



TIPU Mission English - Resource Book



Tools for Intercultural Communication & Interoperability:

- Strategic Communication & Intercultural Competence
- Human Terrain Analysis
- International Police Cooperation
- Integrity, Ethics and Code of Conduct
- Policing, Rights and Protection
- Human Relations: Interaction and Engagement
- Crisis Transformation: Management and Mitigation
- Security Sector Reform & Governance



SAINT | Security Sector Development
- Exploring the Human Domain
Human Security, Human Terrain, Human Relations

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Netherlands Criminal Justice	
- Law of the Netherlands	4
- Netherlands Criminal Justice System	4
- The Judiciary	4
Law Enforcement in the Netherlands	
- Dutch National Police	5
- Police Role, Organisational Structure	5
- Auxiliary Police Volunteers	7
- Victim Support and Continuing Support	7
- International Police Cooperation	8
- Police Education and Training	9
- Dutch Police Ranks	10
- Koninklijke Marechaussee (KMar): Royal Marshals	11
- KMar Ranks	12
The Legal Basis for Peacekeeping	
- United Nations Charter, Peacekeeping Mandates	13
- Security Council Resolutions, General Assembly Resolutions	14
- Example Mandate: MINUSMA	15
Security Sector Reform (SSR)	
- Definitions	17
- SSR Concept, Democratic Policing	18
- Key Points to Police Reform	19
- 10 Rules of SSR	20
International Police Missions: <i>Facilitation and Monitoring</i>	
- Good Practices and Lessons Learned	22
- Mentoring	24
- Negotiation and Mediation	25
- Definitions, Preparation	25
- Conduct of Negotiation and Mediation	26
- The Use of Language Assistants	27
International Police Missions: <i>Cross-Cultural Awareness & Mission Impact</i>	
- Introduction, Cultural Shock	28
- Cultural Aspects, Local Population	29
- Relations with National Contingents	30
- Managing Mission Impact	31
- Economic Disparity, Face, Points to Remember, Public Information	32
International Police Missions: <i>Gender in Conflict</i>	34
Human Development Index (HDI)	35
Human Terrain Analysis	36
Legal Systems: International Law	40
Legal Systems (of the World):	
- Civil Law and Common Law	41
- Religious Law	42
- Legal Pluralism and Customary Law	43



Criminal Procedure: Civil Law vs. Common Law	44
Prosecution Process:	
- Defining Crime	46
- The British Common Law System	47
- The Courts (U.K. and U.S.), Terminology	48
- The Caution (<i>Reading of Rights</i>)	50
Policing by Consent	
- The Establishment of the Police in England	51
- The Peelian Principles	52
Policing Models	54
NATO Phonetic Alphabet	56
Radio Procedure	57
Timings	59
Formal Orders and Briefings	60
Presentation Guide	61
Effective Communication: Body Language	63
Law Enforcement Report Writing:	
- Contents and Style of a Report	65
- Writing Principles of a Police Report	66
- Basic Writing Rules	67
- Abbreviations, Capitalisation, Dates,	67
- Format, Grammar, Media, Names, Numbers	68
- Places, Sequencing, Spelling, Style	69
Letter Format for Official Use	70
Application Cover Letter & Motivation	71
Job Application Action Verbs	72
United Nations Police Application Instructions	73
European Union Mission Application Guide	78
International Police Mission: Interview Guide	79
Descriptions	
- people	83
- sequence	86
- vehicles	87
- police vehicles	91
- police equipment	92
Police English/ French Picture Dictionary	
- small arms weapons	93
- mountain terrain	96
- long range passenger jet, airport, terminal	97
- automobile (car): exterior / interior	100
- stationery	104
Street Drugs: names and definitions	105
Recommended Online Resources	108



Law of the Netherlands

The Dutch system of law is based on the French Civil Code with influences from Roman Law and traditional Dutch Customary Law. The new civil law books (which went into force in 1992) were heavily influenced by the German *Bürgerliches Gesetzbuch (BGB)*.

The primary law making body is formed by the Dutch parliament in cooperation with the government. When operating jointly to create laws they are commonly referred to as the legislature (*wetgever*). The power to make new laws can be delegated to lower governments or specific organs of the State, but only for a prescribed purpose. A trend in recent years has been for parliament and the government to create "framework laws" and delegate the creation of detailed rules to ministers or lower governments. (e.g. a province or municipality)

The **Ministry of Security and Justice** is the main institution of Dutch law.

Netherlands Criminal Justice System

The Dutch Criminal Justice System is the system of practices and institutions of the Netherlands directed at upholding social control, deterring and mitigating crime, and sanctioning those who violate laws with criminal penalties and rehabilitation efforts. The Netherlands *Criminal Code* is based on the *Napoleonic Code*, imposed during the time of the French Empire. Although the Dutch largely kept the Napoleonic Code after their independence, they tempered it with a significantly more rehabilitative penal focus.

Criminal law deals with the prosecution and punishment of criminal offenses. The main code is the **Wetboek van Strafrecht**.

The Judiciary

The Dutch Judiciary is comprised of:

- 19 district courts,
- five courts of appeal,
- two administrative courts (Centrale Raad van Beroep and the College van beroep voor het bedrijfsleven), and a
- Supreme Court that has 41 judges.

All judicial appointments are made by the Government. Judges are nominally appointed for life, but in practice retire at age 70.

The Council of State is a constitutionally established advisory body to the government, which consists of members of the Royal Family and Crown-appointed members generally having political, commercial, diplomatic, or military experience.

The *Hoge Raad der Nederlanden* is the highest court of the Netherlands, Curacao, Sint Maarten and Aruba. The Court sits in The Hague, Netherlands and presides over civil, criminal and tax-related cases.

