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**TRAINING
MANUAL**

Fundamental rights-based police training

A manual for police trainers

Annex 4
Compilation of practices



FRA

EUROPEAN UNION AGENCY FOR FUNDAMENTAL RIGHTS



This Annex complements the manual: *Fundamental rights-based police training - A manual for police trainers*, published by FRA in 2013 (ISBN 978-92-9239-230-7).

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Annex 4: Compilation of practices

Annex 4 gives you an idea of how other police training institutions implement human rights training. If you should wish to learn more about any of these activities, the contact details for the relevant trainers can be found at the end of each exercise.

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Practice 1: Positive action leadership programme – seminar opening

<p>What is the thematic focus?</p>	<p>The start of the seminar is a crucial and sensitive point. It is important to overcome negative expectations and form a basis for constructive and open discussions.</p>
<p>What are the main learning dimensions involved?</p>	<p>Attitude</p>
<p>What are the objectives?</p>	<ul style="list-style-type: none"> • Establish a positive learning atmosphere. Make clear to participants that there is room for critical views without stigmatising or judging. • Clarify the basic principles of the seminar like respect, openness and honesty. • Elaborate on the difference between a person and his or her actions.
<p>Who is the target group?</p>	<p>Police officers of any rank and position</p>
<p>Describe the practice.</p>	<p>Prepare 4 flip charts. Write a different expression on each flip chart (open mind/closed mind/if I listen/if I don't listen). Divide the plenary up into four working groups and ask each to provide examples for a theme (if you have an open mind, how is this made visible in the course? if you have a closed mind, how is this made visible in the course?). Each working group deals with a single theme only.</p> <p>Return to the plenary and collect the results from each working group (for example: if I have an open mind [...] I will listen, I will engage, I will respect others) and add further suggestions from the plenary. Write the examples on the flip chart.</p> <p>Start the discussion with the question: "Why would somebody have a closed mind?" Collect the participants' experiences and statements.</p> <p>Close the discussion with the statement that the reasons behind peoples' behaviour and attitudes hinge primarily on their experiences, making sure to distinguish between a person and his or her actions.</p> <p>Keep this principle at the forefront of people's minds throughout the entire training session. It is one that should be memorised and internalised in daily police work.</p> <p>Attach the flip charts to the wall, leave them in the training room throughout the course and refer back to them during the sessions.</p>



What methodology is used?	Working groups, discussion
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Framework conditions

Suggested number of participants	12–24 participants
What is the setting of the training?	Participants sit in a circle. The room should be big enough for working groups to gather around flip charts and discuss.
How long does the exercise take?	Minimum 50 minutes
How is this exercise linked to the operational context?	How does your mind-set impact on how we deliver our service to the public? If all police personnel had an open mind, would we be here in this training course? Discuss.

What are the innovative factors of this practice?

The exercise allows the group to focus on what success looks like and how it is linked to attitude and behaviour. It is also a tool that the group itself can use to challenge and support one another throughout the workshop.

Key success factors

Come from a supportive standpoint. When debriefing the exercise, come from a supportive standpoint, especially when dealing with the closed mind part of the exercise. Make clear that a person may have a closed mind due to a lack of experience rather than a personal characteristic. Consider, if someone does have a closed mind, how the group can support him or her during the course.

You can change “If I listen” and “If I don’t listen” to “If I’m inclusive” and “If I’m not inclusive” or any other phrase you consider relevant to your particular workshop.

Transferable patterns

This exercise introduces personal responsibility into the room and highlights the attitudes and behaviours that can enhance or inhibit not only learning but progress. It can lead to powerful and thought-provoking discussions on how these behaviours impact individuals and groups within the police or with the public. It creates a foundation upon which to understand the rationale behind human rights and other anti-discrimination legislation. In the hands of a skilled facilitator this is a highly effective tool.

Source: National Police Improvement Agency, United Kingdom; trainer/author: Gamal Turawa: purplefrogsrule@btinternet.com

Practice 2: One-on-one interviews

What is the thematic focus?	The role of police in a democratic society
What learning dimensions are primarily involved?	<p>Knowledge: Learn about the role of police from a human rights perspective</p> <p>Attitude: Respect the dignity and rights of all people, regardless of whether they are socially excluded, critical of the police or lawbreakers</p> <p>Skills: Facilitate communication skills</p>
What are the objectives?	<ul style="list-style-type: none"> • Give concrete shape to the concept of human rights and human dignity while encountering persons who are typically seen as police ‘antagonists’, such as marginalised and/or socially excluded persons. • Recognise that those who are considered ‘antagonists’ often have valuable and extensive knowledge and perspectives that can be useful to police. • Enable participants to avoid hostile, contemptuous or cynical reactions. • Value diversity. • Take a different perspective. • Create an emotionally based insight that those who are socially excluded, critical of the police or break the law, also have the right to be respected as human beings even in situations of conflict and stress. • Instil a habit of looking at the role of police from the outside, taking the perspective of vulnerable or hard-to-reach groups.
Who is the target group?	This practice has been used primarily at an early stage in basic training and in leadership training courses.
This practice has been used primarily at an early stage in basic training and in leadership training courses.	<p>The trainees are assigned to have a conversation with a person who has come into contact with the police, for example, marginalised or socially excluded persons, suspected criminal offenders or members of different ethnic backgrounds.</p> <ol style="list-style-type: none"> 1. Introduction: In the plenary, the participants are asked to reflect on sources from which they draw their notion of the role of police (examples include novels and films; media, which often highlight the dramatic aspects of police work; relatives and friends, ranging from those who work themselves as police officers to those who



