candidates designated for management positions.

In Bulgaria, the officials that are selected to managerial positions are provided with the required specialized training.

In Macedonia, the training for operational level managers (commanders of police stations), mid-level (heads of units, chief of sectors) and top level managers is organized.

The MoI in Serbia accepted a concept of management training, the realization of which has not yet started. The development of training curricula for managers in the process of education and training is in the final stage.

Human rights and gender equality training

In the Republic of Albania there are some subjects and lessons within the Curriculum of the Basic Police Training which are dedicated to human rights and gender equality issues, namely: human rights/general – 4 lessons, gender equality – 3 lessons, arrest/detention of adults – 5 lessons, dispute solving – 4 lessons and domestic violence – 12 lessons.

Both Police Academy and international organisations carry out the human rights training in BiH-Federation. A lot of attention is paid to this type of training in order for the police officers to be able to act in accordance with a democratic system. In the course of basic police training this type of training is performed through different courses (police duties, criminal and misdemeanour law, criminology, pedagogy).

In BiH-Repulika Srpska and in Montenegro, this type of training is implemented, and the scope of it depends on the interest of the students in Montenegro, while in Bulgaria this type of training is conducted not only in the MoI Academy, but also within the MoI regional directorates.

In the Ministry of Interior of Macedonia there are several cycles of human rights training. Training is also organized in compliance with the anti-discrimination program in the Police.

The trainees in the basic police training in the MoI in Serbia attend the training on the Police Code of Ethics and gender equality. The lessons are taught within specific subjects and in modules.
Recommendations:

5. **Analysis of the educational needs in the field of human rights, primarily gender equality, should be a continuous and systematic task of all police educational institutions and services. Also, one of the tasks of the Network should be the formulation of recommendations on the minimum number of lessons and the content of curricula which are of special significance for sensitivity of police officers for issues of gender equality and human rights.**

**The deployment of new policewomen/policemen in the units**

In BiH-Federation, the police agencies implement all the activities regarding the admission of cadets (announcements, medical and psycho-physical check-ups, written tests, oral tests, the selection of candidates). After the selection, the cadets are trained at the Police Academy. The police agency, which selected them for the training, has an obligation to employ them afterwards.

The MoI of BiH-Republika Srpska deploys newly recruited police officers according to the Decision made by the Director. In Montenegro, the deployment is done in accordance with the recruits’ preferences, when possible.

In Croatia, the newly employed police officers are deployed to the relevant organizational units according to the needs of the service, taking into consideration, when the situation allows it, their wishes for deployment to concrete organizational units.

New police officers in Macedonia are recruited and deployed within the Bureau for Public Security, according to the needs and job requirements of the organizational units of the Bureau and depending on the results in training, as well as on the basis of vacancies in the organizational units. The same criteria apply after their trial period when the decisions on their permanent deployment are made.

The trainees of the Centre for Basic Police Training in the MoI in Serbia state their preferences after the completion of their training. If it is possible, they are deployed according to their preference.
4. Career development issues

The introduction of the new policewomen/policemen to their new job

In the MoI of BiH–Federation, the introductory period is the practical training on the ground in the police agencies. Each police agency is responsible for designating sufficient number of mentors responsible for the training on the ground. The mentors attend seminars at the Police Academy where they are introduced to the rights and responsibilities of a mentor. Once the training is over and the candidates are employed full-time, they are deployed with more experienced colleagues until they are fully capable of performing their duties on their own.

BiH–Republika Srpska also employs the institution of a mentor – in this case a superior officer during the probation period.

In the Bulgarian MoI, the newly employed police officers go through an introductory period, a process that can last between six and twelve months, during which skills, knowledge and routines required for independent execution of functional tasks and specific assignments are acquired. Officers with proven professional qualities, good discipline etc, are selected for teaching tasks. A written directive is issued, containing the information on the commander in chief, the newly employed officer, direct supervisor, training period etc. Supervision is conducted in accordance with the defined plan prepared by the supervisor, listing the phases, events etc, in accordance with the specifics of the work post. There are no normative acts within the MoI prohibiting the appointment of women to commanding posts.

In Montenegro, the training of the police officers during the probation period is done under the direct supervision of mentors, appointed by the head of a state institution or by the person designated by the head. It could be a manager or a civil servant discharging the duties for which the same or higher level of education is required. Mentors are appointed for the duration of the probation period only.

The newly appointed police officers in Croatia in a trainee capacity are trained for the independent discharge of duties as police officers under the supervision of mentors (Rulebook on education, training, specialized training and specialization of police officers – Official Gazette, no. 84/07, 8/09 and 108/09).

In Macedonia a new police officer has a six-month probation period. The Draft Law on Internal Affairs envisages that the training for independent performance of duties for certain positions is carried out by a mentor and according to a special training program.

In Serbia, qualified police officer mentors are responsible for the supervision of the police officers on the probation period, which lasts for 6 months. During the probation period the mentors continue the monitoring that started in the Basic Police Training Centre (mentors having participated in interviews) and during the two cycles of their practical training in the police departments as part of the basic police training.

In the poll, large number of women police officers said they had mentors (the percentage vary between 85.6% in the Ministry of Interior in Bulgaria, 80% in BiH–Federation, 78.90% in BiH–Republika Srpska etc), see graph 14. One should have some reserve to the stated percentages because women police officers with many years within the service participated in the poll, too. In previous times mentor work and guiding the trainees did not draw very much attention. It is expected that there are fewer women mentors since they recently joined the service in larger numbers.
6. One of the tasks of the Network could be the formulation of measures of affirmative action in order to overcome the problem of insufficient number of women mentors, especially in those ministries where that number is exceptionally low.
The number of women who were not properly informed on their duties and tasks during the probation period is relatively low.

Graph 16: Detailed Introduction to Job Description and Tasks

In relation to the above-mentioned issue, as well as with the preceding training and education, women police officers also grade the readiness for fulfilling the duties and tasks of their job, and that grade is very high on the scale. In all the ministries, more than 96.0% of women (in the Mol of Montenegro even 100%26) stated that they were capable of fulfilling most or all the tasks and duties in their job (See graph 17).

Graph 17: Personal Judgement on Professional Competence for fulfilling Requirements of the Post

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26 This percentage should be taken with reserve due to small number of poll participants from Montenegro.
Internal acceptance

The interviewees graded the kind of reception (profession-wise and interpersonal relations-wise) women encounter when entering the service. Each of the three categories of the interviewees (women, men, managers) had a chance to grade and be graded, and the results are as follows.

It was a joint estimation that, when entering the service, women face significantly more support than rejection. Proportionally opposite to the support is the significantly lower estimation that police women encounter resistance when entering the service. However, there are differences in attitudes depending on who is the evaluator and who is being evaluated, i.e. the categories of interviewees (graphs 18, 19 and 20).

According to women, they received most support from the managers both in the professional sense (70.61%), and in the area of interpersonal relations (68.23%), compared to the support received from their more experienced colleagues – women police officers – in the professional sense 68.07% and in interpersonal relations 66.07%. Men provided professional support in 68.12% of cases and in the area of interpersonal relations in 65.28% of cases.

Men, on the other hand, perceive their support for women colleagues as the highest possible, in particular when it comes to interpersonal relations (70.28%), compared to that provided by the management (66.34% in interpersonal relations and 65.70 professionally). They, however, agree that the least support comes from other women (47.28% in the professional sense and 47.39% in the sense of interpersonal relations).

The valuations of the managers are the most interesting, because those provided by men and women managers differ significantly. Men managers graded the support they give as the highest (79.24% in interpersonal relations and 76.71% in the professional sense); the support provided by police officers-men is graded somewhat lower (72.20% interpersonal relations and 63.45% in the professional sense), while, according to them, the lowest support is given by other women (52.17% interpersonal relations and 50.53% in the professional sense).

Evaluation done by women managers is far stricter. They too declared that the newly employed women face far more support than resistance, namely: from the managerial structures 58.90% in the sphere of interpersonal relations and 55.48% in the professional sphere; from their colleagues, women police officers, in 57.72% cases in the aspect of interpersonal relations and 57.43% in the professional sense; and by men police officers 56.38% in the sphere of interpersonal relations and 45.89% in the professional sphere.

Based on the above results, further analyses of this issue could start with the different perception by women police officers compared to the other three categories of poll participants on the type of support received when joining the force, because they are the only ones who believe that the professional support is higher than in the interpersonal relations sphere. Similarly, it would be interesting to check what reasons and what type of experiences are behind low grading given by women managers, because very valuable recommendations for further work could thus be drawn.
Graph 18: Acceptance by employees when joining the police service (as evaluated by women police officers)

Graph 19: Acceptance by employees when joining the police service (as evaluated by men police officers)
**Graph 20: Acceptance by employees when joining the police service**

(as evaluated by managerial structures)

**Recommendations:**

7. Apart from the aforementioned need for an increase in the number of women mentors to support young women police officers with the aim to create conditions for their proper professional identification, the research also showed that the support (especially professional) provided by the women police officers to their newly employed colleagues could be and should be on a higher level. This points out a need for a more in-depth analysis of professional education of women police officers, as well as their readiness to accept mentoring roles on a higher scale. It would also be useful to conduct further analyses to obtain the information on the potential factors that could prevent or limit the capacities of women to engage themselves more in providing support to their younger colleagues.

8. The attempts to successfully integrate women into the police service directed towards those who are greater in number (men police officers) and those who hold the real power (managers) should be accompanied by relevant educational programs that would systematically raise the awareness of women on the responsibility they hold in that process (continuous work on personal professional advancement, more open attitude toward younger colleagues, etc).
**External acceptance**

All over the world, research polls show that people like seeing women in the police service. At the same time, police are seen as less repressive if women are among its staff.

One of the results of our research points to the fact that women, independent of their position, more often (women police officers 67,12% and women managers 62,67%) than men (men police officers 59,96% and managers 54,14%) say that people whom they encounter when performing daily duties treat them the same way as their male colleagues, i.e. treat them no differently to men officers (graph 21). It can also be noted that, when the poll results are classified by genders, such opinion is more common among the officers than among the management.

Graph 21: Is the Citizens’ Treatment of Women Police Officers Different from Treatment of Men Police Officers?

The same applies when evaluating the attitude of offenders towards women police officers. A high percentage of women (77,23%) stated that offenders treated them the same way as they treated men; 61,06% of men police officers, 59,15% of women managers and 53,90% of men managers believed that this was the case (See graph 22).

**Recommendations:**

9. Technical limitations of this survey did not allow for the inclusion of the views of citizens on this topic. In the future period, however, one of the tasks of the Network could be the organization of a regional survey on the views of status and role of women in police service, both by policewomen and policemen and by the citizens from the perspective of their needs.
Graph 22: Do the offenders treat policewomen differently from their men colleagues?

**Recommendations:**

10. Difference in treatment of policewomen by offenders compared to their treatment of policemen could be an interesting segment for analyzing the educational needs and a potential training course, because it could point out certain characteristics of a desirable police officer’s profile – one who will be able to control the situation with more certainty and success in his/her interaction with the offenders.

→ **Monitoring, specialization and career development**

Human Resources departments of the national police services in the region were asked, among other things, whether they had a system for monitoring, specialization and career development, as well as whether the women are treated in the same way as men when it comes to specialization and career development.

In the MoI of BiH-Federation, the system of monitoring, specialisation and career development is proscribed by the Law on police Officers, and by the by-laws of the police agencies. In the MoI of BiH-Republika Srpska, specialization and career development are monitored through annual performance appraisal and promotions into higher ranks, which is regulated by the Law on Internal Affairs and Regulation on Ranks and Insignia and pertains to authorised staff, while for government officials and executives this aspect is regulated by the Law on Government Officials and the Rulebook on Performance Appraisal and Career Development of government officials and executives.