Law Enforcement in the Netherlands



- Nationale Politie Nederland – Dutch National Police

Role

Article 3 of Dutch Police Law (*Politiewet 2012*) describes the *Politie* mission as:

"The task of the police is to, in subordination to the authorities and complying with applicable law, take care of the actual upholding of the legal order and to supply aid to those who need it."



By mandate and in practice this comes down to:

1. Prevention (preventing offences and crimes)
2. Investigation of crimes and offences
3. Upholding the law and order
4. Providing assistance to Civil Authorities

With a national strength of around 55,000 officers (1:375 ratio), responsibilities are:

- Routine police patrolling;
- Investigative work;
- Crime prevention;
- Traffic duties;
- Environmental monitoring; and
- Maintaining public order.

Organisational Structure

The *Politie* operate under the jurisdiction of the *Minister of Justice and Security*. The National Police is structured in three, closely collaborating levels: national, regional and district. The Senior Police leadership operates at the national level.

Lead by one Police Commissioner, the Dutch Police consists of: ten regional authorities (Regionale eenheden); several specialist national divisions (e.g. national criminal investigation service); and the National Police Agency (Politie Landelijke Eenheid) - responsible for nationwide operational management and coordination.

Netherlands National Police Agency

- National Operations Centre
- Criminal Investigation Department
- Police Intelligence Department
- Operations & Technical Support Service
 - National Forensic Service
- Operations Management Unit
- Port and Transit Service
- Diplomatic Protection & Security Service
- Police Special Forces
- Police Service Centre

Politie Landelijke Eenheid

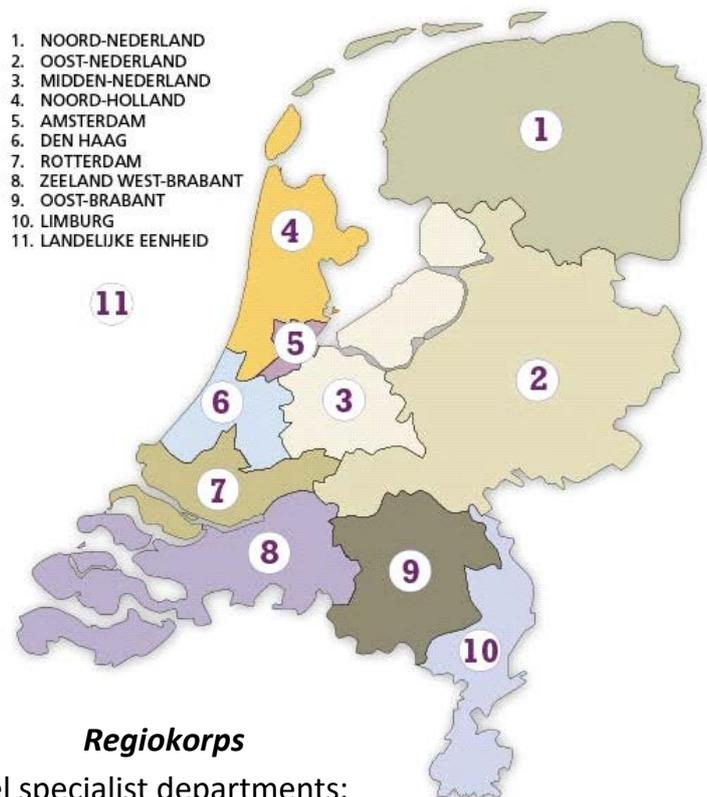
- DL Operationeel Centrum (DLOC)
- DL Recherche (DLR)
- DL Informatieorganisatie (DLIO)
- DL Operationele Samenwerking (DLOS)
- Landelijk Forensisch Servicecentrum
- Dienst Bedrijfsvoering landelijke eenheid (DBV LE)
- Dienst Infrastructuur (DINFRA)
- Dienst Bewaken en Beveiligen (DB&B)
- Dienst Speciale Interventies (DSI)
- Politiedienstencentrum (PDC)

* DL = *Dienst Landelijk*



Regional Police Authorities (Regionale eenheden) are responsible for all operational police duties, except for tasks that require special expertise, cross constabulary boundaries or that can be performed more effectively at a national level (covered by the National Police Agency). Every **Regional Constabulary** (*regiokorps*) is led by a *korpschef* (Agency chief) - a Chief Commissioner (*Hoofdcommissaris*) - who conducts the day-to-day police management.

Decisions about the principal law enforcement policies are made by a regional board (the *Driehoek*), whose chairman is the *korpsbeheerder* (Constabulary Administrator) - usually the mayor of the largest municipality in the region. The other board members of the *Driehoek* are the Chief Commissioner and the Chief Prosecutor.



Regional Constabulary

Each constabulary has five regional-level specialist departments:

- | | |
|--|--|
| • Regional Operations Centre | Dienst Regionaal Operationeel Centrum |
| • Regional Criminal Investigations Service | Dienst Regionale Recherche |
| • Criminal Intelligence Service | Dienst Regionale Informatieorganisatie |
| • Operations & Technical Support Service | Dienst Regionale Operationele Samenwerking |
| • Regional Operations Service Unit | Dienst Bedrijfsvoering Regionale Eenheid |

Regiokorps

A constabulary is divided into districts, having a district chief. Each district consists of a number of local units, called *basiseenheden* (base teams), district investigations, and flex teams (on-call, rapid response).

“Base Team” tasks are:

- first point of contact;
- handling of emergency and non-emergency notifications;
- Investigations: focusing on common crime;
- Enforcement: youth, domestic violence, events, restaurants, mental health, traffic, immigration control, environmental crime, operational support etc.



Auxiliary Police Volunteers

The Netherlands has around 1,500 voluntary police officers. After an intensive training course, paid for by the police force, a voluntary police officer (commonly known as the “Hobby Bobby”) has the same powers as a professional police officer. Voluntary police officers wear the same uniform and perform the same tasks as their professional colleagues.