	<p>have little direct contact with the police). During the introduction make sure to note that those who have the most frequent and intense contact with the police – and for whom the contact with the police is of paramount importance – are those who are least listened to.</p> <ol style="list-style-type: none"> 2. Preparation: <ol style="list-style-type: none"> a) Review the academic essay¹ on in-depth conversations with people who are socially excluded and their contacts with the police, written by two police officers. Discuss the methodology used to get in touch with ‘hard-to-reach’-people and results of importance to the police organisation. b) Discuss crucial listening skills, such as active listening, techniques to establish a symmetrical relation during the conversation and to avoid confirmation bias. Participants are provided with guiding questions for the conversation. 3. One-on-one interview: The participant chooses as a conversation partner someone whom he or she views negatively. The participant’s objective from the conversation is to learn about the conversation partner’s experiences with the police. Allocate enough time for the conversation! 4. Written report: Each participant writes a summary report (about 3–5 pages) on the conversation. This written summary is first shown to the conversation partner to get feedback and validation. The views and facts should be adequately described. If needed, changes should be made. The participant’s personal reflections do not need to be shown to the conversation partner. The entire report is then shared with the other participants. 5. Discussion and feedback: Participants are divided into small discussion groups to discuss each interview in detail and exchange views on it. The group selects one interview to be presented in the plenary. 6. Reflective team: In the plenary, discuss the outcomes from the interviews through a structured process of reflection.
What methodology is used?	Group work, conversation, discussion, reflection
Is there a link to other topics?	<ul style="list-style-type: none"> • vulnerable groups in society • non-discrimination

¹ Wahlström, M. (2008), *Looking at oneself from the other side. A compilation and analysis of interviews with ‘counterparts’ conducted by police officers (Se sig själv från andra sidan. En sammanställning och analys av polisens intervjuer med ”motparter”)*, University of Gothenburg (2008). The report analyses 29 reports of counterpart interviews written by police officers during a course in crowd policing tactics at the Swedish National Police Academy. Since the academic essay is available in Swedish only, trainers should prepare sample reports on conversations to show trainees what the desired output should look like.

Framework conditions

Suggested number of participants	12-24 persons
What is the desired profile of the trainers?	The training is team-taught by: a police officer (internal) and a behavioural scientist (external).
What is the setting of the training?	Participants sit in a circle
How long does the exercise take?	<ul style="list-style-type: none"> • 2+2 hours for introduction/preparation • 2 days for the conversations and report drafting • 2 hours for the group work (6 participants, with no trainer present) to thoroughly discuss reactions and lessons learned from the conversations. After this discussion, the group distributes a summary to the rest of the class. • 4 hours for follow-up reflections (the entire class and both trainers)
How is the exercise linked to the operational context?	The interview is aimed at finding out the perspectives, thoughts, and feelings of the counterpart in his/her encounters with police officers in real-life settings, including in an operational context.

What are the innovative factors of this practice?

Unlike in real-life situations, here the participant is on a par with his or her conversation partner. Many of the experienced police officers who conducted these interviews initially felt insecure and uneasy about the task. During the conversation this attitude evolved into interest. The process helps reduce stereotyping and develops the capacity to consider all people as valuable human beings who should be treated with respect and dignity. Conducting these conversations makes participants consider their 'counterparts' as experts. It reduces the temptation to see oneself as superior and therefore reduces the risk that participants later abuse their power in the course of their work. From this angle, a fruitful discussion on the theoretical concept of the role of police as human rights protectors can be triggered easily.

Key success factors

Creating curiosity about others' perspectives. Many participants are eager to get acquainted with the perspectives of police officers, but they are less keen on learning the perspective of those who are considered their antagonists.

Finding the right person for the conversation. The participants usually have to make an effort to meet a person they would normally rather avoid.

Resisting the reflex to be defensive. In the conversation, participants often have an urge to explain and defend attitudes and actions undertaken by the police especially if the conversation partner has had some negative experiences. If they ignore this impulse, the information becomes richer. Participants' personal feelings can be brought up later in the reflection.



Allocating enough time. There must be sufficient time allotted both for the conversation and the reflective processes.

Ensuring the ability to reflect. Participants need the opportunity to reflect on their own implicit assumptions for actions and assessments.

Transferable patterns

Reduces stereotyping and cynicism.

Proves false, on the whole, the preconceived notions that counterparts are hostile towards the police.

Helps one understand one's own role in conflict management.

Helps one refrain from disrespectful police conduct, which results in long-term distrust and resentment of police.

Helps balance the notion of police as crime fighters, focused on a 'war' on crime and criminals, with one of the police as protectors of human rights.

Source: *Police Academy Sweden; trainer/author: Maria Knutsson:*
maria.knutsson@polisen.se

Practice 3: Human rights education for police officers at historical sites of Nazi crimes: police work today and in the past