Pursuant to the Law on the Ministry of Interior dated May 1, 2006 (reg. no. 17 dated 2006), the professional career of government officials in the Republic of Bulgaria is based on continuous promotions into the higher ranks through competitive procedures and the completion of relevant trainings. Requirements and sequence of career progress, category denomination and systematization are regulated by the Directive of the Minister of Interior reg. № I z-1013/04.07.2006. The listed normative acts use the term “government officials” and make no gender based distinctions (man/woman).

In Montenegro, according to the Law on Civil Servants and Appointees (Official Gazette No. 50/08) the evaluation of the civil servants and appointees is performed with the aim to monitor their work and take the proper decisions on their deployment within the Service. The Law regulates specialization and promotions, and is the same for women and men. A civil servant or an appointee attends
specialized professional training in accordance with the program on specialized professional training, and he/she is promoted under the conditions stipulated by the Law.

In Macedonia, the law on Internal Affairs covers the legal basis for promotion in the Service according to merits. The promotion system is structured in such a way that it enables the evaluation of the quality and prospects of the human resources while at the same limiting transfers within the Service, which was frequent in the past. The key factor in providing a high professional level of employees is the promotion system, which is also a motivation factor due to the fact that it is based on merit. The promotion system is divided into several steps, which enable the employees to fulfil their long-term plans regarding their careers from the beginning to retirement. The only way for the system to be sustainable and efficient is that the employees are responsible, understand its advantages, and become aware of its importance. The implementation of this system in the Ministry ensures professionalism, secure jobs and an opportunity for the employees to have some idea about their future. This system offers equal opportunities for all the employees who are efficient in their jobs and achieve significant results.

The Law on Police regulates the conditions and ways of acquiring and losing the title of a police officer in Serbia.

The interviewees also gave their opinion on the possibility for advancement and how available it is to police officers in relation to gender. As expected, men (61,76% police officers and 59,65% of managers) considerably more often than women (34,62% police officers and 34,21% managers) consider that the possibility for advancement is equally available to everyone. It is even more interesting, perhaps, to see how different categories of interviewees perceive who is in the more favourable position, women or men, when it comes to the possibilities for career advancement. For example, equal number of policemen say that the advantage is given to women (10,75%), i.e. men (10,11%). Women, however, regardless of their position in the hierarchy, tend to perceive that men are given the advantage (41,29% of women police officers and 50,00% of women managers think so), while men managers are somewhere in between these values with 23,37% of respondents believing that men have the advantage, while 5,00% of those have the totally opposite opinion.

<table>
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<th>men have the advantage</th>
<th>women have the advantage</th>
<th>equally accessible</th>
<th>I am not sure</th>
<th>other</th>
<th>total</th>
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<tr>
<td>23.37</td>
<td>5.00</td>
<td>59.65</td>
<td>11.63</td>
<td>0.35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graph 23: Career development prospects from the gender aspect
None of police services have internal mechanisms for monitoring the fluctuation, i.e. time in service, from the gender aspect, and therefore there is no information on the potential differentiation based on gender.

**Recommendations:**

11. The above data indicate the need for re-examining the system of monitoring and career development where available, as well as fluctuations of staff in the ministries. In police services where there is no system for monitoring and career development, the process of their establishment should be initiated (or continued) by using the positive experiences of other countries in the Region where such institutions exist, as well as external professional assistance, if available and accessible. For the Network itself, such an undertaking would be worth of attention as one of the first on the priority list.
This segment contains several diverse topics that in the questionnaire intended for the human resources departments were covered by three questions: do policemen and policewomen have the access to same equipment/resources; are they deployed together in patrols; and is there an internal rotation policy that allows them to work in different positions within different teams and acquire experience in various roles? The answers we got helped somewhat clarify the current situation in the Region.

In BiH-Federation, during their training (basic and specialized) at the Police Academy, both men and women have access to all the equipment and resources. There is equal accessibility in the ministries of BiH-Repulika Srpska, Montenegro and Macedonia (it does not depend on the gender, but on the type of job and its requirements) and Serbia.

In all the mentioned ministries men and women are deployed together for patrol duties and they have opportunities to work together within different teams and get experience in different positions.

In Bulgaria, the right to work – for both men and women - is guaranteed by the Law on the Ministry of Interior. Further on, the agreement on cooperation between the MoI on one side and the National Trade Union of the Civil Administration in the MoI and the National Union of Police Officers on the other additionally regulates the conditions of interaction aimed at the realization of activities for guaranteeing and protecting the work and social rights and interests of the members of the trade union.

The interviewees answered the questions regarding the jobs that are particularly suitable for women or men, i.e. who would have higher productivity in those jobs. All four categories of interviewees agreed to a large extent, and their opinion is down to the following: women are more efficient in jobs requiring communication skills, empathy, analytical skills, tidiness, etc – which means they are more efficient working with children, working with people, with victims of violence, in crime investigation, gathering information, operational surveillance, searching for women, in prevention, administration, preparation of documents, and traffic control.

Unlike women, respondents consider men to be more successful in jobs requiring physical strength, the use of force, in securing high-risk public gatherings, apprehending offenders who resist arrest, in working shifts, night shifts with intervention units, in jobs requiring exposure to high temperatures (better thermo regulation), etc.

Achieving the principle “quality through unity”, however, means the achievement of quality not in spite, but precisely because of, the diversity and complementarity of genders and the respect of natural (biological, physiological and psychological) differences. When talking about differences

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27 Some of the recommendations for better use of policewomen’s potentials, refer to taking into consideration practical aspects of performing police work, such as equipment, uniform, official weapons of appropriate size etc. (for example: LeBeuf, Marcel-Eugène: Women in Policing: Looking Back, Looking Ahead, Women in policing in Canada: The year 2000 and beyond – its challenges, May 20/23, 1997, Canadian Police College, Workshop Proceedings).

Starting from the hypothesis that certain motor skills and morphological characteristics significantly influence the quality of using official firearms, including revolvers, doc. dr Dragan Arlov from the Academy of Criminalistic and Police Studies, Belgrade, conducted a research on a sample of 38 policewomen from Novi Sad police directorate. By cautiously remarking that the size of the sample group in the research can significantly affect the possibility to determine the actual influence of the mentioned characteristics of morphology and motor skills on the quality of shooting the revolver, the author states that successful revolver shooting (caliber .38 special revolver) by using both single and double action, is significantly contributed by the characteristic of maximum pressure force of dominant hand (related to motor skills), as well as the hand width and wrist circumference (related to morphological characteristics). With the revolver .357 magnum, produced by CZ from Kragujevac, the successful shooting, by using single action, is directly contributed by the characteristics of maximum pressure force of dominant hand as well as maximum pressure force of both hands (Arlov, D: Certain motor skills of policewomen in the function of quality of shooting the revolver, Fourth international Scientific Conference, Montenegro Sports Academy, Herceg Novi, 2007).
between men and women in such a way, however obvious as general tendencies they are, we have to take into consideration individual differences as well. That means that no service and no work post should be closed for women. On the contrary, all work posts and services should be made available to all, and the employment and deployment should be done in accordance with the previously conducted analyses and requirements defined for specific work posts. Also, it is clear that a good police officer, within his/her skills, must possess those that are stereotypically attributed to men (e.g. use of force, handling of risky situations, etc), as well as those skills and abilities that are generally attributed to women (e.g. empathy, communication skills, etc).

**Recommendations:**

12. Considering that skills required for performance of police duties are not inherited, but acquired or enhanced with time, it is the obligation of both the Ministry and the individuals themselves to work on their “improvement” among the entire police population, in order to achieve the desired standard. One of the potential tasks of the Network could be to draft the universal standards and curriculum of these additional trainings that would be used to advance the work of all police officers regardless of gender.
6. Legislation and other issues

This section gives an overview of the legislative regulations pertaining to the rights of parental absence, the birth and nursing of children, the support the interior ministries provide to their staff, the measures of protection at work, performance appraisal principles, the rights to a pension (through gender dimension) etc.

→ The right to maternity leave (‘parental’ absence) and absence for the purpose of nursing a child

In BiH-Repulika Srpska, the Law on Labour regulates this issue. In Montenegro, the Law on Labour (Official Gazette No49/08) stipulates that employed women have the right to special social coverage during their pregnancy and delivery, and to special coverage for the purpose of nursing a child.

In Bulgaria, the rights to leave, annual leave and parental leave are regulated by the Law on the Ministry of Interior, Code of Conduct and the Collective Work Agreement.

In Croatia, the rights to pregnancy leave, maternity leave and child nursing leave are stipulated in the Labour Law (Official Gazette no 137/04 – digested version), and the Law on Maternal and Parental Support (Official Gazette no 85/08).

In Macedonia, the rights of the employees regarding maternity leave (for both parents) are regulated by the Labour Law. The right to maternity leave is regulated by articles 161, 162, 163 and 164 of the Law on Labour. The right to maternity leave (for both parents) is part of the articles 165, 166, 167, 168, 169, 170 and 170 of the Law on labour. The rights of the employees regarding the nursing of a child are also regulated by articles 13 and 18 of the Law on Health Insurance (Official Gazette of Macedonia, No. 96 of 17 November 2000).

The laws and regulations regulate the same rights in Serbia.

As evident from the above, not all police services responded to the questions asked. It would be additionally interesting to check whether there are (and how many) cases of taking a leave of absence for child nursing purpose by fathers, and generally what the views would be on this issue.

→ ‘The support’ of the ministries for family

The human resources management services were asked the following questions: “in which way does your Ministry ‘support’ the families? Are the working hours adjusted? Do your employees have an option to choose flexible working hours?”

BiH-Repulika Srpska and Serbia answered negative to all the questions. Montenegro MOI stated that the Ministry ‘supported’ family through Trade Unions of the Police Department, which took care of the measures to improve working conditions, security and safety at work, and of other issues linked to the material and social position of the employees and that due to organisation of the work, there was no possibility for flexible working hours.

In Macedonia there are no regulations arranging the Ministry’s support to the family. As it was already mentioned, the Labour Law contains articles guaranteeing the support for the family in cases of maternity leave in partnerships (out of wedlock). In these cases the working hours are adjusted
in compliance with Article 164 of the same Law. The employees are not allowed to choose flexible working hours.

Other ministries did not answer these questions.

**Conflict of roles**

In spite of numerous obligations, both in the professional and private sphere, most policewomen – almost two thirds (64.06%) - of those who participated in the poll manage to organize their time and balance the various tasks they are expected to undertake (Graph 24). 34.50% of them are very satisfied with their private lives, 4.78% are extremely dissatisfied, and their reasons for dissatisfaction could be studied independently in order to establish certain rules, i.e. the existence of potential common causes that could be influenced by the organization (graph 25).

![Graph 24: Possibility to establish balance between commitments at work and private life](image)

![Graph 25: Satisfaction of women with their private lives](image)
Recommendations:

13. The interviewees gave a series of very good suggestions to be considered within Ministries and used for organizational purposes (redistribution of working hours or flexible working hours, part-time work for women with children up to a certain age, better organized work in shifts, matching working hours with those of pre-school institutions, reduction of overtime and on-duty hours and so forth).

**Health and Safety Regulations**

In BiH Republika Srpska and Serbia the health and safety measures are the same for men and women. An additional explanation for Montenegro was provided – the General Collective Agreement and the Labour Law proscribe health and safety measures. The Systematisation Act defines the jobs with high risk in accordance with health and safety regulations. According to the Law the women employees enjoy special coverage in case of pregnancy, delivery, and nursing a child.