Victim Support

To provide support to victims the police cooperate with the *Bureaus Slachtofferhulp* (*Victim Support*). Victim Support personnel are specially trained to provide support to victims of accidents and crime, through counselling, advice on filling out insurance claim forms, or seeking legal representation (lawyer).

Continuing Support

The police cooperate closely with support organisations:

- Addiction care e.g. *onsultatiebureau voor Alcohol en Drugs, Kentron* or *Novadic*.
- Mental Health Care (for people who are a risk to themselves (suicide) or others)
- *Reclassering Nederland* (Dutch Parole Office)
- Youth Parole Office
- *Raad voor de Kinderbescherming* (Children & Family Court Advisory and Support Service)
- Social Work e.g. domestic violence



Other national law enforcement authorities include:

- Koninklijke Marechaussee - *Royal Military Constabulary / Royal Marshals*
- Belastingdienst - *Tax and Customs Administration*;
- Fiscale inlichtingen- en opsporingsdienst" (FIOD) - *Fiscal Information and Investigation Service* (economic, fiscal and financial fraud investigations);
- Nationaal Coördinator Terrorismebestrijding (NCTb) – *National Counter-Terrorism Unit*
- Sociale Inlichtingen- en Opsporingsdienst (SIOD) - *Social Security Investigation Service* (social security fraud);
- Nederlandse Voedsel- en Warenautoriteit - *Dutch Food and Consumer Product Safety Authority* (for food safety, animal health, plant health, product safety)
 - Algemene Inspectiedienst (AID) - *General Inspection Service*
 - Plantenziektenkundige Dienst (PD) - *Plant Protection Service*
 - Voedsel en Waren Autoriteit (VWA) - *Food Safety Authority*

Law Enforcement in the Netherlands



- International Police Cooperation

Criminals are not discouraged by national borders. This is why the Netherlands promotes cooperation with other police services in Europe and beyond.

Cooperation between the Benelux and Germany

The police in Germany and the three Benelux countries (Belgium, the Netherlands and Luxembourg) work on the national borders. In cross-border cooperation officers work in accordance with the laws of the host country and act under command of their authorities. In Belgium, Germany and Luxembourg, a Dutch police officer may:

- direct traffic;
- carry out identity checks (e.g. passport controls);
- conduct surveillance, pursue or arrest suspects;
- escort individuals or groups (e.g. football supporters); and
- search locations (for instance in the case of a bomb warning).

Foreign police officers may not issue fines on the other side of the border by themselves.

Police cooperation within the European Union

The member states of the European Union (EU) help each other combat organised and cross-border crime. Netherlands-based **Europol** is an example of this cooperation. Europol is Europe's Criminal Intelligence Agency, responsible for information collection and analysis to combat serious regional and international crime.

Cooperation between the Netherlands and France

The Netherlands has a special cooperative arrangement with France. On the motorway between Rotterdam and Lille, for instance, police from both countries check for drug smuggling.

European Police College

The European Police College (**CEPOL**) was established in 2000 as a network of national police colleges that train senior police officers. It offers courses and exchange programmes, which are provided at the national police colleges. The Dutch Police College is an active member. It offers courses and has developed educational materials and an e-learning system for CEPOL.

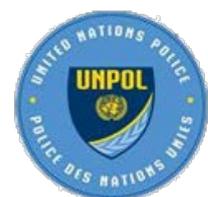
International Police Cooperation

Via Interpol, the Dutch police work with law enforcement agencies worldwide. Interpol provides a network of contact points in each of its member states. Information is exchanged on all forms of crime. The Netherlands is also a member of Interpol.



International Police Missions

The Dutch National Police play an active role in peacekeeping missions as: its obligation to the *European Union Common Security Defence Policy* (CSDP), the *United Nations*, and the *Organisation for Security and Cooperation in Europe* (OSCE), as well as bilateral Security Sector Reform & Governance (SSR&G) projects.





- Police Education and Training

The Netherlands Police education and training is based on:

- clear occupational profiles;
- examination criteria linked to the occupational profiles;
- a qualification structure comparable to that of regular vocational/higher education;
- a combination of work and study;
- competence-based learning.

Each new police officer undergoes basic training (undergraduate education) at the Police Academy's *School of Police Studies*. A student may enrol for one of five levels. In the initial foundation training students acquire the necessary basic skills, knowledge and competencies. The training involves a mix between academic education and field internships. Upon completion students are immediately qualified for active duty.

The education and training structure provides courses leading to qualifications at five levels:

Level	Initial	Vocational	
		Management	Specialist
2	Voluntary Police Officer		
2	Assistant Police Officer		
3	Police Officer		
4	Commissioned Police Officer	Operational Management	Detective - tactical
			Detective - technical
			Environmental Specialist
			Traffic Specialist
			Immigration Specialist
			Violence Control
5	Graduate Officer (Bachelor's degree level)	Tactical Management	Graduate Detective
			Graduate Environmental
			Graduate Traffic
6	Graduate Officer (Master's Degree Level)	Strategic Management	

Vocational courses can be taken after completion of initial education. Usually this occurs after a gap of several years in which personnel gain relevant work experience. Such courses are encouraged to develop specialist or management skills.

The **Politieacademie** (National Police Academy) has three core duties:

1. Nationwide Recruitment & Selection
2. Education*
3. Research, Knowledge & Development

* = accredited police training on vocational, college and university levels, developed and carried out in close cooperation with the Dutch Law Enforcement and educational institutes.

Law Enforcement in the Netherlands



- Dutch Police Ranks

The following ranks have been translated according to required training for rank, responsibility, and position – though this translation is not an absolute as services differ greatly from country to country.

Note: Sergeants holding additional responsibility and authority are usually promoted to “Senior Sergeant”, whilst Inspectors with higher authority/responsibility are known as Chief Inspector (as reflected in the salary scale).