<p>What is the thematic focus?</p>	<p>The role of the police in Nazi Germany and resulting questions for police work today</p>
<p>What are the main learning dimensions involved?</p>	<p>Knowledge and attitude</p>
<p>What are the objectives?</p>	<ul style="list-style-type: none"> • Derive insight into the causes of the changes in the police force during the transition from a democratic to a totalitarian system. • Identify structures within the Nazi police, forcing a comparison with police structures in a democratic society. • Examine the extensive powers of the Nazi police forces, so participants develop an awareness of how unlimited power in state institutions can threaten human rights. • Understand that the Universal Declaration of Human Rights (UDHR) is a historically based consequence of dealing with crimes against humanity in Nazi Germany. • Discuss experiences and borderline situations with regard to human rights during police work. • Develop new perspectives on the necessity of basing one's actions on human rights standards, such as dealing with a scope of actions, factors of social norms and deviance, diffusion of responsibility through division of labour processes, questions of social belonging and group identity. • Reflect on situations in the present where there is a conflict between police actions and human rights. • Draw insight into the mechanisms of discrimination, deprivation of rights and exclusion.
<p>Who is the target group?</p>	<p>Police officers in training, as well as young professionals and civil servants with several years of work experience.</p>
<p>Describe the practice.</p>	<p>During the three days of the training course, Nazi Germany's police activities are put into the context of today's human rights questions, and the continuities and ruptures between human rights today and in the past are examined. This practice includes an introduction at the police training institution followed by two days at the Neuengamme Memorial, but an abbreviated version can be conducted at any memorial site by strongly contextualising it to the</p>



national/local framework and the role of the police in that period.

First day, location: police training institution (three hours)

1. Kick-off (open questions, discussion, film, photos)

- Open discussion: job motivation, previous visits to memorials.
- Discussion on a current much-debated text on whether memorialising Nazi crimes is still relevant.
- Film "My personal link to the SS": perspectives of children and grandchildren of Nazi perpetrators on the crimes. Draw own references.
- Historical and current photos of police in action: What were/are the tasks of the police in the past and today?

2. The police in Nazi Germany and its involvement in crimes (audio material, working with historical sources, presentation)

- Audio material: testimony from a perpetrator on the crimes committed by patrol police officers (Ordnungspolizei) in Poland. Discussion of the motives and scope of activities of the police involved.

Information on some persecuted groups (such as homosexuals, Sinti and Roma) in Nazi Germany through an examination of legal texts.

- Presentation: Nazi Party control, structure and tasks of the police and the changes in social norms governing police work. These can be shown in the eroding limits to police work in Nazi Germany.

Second day, location: Neuengamme Memorial (7 hours)

3. Associative introduction (pictures and quotations)

- Recent quotations and pictures on topics which will be examined during the seminar (such as Sinti and Roma, preventive detention, crime prevention).

4. The concentration camp system in Nazi Germany (introductory remarks and guided tour)

- Introductory remarks: role of the police within the concentration camp system.
- Guided tour of the former prisoner compound and the exhibition on different prisoner groups at the Neuengamme Memorial.

5. Closer examination of key aspects (working groups)

- Police officers as guards and as prisoners in concentration camps.
- Involvement of the police in deportations/mass killings.

	<p>Third day, location: Neuengamme Memorial (7 hours)</p> <p>6. The perpetrators, dealing with the crimes and (dis)continuities within the German police after 1945 (exhibition, presentation, discussion)</p> <ul style="list-style-type: none"> • Tour of the exhibition on the guards/perpetrators of the Neuengamme concentration camp. • Discussion after visiting the exhibition, presentation on dealing with the crimes after 1945: the prosecution of perpetrators and political de-nazification. Examples of biographies of police officers. <p>7. Historical and current perspectives on human rights-related questions (presentation and discussion)</p> <ul style="list-style-type: none"> • Historical overview of the origins of the UDHR and the development of international human rights protection as a result of Nazi crimes. Closer examination of specific UDHR articles with relevance to police work today. <p>8. Closer examination of current human rights-related questions in light of continuities and ruptures after 1945 (working groups/guided discussion)</p> <ul style="list-style-type: none"> • Preventive police measures – comparison with preventive measures in Nazi Germany. • Treatment of Sinti and Roma people and the role of the police then and now. • Preventive detention then and now. <p>9. Evaluation of the seminar (feedback and discussion)</p> <p>Discussion about structural and thematic connections between past and current debates.</p>
<p>What methodology is used?</p>	<p>Presentation, guided discussions, group discussions, working groups, audio and film examples, working with photos, historical documents and case studies</p>
<p>Is there a link to other topics?</p>	<ul style="list-style-type: none"> • Mechanisms of discrimination • Exclusion of marginal groups and minorities • Cases of human rights violations in other institutions • Discussion of ethical questions in police work



Framework conditions

Suggested number of participants.	12-24 persons
What is the desired profile of the trainers?	The trainers should be familiar with the history of Nazi Germany and its aftermath, as well as with current social debates regarding police work and human rights education. Team teaching is possible – not everyone needs to know everything.
What is the setting of the training?	Seminar room, exhibition and grounds of the memorial
How long does the exercise take?	2-1/2 days
How is the exercise linked to the operational context?	The perceived conflict of interest between curbs on police powers because of human rights and the aims of police work regularly arise. Some policing-related principles and rules might be perceived as limitations and can be considered as an obstacle to police work. This exercise might help police officers to contextualise police actions and restrictions from a human rights perspective and help them to understand the historic origins of certain police rules. It might also help to see that some rules, which might be perceived as obstacles to daily police work, serve the higher purpose of respecting and protecting fundamental rights, which is the police's 'key role'.

What are the innovative factors of this practice?

Presentations and discussions about controversial subjects can help participants leave stereotypes behind, making it easier for them to express their opinions beyond socially formed manners of speaking, and encourage them to reflect on their own positions and group identities.

The focus will be on the police during National Socialism with current issues discussed in the light of this historical perspective. These connections enable critical reflection on the police and its mechanisms as well as the behaviour of the individual within the institution. In addition, the seminar aims at promoting an understanding of how police and their role in society change across societies.

