RAN POL's Guide on training programmes for police officers in Europe

Introduction

Police officers play a crucial role in the prevention of radicalisation leading to violent extremism and terrorism. They are expected to recognise signals of radicalisation, but their role is much broader. RAN POL identifies four core competences that require training:

- Awareness and understanding of the process of radicalisation, breeding grounds, signals and vulnerabilities;
- Community and neighbourhood policing, built on strong networks of trust in society;
- Intercultural sensitivities, 'policing for all' and human rights;
- Police as an effective actor in multi agency cooperation, initiating, supporting and facilitating the cooperation.

This results in eight different topics for training programmes that should be in the curriculum for police. They will be described in this RAN POL Guide, alongside existing training programmes for each of these topics.

Acknowledgement

Preamble

RAN strongly advocates investing in training for first line practitioners. Through training they can be made aware of their role and other practitioners' responsibilities. Training enlarges the required competences. That's why RAN POL is issuing this comprehensive guide on training for police officers.

In Athens the first draft of RAN POL's Guide on training for police officers was discussed with national experts. It was drafted by the RAN Centre of Excellence, based on the legacy of RAN POL and an online survey in the RAN POL network. This guide takes stock of the meeting in Athens.

The Guide will have the following outline:

- The tasks and roles for police in the joint prevention of radicalisation
- The required competences and training
- General remarks and observations on training
    - On the trainers
    - It's about culture, so train the management as well
    - Need based
    - Not only lecturing, but experiencing, on the job, exercises and practicing
    - Training for police only or mixed groups?
- Eight different chapters covering the eight topics
- Recommendations and considerations

We intend to make the RAN POL Guide a living document that can and will be updated. In the future, when new training approaches for police are presented in RAN POL meetings or sent to us by Points of Contact, these training programmes could be added to it.

The tasks and roles for police in the joint prevention of radicalisation

The training that is needed for police officers follows, or better put, starts from the role for the police. RAN POL's Mission Statement describes this role as follows:

> *Terrorism, violent extremism and the process of radicalisation are traditionally subjects for intelligence agencies or secret services, since they involve national security and classified information. However the **police have a crucial role to play in facilitating a preventative multi- (or inter-) agency approach at local or regional level**. Especially in local settings, it is the police that very often have strong networks. The police know the schools, youth groups and families but also the existing violent extremist groups. Police are a key player, and should be stimulated to optimise the professional networks and engage with communities.*

RAN DNA of prevention

What is meant with prevention? Let us take once again the opportunity to express what within the RAN POL is meant with the term **prevention**. When RAN POL talks about prevention of radicalisation, prevention in the pre-criminal phase is meant. Although the

police arresting a terrorist carrying a bomb prevents society from an attack, this is not the kind of prevention that RAN POL focuses on.

Four years of exchange in the RAN community of practitioners led to the lessons on how to be effective in prevention. These lessons can be found throughout Europe. The RAN 'DNA' of prevention of radicalisation could look like:
1. Radicalisation is a process: unique processes, multiple factors, different pathways.
2. In Europe there are many different violent extremist ideologies (inter-related).
3. Prevention is about safeguarding of vulnerable people and communities.
4. Youth, families and communities are most of the times victims and partners, rather than hotspots and perpetrators.
5. Local is key.
6. Prevention is necessary, complementary to pursue and disrupt.
7. Multi-agency, sometimes even inter-agency.
8. Aware and empowered practitioners are key.
9. Tailor made and personal contact.
10. RAN (and local networks) as an open and transparent network.

The required competences and training
Despite what some still think, the role for police is much broader than recognising the signals of radicalisation. As was discussed in the kick off meeting for the new RAN POL in Aarhus (November 2015), it is turns out very difficult for a community police officer to recognise the signals of radicalisation. The Dutch researcher Pieter Appelboom[1] shared his conclusions[2]:

> *"It appears that the early-signaling role of potential cases of radicalisation is not one necessarily carried out by the community officer (…)*
>
> *(…)*
>
> *The role of the community officer nonetheless seems particularly present in the direct follow up of radicalisation, after been made aware of potential radicalising residents. In this role they can bring in an extra piece of a potential radicalisation puzzle, but can also act out-reaching towards those individuals or families involved. The community officer here seems to be a great fit for being able to portrait a pro-active rather than reactive role within the community, illustrating cooperation rather than being at opposite ends."*

So what are the potential roles and contributions for local police? Police…
- have information to offer and share, information not known to other actors;

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[1] Appelboom, Pieter. the role of the community police officer in the signalling of religiously affiliated radicalisation within the Netherlands (2015)

- is well positioned to collect and share information between multi agency partners;
- can be a source of expertise and advice on radicalisation and violent extremism for partners;
- can deploy unique tools and measures that they only have;
- are well positioned to build a strong local network;
- are very often a known and trusted partner for safeguarding, and prevention of crime and drug abuse;
- can be a linking pin to national agencies and intelligence services;
- can be a very effective tandem with the local authority and other local actors.

Police officers, and especially those working in local networks, can have a much bigger role than recognising signals.

Four core competences that fully exploit the role for police:

1. Awareness and knowledge about **processes of radicalisation** leading to terrorism and violent extremism. This includes **signals** of the process of radicalisation (not same as terrorism). Also about factors that result in vulnerability, or protective factors. Moreover, understanding of interventions that might mitigate radicalisation;

2. **Community policing**: awareness, attitude and skills to build trusted relations in the community, or communities within the community. Communications and networking in **general (not specifically on minority communities).**

3. **Intercultural sensitivities, 'policing for all' and human rights.** Diversity, intercultural sensitivity, and knowledge, attitude and skills for engagement with minority communities, confronting hate crime, discrimination and prevent racial or ethnic profiling.

4. How to be an effective **initiator** or **partner** in **multi or inter-agency cooperations**, also outside the world of security & safety. For instance partnering with youth protection, education, family support youth work and civil society.

Four competences, eight topics for programmes, eight chapters in the guide

We split the above identified four core competences in eight topics that can be achieved through training modules. This will result in the eight chapters in this RAN POL Guide. We are aware of the fact that it is most likely that there are training programmes that cover more than one of these topics in one programme, but there is benefit in putting the spotlight on the separate modules in this guide.