 <p>Eerste Hoofdcommissaris <i>Commissioner of Police</i> (Chief of the National Police)</p>			
 <p>Hoofdcommissaris <i>Regional Commissioner</i> (Chief of a Regional Constabulary)</p>			
 <p>Brigadier <i>Sergeant</i></p>	 <p>Inspecteur <i>Inspector /</i> <i>Chief Inspector</i></p>	 <p>Hoofdinspecteur <i>Superintendent</i></p>	 <p>Commissaris <i>Chief</i> <i>Superintendent</i></p>
 <p>Aspirant <i>Police Academy</i> <i>Trainee</i></p>	 <p>Surveillant <i>Patrol Officer</i> (unarmed Police Auxiliary)</p>	 <p>Agent <i>Constable</i> <i>Police Officer</i></p>	 <p>Hoofdagent <i>Senior Constable</i></p>

The head of Police in the Dutch Caribbean – the 11th Regional Constabulary - has the title “Chief Constable”.



- Koninklijke Marechaussee



The *Koninklijke Marechaussee* (**KMar**) - the *Royal Netherlands Marshals* (RNLM) or the “Royal Military Constabulary” - is one of the four services of the Armed Forces of the Netherlands. The Marechaussee - a *gendarmerie* - is a military organisation that conducts both civilian and military police duties. The Marechaussee is under the responsibility of the Ministry of Defence, however it does not answer to the Chief of the Defence Staff, but directly to the Minister of Defence (to secure independence and impartiality when enforcing military law).

The Marechaussee performs the following duties:

- assisting and complimenting the National Police when extra manpower or a higher escalation force is needed: KMar has its own Riot Units, its own arrest teams, and the Special Protection Assignments Brigade (BSB).
- fighting against illegal immigration
- fighting against international crime
- guarding the national borders
- guarding the royal palaces and the house of the Prime Minister
- riot control and protection
- security and policing of all civilian airports, notably Schiphol Airport (Amsterdam)
- *VIP Close Protection*, e.g. the Royal Family, high-ranking government officials etc.
- Special Protection Assignments Brigade (BSB), special forces for arrests, surveillance and protection
- KMOO - the Military Police Service



The first four units are regional, the other two have national responsibilities. KMar also provides general policing at Schiphol airport and its surrounding area - known as 'Schiphol-Rijk' - in addition to border control duty at the airport itself.

KMar carries out ceremonial duties at royal palaces, such as when new diplomats present their Credentials to the King, and escorting important guests.

Military tasks are to guard military (including NATO) bases, to provide police service to military personnel, to assist military transports and civil and military law enforcement. KMar sub-units usually accompany the Netherlands Armed Forces on deployment and have been well represented in various International Police Missions e.g. Afghan Kunduz, Ukraine etc.



Law Enforcement in the Netherlands



- Koninklijke Marechaussee Rank

Rank responsibilities within the Royal Marechaussee are:

General Officers, National Level:

- Lieutenant General (*Commander-in-Chief Royal Marechaussee*)
- Major General (*Deputy Commander*)
- Brigadier General (*Head of Department, Royal Marechaussee Staff*)

Senior Officers: District Level:

- Colonel (*District Commander*)
- Lieutenant-Colonel (*Deputy District Commander*)
- Major (responsible for a District Department)

Officers: Brigade Level:

- Captain (comparable to *Chief Inspector*)
- Lieutenant (comparable to *Inspector*)

Executive Personnel:

- Warrant Officer (WO1) (comparable in duties to *Inspector*) (Adjutant)
- Sergeant-Major (WO2) (Opperwachtmeester)
- Sergeant First Class (Wachtmeester der eerste klasse / Wachtmeester-1)
- Sergeant (comparable to *Constable*) (Wachtmeester)

Officers

NATO	OF-8	OF-7	OF-6	OF-5	OF-4	OF-3	OF-2	OF-1		
KMar										
Dutch	Luitenant-Generaal	Generaal-Majoor	Brigade-Generaal	Kolonel	Luitenant-Kolonel	Majoor	Kapitein	Eerste-Luitenant	Tweede-Luitenant	Kornet
English	Lieutenant General	Major General	Brigadier	Colonel	Lieutenant Colonel	Major	Captain	Lieutenant	Second Lieutenant	Officer Cadet

Enlisted Ranks

NATO	OR-8/9	OR-7	OR-6	OR-5	OR-4	OR-3	OR-2	OR-1
KMar								
Dutch	Adjutant	Opperwachtmeester	Wachtmeester der 1e klasse	Wachtmeester	Marechaussee der 1e klasse	Marechaussee der 2e klasse	Marechaussee der 3e klasse	Marechaussee der 4e klasse
English	Warrant Officer Class I	Warrant Officer Class II	Staff Sergeant	Sergeant	Corporal	Lance Corporal	Private	Recruit

The Legal Basis for Peacekeeping



The UN Charter gives the Security Council primary responsibility for the maintenance of international peace and security. In fulfilling this responsibility, the Council can establish a UN peacekeeping operation. UN peacekeeping operations are deployed on the basis of *mandates* from the United Nations Security Council.

In international law, a **Mandate** is the legally binding authority issued from an intergovernmental organisation (e.g. the United Nations, European Union etc.) for staging a Mission in a specific country or region. In practical terms, the Mission Mandate provides a synopsis of Mission aims, type of Mission, period of mandate, partners, and authorised personnel (numbers).

UN Charter

The Charter of the United Nations is the foundation document for all the UN work. The UN was established to “save succeeding generations from the scourge of war” and one of its main purposes is to maintain international peace and security.

Peacekeeping, although not directly referenced in the Charter, has evolved into one of the main tools used by the United Nations to achieve this purpose.