The interviewees were asked to comment whether women and men respectively face particular threats (occupational hazards) when filling certain work positions (graphs 26 and 27). The answers obtained mainly state that there are no specific threats to men or women respectively, but threats to wellbeing of police officers in general, i.e. situations that are risky by themselves, regardless of gender of police officers. The following situations are listed as particularly risky: raids, working with individuals with criminal backgrounds prone to violent behaviour, their arrests, group fight interventions, means of restraint, securing high risk public gatherings, patrolling duties that require exposure to high temperatures, etc.

**Graph 26: Occupational hazards - women**
Graph 27: Occupational hazards - men

Payments of women and men

The salaries for women and men are the same for the same jobs in BiH-Repulika Srpska, in Montenegro, Macedonia and in Serbia (other police services did not give answers to this question).

In Bulgaria, men and women get monthly bonuses, depending on the duties they perform. The differences in wages are the consequence of differences in specific work posts (government officials with university education, government officials with secondary education, employees, etc), not the gender affiliation.

In Montenegro there is no difference in salaries for women and men filling the same work posts. Civil Servants have the right to salary and remunerations under the conditions proscribed by the Law on Salaries of the Civil Servants and Appointees (the Official Gazette of Montenegro, No.27/4). In Macedonia, the amount of payment does not differ on the basis of sex, but on the basis of the job type, level of education and working experience. The same applies for Croatia, where the legislation regulates the salaries of MoI employees in an equal manner for men and women.

We asked policewomen on their thoughts on the valuation of their work (salary system) and got, in the five-grade scale, the following average scores: BiH-Federation 3,82, BiH–Repulika Srpska 3,61, Macedonia 3,51, Bulgaria 3,47 and Serbia 3,21.

No information was asked nor has any serious analysis been conducted on how, for example, maternity leave and absence for child nursing purposes, can affect salary levels, i.e. whether it is reduced in those cases and how reduced. Within the context of our topic, clearly it should not be re-emphasized that higher level positions (more frequently occupied by men) also mean higher salaries.
Recommendations:

14. Based on the research results, we come to the conclusion that, formally speaking, in the work valuation area, i.e. reimbursement levels, there are no apparent differences between men and women. On the other hand, the grading done by women police officers incline towards the need for improvement in this area. One of the suggestions in this sense could be the introduction of a transparent system of human resource management that would allow for the re-examination of the existing valuation system (systematization and formation of work posts) and the determination of whether there is any potential favouritism of men for specific work posts that are filled more frequently by men than women. If that is determined to be the case, the revision of work posts and skills required to fill those posts will have to ensure that the posts more frequently covered by women, i.e. alternative ways of performing duties, are not formally valued lower than the other posts.

Retirement conditions for women and men

Retirement conditions generally differ between women and men; in BiH-Republika Srpska women are allowed to retire under favourable conditions (35 years of service and 60 years of age), as stipulated by the Law on Pension and Disability Insurance; in Montenegro it is regulated by Article 17 of the Law on Pension and Disability Insurance (Official Gazette of Montenegro, No. 12/07 and 13/07). It is the same in Serbia.

The Law on the Ministry of Interior in Bulgaria regulates the termination of employment, including the right to pension of all the government officials, regardless of gender affiliation. The pension levels are determined based on the salary percentage paid into the pension fund over a certain time period. Thus the differences in pension levels actually depend on the employment record, not on the gender affiliation.

In Croatia, pursuant to the provisions of the Law on Retirement Insurance Rights of Active Military Personnel and Authorized Public Officials (Official Gazette no. 128/99, 129/00, 16/01, 22/02 and 41/08) the requirements for acquiring the right to pension are the same for police men and police women. However, according to the Law on Retirement (Official Gazette no. 102/98, 117/03, 30/04, 177/04, 92/05, 79/07 and 35/08), the requirements for old age retirement and early retirement differ for men and women. More specifically, Article 30 of the said Law stipulates that the entitlement to old age retirement is given to men after 65 years of age and women after 60 years of age and 15 years of retirement insurance, while Article 31 of the same Law stipulates the right to retirement after 60 years of age and 35 years of retirement insurance (men), and 55 years of age and 30 years of pension insurance (women).

Such conclusion was formulated within the draft National Action Plan for the Implementation of Resolution 1325 of the UN Security Council in the Republic of Serbia.
7. Discrimination and Threats in the Workplace

The human resources services were asked a set of questions pertaining to the respect for gender equality and gender discriminations, as well as the questions regarding the ways of overcoming the problems in case they occurred:

Do the existing laws (and which specifically) applied by the ministries that participated in the research cover the gender equality issues? Has it been noticed that the existing regulations have unsatisfactory solutions regarding gender equality? Are any correctional measures being taken with regard to these issues? Is there any way to sanction gender discrimination if it occurs? Would you say that your internal policy is sensitive to gender issues and that it respects gender and other diversities?

All services confirmed that laws and regulations are in place which guarantee the equality of women and men, and the MoI of Montenegro added: “Gender equality is regulated by the Law on Gender Equality, 'the Official Gazette of Montenegro', No. 46/07. Gender Equality is ensured by general and special measures. General measures are those proscribed by the Law, prohibiting discrimination on the basis of gender, and proscribing appropriate behaviour under certain conditions in order to achieve gender equality. The Law prescribes sanctions in cases of the violation of the prohibited actions. By means of special measures, existing limitations are eliminated, which(could) lead to unequal representation of women and men, or provide special privileges to the persons of less represented gender. The Government of Montenegro, at its Session of 31 July 2008, adopted the Action Plan for Achieving Gender Equality in Montenegro from 2008 to 2012. That is a basic document for the implementation of the gender equality policy.”

The Constitution of the Republic of Bulgaria does not allow for any limitations of the rights or privileges of the citizens, including those related to gender.

In Croatia, the matter of gender equality is regulated by the Law on Gender Equality (Official Gazette no 82/08). According to the Law, the Government of the Republic of Croatia (through a directive) establishes the Office for Gender Equality as an official body for conducting activities aimed at achieving gender equality, i.e. other activities defined by Article 18 of the above Law. Article 19 of the Law states that the activities aimed at suppressing discrimination in the area of gender equality are conducted by the Ombudsman for gender equality.

In Serbia, the Constitution guarantees the rights of men and women to equal opportunity, at the same time prohibiting all forms of discrimination including any that are gender-based. The Law on Gender Equality (Official Gazette of the Republic of Serbia no 104/09) regulates the development of equal opportunities regardless of gender and initiates the procedures for legal protection for people subjected to discrimination.

The existence of internal policies which could control or minimise discrimination or harassment (internal Ombudsman), existence of complaint mechanisms, mediators, etc.

If they feel harassed or discriminated against, or if they are aware of cases they would like to report, employees may address the Board for complaints and Grievances in BiH- Republika Srpska, or the Unit for Professional Standards of BiH-Republika Srpska. In Serbia they can address their superiors directly. In Montenegro, a person may initiate a procedure before the relevant court in compliance with the Law. Anyone who believes that his/her rights and liberties were breached by an act or activities of a state institution may report to the Ombudsman for Human Rights and Liberties. In Macedonia there is no internal policy on these issues. In case of harassment or discrimination, each employee has the right to report to the Internal Control and Professional Standards Sector.
When asked about the laws or internal policies (with zero-tolerance) for preventing harassment (sexual, age, handicap, etc.), in order to prevent harassment and protect potential victims and whether the laws or internal policy papers use the language which respects gender differences (policeman, policewoman, etc.), the Montenegrin MoI remarked that the Law on Labour regulated the prohibition of discrimination and sexual harassment.

In Croatia, pursuant to the Article 19 of the Law on Gender Equality, the Ombudsman for gender equality receives complaints/pleas from all legal and physical entities pertaining to gender related discrimination, provides support to persons submitting complaints about gender discrimination when initiating court procedures, and conducts other works as defined by the Law.

Other services either gave a negative answer (BiH-Republica Srpska, Serbia), or gave no answer at all.

Therefore, it can be concluded that all the relevant ministries believe they achieved a certain level of gender equality. However, the questions pertaining to this delicate issue were answered by all three categories of interviewees, and the results can be classified as follows:

36,38% of women police officers and 35,71% of men police officers stated that women police officers never face lack of recognition of professional competence, while 22,86% of women and 27,19% of men in managerial positions stated the same. On the contrary, 2,29% of women police officers and 1,01% of men police officers stated that this was constantly happening, the same as 2,86% of women and 0,24% of men in management positions. The largest percentage of interviewees chose the “occasionally” option, which probably is the most realistic finding and requires further attention based on several criteria, primarily as a gender related issue, but also with regard to other potential causes i.e. inadequate training etc (graph 28).

<table>
<thead>
<tr>
<th></th>
<th>women police officers</th>
<th>men police officers</th>
<th>managers women</th>
<th>managers men</th>
</tr>
</thead>
<tbody>
<tr>
<td>never</td>
<td>36,38</td>
<td>35,71</td>
<td>22,86</td>
<td>27,19</td>
</tr>
<tr>
<td>sometimes</td>
<td>47,60</td>
<td>57,09</td>
<td>59,29</td>
<td>65,01</td>
</tr>
<tr>
<td>often</td>
<td>13,73</td>
<td>6,11</td>
<td>15,00</td>
<td>7,56</td>
</tr>
<tr>
<td>all the time</td>
<td>2,29</td>
<td>1,01</td>
<td>2,86</td>
<td>0,24</td>
</tr>
<tr>
<td>total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Graph 28: Lack of recognition of work competences**

27,93% of women police officers, 37,13% of men police officers, 27,66% of women managers and 27,13% of managers men believe their colleagues never make inappropriate jokes with them. 4,46% of women police officers, 1,0% of men police officers, as well as 0,71% of women managers and 0,47% of men managers say that happens all the time. A slightly lower percentage of interviewees than in the previous question, but larger when compared to other opted answers, opted for “occasionally” (See graph 29).
The tendency of distribution of frequencies continues. 38.68% of women police officers, 45.9% of men police officers and 25.0% of women managers and 37.62% of men managers stated that verbal expression of the lack of recognition of women’s professional skills does not happen at all. On the contrary, 3.11% of women police officers, 0.8% of men police officers, 1.43% of women managers and 0.12% of men managers stated that it happened regularly (See graph 30).

Although even more sensitive than the previous questions, the issue of sexual harassment also found its place in the questionnaire. According to the answers of the interviewees, it seems that it occurs only sporadically, 0.87% of women police officers, 0.52% of men police officers and 0.24% of managers-men (and not a single women manager) stated that this type of harassment occurs all the time. 74.13% of women police officers, 73.35% of men police officers and 59.23% of managers-women and 66.01% managers-men were of the opinion that such a thing did not happen at all. It is evident that, unlike with the previous questions, the largest number of interviewees fully, not just partially, dismissed the existence of such a type of harassment (See graph 31).
Graph 31: Sexual harassment

We also asked whether men and women are equal in their status. The research results showed that 77.64% of women police officers, 78.42% of men police officers as well as 72.85% of women managers and 84.61% of men managers gave positive response (that they are totally or mostly equal). Independent of their position in the hierarchy, the percentage of women (19.07% of police officers and 17.88% managers) who believe that the equality of status of police officers is totally independent of gender is significantly lower than the percentage of men who share the same opinion (35.51% of police officers and 34.44% managers). Similar differences can be noted with the option that the status of women is “mostly unequal” or “totally unequal” in relation to men. It would probably be interesting to check and additionally study the content behind the “mostly equal” and “mostly unequal” status, i.e. question whether there are qualitative differences in the perception of the actual status of women by the interviewees or whether the issue is in their levels of tolerance (graph 32).

Graph 32: Equality of status of policewomen in relation to their men colleagues
Recommendations:

15. Although the percentages from the previous section are very encouraging, for the sake of the smaller number of women who still feel unequal and discriminated (also confirmed by men and managers), further analyses of this problem are required, along with a more transparent system and establishment of protective mechanisms (services, programs, etc).