Regulations, which may at first seem to make police work more difficult, become easier to understand when seen from an historical perspective. The seminar allows participants to discuss and critically examine human rights and the role of police within society to respect and protect them.

Cooperation between police training institutions and a concentration camp memorial will open up new paths for human rights education based on historical knowledge.

Key success factors

Establishing a connection between historical and current topics. This is the main challenge. In order for participants to make these connections, it is important to highlight structural (dis)continuities in police work in Nazi Germany and police work nowadays and to show how individual aspects are related to each other. The trainer must make a strong link to the contemporary context to ensure the relevance to daily police work.

Allowing participants to question their own profession. When dealing with police terror in Nazi Germany and its relevance to current human rights issues, participants may become defensive when they identify too strongly with their own profession or feel that they are under attack. It is therefore important to discuss their own understanding of their professional role. This will prevent them from feeling they are placed under blanket suspicion when police work then and now is compared.

Understanding the differences between Nazi crimes and human rights violations in democratic societies today. Nazi crimes differ from human rights violations nowadays in more than just scope. It is important to keep in mind the different legal frameworks as well as the differences in the forms such violations take. Understanding human rights-based values and regulations in today's democratic societies, which are in part also a reaction to Nazi crimes and other historical human rights violations, will allow participants to analyse more clearly the differences between totalitarian and democratic structures.

Transferable patterns

In their work, police officers are confronted with civil rights and liberties in the context of state measures. They have the power to infringe people's rights, but they are also charged with protecting these rights. The basic necessity of weighing up security interests against civil liberties in police work occurs irrespective of the national context. Examining the history of Nazi Germany can increase people's awareness of the significance of basic human rights today and of how institutions change under different political systems.

Employees of other state institutions are faced with similar challenges. They, too, often have special powers which need to be used responsibly. The approach we use in our seminars for the police, where we focus on the institution itself, is therefore also applicable to other contexts, such as seminars for the judiciary or local government. Teaching human rights issues from an institutional history perspective can therefore also be used in educational work with state institutions at other historical sites or in educational activities for multi-national groups, independent of their national context.

Checklist/Materials

- Flip chart and video projector
- Video and audio presentations
- Written and photographic documents for group work
- Provocative stimuli to trigger controversy and spirited discussions

Source: *Foundation Remembrance, Responsibility and Future (EVZ), KZ-Gedenkstätte Neuengamme and the police academy in Thüringen, Germany, joint project: 'Institutions, Human Rights and the History of Nazi Germany' in the programme 'Teaching Human Rights'; trainer/author: Ulrike Pastoor, Oliver von Wrochem and Andreas Schneider: Oliver.vonWrochem@bkm.hamburg.de*



Practice 4: Scenario Training

What is the thematic focus?	Practical application of human rights Integrated human rights approach
Which learning dimensions are involved?	<ul style="list-style-type: none"> • Skills: to act according to the situation with respect to human rights, in particular the principle of proportionality • Knowledge: applicable human rights with respect to concrete situations, relevance of the principle of proportionality • Attitude: acknowledging the role of police as human rights protectors
What are the objectives?	<ul style="list-style-type: none"> • Internalisation of human rights through the practical application of the principle of proportionality, even in stressful situations • Role of police as an institution for human rights protection. • Learning experience through feedback and personal reflection • Experiencing a situation from different perspectives (perpetrator, parties involved, police)
Who is the target group?	Basic training Scenario trainings are primarily used in the last section of basic training, after participants have already had practical experience
Describe the practice.	<p>Phase 1: Introduction</p> <p>Reflection in the plenary and in working groups about the role of police and the principles of police work with respect to scenario training.</p> <p>The participants agree on a set of operational rules related to human rights-based policing. These rules are meant to guide them through the whole process. The rules are displayed in the classroom and are referred back to in subsequent phases.</p> <p>Rules of communication are established in order to create an atmosphere of respect and honesty. Creating such a feedback culture is a particularly relevant part of the learning process.</p> <p>The participants are also asked to give a presentation on a human rights-related book they are required to read during the semester.</p>

Phase 2: Scenarios

In specific premises dedicated to scenario training the scenario is set up. Examples for scenarios: domestic violence, arrest in a crowded place, stopping of a car.

Scenario: Domestic violence

One mission drill-practitioner plays the main role (aggressor, driver of the conflict etc.); other participants support him or her by playing the roles of further persons involved in the scene. The second mission drill practitioner is visibly marked (yellow jacket) as somebody who is monitoring the situation. The 'actors' prepare the scenario. The acts to be played, especially the acts of aggressions, are planned ahead.

The participants who play the police officers (in teams, according to the situation 2-4 persons) receive an emergency call via radio. They receive no details; just like in a real-life situation they have to check it out themselves. Unloaded red training guns and pepper sprays are used as equipment.

During the scenario, the police officers must deal with the situation and act according to the legal norms and human rights standards. The scenario takes about 10–20 minutes.

Right after the scenario all the 'actors' are asked for their feedback. What was their perspective on the operation, what was done successfully? What was difficult? What were the feelings in the situation? Etc. The persons who played the counterparts also gave their perspective on the situation (how was the intervention by the police perceived? What emotions were caused? What was de-escalating?)

At the end the mission-drill practitioners add their comments on tactics used, applicable legal norms and human rights, as well as alternative options that could have been considered.