The Charter gives the UN Security Council primary responsibility for the maintenance of international peace and security. In fulfilling this responsibility, the Council may adopt a range of measures, including the establishment of a UN peacekeeping operation.

- Chapter VI deals with the “Pacific Settlement of Disputes”. UN peacekeeping operations have traditionally been associated with Chapter VI, however, the Security Council need not reference a specific Chapter when passing a resolution authorising the deployment of a UN peacekeeping operation - and has never invoked Chapter VI.
- Chapter VII contains provisions related to “Action with Respect to the Peace, Breaches of the Peace and Acts of Aggression”. In recent years, the Council has adopted the practice of invoking Chapter VII of the Charter when authorising the deployment of UN peacekeeping operations into volatile post-conflict settings where the State is unable to maintain security and public order. The Security Council’s invocation of Chapter VII in these situations denotes the legal basis for its action.
- Chapter VIII of the Charter also provides for the involvement of regional arrangements and agencies in the maintenance of international peace and security.

Peacekeeping Mandates

UN peacekeeping operations are deployed on the basis of mandates from the United Nations Security Council. The range of tasks assigned to UN peacekeeping operations has expanded significantly in response to shifting patterns of conflict and to best address threats to international peace and security.

Although each UN peacekeeping operation is different, there is a considerable degree of consistency in the types of mandated tasks assigned by the Security Council. Depending on their mandate, peacekeeping operations may be required to:

- Deploy to prevent the outbreak of conflict or the spill-over of conflict across borders;
- Stabilise conflict situations after a ceasefire, to create an environment for the parties to reach a lasting peace agreement;

The Legal Basis for Peacekeeping



- Assist in implementing comprehensive peace agreements;
- Lead states or territories through a transition to stable government, based on democratic principles, good governance and economic development.

Depending on the specific set of challenges, UN peacekeepers are often mandated to play a catalytic role in the following essentially peacebuilding activities:

- Disarmament, demobilisation and reintegration of ex-combatants;
- Mine action;
- Security sector reform and other rule of law-related activities;
- Protection and promotion of human rights;
- Electoral assistance;
- Support for the restoration and extension of State authority;
- Promotion of social and economic recovery and development.

Security Council Resolutions

A **United Nations Security Council resolution** is a UN resolution adopted by the fifteen members of the Security Council.

The UN Charter specifies (in Article 27) that a draft resolution on non-procedural matters is adopted if nine or more of the fifteen Council members vote for the resolution, and if it is not vetoed by any of the five permanent members.

Resolutions by the Security Council are legally binding. If the council cannot reach consensus or a passing vote on a resolution, they may choose to produce a non-binding presidential statement instead of a Resolution. These are adopted by consensus. They are meant to apply political pressure — a warning that the Council is paying attention and further action may follow.

General Assembly Resolutions

A **United Nations General Assembly Resolution** is voted on by all member states of the United Nations in the General Assembly.

General Assembly resolutions usually require a simple majority (50 percent of all votes plus one) to pass. However, if the General Assembly determines that the issue is an "important question" by a simple majority vote, then a two-thirds majority is required; "important questions" are those that deal significantly with maintenance of international peace and security, admission of new members to the United Nations, suspension of the rights and privileges of membership, expulsion of members, operation of the trusteeship system, or budgetary questions. Although General Assembly resolutions are generally non-binding towards individual member states, internal resolutions may be binding on the operation of the General Assembly itself.

Examples of a General Assembly Resolutions are:

- Resolution 217: Universal Declaration of Human Rights
- Resolution 260: Convention on the Prevention and Punishment of the Crime of Genocide.



Example: MINUSMA Mandate (edited for length and content)

The ***United Nations Multidimensional Integrated Stabilization Mission in Mali*** (MINUSMA) was established by Security Council resolution 2100 of 25 April 2013 to support political processes in that country and carry out a number of security-related tasks.

The Mission was asked to support the transitional authorities of Mali in the stabilisation of the country and implementation of the transitional roadmap, focusing on major population centres and lines of communication, protecting civilians, human rights monitoring, the creation of conditions for the provision of humanitarian assistance and the return of displaced persons, the extension of State authority and the preparation of free, and inclusive elections.

By adopting resolution 2164 (25 June 2014), the Security Council amended the mandate of the Mission, deciding that it should focus on duties, e.g. ensuring security, stabilisation and protection of civilians; supporting national political dialogue and reconciliation; and assisting the reestablishment of State authority, the rebuilding of the security sector, and the promotion and protection of human rights in that country.

MUNISMA's mandate was further amended by Security Council resolution 2227 (29 June 2015):

(a) Ceasefire

To support, monitor and supervise the implementation of the ceasefire arrangements and confidence-building measures by the Government of Mali, the *Plateforme* and *Coordination* armed groups, to devise and support, as needed, local mechanisms with a view to consolidate these arrangements and measures, as well as to report to the Security Council on any violations of the ceasefire, consistent with the provisions of the Agreement;

(b) Support to the implementation of the Agreement on Peace and Reconciliation in Mali

- (i) To support the implementation of the political and institutional reforms provided for by the Agreement, especially in its Part II;
- (ii) To support the implementation of the defence and security measures of the Agreement, notably to support, monitor and supervise the ceasefire, to support the cantonment, disarmament, demobilization and reintegration of armed groups, as well as the progressive redeployment of the Malian Defence and Security Forces especially in the North of Mali, taking into account the security conditions, and to coordinate international efforts, in close collaboration with other bilateral partners, donors and international organisations, including the European Union, engaged in these fields, to rebuild the Malian security sector, within the framework set out by the Agreement, especially its Part III and Annex 2;
- (iii) To support the implementation of the reconciliation and justice measures of the Agreement, especially in its Part V, notably the establishment of an international commission of inquiry, in consultation with the parties;
- (iv) To support, within its resources and areas of deployment, the conduct of inclusive, free, fair and transparent local elections, including through the provision of appropriate logistical and technical assistance and effective security arrangements, consistent with the provisions of the Agreement;