➔ Code of Conduct – ethical conduct as regulated by the regulations on employees

BiH–Republika Srpska, Montenegro, Serbia all have the Codes of police ethics. The other police services participating in the poll did not respond to this question. Montenegro provided additional clarification that its code of conduct was a set of principles on ethical conduct of police officers based on the norms of international and internal laws, as passed by the Ministry, based on the proposal by the police director (chief).

If we accept the answer provided by the Department for Police Education of the MoI of BiH-Republika Srpska, and judging by the results of our research, the managers are not specially trained for maintaining harassment-free working environments.
8. Creating associations as an opportunity to enhance quality and efficiency of the police work, as well as gender equality

⇒ **Existence of Police Associations in some countries and opportunities for equal participation by both men and women**

Without mentioning the type of associations, the services that answered most of the questions, gave positive answers to the questions on existence of the associations and equal membership opportunity for women and men.

⇒ **The establishment of the South East Europe Women Police Officers Network**

One of the key questions was concerning the possible areas of cooperation and exchange, which should be the focus of the Network. The interviewees had a task to select and rate three most important areas from the list of 12 possible areas of cooperation (adding new areas was also an option). The offered answers included the following: training and education, police practice (methods and conditions for policing), gender issues in legislation, gender issues in policing, the criteria and selection for entering police service, community policing, career development, informing the potential candidates for the service on characteristics of the police work, integration of women into the police service (broad aspects – professional and social context), the impact of the organizational culture on the integration of women in the police, the influence of management on the integration of women into the police, conflicting roles (the impact of the police work on the family and private life; problems and how to overcome them).

Judging by the results (graphs 33-41), following areas of cooperation are considered as priorities by the South-East Europe Women Police Network: (1) **training and education** (23.4% of all the options at the level of the whole sample), then (2) **police practice** (the methods and conditions of policing) – 19.5% and (3) **selection criteria for entering the service** (13.55%). All other options were far behind on the list. Following these are the areas of cooperation that treat gender equality issues: integration of women in police service (6.64%), conflict of roles (6.49%), gender equality in the legislation (6.34%), gender equality in performing police duties (3.63%), as well as development and career advancement (6.72%), which should not be necessarily linked to the sex, i.e. gender affiliation. All the other options offered were far behind the above listed ones.
Graph 33: Areas of cooperation, according to women, by rank

Graph 34: Areas of cooperation, according to women, by percentage
Graph 35: Areas of cooperation, according to men, by rank

Graph 36: Areas of cooperation, according to men, by percentage
Graph 37: Areas of cooperation, according to women managers, by rank

Graph 38: Areas of cooperation, according to women managers, by percentag
Graph 39: Areas of cooperation, according to men managers, by rank

- Influence of organisational culture on the integration of women in police service: 4,54%
- Integration of women in police service: 7,66%
- Informing the candidates about police work: 3,09%
- Development and career advancement: 4,38%
- Relationship between police and the local community: 4,18%
- Selection criteria for entering the service: 15,6%
- Conflict of roles: 6,76%
- Other: 0,08%

Graph 40: Areas of cooperation, according to men managers, by percentage
Graph 41: Areas of cooperation, for all categories

In accordance with the most frequent answers to the previous question, the forms of cooperation within the Network that are chosen as most optimal also refer to professional training and development. From the proposed list (organizing joint courses and seminars; trainee exchange for some courses; study visits; exchange of information seen as important, through the available or new communication channels; periodical joint conferences, joint initiatives and activities, and joint projects) the interviewees most frequently chose **joint courses and seminars** for the network members (27,42%) and **men and women trainees exchange** (15,92%), followed by joint projects (13,36%), exchange of significant information (13,31%), periodic organizing of joint conferences (10,56%), joint initiatives and actions (9,72%), etc – graphs 42-50.
Graph 42: Forms of cooperation, according to women, by rank

Graph 43: Forms of cooperation, according to women, by percentage
Graph 44: Forms of cooperation, according to men, by rank

Graph 45: Forms of cooperation, according to men, by percentage
Graph 46: Forms of cooperation, according to women managers, by rank

Graph 47: Forms of cooperation, according to women managers, by percentage
Graph 48: Forms of cooperation, according to men managers, by rank

Graph 49: Forms of cooperation, according to men managers, by percentage
Graph 50: Forms of cooperation, for all categories

**Recommendations:**

16. If the apparent need for the Network to primarily deal with the issues concerning training, police practice and selection criteria, is linked with the previous answers pertaining to the acceptance of new women police officers (in terms of profession and interpersonal relations), the impression is that the key to a good integration of women into the police service is proper professional training preceded by proper selection process. The conclusion drawn from this is that if women are properly selected and qualified, they can respond to the challenges of the profession equally well as men. If that is the case, then other issues regarding gender equality are easier to resolve. In that sense, it is desirable that the future network, within its priorities, deals with the mentioned issues of selection and proper initial (and further) training of women police officers. It is understood that the national police services, i.e. the ministries, would be the main bodies implementing the activities. However, within the Network, proposal of guidelines could be formulated that would represent the framework for activities and exchange of information.
Creating associations as an opportunity to enhance quality and efficiency of the police work, as well as gender equality.
III RECOMMENDATIONS

→ Strategic approach to enrolment of women in the police service

1. As the data provided indicate an inconsistent and unsystematic approach to recruiting and hiring women law enforcement officers, the Network must be used to encourage the drafting of a strategy for consistent and systematic approaches to such recruitment and hiring. The Network could also help in planning national strategies regarding this issue, as well as in training in strategic planning and drafting strategic documents. Another Network task could be the exchange of best practices in the field among organizations and states, both within the European Union and throughout the region, with the involvement of local experts on gender equality in drafting strategic documents.

2. Based on the study data, it would appear that police recruitment campaigns from police service to police service are inconsistent and unsystematic. Information is largely left to public media such as television and internet, and depends on the individual initiative of women candidates in learning about opportunities and requirements for law enforcement jobs. One of the Network’s priorities could be to assist in drafting an advertising campaign and formulating a strategy for all interested ministries, with the goal of attracting the greatest possible number of women applicants and providing them with accurate information on the unique nature, demands and risks of police work. Naturally, the ministries themselves would run such a campaign, with the Network serving primarily in a consultative role and providing support in terms of campaign content and implementation procedures.

3. Considering women’s most common reasons for choosing the law enforcement profession, as confirmed by this study, the Network must encourage member police services to plan their recruitment activities with emphasis on those aspects of police work which appeal to women candidates. This will encourage women to apply in greater numbers for law enforcement positions, while also increasing public awareness and acceptance of women in this non-traditional capacity.

→ The Issues of Selection

4. The importance of selection procedure for the quality and efficiency in performing police duties is indisputable. Having in mind the existence of various practices in the Region, as well as certain vague wording by the human resources departments when it comes to selection, as well as recommendation no. 16 of this report that emphasizes the need for exchange of experience in the area of selection criteria, it is certain that this topic will continue to be relevant for the future work of the Network. In that sense, its future activities should be focused on the analysis of the existing practices for selection of police candidates, thus contributing to their promotion and achieving full (or highest possible) impartiality of procedures and equal opportunities principles.
**Education and Training**

5. Analysis of the educational needs in the field of human rights, primarily gender equality, should be a continuous and systematic task of all police educational institutions and services. Also, one of the tasks of the Network should be the formulation of recommendations on the minimum number of lessons and the content of curricula which are of special significance for sensitivity of police officers for issues of gender equality and human rights.

**Career development issues**

6. One of the tasks of the Network could be the formulation of measures of affirmative action in order to overcome the problem of insufficient number of women mentors, especially in those ministries where that number is exceptionally low.

7. Apart from the above expressed need for increase in the number of women mentors to support young women police officers, and with the aim to create conditions for their proper professional identification, the research also showed that the support (especially professional) provided by the women police officers to their newly employed colleagues could be and should be on a higher level. This points out to the need for a more in-depth analysis of professional education of women officers, as well as their readiness to accept mentoring roles on a higher scale. It would also be useful to conduct further analyses to obtain the information on the potential factors that could prevent or limit the capacities of women to engage themselves more in providing support to their younger colleagues.

8. The attempts to successfully integrate women into the police service directed to those who are greater in number (men officers) and those who hold the real power should be accompanied by relevant educational programs that would systematically raise the awareness of women on the responsibility they hold in that process (continuous work on own professional advancement, more open attitude toward younger colleagues, etc).

9. Technical limitations of this survey did not allow for inclusion of views of the citizens on this topic. In the future period, however, one of the tasks of the Network could the organization of a regional survey on the views of status and role of women in police service, both by policewomen and policemen and by the citizens from the aspect of their needs.

10. Difference in treatment of policewomen by offenders compared to their treatment of policemen could be an interesting segment for analyzing the educational needs and a potential training course, because it could point out to certain characteristics of desirable police officers’ profile – one who will be able to control the situation with more certainty and success in his/her interaction with the offenders.

11. The above shown data indicate the need for re-examining the system of monitoring and career development where available, as well as fluctuation of staff in the ministries. In police services where there is no system for monitoring and career development, process of their establishment should be initiated (or continued) by using positive experiences of other countries in the Region where such institutions exist, as well as external professional assistance, if available and accessible. For the Network itself, such an undertaking would be worth of attention as one of the first in the priority list.
Gender issues and police skills

12. Considering that skills required for performance of police duties are not inherited, but acquired or enhanced with time, it is the obligation of both the Ministry and the individuals themselves to work on their “improvement” among the entire police population, up to achieving the desired standard. One of potential tasks of the Network could be to draft universal standards and curriculum of these additional trainings that would be used to advance the work of all police officers regardless of the gender.

Legislation and Other Issues

13. The interviewees gave a series of very good suggestions to be considered within Ministries and used for organizational purposes (redistribution of working hours or flexible working hours, part-time work for women with children up to a certain age, better organized work in shifts, matching working hours with those of pre-school institutions, reduction of overtime and on-duty hours and so forth).

14. Based on the research results, we come to the conclusion that, formally speaking, in the work valuation area, i.e. reimbursement levels, there are no apparent differences between men and women. On the other hand, the grading done by women police officers incline towards the need for improvement in this area. One of the suggestions in this sense could be the introduction of a transparent system of human resource management that would allow for the re-examination of the existing valuation system (systematization and formation of work posts) and the determination of whether there is any potential favouritism of men for specific work posts that are filled more frequently by men than women. If that is determined to be the case, the revision of work posts and skills required to fill those posts will have to ensure that the posts more frequently covered by women, i.e. alternative ways of performing duties, are not formally valued lower than the other posts.

15. Although the percentages from the previous section are very encouraging, for the sake of the smaller number of women who still feel unequal and discriminated (also confirmed by men and managers), further analyses of this problem are required, along with a more transparent system and establishment of protective mechanisms (services, programs, etc).

Creating associations as an opportunity to enhance quality and efficiency of the police work, as well as gender equality

16. If the apparent need for the Network to primarily deal with the issues concerning training, police practice and selection criteria, is linked with the previous answers pertaining to the acceptance of new women police officers (in terms of professional and interpersonal relations), the impression is that the key to successful integration of women into the police service is proper professional training preceded by a proper selection process. The conclusion drawn from this is that if women are properly selected and qualified, they can respond to the challenges of the profession equally as well as men. If that is the case, then other issues regarding gender equality are easier to resolve. In that sense, it is desirable that the future network, within its priorities, deals with the mentioned issues of selection and proper initial (and further) training of women police officers. It is understood that the national police services, i.e. the ministries, would be the main bodies implementing the activities. However, within the Network, proposal of guidelines could be formulated that would represent the framework for activities and exchange of information.
IV APPENDICES

Appendix I:
Overview of International Documents on Women’s Human Rights

The rights of men and women are guaranteed by the Universal Declaration of Human Rights adopted in 1948, according to which all human beings are born free and equal in rights, with no distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. As the result of the agreement on the necessity to eradicate gender-based discrimination, the Convention on Elimination of All Forms of Discrimination Against Women (CEDAW) was adopted by the UN General Assembly on the 18th of December 1979. It entered into force in 1981 as a binding international agreement. CEDAW has been ratified by 186 countries to date.