1. Training programmes on **radicalisation** (awareness, understanding, preventing, intervening and/or signalling);
2. Training programmes on **community policing;**
3. Training programmes on **intercultural sensitivities, 'policing for all' and human rights** (cultural differences and sensitivities, engaging with minority communities, prejudices and discriminatory profiling);
4. Training programmes on police in **multi/inter-agency cooperation;**
5. Training programmes on **polarisation and social tensions;**
6. Training programmes on **the use of internet and social media** for prevention of radicalisation;
7. Training programmes on **effective personal communication** (attitudes, language, body language);
8. Training programmes on the role for police in **deradicalisation or disengagement** of extremist individuals.

General remarks and observations on training

Before the eight chapters will be outlined, some general remarks will be described in relation to training programmes for police officers.

On the trainers

Delivering these above mentioned training programmes can be challenging for trainers. It involves dealing with attitudes, biases and prejudices of the involved police officers. The trainers should be able to deal with these sensitivities and potential obstructions. External trainers can be an added value, or are sometimes even necessary. On the other hand, the internal police culture is not always open to outsiders so this might be a challenge for an external trainer. Working in pairs of trainers with a police trainer and an outsider (member of a community, ngo, activist, network partner) can be very effective.

It's about culture, so train the management as well

Community policing, intercultural policing and prevention were at the meeting described as a style of policing. They are not so much a specific topic of expertise for a small part of the police force but a culture or even a professional standard for policing. This implies that the management should be trained and the other on-community police colleagues as well. Part of the challenge lies in changing the police culture. Working on culture can only be done if it is related to the actual work, and delivered in team training.

Need based

The training will have the most effect when it is problem and need based. An interesting example is the training programme for dealing with minorities from the Czech police. It started with a research into which situations caused tensions for police officers while engaging with minorities. Based on the results of this research, training programmes were developed.

Not only lecturing, but experiencing, on the job, exercises and practicing

Training for the core competences should be part of the curriculum of the initial police training. But it should get a follow up and refreshing on the job. Being a community police officer walking the streets, offers the opportunity to practice the skills required for community policing. In general the experts were convinced that practicing with simulations, working with actors and doing other exercises are preferred techniques because they are more effective. Modern day training for modern day police needs modern methods like serious gaming, table top exercises, webinars and e-learning.

Training for police only or mixed groups?
Most of the training will be given at the police schools and colleges, or at police stations. Since the game of prevention of radicalisation is based upon local networks and multi agency working between professionals of different organisations, one should consider doing training in a mixed group. Training in a mixed group will boost the networking, mutual trust and understanding, and will provide police officers and network partners with a shared language and sense of urgency.

Chapter 1:
Training programmes on radicalisation (awareness, understanding, preventing, intervening and/or signalling)

Why? What is the *contribution* to the police role in *prevention* of radicalisation?
- It all starts with police officers feeling the sense of urgency and being aware of radicalisation leading to violent extremism and terrorism.
- To be effective, police officers need understanding of processes of radicalisation and recruitment.
- Officers should identify signals that individuals are vulnerable, or even in a certain phase of the process of radicalising, or being recruited.
- Police is able to raise awareness for others in their network and instruct to look for signals of concern and boost resilience. Importance and understanding of the human rights.

Key messages
- Should cover all extremist ideologies, groups, and processes, and terminology.
- Radicalisation threatens public safety, democracy and fundamental rights, and is a threat for individuals, even underage, who might be recruited and exploited for extremist ideologies.
- Should have emphasis on vulnerabilities, processes of radicalisation and recruitment (propaganda).
- Understand the processes of radicalisation and the behaviour and acts that might indicate the process taking place.
- There is a danger in simple lists of signals of radicalisation, labelling too fast. That's why it is important to emphasise that all the evidence should be assessed in a group.
- Be realistic about the signalling role for community police, the signals will most of the time come through local non-police contacts in the network of the police.
- Make distinction between pre-criminal, radicalisation, radicalised and perpetrators/terrorists and the appropriate police respons
- Make sure the language, images and stories relate to the police world, but also to the civilian network partners of the police (education, care, youth work, ngo's).
- Training providing the officers with a language that enables the police to engage with non-police partners and create an effective network for combating radicalisation (less weapons, more on vulnerability and identity).
- Understand the fact that violations of human rights may lead to radicalisation, and in the same time keep in mind that for the minorities the human rights issue is always more important than for the majorities.
- Case studies, facts, lessons learned, the overview about how the term radicalisation is changed in past few years or how the term will be likely changed in the future and how is it related to home-grown terrorism.
- Tailor-made solutions and approaches for different countries, taking into consideration the political situation, population, etc.

Chapter 2:
Training programmes on community policing

***Why*? What is the *contribution* to the police role in *prevention* of radicalisation?**
- Youth, communities and families are more often victims and potential partners, than suspicious hot spots.
- Communities, and especially communities at risk to extremist narratives, need to be made aware of the risk of violent extremism and need to be protected from being recruited.
- A caring and strong network in the communities will lead to more information coming to the police.
- Police cannot do this alone. Or is not always the one who should act. When confronted with individuals who are at the brink of being recruited or who are in the process of radicalisation, the police needs others in the community to find responses, intervene and act.

Key messages
- Community or proximity policing is not only an organisational construct but a mind set. To be effective in community policing, the police should work on trust in society in peacetime and on being perceived as serving and protecting the communities.
- This requires an open and professional attitude towards the communities and their members.
- Basic problem-solving skills of community policing officers (SARA model) are required to jointly identify needs and problems of communities and jointly develop and implement solutions with the communities.
- There is not one community. Police officers need to understand the different communities, both the newcomers and the traditional communities.
- Establish contact points with local authorities, with the use of liaison officers.
- Police should invest time in newcomers, like refugees, to support integration. This can be done in joint programmes with partners like local authorities and minorities.
- Well trained police officers are needed. They need communication skills, mediation, get some specific knowledge – competences are necessary, attitudes, awareness and understanding propensity – possibility for hate crime.
- Being a good community police officer has to do with networking skills and sensitivities that enable engaging with different groups and individuals in the community.
- At least substantial parts should be trained 'on the job'.