(c) Good offices and reconciliation

To exercise good offices, confidence-building and facilitation at the national and local levels, in order to support dialogue with and among all stakeholders towards reconciliation and social cohesion and to encourage and support the full implementation of the Agreement by the Government of Mali, the *Plateforme* and *Coordination* armed groups, including by promoting the participation of civil society, women's and youth organisations;

(d) Protection of civilians and stabilization

- (i) To protect, without prejudice to the primary responsibility of the Malian authorities, civilians under imminent threat of physical violence;
- (ii) In support of the Malian authorities, to stabilize the key population centres and other areas where civilians are at risk, notably in the North of Mali, including through long-range patrols, and, in this context, to deter threats and take active steps to prevent the return of armed elements to those areas;
- (iii) To provide specific protection for women and children affected by armed conflict, including through Child Protection Advisors and Women Protection Advisors, and address the needs of victims of sexual and gender-based violence in armed conflict;
- (iv) To assist the Malian authorities with the removal and destruction of mines and other explosive devices and weapons and ammunition management;

(e) Promotion and protection of human rights

- (i) To assist the Malian authorities in their efforts to promote and protect human rights, including to support, as feasible and appropriate, the efforts of the Malian authorities, without prejudice to their responsibilities, to bring to justice those responsible for serious abuses or violations of human rights or violations of international humanitarian law, in particular war crimes and crimes against humanity in Mali, taking into account the referral by the transitional authorities of Mali of the situation in their country since January 2012 to the International Criminal Court;
- (ii) To monitor, help investigate and report to the Security Council violations of international humanitarian law and on violations and abuses of human rights, including violations and abuses against children and sexual violence in armed conflict committed throughout Mali and to contribute to efforts to prevent such violations and abuses;

(f) Humanitarian assistance and projects for stabilization

- (i) In support of the Malian authorities, to contribute to the creation of a secure environment for the safe, civilian-led delivery of humanitarian assistance, in accordance with humanitarian principles, and the voluntary, safe and dignified return or local integration or resettlement of internally displaced persons and refugees in close coordination with humanitarian actors;
- (ii) In support of the Malian authorities, to contribute to the creation of a secure environment for projects aimed at stabilising the North of Mali;

(g) Protection, safety and security of United Nations personnel

To protect the United Nations personnel, notably uniformed personnel, installations and equipment and ensure the safety, security and freedom of movement of United Nations and associated personnel;



- Definitions

Security Sector: The structures, institutions and personnel responsible for the provision, management and oversight of security in a country, including:

- defence, law enforcement, corrections, intelligence services, border management, customs, civil emergency services, judicial enforcement, ministries, informal authorities.

Security Sector Reform (SSR): the process of rebuilding and reforming a state's security sector through assessment, review, implementation, monitoring and evaluation.

Security Sector Governance (SSG): the structures, processes, values and attitudes that shape decisions about security and their implementation.

Rule of Law (RoL): is the safeguard against arbitrary governance. Whether governor or governed, rulers or ruled, no one is above the law, no one is exempted from the law, and no one can grant exemption to the application of the law.

Mission Mandate: The term *UN mandate* refers to a long-term international mission authorised by the United Nations General Assembly or the UN Security Council (international law making bodies), through a United Nations Resolution. The mandate refers to the authorisation and overall mission objective, and can include mission-type, timings and personnel required. Regional bodies such as NATO, the EU, the AU, and the Arab Leagues are also able to issue legal mandates, though often do so in collaboration with the United Nations.

Status of Forces Agreement (SOFA): an agreement between a host country and a foreign nation stationing military forces in that country; SOFA establishes the rights and privileges of foreign military personnel present in that host country in support of security arrangement.

Status of Mission Agreement (SOMA): an agreement between a host country and the Mission concerning civilian personnel deployed within that country, by establishing their rights and privileges while serving in-mission.

CIMIC (Civil-Military Cooperation): (“in support of the military mission”)

1. **Support to the Force:** any activity designed to create support *for* the military force, *from* within the indigenous population.
2. **Civil-Military Liaison:** coordination and joint planning with civilian agencies,
3. **Support to the Civil Environment:** the provision of any of a variety of forms of assistance (expertise, security, infrastructure, capacity-building, etc.) to the local population.

Human Rights: are moral principles, protected under international law, that describe certain standards of human behaviour. They are understood as indisputable fundamental rights to which a person is entitled as a human being, and which are "inherent" regardless of nationality, location, language, gender, age, religion, or ethnicity.

Human Dimension: A concept in which security is inclusive of human rights and democracy-related issues.

Human Relations: relations with or between people, particularly the treatment of people in a professional and organisational context (e.g. police to the community).

Human Security: freedom from pervasive threats to people's rights, safety and lives. The focus is primarily on protecting people while promoting peace and assuring sustainable continuous development.

Security Sector Reform



- *SSR Concept*

The objective of security sector reform is to increase a country's ability to face the security and justice challenges it faces, *"in a manner that meets international democratic norms, accepted principles of good governance, and the rule of law"*.

Improvements made through SSR help create a secure environment that encourages other political, economic and social developments, through the reduction of corruption, crime and armed violence.

The focus for international actors is to support partner countries in achieving four primary objectives in the security sector:

1. Establishment of effective governance, oversight and accountability.
2. Improved delivery of security and justice services.
3. Development of local leadership and their ownership of the reform process.
4. Sustainability of justice and security service delivery.

Basic working principles to support the SSR process:

- People-centred, locally owned and based on democratic norms and human rights principles and the rule of law, seeking to provide freedom from fear and measurable reductions in armed violence and crime.
- Seen as a framework to structure thinking about how to address diverse security challenges facing states and their populations, through more integrated development and security policies and through greater civilian involvement and oversight.
- Founded on activities with multi-sectoral strategies, based upon a broad assessment of the range of security and justice needs of the people and the state.