The Convention obligates all member states to undertake all measures required for elimination of all forms of discrimination of women. The Convention also established a supervisory mechanism (Committee) for monitoring the implementation of the Convention that reviews periodic reports submitted by member states, as well as “shadow reports” that can be submitted to the Committee by the non-governmental organizations on the state of women’s rights. CEDAW, together with the other eight international treaties in the field of human rights, forms the foundation for the United Nations system of human rights.29

In September 1995, the governments of countries that gathered at the 4th International Conference on Women, dissatisfied with the progress in the field, adopted the Beijing Declaration and Platform of Action. The Beijing Declaration acknowledged that the status of women throughout the previous decade had been improved in some important aspects, but that the progress was unequal and that there were still great obstacles to achieving the equality of women and men. The governments committed unconditionally to reinforcement of rights of women throughout the world. The platform of action defines the necessary measures and calls upon the governments, the international community, the civil society and the private sector to undertake measures in the fields that cause concern: constant and increasing burden of poverty placed upon women; unequal access to education and health protection; violence against women; inequality in economic structures and policies; access to funds; decision-making, and many other areas. The progress in implementation of the Beijing Declaration and Platform of Action is analysed every five years. The analyses conducted in 2000 and 2005 identified numerous shortcomings resulting in recommendations for improved implementation. In 2010, review of the progress of the implementation of the Platform of Action, fifteen years after its adoption, has been undertaken.30

UN Security Council Resolution 1325 on Women, Peace and Security

In October 2000, the UN Security Council (SC) unanimously adopted the Resolution 1325 on Women, Peace and Security. This was the first resolution dealing with the impact of war on women and role of women in resolving conflicts and achieving lasting peace. The Security Council expressed that civilians, particularly women and children, account for the vast majority of those adversely affected by armed conflict. The Security Council reaffirmed the important role of women in prevention and resolution of conflicts, as well as in peace building, and stressed the importance of their equal participation and full involvement in the maintenance and promotion of peace and security, and participation in decision making processes. The Security Council called upon countries to fully implement international humanitarian law and to protect the rights of women and girls during and after conflicts. It called on all parties to armed conflict to take special measures to protect women and girls from gender-based violence, particularly rape and other forms of sexual abuse, and all other forms of violence in situations of armed conflict.

The Security Council Resolution stressed the importance of equal participation of women in all decision making positions at both national and regional levels, and in international institutions in charge of conflict prevention, management and resolution. The Security Council also encouraged the UN Secretary General to take into account gender equality and women's needs when establishing peace-keeping missions and in peace negotiations, providing for equal representation of women.

Several developed and developing countries adopted their own action plans for the implementation of Resolution 1325, and in 2009 Uganda and Liberia became the 15th and 16th countries respectively to adopt their national action plans.

European Union

The principle of equal treatment of women and men has been ensured since the establishment of the European Economic Community in 1957, while forty years later the Amsterdam Treaty provided legislative regulation for human rights - primarily the principle of equal treatment and the banning of gender based discrimination. At the same time, the judicial practice of the European Court of Justice was being developed, while the European Commission monitored the application of the legislation and proposed the introduction of new measures, when and if they were required. The first directive in the field of gender equality was passed in 1975, thereby (along with non-discriminatory regulation) bringing the total number of directives to fourteen.

The Treaty Establishing the European Community obligates the member states to promote the equality of men and women. Throughout the years, the principle of gender equality has been reinforced by legislation and at the end of the 1990s the “gender mainstreaming” policy was introduced. This policy was aimed at introducing the issue of gender equality into all activities and policies, at all levels. One of the outcomes of the Amsterdam Treaty (1997) was that equal opportunity for men and women became one of the basic principles of the Union. The Treaty reaffirms the agreement among the member states that the issues of gender equality will be taken into consideration in every undertaking of the Union. In other words, the Union formally accepted the principle of gender mainstreaming also known as the “mainstreaming strategy”.

32 Austria, Belgium, Chile, Ivory Coast, Denmark, Finland, Iceland, Norway, Portugal, Spain, Sweden, The Netherlands, Great Britain.
The EU legislation in the field of gender equality requires equal pay for men and women for the work of equal value; equal treatment in employment and professional training; equal advancement of working conditions, and equal social security treatment. The directives are aimed at protecting employed women in cases of pregnancy and motherhood, while also acknowledging the rights of fathers. Most important is the right to parental leave, applied equally to both fathers and mothers. Protection from direct and indirect gender based discrimination is also ensured, including discrimination related to marital or family status, as well as protection against gender based harassment and sexual harassment. The victims of discrimination can address the Court directly and will be protected by anti-retribution measures in case of appeal. Namely, all directives oblige the member states to introduce measures that enable protection before domestic courts to all individuals that believe their rights were tarnished by the lack of application of the equal treatment principle, as well as measures against being fired from work as a reaction to a potential plea/appeal. The legislation has removed the burden of proof from the victim (the perpetrator of discrimination must prove that he/she did not exercise discrimination against employees, particularly in cases of gender based harassment or sexual harassment). The positive actions are approved (enabled) for groups with lower representation, equality plans are encouraged through campaigns, and the role of social partners and dialogues with NGOs are emphasized. Moreover, the EU legislation establishes the requirements for the bodies in charge of promotion of gender equality in all member states.

Organization for Security and Cooperation in Europe

In the Summit held in Istanbul in 2009, the heads of states and governments of OSCE member countries declared that “The full and equal exercise by women of their human rights is essential to achieve a more peaceful, prosperous and democratic OSCE area. We are committed to making equality between men and women an integral part of our policies, both at the level of our States and within the Organization.” That was the base for the adoption of the OSCE Action Plan for promotion of gender equality in 2004, relying on the OSCE understanding of the comprehensive concept of security as the respect for human rights and basic freedoms, democracy and rule of law. The European Security Charter that was adopted at the OSCE Summit in Istanbul declares that: “Recognizing that equal rights of women and men and the protection of their human rights are essential to peace, sustainable democracy, economic development and therefore to security and stability in the OSCE region. We are committed to making equality between men and women an integral part of our policies, both at the level of our States and within the Organization.”

The priority will be put on the achievement of gender equality goals within the OSCE itself and its member states: from higher involvement of women in decision making positions, training in gender equality and creation of favourable work environment, to programmes promoting gender equality in the OSCE fields of work, i.e. politico-military, economic, environmental and field of human dimension.

34 OSCE publication Factsheet: Gender equality http://www.osce.org/gender/item_11_42723.html
The most important Ministerial decisions by OSCE member states in the field of gender equality include:

- MC.DEC/14/05 Women in Conflict Prevention, crisis management and post conflict recovery,
- MC.DEC/15/05 Prevention and combating violence against women,
- MC.DEC/16/05 Ensuring the highest standards of conduct and accountability of persons serving in international forces and missions,
- MC.DEC/7/09 Women's participation in political and public life.
APPENDIX 2:
Definitions of basic terminology in the field of gender equality

Equal pay for equal value work – Equal pay for equal value work, the valuation of which can not be labelled as discriminatory on the bases of gender or marital status, i.e. pertains to all aspects of payments and benefits system.

Equal opportunities for men and women – Absence of gender-based obstacles for participation in economic, political and social life.

Quotas – Specific proportion and distribution of positions, parliamentary representation, resources intended for specific groups, most frequently in accordance with specific rules or criteria, and directed towards correction of disbalance in the previous period, usually in decision making levels or approaches to training and employment possibilities.

Human rights of women – The rights of women and girls, as an inalienable, integral and inseparable part of universal human rights, including the concept of reproductive rights.

Strengthening – Process of achieving availability and development of capacities for active participation in shaping one's own life and that of the community in the economic, social and political spheres.

Invisible obstacles – Views or traditional prejudices, norms and values preventing strengthening and full participation of women in the society.

Sex – Biological characteristics determining human beings as men and women.

Privileged treatment – Actions towards an individual or groups of individuals in a manner probably leading to higher benefits, better approach, rights, possibilities and better position compared to other individuals or group of individuals. It can be used in a positive way when it implies positive action intended toward eliminating prior discriminative practice or negatively when it is intended at maintaining differences or advantages of one individual or group of individuals in relation to others.

Positive action (affirmative action measures) – Measures pertaining to specific groups intended at eliminating or preventing discrimination or mitigate the damaging consequences emanating from existing viewpoints, behaviours and structures (sometimes referred to as positive discrimination).

Equality of men and women (gender equality) – The principle of equal rights and treatment of women and men. The concept signifying that all human beings have the freedom to develop their personal competences and make choices free of limitations imposed by strict gender roles; that the different behaviour, desires and needs of women and men are equally taken into consideration, and are equally valued and supported.

Gender – Gender pertains to the social relations and roles of women, men, boys and girls that are shaped by cultural, social, economic and political conditions, and the expectations and commitments that they share within their own family, community and country. Gender also represents the

---

36 Explanation of the term is taken over from One hundred words for equality: A glossary of terms on equality between women and men by Office for Official Publications of the European Communities, European Communities, 1998. (Translated into Serbian by Vojvodina Secretariat for Labour, Employment and Gender Equality, 2004.)
theoretical concept that pertains to social differences that exist between men and women. They are acquired, susceptible to changes in time and vary within and among different cultures.

**Gender analysis** – Studying differences in conditions, needs, representation, accessibility of sources and development, control of resources, decision-making power, etc between women and men, based on the gender roles assigned to them.

**Gender roles** – Group of customs pertaining to activities and behaviour assigned to women and men, passed on and maintained through culture, tradition, religion, community, etc.

**Gender gap** – The gap existing between women and men in any area based on the degree of their involvement, access, rights of compensation and benefits.

**Gender agreement** – Set of implicit and explicit rules defining relations between sexes, at the same time defining differences in work performed and the value of that work, and the responsibilities and obligations for men and women. Reflected at three levels: culture – the norms and values of the society; institutions – provisions made for the family, education, employment policy etc, and the socialization process - primarily taking place in the family.

**Gender neutral** – Nonexistence of various positive or negative influences to gender relations or equality of women and men.

**Gender sensitive statistics** – Collecting and extracting data and statistical information according to gender affiliation that enable comparative analysis/general analysis to be conducted.

**Gender planning** – Active approach to planning that uses gender as the key variable and criteria, and that strives explicitly to include the gender dimension into policies and/or actions.

**Gender based discrimination** – Gender based discrimination represents any direct or indirect differentiation, privileges, exclusions or limitations, the goal or consequence of which is reflected in the hindrance, disabling or denying the acknowledgment, enjoyment or achievement of human rights and basic freedoms in the political, economic, social, cultural and every other field, based on the gender affiliation, regardless of marital status. (Adapted according to the Convention on Elimination of All Forms of Discrimination Against Women, article 1.)

**Segregation of work posts/employment segregation** – Representation of women and men in different forms and different levels of activities and employment, with women being limited to a more narrow choice of duties (horizontal segregation) than men, and lower ranking positions (vertical segregation).

**Sexual harassment** – Unwanted behaviour of a sexual nature or some other sex based act that offends the dignity of women and men in work place, including the behaviour of superior individuals and colleagues.

**Glass ceiling** – Invisible obstacle emanating from a complex structure of an organization dominated by men which prevents women from achieving higher positions.