Chapter 3:
Training programmes on intercultural sensitivities, 'policing for all' and human rights

Why? **What is the *contribution* to the police role in *prevention* of radicalisation?**
- Police should serve all, to be effective, officers need intercultural competences.
- The recruitment and radicalisation of extremist jihadist extremism is specifically targeting certain minority communities in Europe.
- Police officers must understand their role in building positive relationships with all minority groups or general minorities and communities.
- Parts of the minority communities are vulnerable and need protection.
- The affected minority communities can be partners in resilience against extremism, and are more trusted and effective voices of counter and alternative narratives.
- Police officers should know, understand and act within the human rights law.
- In countering violent extremism and terrorism there is a risk of ethnic profiling, which will backfire on the police.
- A trusted police force with good contacts in minority communities will benefit from more signals of concern being reported.

Key messages
- Police officers need to be aware of the way the police are being perceived.
- Knowing the effects of discrimination if you are not aware of the intercultural needs and habits.
- Ethnic or racial profiling or other forms of discrimination or biased police actions result in damaging the relations and trust with other cultures.
- Police working for all, needs to be able to operate in a way that will result in trust.
- The understanding and the protection of the human rights for all people is necessary anyway.
- Dealing with discrimination, hate speech and hate crime is core business for police (human rights) and will help tackle the breeding ground for radicalisation.
- Credible voices should come from the communities first, not from police.
- Police officers must know a minimum about diversity of the minorities.
- External speakers (from the minorities) can be involved to learn on the field; probably they can team up with police trainers.
- These training programmes need a lot of experiencing, practicing and team discussion.
- These programmes touch upon police culture; this justifies team training and including the management.
- The National Police Training Institutions should open the doors in order to include more audiences (activists, left wing, organized football fans, different religions).

Chapter 4:
Training programmes on police in multi/inter-agency cooperation

Why? **What is the *contribution* to the police role in *prevention* of radicalisation?**

- Besides signalling is initiating and supporting multi-agency cooperation one of the core roles for police.
- Preventing and countering radicalisation cannot be done by the police alone. A lot of the solutions and interventions should come from others.
- Preventing, recognising and countering radicalisation requires a collaborative sharing of information, responsibilities and coordination of the different actions.
- Police should be aware of the necessity of involving other agencies and actors as early as possible when planning their engagement.

Key messages

- Multi or inter-agency working needs a shared sense of urgency and clear understanding of the goals. Contributions and limitations of the different actors need to be clarified.
- Mutual awareness of the distinct roles and competencies among all agencies.
- Police must be able to explain other actors on what the police can do and what not
- How can the police seduce and convince others to cooperate?
- Police operating in multi-agency cooperations need to be aware of the cultural, organisational and legislative aspects involved.
- Cultivation of a common culture for multi-agency cooperation.
- Use of a common terminology between the relevant actors.
- Established protocols for lawful and human rights-complaint sharing of information, especially confidential information.
- People cooperate, not organisations. So you need to invest in the knowledge, attitude and skills of individual officers. They need to be effective in their personal actions.

Chapter 5:
Training programmes on polarisation and tensions (global and local) in society

***Why?* What is the *contribution* to the police role in *prevention* of radicalisation?**
- A polarised society is a perfect playground for recruiters and extremists.
- Polarisation might end up in hate speech, hate crimes and a threat of public order.
- The role of police in society can influence polarisation in a positive and negative way.
- Knowledge about the mechanisms of polarisation is necessary to reduce existing polarisation and prevent actions resulting in more polarisation.

Key messages
- Having opposing opinions is part of life, "us and them" is normal to a certain level, but serious polarisation is a risk for society and for the natural position for police.
- Knowledge of the global issues will help understanding local tensions.
- Polarisation can be external (in society) and internal (inside the police).
- This is more about attitude and the way police as an organisation and the individual officer's act.
- Are the police neutral? And is it perceived that way. This has to do with the professional role of police in relation to their personal beliefs.
- A professional attitude ' in the middle' is precondition for police to maintain legitimacy from all sides.
- How can police boost 'the silent middle', which is not participating in polarisation and should preferably stay out of polarisation?

Chapter 6:
Awareness training on the use of internet and social media for prevention of radicalisation and understanding the role of mainstream media

Why? **What is the *contribution* to the police role in *prevention* of radicalisation?**
- Extremists groups are very effective in using social media for their recruitment and propaganda.
- Online behaviour can very often be a valuable indicator of changes in behaviour, chosen identities and loyalties.
- Police officers can help partners like youngsters, parents and teachers to be aware of the risk of online behaviour of persons at risk.
- As our everyday life is overwhelmed by mainstream media, it is essential for police officers to understand how media create social reality and influence public opinion.
- Understanding that stereotypes used in the media contribute to the process of polarisation and feed the breeding ground.

Key messages
- Police officers need to understand the modus operandi of online recruitments and radicalisation.
- Police need media literacy skills, like checking the source, be aware of potential propaganda
- The training should deal with what is going on online, and how youngsters and extremist groups use different platforms and tools.
- Social media and the internet have a great potential for police officers who would like to reach out, communicate and connect with members of the public.
- Police officers need to understand the modus operandi of media organisations (sensations, black/white simplification, and stereotype creation).
- The training should explain the internal process of how news is created.

Chapter 7:
Training programmes on <u>effective personal communication</u> (attitudes, language, and body language)

Why? **What is the *contribution* to the police role in *prevention* of radicalisation?**
- The police needs allies in the challenge of prevention of radicalisation. Potential allies need to be convinced of the urgency and the need to cooperate with the police and others.
- Convincing is done in the many formal and even more informal contacts that the police officers have.
- In all everyday contacts, in peace time and times of terrorist threats and tensions, personal communication is crucial.

Key messages
- The police are not always liked. Police officers need effective personal communication skills to overcome this and make others willing to cooperate.
- Effective communication can help police officers to team up with credible messengers, community leaders and other influencers.
- This is more about attitude and skills, than knowledge.
- So, training on communication cannot be done without practicing and experiencing, working with training actors.
- Police officers need the capacity to bridge the language gap with newcomers, this can be done with rudimentary language skills, or interpreting facilities.
- Communication takes place out in the open, in the streets but also in personal communication with professional partners or citizens.
- There is a link with policing for all and being effective in communication with the members of the different communities.
- The online world offers new opportunities for communication.

Chapter 8:
Training programmes on the role for police in deradicalisation and disengagement of extremist individuals

***Why?* What is the *contribution* to the police role in *prevention* of radicalisation?**

- All over Europe there are radicalised individuals. The risk of them turning to violence towards society needs to be lowered by deradicalisation or disengagement interventions.
- This is in most countries not the role for police officers, but in several countries police officers are participating in multi-agency approaches aimed at disengaging or even deradicalising.
- Police officers need to know how they can support deradicalisation or disengagement in their contacts and actions. At least police need to know what *not* to do to avoid disrupting deradicalisation.