- *Democratic Policing*

Within the scope of Security Sector Reform **democratic policing** in post-conflict societies is an increasingly important activity in the peacebuilding process.

Democratic policing supports demilitarisation, democratisation, boosts economic growth, reduces poverty, and improves respect for human rights. However, the process is often not easy; case studies from Latin America and Africa highlight the difficulty of achieving reform where violent crime is on the rise. Government support may be inadequate, and citizens may be suspicious of law enforcement officers due to their previous role in conflicts.

Accountable policing is more effective than *repressive policing*. However, where crime is rising, police effectiveness is often seen as requiring a forceful approach, which more than often bypasses the safeguards of human rights.

Security Sector Reform



- Key Points to Police Reform:

- Reforms are often implemented under tough circumstances, where societies are suffering from rising levels of violent crime, corruption, mistrust - and where external influence is restricted.
- The way in which reforms emerge – through government or police initiatives, or political agreements initiated by civil society – shapes and defines the process.
- Confusion and waste occurs where international actors: 1.) do not adapt reform programmes to local circumstances, or 2.) fail to co-ordinate their efforts.
- Police reform is rarely successful unless accompanied by judicial reform.
- To be effective, reforms must be understood and supported by society, but traumatised and polarised communities are not always willing/ able to get involved.
- Over-ambitious reform designs have sometimes overlooked short-term needs, and when objectives have not been met, resulted in a sense of failure. However, donors must be sensitive to local realities, and should be prepared to sacrifice some speed and efficiency to adapt to these.

Solution? Efforts should be made to promote broader inclusive dialogue and engagement. Actors should recognise that their programmes may face shifting public and political concerns, especially where there is rising crime or the origins of conflict have not been addressed. In addition, institutional constraints may result in a gap between policy and what is realistically achievable.



To increase the chance of police reforms succeeding:

- Basic standards could be established for police training, but donors should not try to impose standard models;
- Co-operation should be increased between professional police experts, development professionals and country experts;
- Donor efforts should be better co-ordinated, and progress measured against clear benchmarks covering both achievable output and outcomes;
- To prevent disillusion, reforms must deliver short-term service improvements, even where they are intended as long-term programmes; and
- Local ownership of reform needs to be enhanced, both among local government institutions and civil society.

Security Sector Reform



- 10 Rules of SSR

1. **The “train and equip” mentality:**
Raising a state’s security sector is more sophisticated than simply training and equipping: it involves engaging civil society, growing leaders, developing institutions and instilling professionalism.

SECURITY Sector Reform programmes need to take an holistic approach, balancing local politics, policy, legitimacy, accountability, and interrelationships, between the GOVERNMENT and its PEOPLE.



Security Sector Reform (SSR) is a deeply political activity because it re-wires *de facto* authority structures and practices in fragile and conflict afflicted states.

2. **Vetting:** Vigorously vet all candidates for human rights abuses.
No Western Nation would ever put a law enforcement officer on the street without a background check, yet this was done in Iraq, Afghanistan and Liberia.
3. **Professionalism:** Infuse professional ethos. Starting in basic training, integrate respect for the rule of law, human rights, and allegiance to the national constitution over religious sect or ethnic group.
Liberian Police Recruits spent as much time in the classroom as they did on field exercises. Cement this through a publically transparent promotion system that shuns cronyism and merits professional values. An incentive structure will eventually transform past abuses and cultural norms.
4. **Society:** A State’s security sector should mirror society. It must be inclusive of all groups, ethnicities and gender. To resolve inevitable friction, create a credible Ombudsman Office to mediate ethnic disputes within the ranks. A force that mirrors the society it serves will be more successful, and prevent it from descending into a sectarian killing machine.
Iraq’s Prime Minister Maliki placed his Shia followers in positions of command and stopped paying the [local militia] Sunni “Sons of Iraq” forces, effectively demobilising them. Consequently, Iraq had sectarian security forces that were perceived as a threat to the Sunni population - who now largely support ISIS.
5. **Scale:** Limit the size of the security sector to the government’s ability to pay salaries. Unpaid soldiers and police are a source of coups. Also, smaller, well-trained, volunteer forces perform better than large conscripted ones. It is also easier to implant discipline and professionalism in a small force.
6. **Dilemmas & Conundrums:** Be aware of and plan for inherent dilemmas. The *West* often assumes that security and justice reinforce one another in stability programmes. Sometimes they do, sometimes not.



Example 1: During the disarmament, demobilisation and reintegration (DDR) phase, do you grant *amnesty* to encourage combatants to lay down their arms? Amnesty for possible war criminals would not be welcome by victims, and undermines international justice norms. However, not granting amnesty may discourage disarmament, resulting in more militia roaming the street. Liberia did not grant amnesty.

In SSR do you turn-over human rights vetting records to a *Truth and Reconciliation Commission* (TRC) or a Special Court? International justice and sometimes locals demand that perpetrators of human rights violations be held accountable - yet handing over confidential background checks to a Commission is dangerous. People would stop volunteering for the new security services if they thought it could lead to their own prosecution. It would also cause personnel to desert. Worse, it invites reprisal killings against witnesses who shared, in confidence, information about offenders.

Liberia refused to hand over their vetting records to the TRC, causing a diplomatic incident but preserving their security sector.

Example 2: Do you prioritise ethnic inclusion or literacy? Balanced security forces are important, as mentioned above. Literacy is also important because leaders need to read and write. In ethnic conflict, minorities are denied access to education and are therefore functionally illiterate. In Liberia, literacy training was built into basic training, but there are limitations to this approach: such programmes cannot lift an individual's reading level in a few months.