**Balanced participation by women and men** – Distribution of power and decision making positions (40-60% representation by any gender) between men and women in all areas of life, which represents an important precondition for equality between women and men (Recommendation by the European Council 96/694/EC of 02/12/96, OJ L 319).
**Gender Mainstreaming** – Systematic inclusion of specific positions, priorities and needs of women and men into all policies aimed at promoting equality between women and men and the modification of all general policies and measures, especially for the purpose of achieving equality; active and open studying of their effects to the relevant situations of women and men during their application, monitoring and valuation, while in the planning stage.
APPENDIX 3: Questionnaires

Questionnaire
(Human Resources and Police Academy/Training Centre)

* * *

Recruitment of women for police service

1. Is there a strategic approach when it comes to admitting women in the police service? If yes, what is it based on? Are there set quotas? Are there annual goals established for recruitment of certain number of women and men and what is that number? Is there a timeframe in which certain percentage of women in police service is to be achieved and which percentage is it?

2. When did women approximately for the first time start working on operational police tasks in your Ministry? When did your Ministry start with en-masse intake of women in police service?

3. Has EU enlargement policy had an impact on increasing the number of women in police service?

4. Have any special means been used to provide support for women to join the police service?

5. In percentages, how many women are there in your Ministry?
   a) the percentage of women employees in relation to the overall number of employees
   b) the percentage of women in uniformed police in relation to the overall number of uniformed police officers
   c) the percentage of women who are authorized personnel in relation to the number of employees who have the same authorization

6. What is the percentage (or number) of women in managerial posts?
   a) at strategic level
   b) at mid (coordination) level
   c) at operational level

7. Are there any women in special units? Please, list the units.

8. Are there any units/services/positions which are not open for women and which are those?

Questions related to selection

9. What are the selection criteria for basic police training? Are recruitment/selection criteria different from employment criteria?

10. Are the criteria different for men and women? If there are differences, what are they? Are there written and perceived differences?

11. Has there internal/external review of recruitment measures been undertaken? Have the recruitment/interview panel members attended training (courses) on gender matters?

12. In your police service, which of the following skills reflect the real nature of actual police work [in your country] and are they valued in the recruitment/selection process?
<table>
<thead>
<tr>
<th>Skill</th>
<th>Reflect the nature of work (yes or no)</th>
<th>Valued (yes or no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicate with diverse community members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Physical endurance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Knowledge of the value of cultural diversity</td>
<td></td>
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</tr>
<tr>
<td>4. Ability to organise and work cooperatively with community groups</td>
<td></td>
<td></td>
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<tr>
<td>5. Analytical skills</td>
<td></td>
<td></td>
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<tr>
<td>6. Ability to mediate disputes</td>
<td></td>
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<tr>
<td>7. Ability to develop and prioritise solutions for crime and community day-to-day problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Ability to prioritize</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Ability to de-escalate violence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Ability to demonstrate empathy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Ability to handle stressful situations</td>
<td></td>
<td></td>
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<tr>
<td>12. Creative thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Are the skills that reflect policing in your country and valued by your organization also accurately reflected in the job description(s)? [If possible, it would be good to collect a job description and submit it with the completed questionnaire]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Is the selection procedure fully objective? In what way it is achieved?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. In what way are the man/women candidates for basic police training informed about demands, specificities, dangers and other characteristics of policing as a profession?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. In what way are the man/women candidates for direct recruitment into police service (without prior police training) informed about demands, specificities, dangers and other characteristics of policing as a profession?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The issues of education, training and career building</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Describe in brief the system of education for the needs of the police service in your country? Is education identical for men and women? If not, what are the differences?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Describe in brief the system of training (basic and specialized) for the needs of the police service in your country? Is the training identical for men and women? If not, what are the differences?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Is there management training? Which management level is this training aimed for? Who is sent to that training, i.e. what are the criteria for selection of managers that would attend the training? Are the participants of management training officers who are already managers or they are candidates for managerial posts?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Is there training on human rights and to which extent it is encompassed? Are issues on gender equality encompassed?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
21. In what way are the newly recruited men and women police officers assigned to their units and can they affect the selection process?

22. In what way are the newly recruited men and women police officers introduced in their profession? Are there mentors who are in charge of that or it is done by somebody else? Are there women mentors? In what way are the mentors selected? How are the mentors assigned to the units they work in and can they affect the selection process and the assignment process? Do police officers maintain their mentors throughout their careers, or do they have them only in the beginning?

23. Is there a system of follow up, professional development and advancement of personnel (career development)? If that system exists, describe it in brief. Are women treated in the same manner as men when it comes to professional development and advancement in the course of their career?

Issues related to the job

24. Do men and women police officers have access to the same equipment/resources?

25. Are men and women assigned to patrol together?

26. Is there an internal rotation policy that allows men and women to work in different positions, within different teams, and experience different role?

Normative regulations and other issues

27. What are the regulations concerning maternity leave? What are the regulations concerning parental leave? In what way is the leave entitlement for child care regulated?

28. Is your Ministry family friendly? Are working hours adapted to employees needs? Can employees opt for a flexible time schedule?

29. How are the work safety measures regulated and do the same regulation apply to men and women? If there are differences, what are they?

30. Are salaries for men and women who are incumbents of the same posts equal? If not, how different they are?

31. Are the conditions for acquiring pension entitlement different for men and women?

32. Does the prevailing legislation (and which one) in your country and your Ministry touch upon the issues of gender equality? As regards gender equality, has it been noted that in the prevailing regulations there are solutions which are not good enough? Are any corrective measures taken in that regard? Is there a possibility to sanction gender-based discrimination in case it occurs? Would you say that your internal policies are generally gender and diversity sensitive?

33. If you consider there are any other issues that fall under this topic and were not covered here, please list them and provide relevant answers.

34. Does any internal policy exist to control/minimize discrimination or harassment (internal ombudsperson, complaints mechanism, mediator, etc)? Whom can an officer approach if they feel harassed, discriminated against or know of a case they want to report?

35. Have there been cases of reported harassment (sexual, age, disability, etc)? How are those cases dealt with?
36. Is there a law or an internal policy (zero tolerance) to prevent harassment (sexual, age, disability, etc) and protect the potential victims? Do laws and policy use gender sensitive language (policemen vs. police officers)?

37. Do officers sign a code of conduct? Do staff regulations also consider ethical behaviour?

38. Are supervisors/managers specifically trained to maintain a harassment-free work environment?

39. Is there an internal mechanism to monitor retention levels for both genders? Is this information gender disaggregated?

40. Are there any police officers’ associations in your country? Do men and women participate equally?
**Questionnaire – Managers**

* * *

Please, provide some general information about yourself.

1. Year of birth __________________________________________________________

2. Sex   (a) man   (b) woman

3. How long have you been working with the police?  
   ______________________ (fill in the number of years spent in the service)

4. At which management level are you now:  
   a) operational level  
   b) mid (coordination) level  
   c) strategic level

5. Your rank/title:  
   ___________________________________________________________________

6. Do you work in:  
   a) Ministry HQ  
   b) Police district

7. Organisational unit in which you work is:  
   a) in a big city  
   b) in a mid-size town  
   c) in a smaller town

8. In which organisational unit (line of work) are you currently serving?  
   a) Uniformed police  
      a. General police  
      b. Traffic police  
      c. Border police  
      d. Administration  
      ______________________ (other - fill in the answer)  
   b) Crime investigation police  
      a. operational  
      b. administrative  
   c) Logistics (i.e. organisational unit that does not imply police related tasks)  
   d) ______________________ (other - fill in the answer)
The following group of questions relates to your views regarding the process of integration of women in police service.

9. Do women police officers, in your opinion, when they enter the police service encounter resistance or support by those who have already been in the service? Please mark with (x) your answers in the tables below.

a) By men colleagues

<table>
<thead>
<tr>
<th>Resistance</th>
<th>Not sure</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>- from the professional point of view</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- from the point of view of interpersonal relations</td>
<td></td>
<td></td>
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</tbody>
</table>

b) By women colleagues

<table>
<thead>
<tr>
<th>Resistance</th>
<th>Not sure</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>- from the professional point of view</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- from the point of view of interpersonal relations</td>
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</table>

c) By supervisors

<table>
<thead>
<tr>
<th>Resistance</th>
<th>Not sure</th>
<th>Support</th>
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</thead>
<tbody>
<tr>
<td>- from the professional point of view</td>
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<td></td>
</tr>
<tr>
<td>- from the point of view of interpersonal relations</td>
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</tbody>
</table>

You can further explain your answer if you want:

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

10. Do the citizens that police get in contact with while on duty treat women police officers differently than men police officers?

a) No

b) Yes

If you answered yes, please explain your answer further in more details.

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

11. Do the offenders with whom you get in contact in the course of your duty treat your women colleagues differently than you and your men colleagues?

a) No

b) Yes
12. In your opinion, do women police officers encounter some unpleasant situations while at work, such as:

<table>
<thead>
<tr>
<th>Issue</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>All the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of recognition of professional competence</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Inappropriate jokes</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Verbal disparage individual capabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sexual harassment</td>
<td></td>
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<tr>
<td>(other)</td>
<td></td>
<td></td>
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<tr>
<td>(other)</td>
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</tbody>
</table>

13. In your opinion, is your status of women police officers equal to their men colleagues?
   a) yes, fully     b) mostly yes   c) I am indecisive   d) mostly no    e) not at all
   If you want, you can further elaborate your answer.

14. In your opinion, at which jobs/tasks/lines of work in the police are women more efficient than men and why?

<table>
<thead>
<tr>
<th>Jobs/tasks/lines of work</th>
<th>Why are women more efficient?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

15. At which jobs/tasks/lines of work are men more efficient than women and why?

<table>
<thead>
<tr>
<th>Jobs/tasks/ lines of work</th>
<th>Why are men more efficient?</th>
</tr>
</thead>
<tbody>
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<td></td>
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<td></td>
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<td></td>
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</tr>
</tbody>
</table>
16. Are there lines of work in which women police officers are especially endangered?
   a) No
   b) Yes

If you answered yes, which are those lines of work and what kind of danger is it? _________________
                                                                                      _________________
                                                                                      _________________

17. In your opinion, do man sometimes feel endangered?
   a) No
   b) Yes

If you answered yes, in your opinion when does that happen? _____________________________
                                                                     _________________
                                                                     _________________
                                                                     _________________

18. In your opinion, are specialized training opportunities equally accessible to men and women in
    your service?
   a) Men have advantage
   b) Women have advantage
   c) I am not sure
   d) They are equally accessible
   e) ___________________________________________ (other – fill in)

19. In your opinion, is the possibility of getting a job in all services/lines of work of the Ministry equally
    available to both men and women?
   a) Yes
   b) No
   c) I am not sure
   d) ___________________________________________ (other – fill in)

If you want, you can further elaborate/explain your answer.
                                                                     _________________
                                                                     _________________
                                                                     _________________

20. In your opinion, is the career advancement in police service equally accessible to both men and
    women?
   a) Women are in advantage
   b) Men are in advantage
   c) It is equally accessible
   d) I am not sure
   e) ___________________________________________ (other – fill in)
21. Do you think that there are problems with regard to integration of women into police service? If there are, which would those problems be?
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

22. If you have any suggestions and/or proposals as regards facilitated and more expedient integration of women police officers into police organization, you can give them here.
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

As stated in the introduction, SEPCA supports forming of Women Police Officer Network of Southeastern Europe. While answering the questions concerning the setup of the Network, please write your comments and thoughts about this issue in the marked space.