Key messages

- Police need not only expertise on the factors and process that bring people further into extremist groups or ideologies, but also on the factors that might help individuals to move away from violent extremist ideas and groups.
- This module could be an add-on to a training module on radicalisation.
- The vast expertise on crime prevention could probably be of use.

Recommendations and considerations

There is a wide range of training programmes available: share!
Within the limited capacities of a RAN working group, we managed to identify a wide range of training programmes. From some countries we didn't find much, others had a rich portfolio of well tested and improved training programmes. And we are sure we didn't find everything.
Some Points of Contact noted they were in need of specific programmes, where others had several programmes tackling these topics. An exchange and sharing of existing programmes would help the different Member States to improve their training programmes and capacities at a higher speed.

There was an appetite for translating existing training programmes and for developing e-learning modules. There are scenarios, cases studies or theoretical parts which can be used in other countries as well, if translated.

> *We call for Member States, European institutions, police schools and academies to reach out to each other, and share the materials already developed with public money. This way all over Europe practitioners can be trained with the newest, high quality materials.*

More than signalling
For police officers, but also other practitioners, training should match their required and specific role and contribution in the multi-agency cooperation they are supposed to work in. This includes prevention, information sharing, defining responses and executing these.

> *Besides signalling, supporting prevention, community policing and initiating and facilitating multi-agency working is crucial in training.*

Keeping up to date, attention for training
The modus operandi of extremist groups is changing. For instance the surge in the different types of lone actor attacks and the uptake in organised group attacks. The influx of refugees and the integration in the receiving communities have effect on CVE and the training programmes that support the practitioners. This calls for constantly updating of training programmes. At the same time, there are training programmes developed, tested, evaluated and improved. We have the impression that there is a lot to be gained by sharing these experiences and insights. We hope some training programmes might be evaluated.
RAN can definitely play a role in this field. For instance through a Thematic Event on training programmes. We are not only referring to police training programmes, but also to programmes for prison staff, educators and in mixed groups.

> *Reviewing and discussing training programmes should be part of CVE policies and the international sharing, in the RAN and other exchanges.*

> *In the next Annual Programme RAN POL will once again incorporate attention to training.*

RAN POL was pleased with the active participation of CEPOL, OSCE and the AEPC. There is a need for more international sharing of experiences, looking into existing materials. RAN POL is, within its limitations, open for future cooperation to make sure police officers receive the training they need for their job.

Refugees, incidents, attacks and polarisation
The Thematic Event, the Policy Paper and Workshops that the RAN CoE organised, all stress the new challenges for CVE because of the effects of the refugees and migrants arriving in European Member States. There are worrying trends regarding polarisation, right wing extremism, jihadist extremism, left wing and anarchist extremism.

> *We recommend checking existing training programmes for being up to date because of the effects of the refugees and migrant crisis on right wing extremism, reciprocal radicalisation and polarisation.*

Annex: Examples of promising, existing training programmes in European Member States

Chapter 1: Training programmes on radicalisation (awareness, understanding, preventing, intervening and/or signalling)

Name	Combating and preventing radicalisation and extremism
Country	Malta
Learning goals	Understanding radicalisation and extremism
For	Police officers from different districts and branches
Length	4hrs per day for each group
Focus	Knowledge and skills

Name	Actions against radicalisation and extremism
Country	Greece
Learning goals	Creation of a pool of trainers in the field of prevention-awareness of public
For	Law enforcement officers – firstline practitioners
Length	Five months
Focus	Knowledge and skills

Name	Empowerment of the Hellenic police to counter radicalisation and extremism
Country	Greece
Learning goals	Operational empowerment of Hellenic police personal to counter radicalisation and extremism
For	Hellenic police personnel
Length	Two years
Focus	Knowledge, attitude and skills

Name	Training for firstline police officers in common risk indicators of foreign terrorist fighters
Country	Greece
Learning goals	Identification of common risk indicators and basic knowledge of the radicalisation process
For	Firstline police officers (border & passport control officers)
Length	Six hours
Focus	Skills

Name	Radicalisation leading to violent extremism
Country	Slovenia
Learning goals	Recognising, awareness, Prevention
For	All structures within police and RAN subjects
Length	Two years, up to 2 hours lectures
Focus	-

Name	Firm component of the curriculum
Country	Germany
Learning goals objectives	To outline the importance and central nature of the issue of human rights for the role and self-image of the police and to defend human rights facing threats to a state governed by the rule of law
For	Students of Police Administration (B.A.)
Length	Three-year apprenticeship
Focus	Knowledge, attitude and skills

Name	Violent Radicalisation
Country	Cyprus
Learning goals	Understand what Violent Radicalisation is. Recognize signs and indicators of radicalisation. Identify persons vulnerable to radicalisation. Define the role of internet and social media
For	Recruit Officers, Community Police Officers, Alien and Immigration Officers, C.I.D officers, Prison staff
Length	3 hours
Focus	Knowledge and attitude

Name	Mainstreaming Anti-Radicalisation Techniques in Community Policing
Country	Ireland
Learning goals	1. Building community partnerships through community policing 2. Building trust and confidence with minority communities. 3. An overview of ethnic cultural and religious protocols pervading local communities. 4. Anti-discrimination legal application by front-line police in the community. 5. Familiarising front-line police with the specificities of extremism and violent racism 6. Engaging with all forms of extremism to prevent violent extremism and radicalisation.
For	Front-line police officers in the community and specially appointed sworn Police Ethnic Liaison Officers
Length	Two days
Focus	Intensive knowledge, attitude and skills focused

Name	PLIR - First Line Against Radicalisation
Country	Romania
Learning goals	The aim of the program is to increase the awareness of the frontline police officials
For	40 police officers from National Police, Border Police, Immigration Police and Gendarmerie
Length	6hour day, 5 days
Focus	Frontline police officers should be alert for emblems, documents, flyers, clothing, convert people during police contacts, traffic stops, body and house searches

Name	Prevent Core Course
Country	United Kingdom
Learning goals	Understand those vulnerable to radicalisation and referring them for help
For	Prevent officers
Length	3 days
Focus	Knowledge

Name	Training plan to combat violent extremism
Country	Spain
Learning goals	Increase knowledge on a daily professional activity. Concepts of radicalisation. Aspects of violent radicalisation. External indicators. Improve capacity of relationship with society and social groups.
For	Official from central government; vulnerable groups; Social entities; Mass media; Groups at risk; Police .
Length	-
Focus	As the level of training requires different scales, categories and objectives, all three are covered.