Scenario: Car stop

This scenario works on communication skills. Two participants are playing a driver and his fellow-passengers who have run a red light. Police officers have to stop the car and fine them. Several communication barriers are set up in this scenario that the police officers need to handle:

- Driver has a hearing impairment.
- Driver has a hearing impairment and speech impediment.
- Driver and fellow-passenger (a couple) start to quarrel during the police control.
- Driver doesn't want to pay the fine and insists on a reduction.



	<p>Phase 3: Video feedback and reflection</p> <p>After all the participants have taken part, the class gathers in the plenary. Each scenario is videotaped and is shown in the plenary. Again the participants are asked for their feedback (first the actors, second the plenary, third the trainers) and have the opportunity to learn from a detailed analysis of their actions and reactions.</p> <p>On the basis of the examples, the trainers point out the link between tactics, professionalism and human rights and elaborate further on these issues.</p> <p>Additionally, the participants are asked for a written reflection on the scenario training.</p>
Methodology	Role play during the scenarios, reflection and discussion in the plenary
Is there a link to other topics?	<ul style="list-style-type: none"> • The role of police in protecting human rights • Substantive human rights involved • Connection between behavioural patterns and attitude

Framework conditions

Suggested number of participants	20–25 persons
What is the desired profile of the trainers?	Minimum two experienced mission-drill-practitioners with a profound human rights knowledge, good acting skills, empathy and flexibility to manage the role plays and the actors.
What is the setting of the training?	Classroom for the preparation (phase 1) and reflection (phase 3) with technical equipment (video camera and projector), for feedback and discussion it is recommended that participants sit in a circle so that they can face each other. Premises for scenarios that allow role-plays according to reality
How long does the exercise take?	Introduction (phase 1): runs throughout the semester Scenarios (4-5 hours, depending on the number of scenarios) Feedback and reflection (4-5 hours, depending on the number of scenarios)
How is the exercise linked to the operational context?	Simulation of real-life situations and human rights related challenges that police officers will be dealing with in their future jobs.

What are the innovative factors of this practice?

This approach makes clear the link between the work of the police and human rights. In analysing the scenarios, human rights relevant questions come up automatically. Human rights issues are not perceived as a theoretical construct but as the very basis of police work and a logical part of tactical considerations.

Scenario training facilitates the of internalisation of human rights. Simulating real-life situations affords participants the opportunity to actually act in the role play and watch others in comparable situations, creating a valuable experience.

Additionally, the participants are asked to reflect on their own actions and attitudes. They have to deal with feedback as part of the learning experience. That way, they are introduced to a learning process they should ideally keep up throughout their career.

Key success factors

Drawing the connection between human rights and policing. In the process of feedback and reflection, the link to human rights has to become apparent. The trainer has to be able to identify human rights relevant questions as they come up in the scenarios in order to sharpen the human rights perspective of the participants as an integral part of their job.

Choosing a challenging scenario. The trainer must be careful to set up a scenario appropriate to the level of the class. Scenarios that are too challenging scenarios might overburden participants, causing frustration and hindering the learning process.

Creating a feedback culture for a suitable learning atmosphere. At the outset, trainers must create an atmosphere of trust and respect within the class. Being videotaped while in the scenario and receiving feedback from the rest of the class and the trainers puts the participant in an exposed and vulnerable position. To ensure a trusting environment, the trainer should set up some guiding principles to frame the joint feedback session at the outset. Feedback should be given in a sensitive way, including positive and negative aspects, in order to enable participants to take up the comments in their learning processes. The trainer should reassure participants that the taped material will either not be used beyond this particular training or will only be used if all those involved gave their consent.

Setting up credible scenarios. While acting, the participants must forget that they are role playing and must take actions that respond to the needs of the situation. Therefore it is important to set up as credible as possible a scenario, including good acting skills by the counterpart, preparation of the participants beforehand, premises and scene set-up according to reality including props etc. as well as strict facilitation of the process by the mission drill practitioner if participants don't take the situation seriously.

Transferable patterns

Scenario training effectively contributes to the internalisation of human rights. In a well-elaborated process, a comprehensive learning process is triggered. Such a process includes a preparatory phase providing a theoretical basis, scenarios offering an opportunity for the practical application of an integrated human rights-based approach and, finally, an intensive reflection phase with elements of feedback and self-reflection.

Source institution: Police academy SIAK, Austria. Trainer/author: Remo Pusca & Thomas Greis: remo.pusca@gmx.at



Practice 5: Diversity training

What is the thematic focus?	The focus is on stereotyping, prejudice and discrimination, responses to dominance, organisational culture, unacceptable behaviour and challenging methods.
What are the main learning dimensions involved?	This practice is aimed at all three dimensions – knowledge, skills and attitude – although a significant change in attitude can only be achieved in the long term.
What are the objectives?	<ul style="list-style-type: none"> • Explain the need for an awareness of diversity and equal opportunities. • List and explain the sources of prejudice. • Outline what is meant by stereotyping, prejudice and discrimination, explain their negative impact and identify them in a policing environment. • Explain the terms positive action and positive discrimination, highlighting where they differ. • Identify groups in Scotland commonly subjected to stereotyping, prejudice and discrimination. • Explain how the police service might enhance its image with minority communities. <p>These outcomes are derived from the higher level outcome in the training plan, namely:</p> <ul style="list-style-type: none"> • Recognise the diverse society in which we live and work and identify the individual and collective needs of those within it. • Identify stereotyping, prejudice and discrimination and recognise the consequences for individuals and for the organisation. • Recognise the differences between positive action and positive discrimination and the implications for the police service. <p>Examine, challenge and reflect on personal attitudes, values and pre-conceptions.</p>
Who is the target group?	This training is intended for police officers pursuing the Certificate in Higher Education (Policing). As such, these officers are probationary officers who have recently been recruited. They have previously undertaken induction training with their respective forces during which the subject of diversity awareness may have been introduced but not covered to any great depth.