23. In your opinion, to which aspects of cooperation and exchange of experiences the future network should mostly focus? Please grade the offered answers by choosing three you consider the most important ones and grading them with marks from 1 (the most important) to 3 (the least important):

_____  a) training and education
_____  b) police practice (ways and conditions)
_____  c) issues of gender equality relating to legislation/regulation
_____  d) issues of gender equality relating to police practice
_____  e) recruitment and selection criteria
_____  f) relation between police and local community
_____  g) career development and advancement
_____  h) informing applicants about characteristics of police job
_____  i) integration of women in police service (in wider sense – both professional and social context)
_____  j) influence of organizational culture on integration of women in police service
_____  k) influence of management on integration of women into police service
_____  l) conflict of roles (influence of police profession and private/family life of a woman; problems and ways of overcoming them)
_____  m) ____________________________________________________________________

(other - fill in your answer)
If you want, you can further elaborate and explain your answer.

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

24. Which ways of cooperation and exchange you consider to be the most suitable? Please grade the answers below in the same manner as in the previous question:

_____ a) organization of joint courses and seminars
_____ b) exchange of participants at certain training sessions
_____ c) exchange of study visits
_____ d) exchange of information that are estimated to be important (through already available or new communication channels)
_____ e) periodical convening of conferences
_____ f) joint initiatives and actions
_____ g) joint projects
_____ h) ____________________________________________ (other - fill in your answer)

If you want, you can further elaborate and explain your answer. ___________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
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25. If you think that his questionnaire failed to cover an important topic for this issue, please write your thoughts here. You can also give your suggestions, recommendations, proposals…

_______________________________________________________________________________
_______________________________________________________________________________
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_______________________________________________________________________________

_______________________________________________________________________________
**Questionnaire – Men**

* * *

Please, provide some general information about yourself.

1. Year of birth __________________________________________________________

2. Marital status:
   a) single   b) married   c) divorced   d) widower

3. Do you have children?
   a) no       b) yes, (how many?) ___________ children

4. Your educational background:
   a) Secondary education
   b) University (college) level education
   c) ________________________________ (other - fill in the answer)

5. How long have you been working with the police?
   ________________________________ (fill in the number of years spent in the service)

6. Your rank/title:
   ______________________________________________________________________

7. Do you work in:
   a) Ministry HQ
   b) Police district

8. Organisational unit in which you work is:
   a) in a big city
   b) in a mid-size town
   c) in a smaller town

9. In which organisational unit (line of work) are you currently serving?
   a) Uniformed police
      a. General police
      b. Traffic police
      c. Border police
      d. Administration
      ________________________________ (other - fill in the answer)
   b) Crime investigation police
      a. operational
      b. administrative
   c) Logistics (i.e. organisational unit that does not imply police related tasks)
   d) ________________________________ (other - fill in the answer)
The following group of questions relates to your views regarding the process of integration of women in police service.

10. Do women police officers, in your opinion, when they enter the police service encounter resistance or support by those who have already been in the service? Please mark with (x) your answers in the tables below.

a) By men colleagues

<table>
<thead>
<tr>
<th></th>
<th>Resistance</th>
<th>Not sure</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>- from the professional point of view</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- from the point of view of interpersonal relations</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

b) By women colleagues

<table>
<thead>
<tr>
<th></th>
<th>Resistance</th>
<th>Not sure</th>
<th>Support</th>
</tr>
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<tbody>
<tr>
<td>- from the professional point of view</td>
<td></td>
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</tr>
<tr>
<td>- from the point of view of interpersonal relations</td>
<td></td>
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</tbody>
</table>

c) By supervisors

<table>
<thead>
<tr>
<th></th>
<th>Resistance</th>
<th>Not sure</th>
<th>Support</th>
</tr>
</thead>
<tbody>
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<td>- from the professional point of view</td>
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</tr>
<tr>
<td>- from the point of view of interpersonal relations</td>
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</tbody>
</table>

Please explain your answer in more detail.
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

11. How do you evaluate your cooperation with women colleagues?
   a) It is satisfactory
   b) I am indecisive
   c) It is dissatisfactory

If you want, you can further explain your answer.
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

12. Do the citizens whom you get in contact with while on duty treat your women colleagues differently than you and your men colleagues?
   a) No
   b) Yes
If you answered yes, please explain your answer further in more details.
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

13. Do the offenders with whom you get in contact in the course of your duty treat your women colleagues differently than you and your men colleagues?
   a) No
   b) Yes

If you answered yes, please explain your answer further in more details.
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

14. In your opinion, do women police officers encounter some unpleasant situations while at work, such as:

<table>
<thead>
<tr>
<th>Unpleasant Situation</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>All the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of recognition of professional competence</td>
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<tr>
<td>Inappropriate jokes</td>
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<tr>
<td>Verbal disparage individual capabilities</td>
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<tr>
<td>Sexual harassment</td>
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<td>(other)</td>
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<td>(other)</td>
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</tbody>
</table>

15. In your opinion, is your status of women police officers equal to men colleagues?
   a) yes, fully   b) mostly yes   c) I am indecisive   d) mostly no   e) not at all

If you want, you can further elaborate your answer.
_______________________________________________________________________________
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16. In your opinion, at which jobs/tasks/lines of work in the police are women more efficient than men and why?

<table>
<thead>
<tr>
<th>Jobs/tasks/lines of work</th>
<th>Why are women more efficient?</th>
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</table>
17. At which jobs/tasks/lines of work in the police are men more efficient than women and why?

<table>
<thead>
<tr>
<th>Jobs/tasks/ lines of work</th>
<th>Why are men more efficient?</th>
</tr>
</thead>
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</tbody>
</table>

18. Are there lines of work in which women police officers are especially endangered?
   a) No
   b) Yes

If you answered yes, which are those lines of work and what kind of danger is it? _____________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

19. Do you feel endangered at any time?
   a) No
   b) Yes

If you answered yes, when does that happen?
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

20. In your opinion, are specialized training opportunities equally accessible to men and women in your service?
   a) Men have advantage
   b) Women have advantage
   c) I am not sure
   d) They are equally accessible
   e) ____________________________________________ (other – fill in)

21. Have you attended any specialized training?
   a) No, there was no need.
   b) Not up to this moment.
   c) Yes
   d) ____________________________________________ (other – fill in)
22. In your opinion, is the possibility of getting a job in all services/lines of work of the Ministry equally available to both men and women?
   a) Yes
   b) No
   c) I am not sure
   d) ______________________________________________________________ (other – fill in)

   If you want, you can further elaborate/explain your answer.

   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
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   ____________________________________________________________________
   ____________________________________________________________________

23. In your opinion, is the career advancement in police service equally accessible to both men and women?
   a) Women are in advantage
   b) Men are in advantage
   c) It is equally accessible
   d) I am not sure
   e) ______________________________________________________________ (other – fill in)

24. Do you think that there are problems with regard to integration of women into police service?
   If there are, which would those problems be?

   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

25. If you have any suggestions and/or proposals as regards facilitated and more expedient integration of women police officers into police organization, you can give them here.

   ____________________________________________________________________
   ____________________________________________________________________
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   ____________________________________________________________________
   ____________________________________________________________________

As stated in the introduction, SEPCA supports forming of Women Police Officer Network of Southeastern Europe. While answering the questions concerning the setup of the Network, please write your comments and thoughts about this issue in the marked space.
26. In your opinion, to which aspects of cooperation and exchange of experiences the future network should mostly focus? Please grade the offered answers by choosing three you consider the most important ones and grading them with marks from 1 (the most important) to 3 (the least important):

______ a) training and education  
______ b) police practice (ways and conditions)  
______ c) issues of gender equality relating to legislation/regulation  
______ d) issues of gender equality relating to police practice  
______ e) recruitment and selection criteria  
______ f) relation between police and local community  
______ g) career development and advancement  
______ h) informing applicants about characteristics of police job  
______ i) integration of women in police service (in wider sense – both professional and social context)  
______ j) influence of organizational culture on integration of women in police service  
______ k) influence of management on integration of women into police service  
______ l) conflict of roles (influence of police profession and private/family life of a woman; problems and ways of overcoming them)  
______ m) ______________________________________________ (other - fill in your answer)  

If you want, you can further elaborate and explain your answer.  
_______________________________________________________________________________  
_______________________________________________________________________________  
_______________________________________________________________________________  
_______________________________________________________________________________  
_______________________________________________________________________________  

27. Which ways of cooperation and exchange you consider to be the most suitable? Please grade the answers below in the same manner as in the previous question:

______ a) organization of joint courses and seminars  
______ b) exchange of participants at certain training sessions  
______ c) exchange of study visits  
______ d) exchange of information that are estimated to be important (through already available or new communication channels)  
______ e) periodical convening of conferences  
______ f) joint initiatives and actions  
______ g) joint projects  
______ h) ________________________________________________ (other - fill in your answer)  

If you want, you can further elaborate and explain your answer.  
_______________________________________________________________________________  
_______________________________________________________________________________  
_______________________________________________________________________________  
_______________________________________________________________________________  
_______________________________________________________________________________  

28. If you think that his questionnaire failed to cover an important topic for this issue, please write your thoughts here. You can also give your suggestions, recommendations, proposals…
_______________________________________________________________________________  
_______________________________________________________________________________  
_______________________________________________________________________________  
_______________________________________________________________________________  
_______________________________________________________________________________
Questionnaire – Women

* * *

Please, provide some general information about yourself.

1. Year of birth __________________________________________________________

2. Marital status:
   a) single                b) married                c) divorced                d) widow

3. Do you have children?
   a) no                      b) yes, (how many?)___________ children

4. Your educational background:
   a) Secondary education
   b) University (college) level education
   c) ___________________________________________ (other - fill in the answer)

5. How long have you been working with the police?
   ___________________________ (fill in the number of years spent in the service)

6. Your rank/title:
   ____________________________________________________________

7. Do you work in:
   a) Ministry HQ
   b) Police district

8. Organisational unit in which you work is:
   a) in a big city
   b) in a mid-size town
   c) in a smaller town

9. In which organisational unit (line of work) are you currently serving?
   a) Uniformed police
      a. General police
      b. Traffic police
      c. Border police
      d. Administration
      ___________________________________________ (other - fill in the answer)
   b) Crime investigation police
      a. operational
      b. administrative
   c) Logistics (i.e. organisational unit that does not imply police related tasks)
   d) _________________________________________________________ (other - fill in the answer)

ANSWER THE QUESTIONS No. 10 TO 30 ONLY IF YOU WORK IN (a) UNIFORMED POLICE OR (b) CRIME INVESTIGATION POLICE. IF YOU WORK ON TASKS WHICH ARE NOT RELATED TO POLICE TASKS, PLEASE CONTINUE WITH FILLING IN THE QUESTIONNAIRE STARTING FROM THE QUESTION No. 31 ON PAGE 6.
The following group of questions concerns some aspects of your decision to work in the police and of entering the police service.

10. What were the reasons behind your choice to become a police officer? Please, read the answers below carefully, and then in front of the most important reason for your choice fill in (1), in front of less important one fill in (2) and in front of the least important (3). The rest of the offered reasons you do not have to rate.

_____  a) because it is interesting
_____  b) because it is dynamic
_____  c) because of the feeling of power that uniform and carrying of fire arms give
_____  d) because it gives an opportunity to help people
_____  e) because of the possibility to continue my education
_____  f) because of the possibility to advance in the service
_____  g) because of the opportunity to get acquainted with and/or contact different people
_____  h) because I had positive previous experience with police and police officers
_____  i) because it is a steady job
_____  j) because it provides possibility of participating in law enforcement
_____  k) because I love the uniform
_____  l) because of the respect police service has in my community
_____  m) because of the influence of films about police officers
_____  n) because of carrying fire arms
_____  o) because of the salary
_____  p) because of the influence my family had
_____  q) because of the influence of my friends and acquaintances
_____  r) because of my wish to show my abilities
_____  s) ______________________________ (some other reason - fill in)

11. You have entered police service:
   a) having graduated from a police school (any level of education)
   b) having graduated from civilian school
   c) having graduated from a course for police officers
   d) ______________________________ (other - fill in the answer)

12. When you applied to work in police service, have you been informed about the characteristics of police work (its specificities, demands, risks, ...)?
   a) yes
   b) partially
   c) no

13. What were the sources of information for you before you started working in police (you can choose more answers offered below)?
   a) from the official sources of the Ministry of Interior (Human Resources Units, Police Training Centres), through lectures, workshops, panel discussions, leaflets, posters etc…
   b) through acquaintances
   c) through family members
   d) through media (television, newspapers etc.)
   e) I have not get informed from any source
   f) ______________________________ (other - fill in the answer)
14. When you started working in the police, have you encountered resistance or support by those who have already been in the service? Please mark with (x) your answers in the tables below.