Name	Special training on radicalisation
Country	Spain
Learning goals	To know ideologies, actors, transmissions and factors affecting people at risk. Interpret changes in individuals undergoing radicalisation processes; develop skill to obtain valid

	information; analytical tools to assess data. Intervene: initial steps to be taken; how to develop a correct analysis and what actions should be anticipated.
For	-
Length	From 1 to 8 months
Focus	Knowledge, skills and attitude

Name	Basic training CTER. (Counter terrorism extremism and radicalisation)
Country	The Netherlands
Learning goals	Awareness, detecting and taking action.
For	Frontline police officers (mandatory), detectives and intelligence officers (job dependant)
Length	It is a 2 (or 3)-day programme
Focus	It focuses on knowledge, attitude and skills.

Name	Train-the-Trainer basic training CTER plus Community Policing/criminal investigations/intelligence
Country	The Netherlands
Learning goals	Awareness, detecting and taking action.
For	Target group are police officers with enough CTER experience.
Length	It is a 5-day programme
Focus	Focused on knowledge, attitude and skills.

Name	Basic training Radicalisation and Jihadism.
Country	The Netherlands
Learning goals	Insight in these topics and strengthening professional competences, confidence and responsibility.
For	Target group are government and semi-government professionals and it is a 1 day programme. The groups are mixed (participants from police and other organisations)
Length	-
Focus	Focus on knowledge, attitude and skills.

Name	Second level training Radicalisation and Jihadism. And it is a 2 day programme.
Country	The Netherlands
Learning goals	More in-depth knowledge and ability to act upon radicalisation and jihadism.
For	Target group are government and semi-government professionals. The groups are mixed.
Length	2 day programme
Focus	The training focusses on knowledge, attitude and skills.

Name	BEHR-training.
Country	The Netherlands
Learning goals	Training for experts on multicultural diversity, Islam and jihadism.
For	Target group are government and semi-government professionals. The groups are mixed
Length	It is a 3 day programme.
Focus	The training focusses on knowledge, attitude and skills.

Name	S.A.R.A (Scanning, analysis, response, and assessment)
Country	Denmark
Learning goals	The program is intended that the student must be able to work at a high professional level with the preventive part of police work, and that the students develop an analytical and knowledge-based practices include based on the crime prevention work model S.A.R.A.

For	Students – Police Academy Copenhagen
Length	9 weeks
Focus	Focus on knowledge, attitude and skills.
Name	Actions against radicalisation
Country	France
Learning goals	To understand and fight radicalisation. To recognize signs and indicators of radicalisation. To understand geopolitical situation and jihadi networks. Main concepts of Islam. Reports and hotlines, family's assistance and follow up;
For	front-line officers, senior officers and super intendants
Length	from 2 days to 5 days depending the target audience.
Focus	-

Name	"Preventing violent radicalism and extremism in local level" -course
Country	Finland
Learning goals	- Increasing awareness of the field of violent radicalisation and extremism in a broad sense (the far right, the far left, religiously motivated extremism and solo actors) - Training new trainers (who can train more police officers, teachers, social workers etc.)
For	Especially police officers who do preventive policing (+ other branches) in all 11 local police departments in Finland
Length	7 hours / 1 day
Focus	Focus on knowledge, skills and attitude

Name	"Preventing violent radicalism and extremism in local level" -seminar
Country	Finland
Learning goals	- Increasing awareness of the field of violent radicalisation and extremism - Building networks in the police organisation - Changing opinions, views and experiences about the subject
For	Police officers working around this theme
Length	1 day
Focus	Focus on knowledge, attitude and skills.

Name	"Preventing violent radicalism and extremism in local level" -seminar, vol. 2
Country	Finland
Learning goals	- Increasing awareness of the field of violent radicalisation and extremism - Building networks between different parts in the society - Changing opinions, views and experiences about the subject
For	Police officers + interest groups (e.g. social workers, teachers, psychiatric nurses, NGOs etc.)
Length	1 day
Focus	Focus on knowledge, attitude and skills.

Name	Hate Crimes in Hungary. Combating and preventing radicalisation and extremism
Country	Hungary
Learning goals	A collection of the competencies (fairness, respect, tolerance) and how they can be achieved. Differentiating between an "average" hostile attack or a racially motivated one. Understanding radicalisation and extremism.
For	Police officers studying at MA level
Length	15 hrs (lectures + seminars) in one semester
Focus	Knowledge - and skill-based competencies. Students will discuss and determine the most important similarities and differences between the national conflicts and cultures represented.

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Chapter 2: Training programmes on community policing

Name	Reach for early signs of radicalisation and extremism
Country	Malta
Learning goals	Using community policing to counter radicalisation and extremism
For	Police officers from different districts and branches
Length	4hrs per day for each group
Focus	Knowledge and skills

Name	As a part of the local training for preventive police officers and one programme at The Norwegian Police University College
Country	Norway
Learning goals	Giving the new preventive officers best possible grounds for good preventive work
For	Police officers employed at the preventive section or working with related subjects
Length	Ca. one week and half a year at the college
Focus	Knowledge, attitude and skills

Name	INSPEC2T
Country	Greece
Learning goals	Good practice procedures for LEAs and communities strengthening community bonds , learning to assist in problem solving within communities, learning to collaborate and increasing awareness
For	General public, LEAs, NGO's, governmental agencies
Length	3 years (May 2015 – May 2018)
Focus	Attitude and skills

Name	Community Police Training Programme
Country	Cyprus
Learning goals	Learn how to protect neighbourhoods through various preventive measures. Develop a feeling of security amongst the public. Increase communication and improve relations with the public.
For	Community Police Officer Candidates (any officer that has more than three years of service)
Length	Three week programme, 6 hours per day
Focus	Knowledge, attitude and skills

Name	Community policing course
Country	Croatia
Learning goals	To train police officers to independently conduct activities related to community policing
For	Police officers in police stations who conduct community policing related activities
Length	3 weeks, 98 hours
Focus	-