<p>Describe the practice.</p>	<p>Participants are first introduced to the lesson aim and the learning outcomes to be achieved. Lessons are supported by a corporate slide presentation. Diversity awareness trainers are expected to follow the structure the presentation provides, but they may manage the materials in an evolutionary manner allowing participants to direct the 'flow' if not the 'content' of lessons. At the conclusion of each lesson, the aim and learning outcomes are revisited in an attempt to ensure that they have been met and participants are given an opportunity to ask further questions should any points require resolution.</p> <p>The material is furnished in three ways during Module 2 of the Probationer Training Programme. After introducing diversity during the first week of the course, elements of the topic are subsequently integrated into other areas of the 10-week syllabus and community education advisors are invited to address participants at appropriate stages in the course.</p> <p>Officers are also expected to show their 'Respect for Diversity' in evidence gathered during their operational phase, then discuss the related experiences of this operational phase at a later stage.</p>
<p>What methodology is used?</p>	<p>Numerous 'activities' are used within diversity awareness training but in general terms most trainers use a technique that encourages interaction and the sharing of personal experiences in an attempt to contextualise the concepts being explored.</p> <p>Diversity awareness trainers are always available to participants outside course hours to discuss matters not resolved during formal tuition or which participants were reluctant to raise/discuss in an open forum.</p>
<p>Is there a link to other topics?</p>	<p>The diversity programme is strongly interlinked with other subjects throughout the curriculum and is integrated into the overall course as a cross-cutting subject.</p>

Framework conditions

<p>Suggested number of participants.</p>	<p>Classes are limited to 30 participants and have had fewer than 20. If there are multiple classes, they may run concurrently.</p>
<p>What is the desired profile of the trainers?</p>	<p>Trainers are all college staff members. All diversity awareness trainers have undertaken a 'Training of Trainers' course facilitated by an approved external provider. Trainers may either be police officers or civilian trainers, some of which are former police officers. Whilst trainers are mainly Probationer Training Division staff, selected members of staff from other college divisions have been trained and they assist on an <i>ad hoc</i> basis.</p>



What is the setting of the training?	All training takes place within the 'home' classroom of the class concerned. Although varying in terms of location, layout and size, these are purpose-built rooms equipped with interactive white boards and video playback facilities.
How long does the exercise take?	The introduction to diversity awareness will be delivered during a block of sixteen 45 minute periods for a total of 12 hours offered over two days. Whilst it is not possible to accurately quantify the time devoted to diversity awareness as an integrated element during the delivery of the balance of the course, officers will have the opportunity to speak with three Community Education Advisors during three 45-minute periods each (2-1/4 hours in total).
How is the exercise linked to the operational context?	<p>Every effort is made to link the training provided with the operational context but this is difficult for this exercise as the participants do not usually have operational police experience unless they had prior service in a police support capacity or, for example, as community warden or special constable. That said, however, all participants have previous life experience which they are asked to draw on and apply to the topics under discussion.</p> <p>Participants are regularly reminded that any discussions being conducted are not merely academic and that the training is closely linked to their expected performance as police officers. The following slides used during training make such views clear.</p> <div data-bbox="742 1198 1189 1859" style="text-align: center;"> </div>

What are the innovative factors of this practice?

Integrating diversity into the curriculum as a cross-cutting matter and linking it to experience in the operational phase helps participants recognise diversity as an integral part of their job rather than as a separate task that has been imposed on them.

Diversity awareness training consistently receives generally favourable comments from participants during course evaluations:

"Interactive lesson, good pace, full of good information."

"Took a lot from it."

"Very interesting. Made me aware of things I hadn't considered before."

"Interesting and enjoyable."

"Lots of interaction and videos which supported the learning."

Key success factors

This form of training and the format in which it is offered depends on the skills and attitudes of the trainers.

Pick the best practitioners as trainers. Those identified to be trained as diversity awareness trainers should be selected from the best practitioners at a general level and the selection process must include the consent of the candidate chosen to undertake such training and subsequently deliver the subject. Effective diversity awareness trainers cannot simply be designated as such.

Avoid mixed messages. Once identified and trained, those expected to deliver diversity awareness training must be unequivocal on the subject both in word and deed. Nothing undermines the success of diversity awareness training more completely than 'mixed' content messages.

Whilst observing these points does not guarantee that the objectives identified will be reached, a failure to observe them will almost certainly result in an inability to achieve them.

Transferable patterns

Training in this format appears to work. Participants are receptive to it and appear to have little difficulty complying with the standards required of them. Whether this is due to the training they have received during diversity awareness or qualities they possessed prior to coming to the service (hopefully the latter) cannot be easily ascertained but no participant can complete this section training programme without a good, although far from encyclopaedic, knowledge of diversity matters.