<table>
<thead>
<tr>
<th></th>
<th>Resistance</th>
<th>Not sure</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) By men colleagues</td>
<td>- from the professional point of view</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- from the point of view of interpersonal relations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) By women colleagues</td>
<td>- from the professional point of view</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- from the point of view of interpersonal relations</td>
<td></td>
<td></td>
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<tr>
<td>c) By supervisors</td>
<td>- from the professional point of view</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- from the point of view of interpersonal relations</td>
<td></td>
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</tbody>
</table>

You can further explain your answer if you want:
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

15. When you started your probationary period, have you been introduced to your job description and tasks of your new job in detail?
   a) Yes, fully
   b) Partially
   c) No

16. Did you have a mentor or a person that was in charge to follow you up during probationary period?
   a) Yes
   b) No

17. If you had a mentor, was your mentor:
   a) Man
   b) Woman
   c) I had men and women mentors

18. How do you evaluate your professional competence necessary to fulfil requirements of your post?
   a) I can fulfil all requirements without any problems
   b) I can fulfil most of requirements
   c) I am indecisive
   d) I can fulfil smaller part of requirements
   e) I think I can not fulfil requirements

Please, explain further your answer: ___________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
The following group of questions concerns your view on the process of integration of women into the police service.

19. Do the citizens whom you get in contact with while on duty treat you differently than your men colleagues?
   a) No
   b) Yes

   If you answered yes, please explain your answer further in more details.
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

20. Do the offenders with whom you get in contact in the course of your duty treat you differently than your men colleagues?
   a) No
   b) Yes

   If you answered yes, please explain your answer further in more details.
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

21. Do you know of a women colleague who has encountered some unpleasant situations while at work, such as:

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>All the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of recognition of professional competence</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Inappropriate jokes</td>
<td></td>
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<tr>
<td>Verbal disparage individual capabilities</td>
<td></td>
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<tr>
<td>Sexual harassment</td>
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<tr>
<td>(other)</td>
<td></td>
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</tr>
</tbody>
</table>
   (other)                                              |       |           |       |             |

22. In your opinion, is your status equal to men colleagues?
   a) yes, fully  b) mostly yes  c) I am indecisive  d) mostly no  e) not at all

   If you want, you can further elaborate your answer.
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
23. In your opinion, at which jobs/tasks/lines of work in the police are women more efficient than men and why?

<table>
<thead>
<tr>
<th>jobs/tasks/lines of work</th>
<th>Why are women more efficient?</th>
</tr>
</thead>
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</tbody>
</table>

24. At which jobs/tasks/lines of work in the police are men more efficient than women and why?

<table>
<thead>
<tr>
<th>jobs/tasks/lines of work</th>
<th>Why are men more efficient?</th>
</tr>
</thead>
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</tbody>
</table>

25. Are there lines of work in which women police officers are especially endangered?
   a) No
   b) Yes

If you answered yes, which are those lines of work and what kind of danger is it? ________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

26. Are there lines of work in which men police officers are especially endangered?
   a) No
   b) Yes

If you answered yes, which are those lines of work and what kind of danger is it? ________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
The possibility of specialized training, professional development and career building

27. In your opinion, are specialized training opportunities equally accessible to men and women in your service?
   a) Men have advantage
   b) Women have advantage
   c) I am not sure
   d) They are equally accessible
   e) ________________________________ (other – fill in)

28. Have you attended any specialized training yourself?
   a) No, there was no need
   b) Not so far
   c) Yes, I have
   d) ________________________________ (other – fill in)

29. In your opinion, is the possibility of getting a job in all services/lines of work of the Ministry equally available to both men and women?
   a) Yes
   b) No
   c) I am not sure
   d) ________________________________ (other – fill in)

   If you want, you can further elaborate/explain your answer.
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

30. In your opinion, is the career advancement in police service equally accessible to both men and women?
   a) Women are in advantage
   b) Men are in advantage
   c) It is equally accessible
   d) I am not sure
   e) ________________________________ (other – fill in)

*  *  *
ALL ARE TO ANSWER THE FOLLOWING GROUP OF QUESTIONS.

The following group of questions concerns your satisfaction or dissatisfaction, your expectations, plans and so on.

31. Please, evaluate - by putting the mark (x) in the table below - your content/satisfaction with certain aspects of your job.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>I am not at all content</th>
<th>I am mostly not content</th>
<th>I am not content nor discontent</th>
<th>I am mostly content</th>
<th>I am very content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interesting</td>
<td></td>
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<tr>
<td>Dynamic</td>
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<tr>
<td>Complex</td>
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<tr>
<td>Diverse</td>
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<tr>
<td>Responsible</td>
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<tr>
<td>Dangerous</td>
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<tr>
<td>Physical overload</td>
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<tr>
<td>Possibility of career advancement</td>
<td></td>
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<tr>
<td>Status of women in general</td>
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<tr>
<td>Attitude of supervisors towards you</td>
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<tr>
<td>Relation of men colleagues towards you</td>
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<tr>
<td>Relation with women colleagues</td>
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<tr>
<td>Manner of work evaluation (how the salary is allocated)</td>
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<tr>
<td>Commuting</td>
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<tr>
<td>Something else (what?)</td>
<td>_______________________</td>
<td>_______________________</td>
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</table>

If you want, you can further elaborate your answer.

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

32. Are you satisfied with your private life?
   a) I am very satisfied
   b) I am mostly satisfied
   c) I am indecisive
   d) I am mostly dissatisfied
   e) I am very dissatisfied
   f) I do not want to answer this question
You can further explain your answer if you want.

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

33. Do you manage to establish a balance between your professional and private obligations?
   a) Yes
   b) Partly
   c) No
   d) ________________________________ (other – fill in your answer)

If you think that you are not successful enough in fulfilling your obligations and roles, please try to explain what poses the biggest obstacle/problem to being more successful?

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

In addition, please write down what you think that your service could do for you to help you in this situation?

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

34. What would you like to happen in your future career development?

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
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_______________________________________________________________________________

As stated in the introduction, SEPCA supports forming of Women Police Officer Network of Southeastern Europe. While answering the questions concerning the setup of the Network, please write your comments and thoughts about this issue in the marked space.
35. In your opinion, to which aspects of cooperation and exchange of experiences the future network should mostly focus? Please grade the offered answers by choosing three you consider the most important ones and grading them with marks from 1 (the most important) to 3 (the least important):

- [ ] a) training and education
- [ ] b) police practice (ways and conditions)
- [ ] c) issues of gender equality relating to legislation/regulation
- [ ] d) issues of gender equality relating to police practice
- [ ] e) recruitment and selection criteria
- [ ] f) relation between police and local community
- [ ] g) career development and advancement
- [ ] h) informing applicants about characteristics of police job
- [ ] i) integration of women in police service (in wider sense – both professional and social context)
- [ ] j) influence of organizational culture on integration of women in police service
- [ ] k) influence of management on integration of police service
- [ ] l) conflict of roles (influence of police profession and private/family life of a woman; problems and ways of overcoming them)
- [ ] m) _______________________________________________________________________

(other – fill in your answer)

If you want, you can further elaborate and explain your answer.
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

36. Which ways of cooperation and exchange you consider to be the most suitable? Please grade the answers below in the same manner as in the previous question:

- [ ] a) organization of joint courses and seminars
- [ ] b) exchange of participants at certain training sessions
- [ ] c) exchange of study visits
- [ ] d) exchange of information that are estimated to be important (through already available or new communication channels)
- [ ] e) periodical convening of conferences
- [ ] f) joint initiatives and actions
- [ ] g) joint projects
- [ ] h) _______________________________________________________________________

(other – fill in your answer)

If you want, you can further elaborate and explain your answer.
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

37. If you think that his questionnaire failed to cover an important topic for this issue, forming the Network or concerning the status of women police officers in general, please write your thoughts here. You can also give your suggestions, recommendations, proposals…

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
APPENDIX 4: Acknowledgements and Expert Group Participants

Expert Group Participants

1st Expert Meeting on the establishment of WPON
Belgrade, March 2009

1. Snežana Novović, Assistant Head, Police Education Directorate, Serbian MoI
2. Linda Öhman, Human Rights Officer, Human Rights, Women and Security, ODIHR
3. Penka Stoyanova, Inspector, General Directorate Security Police, Bulgarian MoI
4. Maja Arsovska, Macedonian MoI
5. Žana Đurović, Police Academy, Montenegro
6. Reto Brunahart, Senior Advisor at SEPCA
7. Branka Bakić, Senior Programme Assistant, OSCE Mission to Serbia
8. Marco Mora, Head of Communications, SEPCA

2nd Expert Meeting on the establishment of WPON
Belgrade, July 2009

1. Snežana Novović, Assistant Head, Police Education Directorate, Serbian MoI
2. Snežana Vla, Police Education directorate Serbian MoI,
3. Indira Rogić, the Head of Administration for Legal and Personnel Affairs, MoI of Republika Srpska, BiH
4. Verica Golijanin, Inspector in crime sector, Mol BiH-Federation
5. Penka Stoyanova, Inspector, General Directorate Security Police, Bulgarian MoI
7. Jane Townsly, Acting President, IAWP, BTP NEAHQ
8. Reto Brunahart, Senior Advisor at SEPCA
9. Olga Yoncheva, Project associate, SEPCA
10. Marco Mora, Head of Communications, SEPCA
11. Torbjorn Sande, Head of Law Enforcement Department, OSCE Mission to Serbia
12. Inger Lia Staalesen, Police Training Advisor, OSCE Mission to Serbia
13. Branka Bakić, Senior Programme Assistant, OSCE Mission to Serbia

3rd Expert Meeting on the establishment of WPON
Sofia, 2-3 December 2009

1. Marija Jankulovska, Assistant director of Human Resources Management, Macedonian MoI
2. Sofija Galeva, Assistant director of sector for misdemeanors, Macedonian MoI
3. Verica Golijanin, Inspector in crime sector, Mol BiH- Federation
5. Indira Rogić, the Head of Administration for Legal and Personnel Affairs, Mol, BiH-Republika Srpska
6. Dragan Vasilić, Head of Department for planning and development of training, Mol, BiH-Republika Srpska
7. Sanja Šumonja, Inspector in Criminal Police Sector, Mol, BiH-Republika Srpska
8. Blagorodna Makeva, PhD, Head of legal service department, Main directorate Criminal police, Main directorate Criminal police, Bulgarian MoI
9. Galina Doneva Hristova, Border police, Human resources, Bulgarian MoI
10. Maria Kostadinova, Head of Directorate, Directorate “ID Documents”, Bulgarian MoI
11. Penka Stoyanova, Inspector, General Directorate Security Police, Bulgarian MoI
12. Rajmonda Rexha, Chief of management, Information sector, Albanian MoI DPP
13. Alma Permeti, Director of Data Protection Center, General Directorate of the State Police, Albanian MoI
14. Ridvan Dhuli, Chief of training, Directorate Special Forces, Department Security– General Directorate State police, Albanian MoI
15. Mihaela Radu, Specialist officer International relations, General Inspectorate of Police, Romanian MoI
16. Snežana Novovićć, Assistant Head, Police Education Directorate, Serbian MoI
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