Name	Specialized training in the field of social prevention
Country	Poland
Learning goals	Initiating and organizing activities aimed at preventing the commission of crimes and other social threats and cooperating in this field with state agencies, local governments and social organisations. Identification of social threats and preventing their causes. Initiating and organizing activities for local communities to prevent the commission of crimes and other criminal phenomena. Participating in the creation of local crime prevention strategies and preparation of preventive programmes and other measures
For	Course is directed to police officers who are on duty in the organisational units for crime prevention or perform tasks in the field of social prevention
Length	10 days
Focus	Among others: Methodology of problem solving; Threats analysis as a basis for planning

preventive actions; Planning, preparation, implementation and evaluation of preventive actions; Skills connected to proper communication with society; cooperation with media

Name	Policing in the community
Country	United Kingdom
Learning goals	Provide police officers and staff with an understanding of the knowledge, skills, attitudes, and behaviours required to deliver a responsive and customer focused neighbourhood policing service.
For	Front line police officers
Length	-
Focus	Knowledge

Name	Senior Community Policing officer.
Country	The Netherlands
Learning goals	The objective is to acquire the competences necessary for a community policing officer (e.g. engaging, networking, communication, multi-agency approach, handling youth problems, methodical approaches, scenario-thinking)
For	Target group are new community policing officers
Length	This training is both on the police academy and in the working place of the participant and the study has 560 course hours (SBU).
Focus	It focuses on knowledge, attitude and skills.

Name	Bachelor Community Policing. (Bachelor)
Country	The Netherlands
Learning goals	The learning goals are to be able to deliver an independent professional contribution to the enforcement of public order and safety and quality of life in communities.
For	For are frontline police officers with wide police experience.
Length	This training is both on the police academy and in the working place of the participant and the study has 3360 course hours (SBU).
Focus	It focuses on knowledge, attitude and skills.

Name	Training CTER GGP
Country	The Netherlands
Learning goals	Objectives are awareness, detecting and taking action.
For	For are community policing officers
Length	A 3-day programme (the basic training CTER (4a) + one day extra for CP officers).
Focus	It focuses on knowledge, attitude and skills.

Name	Canon Community Policing.
Country	The Netherlands
Learning goals	An e-learning for trainers (target group) to update their knowledge and skills on the topics: external cooperation, multi-agency approach, working methods, result oriented managing, internal cooperation.
For	Trainers
Length	-
Focus	Knowledge and skills

Name	Security service
Country	France
Learning goals	Understand urban violence (process and actors), face urban violence by policing and setting up a public security.
For	Front line officers
Length	-
Focus	-

Name	Comparative organizational studies: focusing on community policing
Country	Hungary
Learning goals	A collection of the competencies (open minded, respect, responsibility, good communication, problem solving) and how they can be achieved. Compare the different police structure, aim, philosophy and learning environment.
For	Police officers studying at MA level
Length	15 hrs (lectures + seminars) in one semester
Focus	Knowledge and skills. (In place of the traditional policing a new comprehensive security politics had to be worked out. (trans-border organized crime, radicalization, natural catastrophes).
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Chapter 3: Training programmes on intercultural sensitivities, 'policing for all' and human rights

Name	Two programmes at The Norwegian Police University College (Cultural understanding and conflict management in a multicultural society
Country	Norway
Learning goals	Increasing understanding and competence on the subjects within the Norwegian Police
For	All police officers
Length	3 months
Focus	Knowledge, attitude and skills

Name	Intercultural training for LEAs personnel and firstline practitioners
Country	Greece
Learning goals	Knowledge for intercultural dialogue, police techniques and communication
For	LEAs, firstline practitioners, municipality police officers
Length	Nine months
Focus	Knowledge, attitude and skills

Name	Multicultural society working group
Country	Slovenia
Learning goals	Differences, prejudices
For	All structures
Length	Yearly
Focus	-

Name	Intercultural competence
Country	Germany
Learning goals	Reflecting ones` own behaviour, attitudes and emotions
For	Students and officers in public service
Length	Firm component of curriculum and continuous training programmes
Focus	Knowledge, attitude and skills

Name	Multicultural society through law enforcement perspective
Country	Estonia
Learning goals	To provide information and knowledge about cultural differences in multicultural society (Muslims/Christian mostly)
For	Law enforcement officers ("blue police" first responders), hostage negotiators, district police officers
Length	1-2 days, depending if the practical situations are also implemented
Focus	Knowledge and attitude mostly

Name	Ethnic Liaison Officer
Country	Ireland
Learning goals	Coordinate, monitor and advise on all aspects of policing in the area of diversity
For	Designated Police Officers for Liaising with Ethnic Groups
Length	1 day
Focus	Attitude and knowledge

Name	Cultural Awareness, Human Rights and Anti-Profiling Policing Techniques
Country	Ireland
Learning goals	Understanding the effects of biased attitudes on police behaviour and impact on police service delivery to minorities in the community
For	Front-line Community Police Officers; Immigration Police and Specially appointed sworn Police Ethnic Liaison Officers
Length	1 day
Focus	Intensive knowledge, attitude and skills based

Name	Policing in a Multicultural Society
Country	Cyprus
Learning goals	To demonstrate professional behaviour. To develop the sense of responsibility, concerning the respect of diversity and human rights.
For	Recruits Police Officers, Sergeants, Inspectors and Chief Inspectors
Length	4 hours
Focus	Knowledge and Attitude

Name	Multicultural awareness
Country	Czech Republic
Learning goals	Understanding of cultural differences and patterns of behaviour
For	Field police officers
Length	5 days
Focus	Attitude

Name	A world of Difference
Country	Austria
Learning goals	Participants recognize different forms of discrimination, reflect on their own attitude and professionalize their police acting
For	Police officers of all ranks
Length	Three days
Focus	Attitude and skills

Name	Intercultural competence
Country	Germany
Learning goals	Knowledge of cultural differences, prejudices, ethnic
For	Police officers at any level
Length	1 week
Focus	Knowledge

Name	Integrated approach for prevention of victimisation in Roma communities
Country	Romania
Learning goals	To increase the knowledge of relevant national actors in the field of victimisation within Roma communities
For	Romanian police officers
Length	2 years 2015-2017
Focus	To enhance the expertise and best practices transfer in the field of preventing and investigating hate crimes, protection of human and minority rights, with specific focus for Roma communities

Name	Valuing difference and Inclusion
Country	United Kingdom
Learning goals	Learners will explore the need for change in policing to re-frame the traditional approach to equality, diversity and human rights (EDHR) towards an approach which fully 'values difference and inclusion'. They will examine the business case driving difference and inclusion and ways it can be promoted. They will explain the practical leadership challenge of leading diverse teams, the impact of 'unconscious bias' on decision making and ways they can prevent and manage bias in themselves and others. Finally, they will explore ways, as a Fast Track leader, in which they can further value difference and inclusion in their force.
For	Police Officers on 'fast track' process
Length	-
Focus	Attitude

Name	Basic training intercultural communication.
Country	The Netherlands
Learning goals	To increase the knowledge on cultural diversity and how to use this in daily police work.
For	For are all police officers
Length	The duration is 3 days
Focus	It focuses on knowledge, attitude and skills.