Source: Association of Chief Police Officers (ACPOS), Scottish Police College; trainer/author: Brenda Armstrong: Brenda.Armstrong@spsa.pnn.police.uk



Practice 6: Intercultural communication – working with people from other cultures

What is the thematic focus?	Intercultural communication Non-discrimination
What are the main learning dimensions involved?	Knowledge: other cultures and religions Attitude: open-minded approach to other cultures, traditions and respect
What are the objectives?	<ul style="list-style-type: none"> • Build bridges between police officers and migrant communities (trust building). • Experience other perspectives. • Develop intercultural communication skills. • Foster/initiate an intercultural dialogue.
Who is the target group?	Police officers up to the mid-management level, who are still 'on the streets' Participation is voluntary.
Describe the practice.	<p>Phase 1: Theory: Classroom session/discussion</p> <p>Trainers from different ethnic backgrounds (Russian, Turkish, Ghanaian) introduce the participants to some characteristics of their culture of origin, underlining the diversity of these cultural backgrounds so as to avoid reinforcing existing stereotypes. During the classroom session discuss the following:</p> <ul style="list-style-type: none"> • the perceptions of cultures • different cultural experiences (participants' encounters) • perceived patterns of the communities represented • misunderstandings resulting from lack of knowledge about and communication with one another <p>Phase 2: E-learning</p> <p>As 'homework' over a four-to-five week period and in preparation for the third phase, participants are asked to use an e-learning tool to increase their knowledge of major world religions.</p> <p>Phase 3 Meeting the communities</p> <p>The final part of the training course is based around a visit at the local Mosque and an African NGO. The participants have the opportunity to talk directly with representatives of these communities, discuss relevant issues and exchange views. Part of the meeting is also a joint (African or Turkish) dinner.</p>

	<p>Follow-up</p> <p>As follow-up to this workshop, soccer tournaments and joint cooking courses have been organised to carry on with the seminar’s goals.</p>
What methodology is used?	<p>Mostly discussion, led by persons from different communities</p> <p>E-learning tools for the theory</p>
Is there a link to other topics?	<p>Discriminatory ethnic profiling</p> <p>Human rights of police officers</p>

Framework conditions

Suggested number of participants	<p>Theory – 15 participants</p> <p>In phase 3, an equal number of community representatives as participants take part in the joint meeting.</p>
What is the desired profile of the trainers?	<p>Trainers should be resource persons from communities who police often encounter locally.</p> <p>It is recommended to use police officers with a migrant background as trainers of Phase 1.</p>
What is the setting of the training?	<p>In the classroom, participants sit in a circle, facing one another.</p>
How long does the exercise take?	<p>3 days (2-day classroom discussion and a 1-day excursion to community centres), plus e-learning. (Phases are stretched over a couple of weeks to allow for reflection.)</p>
How is the exercise linked to the operational context?	<p>Police officers carry out their jobs in a diverse society. Interacting with all parts of society outside the police work context and increasing knowledge on various traditions, religions and associated behavioural patterns. This experience will aid police officers in their interactions.</p>

What are the innovative factors of the practice?

This approach gives police officers the opportunity to build contacts or even relations to members of communities they might not be in touch with normally at a personal level. During the whole seminar (including the reflection period in phase 2) participants are invited to take a look at things from another perspective to facilitate a better understanding of other cultures. Bringing it back down to the personal level and recognising the individual with his/her individual needs and fears, often helps resolve difficult questions and controversies.



Key success factors

Find good resource persons. A key factor in such a process is to find good resource persons who are able to facilitate the discussion in Phases 1 and 3. The trainers as well as the community representatives must be able to deal constructively with issues that are often quite controversial and emotional.

Ensure facilitator establishes an atmosphere of trust. The seminar's overall facilitator must establish an atmosphere of trust and respect from the very beginning.

Transferable patterns

In one meeting there was a tense situation between one African man and the police because he was stopped and checked under bad conditions. "I believed we would never find a way to each other, but, when we left, he said: 'Will you come again and visit us?'"

Source: *Hessen Police Academy & Maisha e.V. African Women, Germany; trainer/author: Udo Groezinger: udo.groezinger@polizei.hessen.de & Virginia Wangare Grainer: info@maisha.org*

Practice 7: Human rights and anti-terrorism programme

What is the thematic focus?	Countering terrorism, protecting human rights
What are the main learning dimensions involved?	Knowledge: international human rights standards and best practices in the fight against terrorism
What are the objectives?	To assist the participating States of the Organization for Security and Co-operation in Europe (OSCE) in strengthening their compliance with international human rights standards while combating terrorism.
Who is the target group?	Senior policy makers, public officials and practitioners working on counter-terrorism. Most of the training courses have been directed at law enforcement officials.
Describe the practice.	<p>The OSCE's Office of Democratic Institutions and Human Rights' (ODIHR) Human Rights and Anti-Terrorism Programme has developed a training module on anti-terrorism and human rights as well as a set of expert resources, in particular a manual on <i>Countering Terrorism, Protecting Human Rights</i>. The training module provides comprehensive guidance on the fundamental principles of international human rights law and standards. The manual, which contains applicable human rights standards and good practices in the fight against terrorism, is both a stand-alone resource for professionals in developing and implementing strategies, and a complementary reference for ODIHR's training programme. Available in English and Russian, the manual can be used as a textbook or reference for national training programmes in national police academies, judicial institutions or other relevant institutions of OSCE participating States.</p> <p>The manual and the training module provide a solid foundation for a core course in the area of human rights and counter-terrorism.</p>
What methodology is used?	The training course is targeted to the audience and national context. It is intended to be practical and interactive. For this purpose, scenarios and case studies are used throughout the training.
Is there a link to other topics?	General human rights and security



Framework conditions

Suggested number of participants	The number of participants usually ranges from 15 to 25.
What is the desired profile of the trainers?	Trainers have extensive professional experience in human rights and counter-terrorism, as well in the development and delivery of human rights training courses. Participant feedback shows that they appreciate trainers with previous police experience. The same would apply for other professional areas, such as lawyers, judges and prosecutors.
What is the setting of the training?	The setting differs (national police training centres, OSCE Field Operations, different venues)
How long does the exercise take?	2-1/2 days
How is the exercise linked to the operational context?	Certain topics are more relevant in particular contexts. Previous research/analysis of the country and audience needs to be done prior to the training. The training needs to be tailored to the needs of the participants.