Name	Craftsmanship diversity
Country	The Netherlands
Learning goals	It focuses on discrimination, personal identity, pluralism, intercultural communication, dealing with youth and subcultures, honor-related violence and coaching.
For	Target group are police officers with the (part-time) assignment of multi cultural craftsmanship.
Length	This training is 96 SBU (course hours).
Focus	It focuses on knowledge, attitude and skills.

Name	Multicultural client contacts and intercultural conflict management.
Country	The Netherlands
Learning goals	Objective is insight in cultural differences and their effect on communication. And to give handling prospects.
For	Target group are all police officers (and staff from 'partner' organisations)
Length	The duration is 2 days.
Focus	It focuses on knowledge, attitude and skills.

Name	Laicity, Police and religion
Country	France
Learning goals	Laicity and neutrality of the State. Implication of the secularism for the public servants and for the citizens. Religious practices. Improving the behaviour and judgement of police officers in their dealings with citizens. Behaviour and security measures in places of worship.
For	Front line officers
Length	-
Focus	-

Name	Human Rights Seminar
Country	Finland
Learning goals	- Human Rights issues in police work - intercultural sensitivity - Non-Discrimination - Ethics
For	Police officers from different districts and branches
Length	2 days yearly
Focus	Focus on knowledge, attitudes and skills. Thematic focus differs from year to year.

Name	Identifying, preventing and investigating Hate Crime
Country	Finland
Learning goals	- identifying hate crime - connection between hate crime and radicalisation -preventing hate crime - investigation of hate crime

For	Police officers from different districts and branches
Length	3 days + pre-assignment
Focus	Focused on knowledge, attitude and skills.

Name	Training against Hate Crimes for Law Enforcement (TAHCLE)
Country	Finland
Learning goals	- ensuring the effective investigation and prosecution of hate crimes; - understanding the basis, context and special attributes of hate crimes; - solidifying knowledge of domestic legislation related to hate crimes; - contributing to crime prevention; - encouraging public co-operation with and respect for police forces; - building constructive ties with marginalized or threatened groups in society; and - ensuring that police practices serve to protect and promote human rights and non-discrimination.
For	Police teachers and trainers both in the Police University College as well as in different districts and branches.
Length	3 days
Focus	Focused on knowledge, attitude and skills.

Name	Mediation as a tool of restorative justice: theory and practice
Country	Hungary
Learning goals	The challenges of a multicultural society vs. a society with emerging minority groups. A collection of the competencies (fairness, respect, tolerance, empathy, responsibility, good communication) and how they can be achieved. Discuss in great details the prejudice and the views held against the minorities within the police.
For	Police officers studying at MA level
Length	15 hrs (Training, lectures + seminars) in one semester
Focus	Knowledge- and skill-based competencies. Human rights, confidence and trust.
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Chapter 4: Training programmes on police in multi/inter-agency cooperation - Examples of promising, existing training programmes in European Member States

Name	Channel - Prevent - Counter Terrorism
Country	United Kingdom
Learning goals	It explains the importance of identifying those who may be at risk of becoming radicalised and their referral into the Channel Prevent process. It then progresses through the process, detailing the multi-agency approach, the role of the Channel Police Practitioners and the support and interventions available for a vulnerable individual.
For	Police and Public sector
Length	-
Focus	Knowledge

Name	Multi agency approach on safety (Minor).
Country	The Netherlands
Learning goals	Objective is to learn how to make and maintain contacts and networks, to mobilise and activate stakeholders, internal and external cooperation and how to effectively and creatively organise police labour.
For	Target group is police officers who comply with the entry requirements.
Length	The study has 840 course hours (SBU).
Focus	It focuses on knowledge, attitude and skills.

Chapter 5: Training programmes on polarisation and tensions (global and local) in society

Name	Course on public order management.
Country	Italy
Learning goals	Crisis management related to social and political tensions with effect on security and public order
For	Police officers and sergeants
Length	3 days for police officers, 1 week for sergeants
Focus	-

Name	Training of social competences.
Country	Germany
Learning goals	To communicate in an unprejudiced manner and to be able to guarantee human dignity of each individual
For	Students of Police Administration (B.A.)
Length	Three-year apprenticeship
Focus	Knowledge, attitude and skills

Name	Anti-Discriminatory Policing Techniques application in Community Policing.
Country	Ireland
Learning goals	Understanding the application of human rights standards; anti-discriminatory policing techniques; getting to know your local minority communities; prevention and detection of hate crime in communities; building trust through local partnership and community engagement; cultural and religious protocol training.
For	Specialist sworn Police Ethnic Liaison Officers and Front-line uniformed community police officers
Length	Two days
Focus	Intensive knowledge, attitude and skills based training programme designed to challenge all forms of bias

Name	Train the trainer: Polarisation management.
Country	The Netherlands
Learning goals	The objective is to be able to handle polarisation within the police organisation and train e.g. community policing (cp) officers to handle polarisation within their neighbourhood or community.
For	Target group is not specified: police officers.
Length	It is a 2-day training. (Workshops given by trainers to end-users are 1 hour.)
Focus	It focuses on knowledge, attitude and skills.