What are the innovative factors of this practice?

Participants appreciate these practical scenarios, which describe a situation or event and ask participants to comment or answer certain questions. The trainer presents the scenarios, which usually involve situations related to European Court of Human Rights (ECtHR) case law, throughout the training course depending on the topic under consideration. At the end of the discussion on each scenario, the trainer explains what the ECtHR decided in order to illustrate his/her point.

Key success factors

Because participants can relate to the scenarios, this helps them translate international human rights standards into their daily work. Feedback is very positive.

Transferable patterns

The scenarios are transferable to other types of trainings.

Checklist/Materials

OSCE-ODIHR Manual: *Countering Terrorism, Protecting Human Rights*

Source: OSCE Office for Democratic Institutions and Human Rights (ODIHR); trainer/author: Marina Narvaez: marina.narvaez@odhr.pl

Practice 8: Homophobic and transphobic hate crimes

What is the thematic focus?	Non-discrimination
What are the main learning dimensions involved?	Knowledge, skills and attitude
What are the objectives?	The training activities are designed to build trust between police forces and lesbian, gay, bisexual, transgender and intersex (LGBTI) communities in order to facilitate the reporting and monitoring of hate incidents. They also aim to enhance police's understanding of LGBTI people, so that officers can react appropriately in the presence of victims.
Who is the target group?	The target groups of the training are police officers who are in direct contact with victims and victimised communities as well as police hierarchies (who are responsible for appropriate decision making and implementing strategies against hate violence).
Describe the practice.	<p>Hate crime is a clear breach of human rights, and the first part of the training provides an overview of the national, European and international instruments that safeguard protection from such crimes.</p> <p>The second part provides concrete insight into the identities of victimised communities, acquainting officers with the respective terminology such as 'sexual orientation', 'trans persons', 'bias crime' and the concepts behind these and conducting close-to-reality role plays. Flexibility is needed to adapt the training concepts to different national or local contexts. A thorough assessment of the training needs and its objectives is necessary before implementation. NGOs, with their knowledge of the conditions, environments and identities of potentially victimised communities, can assist in tailoring a training course to the local or national environment, and with its implementation.</p> <p>This training on non-discrimination and/or on all forms of biased violence. It can be supplemented with specific and dedicated training on homophobic/transphobic hate crimes.</p>
What methodology is used?	Role plays, scenarios. Communication and interaction with the respective communities.
Is there a link to other topics?	Non-discrimination, victim protection



Framework conditions

Suggested number of participants	
What is the desired profile of the trainers?	Some of the trainers come from NGOs specialised in LGBTI rights/community NGOs (both national and European NGOs). Other trainers belong to equality bodies such as the Danish Institute for Human Rights (DIHR). Competent police trainers from local police authorities are also involved.
How long does the exercise take?	Training courses under the 'Tracing and tackling hate crime' project framework take an average of twice 2 or 2-1/2 days.
How is the exercise linked to the operational context?	Primarily police officers who are in close contact with victims of crime/bias crime, to ensure that the knowledge gained will raise their sensitivity towards victims. In some countries, police organisations designate 'liaison officers', who are charged with maintaining regular contact with various communities, including LGBTI communities.

What are the innovative factors of this practice?

The International Lesbian, Gay, Bisexual, Trans and Intersex Association (ILGA)-Europe projects build on existing training activities such as DIHR's. The promising practices identified are those of countries or regions which have already developed extensive and comprehensive training courses for all police officers, from school to life-long learning, on all biased violence including homophobic and transphobic hate violence. Examples of promising practices collected by ILGA-Europe are available in: *Joining forces to combat homophobic and transphobic hate crime. Cooperation between police forces and LGBT organisations in Europe (September 2010)*, particularly the final chapter which describes Scottish and Catalan practices.

Key success factors

Acknowledge consistent/shared objectives. Success depends largely on the capacity of LGBTI NGOs and police forces and authorities to acknowledge that their objectives are mutually consistent or that they share objectives.

Commit to these objectives. Once this condition is met, it is important both that the police hierarchy and the police officers involved are sincerely committed to these objectives and that NGOs invest equal effort in understanding the police's culture. If they do not, the NGOs' input may be less valuable. In conclusion, confidence building is absolutely essential and is a condition of the success of NGO – police cooperation.

Transferable patterns

On the specific question of homophobic and transphobic hate violence, the two projects described have aimed at facilitating transfer of such patterns to other countries. The training materials developed in the framework of the 'Tracing and tackling hate crime' project have, for instance, already been translated and used in different national contexts (Denmark, Latvia, Portugal and Portugal).

Source: *International Lesbian, Gay, Bisexual, Trans and Intersex Association – ILGA Europe*;
trainer/author: Joel le Deroff: joel@ilga-europe.org

Links:

The project 'Working with the police & challenging LGBT-phobic hate crime', coordinated by ILGA-Europe, available at:

http://www.ilga-europe.org/home/issues/hate_crime/challenging_hate_crime/ilga_europe_hate_crime_project;

The project 'Tracing and Tackling Hate Crime against LGBT persons', coordinated by the Danish Institute for Human Rights (ILGA-Europe is a partner):

http://www.ilga-europe.org/home/issues/hate_crime/stop_hate_crime_project.



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