Name	OSCAD seminar on preventing and combating discrimination and in particular hate crime and hate speeches
Country	Italy
Learning goals	Hate crimes, definition and impact, legal instruments against hate crimes, OSCAD organization, tasks and activities; ethnic profiling in Police activities; diversity in Italian population; stereotypes, bias and discrimination definition and impact (in cooperation with the Italian Equality Body, UNAR); Human Rights, a legal/historical overview and practical experiences at national and international level (in cooperation with Amnesty International); LGBTI lexicon, LGBTI legislation; discrimination based on sexual orientation and gender identity, at international and national level (in cooperation with "Rete Lenford-Lenford network" an LGBTI association composed by lawyers and experts on LGBTI issues); best practices in dealing with vulnerable victims and analysis of practical cases giving operational tips.
For	Law enforcement staff: pre-service training for National Police cadets (mandatory); in-

	service training for National Police border police officers (mandatory); in-service training for National Police senior officers (mandatory)
Length	6 hours (half a day course) divided in 6 periods focused on specific topics
Focus	Knowledge of legal instruments, development of the attitude/capacity to recognize and tackle discrimination and hate crimes

Name	European Project "PRISM" (Preventing Redressing and Inhibiting Hate Speech in new media): training seminar on in cooperation with UNICRI (United Nation Interregional Crime and Justice Research)
Country	Italy
Learning goals	Raising awareness and improving competencies in the field of prevention and fight against discrimination and, in particular, against criminal acts of discrimination: highlighting the direct connection between hate speeches and hate crimes. During the seminar the following subjects were covered: overview of the concepts of racism and anti-discrimination; the legal framework for combating hate speech and hate crime at the international, EU and Italian levels; information/tips on how to report and investigate these crimes, with a focus given to victims' assistance
For	Police officers (National Police and Carabinieri), jurists and civil society organizations
Length	Three-days training workshop
Focus	Knowledge, attitude and skills

Name	European Project "EXPERIENCE CRIME: Increasing the capacity of law enforcement authorities to tackle racist crime, hate crime and homophobic crime through experiential learning", in cooperation with COSPE (Cooperation for Development of Emerging Countries: a no profit association established in 1983 and actively involved in promoting fair and sustainable development, intercultural dialogue and human rights.
Country	Italy
Learning goals	Increase the capacity to understand, recognize and investigate hate crimes increase awareness on victim's perception and needs, increase awareness on Police agencies' role in combating hate crimes and protecting all citizens; increase awareness on Police diversity management. In particular, real case studies were presented by the senior Police/Carabinieri officers that actually dealt with the investigations in order to illustrate the cases from a practical/operational point of view, underlying the main goals reached and the gaps and problems faced. The discussion was realized dividing the group in three sub-groups with a final restitution in plenary session.
For	Police officers (National Police and Carabinieri)
Length	Two-days training workshop
Focus	Knowledge attitude and skills

Chapter 6: Awareness training on the use of internet and social media for prevention of radicalisation and understanding the role of mainstream media

Name	Basic training internet.
Country	The Netherlands
Learning goals	The objective is to be aware of the risks of the use of internet and to be able to do elementary investigations on the internet and report this.
For	The For are all police officers
Length	The duration is 3.5 days.
Focus	It is knowledge and skills focused.

Name	Digital awareness in daily police work.
Country	The Netherlands
Learning goals	Awareness on the effect of digitisation of society on daily police work. Is aware of the pitfalls of the use of internet and can assess the reliability of this information.
For	The For are allround (frontline) police officers
Length	The duration is 2 days
Focus	With a focus on knowledge and skills.

Name	Digital investigation and cybercrime expert (Bachelor).
Country	The Netherlands
Learning goals	The objective is to develop competences in digital investigation and cybercrime at bachelor level.
For	For police officers who comply with the entry requirements.
Length	-
Focus	This study takes 1680 course hours (SBU)

Name	Training Internet, Youth and Social Media
Country	The Netherlands
Learning goals	The learning objective is to be able to identify and find the most important social media sites, used by young people and to distinguish the target groups of the various sites. To search quickly and effectively in social media sites, secure information and use this in reports. Is aware of the pitfalls of the use of internet and can assess the reliability of this information.
For	The target group is police officers who have attended the basic training internet
Length	This is a 3 day training
Focus	Is focused on knowledge and skills.

Chapter 7: Training programmes on effective personal communication (attitudes, language, body language)

Name	Effective Communication
Country	Cyprus
Learning goals	To develop professional police behaviour
For	Police Officers (General Course), Inspectors
Length	Police Officers 3 hours, Inspectors 7 hours
Focus	Knowledge and Attitude

Name	Communication skills
Country	Czech Republic
Learning goals	Use of effective and appropriate communication
For	Field police officers
Length	2 days
Focus	Skills

Name	Handling challenging situations
Country	Austria
Learning goals	Participants know instruments and strategies to tackle challenging situations best possible and are able to apply them
For	Interested police officers and administrative staff
Length	5 days
Focus	Knowledge, skills

Name	Intercultural communication
Country	Germany
Learning goals	Effective communication (attitude, body language)
For	Police officers at any level
Length	1 week
Focus	Attitude and skills

Name	Individual professionalism.
Country	The Netherlands
Learning goals	The objectives are to be able to use your qualities as effective as possible in your work. It focusses on qualities and distortions, engaging and opposition, handling negativity, extreme situations and setting limits, integrity and learning and living work
For	For is police sergeants (to be).
Length	The duration is 12 days.
Focus	-

Name	Communication with vulnerable persons.
Country	The Netherlands
Learning goals	Awareness of vulnerability of mentally disabled or people with autism or ADHD and how to effectively communicate with them.
For	For are youth officers and criminal investigators.
Length	It is a 3 day training
Focus	It focuses on knowledge, attitude and skills.

Name	Training crisis communication.
Country	The Netherlands
Learning goals	The objectives are to be able to use your qualities as effective as possible in your work.

	E.g. to stabilise or settle threatening situations by the use of different conversation methods.
For	It takes 6 days
Length	-
Focus	It focuses on knowledge, attitude and skills.

Name	Media training
Country	France
Learning goals	Media training, Relationship and behaviour with journalists
For	Spokesmen and communication officers
Length	-
Focus	-

Name	Communication skills
Country	Hungary
Learning goals	A collection of the competencies (open minded, respect, responsibility, good communication, problem solving). Use of effective and appropriate communication
For	Police officers studying at BA and MA level
Length	15 hrs (Training, lectures + seminars) in one semester
Focus	Skills
Contact person	Prof. Dr. Andrea Kozáry, NUPS, Faculty of law Enforcement, Dr. Katalin Molnár, NUPS, Faculty of law Enforcement
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Chapter 8: Training programmes on the role for police in deradicalisation and disengagement of extremist individuals

No examples available