Being aware of SSR's characteristic dilemmas allows you to plan for them, balance trade-offs and manage outcomes.

7. **Structure:** The architecture of a State's security services must reflect the country's needs, be accountable and democratic.
8. **Leadership:** Selecting for leadership is difficult. It takes 15-20 years to train a senior officer, however *fragile and conflict afflicted states* (FCAS) cannot wait that long. The simple fact is that forces like those of Liberia, Iraq and Afghanistan will initially be an 'army of privates,' as new recruits fill their ranks without an older generation to lead them. An international partner may recommend senior leaders but the host nation must select them. Beware of politicisation, cronyism and nepotism by building transparent institutions and encouraging a free press.
9. **Contractors:** The private sector may be better at SSR than the government.
10. **SSR is a marathon and not a sprint.** Whether you are preparing a force of 200 or 2000, the methods are essentially the same, differing only in scale and scope. It involves political bargaining, operational surprises and imperfect outcomes. Ensure expectations are managed – especially your own.

Measure of success? Easy! Is an officer someone a child runs away from in fear, or someone a child runs toward for protection?





- *Facilitation and Monitoring*

Good Practices and Lessons Learned

There are five major considerations to take into account:

1. How well the national authorities accommodate foreign jurisprudence and practice;
2. The areas in which mentoring would have the most impact;
3. The level of the system's functionality;
4. What categories of informal/traditional/customary justice mechanisms to be included; which all goes to
5. How best to gain national ownership in the design and implementation of programmes. Each country will have its particular contextual and historical perspectives that must be addressed at the outset.

On foreign assignments, where facilitation and training programmes have gone well, the following has been observed:

1. Personnel (trainers, mentors, monitors) have all been vetted, in-person, before they deploy. Traits such as an appropriate sense of humour, self-confidence, effective use of an interpreter, animated presentation style, breadth of experience, personable demeanour, humbleness, are all key to connecting with and being effective for the programme.
2. Those representing the mission have all received a thorough briefing on the appropriate do's and don'ts of the culture they are about to communicate with.
3. First time representatives are monitored during their initial efforts to insure they are not being inappropriate in their communication methods.
4. All material has been completed and double checked for errors and appropriateness before they are sent to the instructors.
5. All translations have been completed and checked long before the material is used.
6. The instructor/trainer must be able to relate the required lesson objective or material issue to the attendees in a personal way.
7. In order to insure that 'jet-lag' is accommodated and that the setting is appropriately set up, all instructors arrive at the setting location several days in advance.





8. The representative should be prepared for side trips as provided for by the country. Often these trips involve cutting class time by an hour or two but are seen as a way for the country to impress to instructor with their history or geographical beauty.
9. To insure better attention of high level attendees, the setting should be at a location separate from their work location.
10. A good lunch should be provided to the attendees and the instructor should be required to eat with the attendees.
11. The setting must be appropriately heated/cooled.
12. The representatives should have a lapel pin type 'trinket' to pass out with the high quality certificate they give to attendees.
13. Attendees should receive follow-up contact on a periodic basis.
14. Many of the countries involved in the programmes have a culture that requires personal relationships to form before trust or advice and counsel can be effective. Typically, mentors/trainers come and go frequently and continued dialogue is non-existent with attendees. This creates a counterproductive situation.
15. Realistic lesson plans must be well thought through with the key 3-4 learning points identified for each lesson, with support materials (e.g. power-point) and instruction simplified to reinforce that objective.





- Mentoring

What Makes a Good Mentor?

- Availability, including in the long run
- Constructive, creative and open-minded attitude
- Depth of experience
- Feels they also benefit from mentoring
- Good listening and communication skills
- Good people skills - empathy, humility and respect
- Good personal fit with the person they are mentoring, able to bring out their best
- Informality
- Knowledge and the ability to pass it on
- Motivated to coach/mentor, understand and learn
- Personal charisma and a wide professional network
- Prioritises the goals of the person they are coaching/mentoring

Tips and Techniques

- Be an active listener:
- Be patient, do not interrupt
- Demonstrate understanding by summarising what they have said and asking follow-up questions
- Encourage the speaker with verbal and non-verbal gestures (face the speaker, nod, voice agreement or empathy, ask questions)
- Be honest in your responses
- Bear in mind that coaching is different from negotiating
- Do not expect the person you are coaching or mentoring to always agree with you or follow your advice exactly
- Encourage and empower the person you are coaching or mentoring
- Have a well-designed plan
- Propose solutions and remain solutions-oriented

International Police Missions



- *Negotiation and Mediation*

Definitions

Negotiation = a dialogue between two or more parties intended to reach a mutually beneficial outcome or resolve points of difference.

Mediation = a methodology of resolving disputes between two or more parties through use of an impartial third party, to assist the parties to negotiate a settlement.

Preparation

Etiquette

- maintain dignity and politeness, and be respectful towards all;
- remember to pay appropriate military and social compliments to hosts and representatives involved in the negotiations;
- prior to the meeting agree on:
 - location,
 - time,
 - attendees,
 - content/subject matter to be discussed; and
 - Agenda and Minutes (to record what was discussed and agreed upon).

Negotiation Plan

- identification and isolation of areas of disputes;
- prevention of escalation;
- down-scaling of differences in perception of areas of conflict;
- resolution of disputes;
- preventive action against recurrence of disputes.

Considerations

- what is the problem/task?
- has it been dealt with before?
- why has it come up at this time?
- what is the background/history? Obtain all possible information about the immediate conflict and outline the options for a settlement;
 - read previous reports on the matter;
 - what was the conclusion and how does it relate to previous/future arrangements?
- who are the actors? (name, position, personality, authority, religion, attitudes)
- what are your options, limitations, time frame, mandate, etc.?
- internal preparations
 - who is going to do the talking?
 - who is taking notes (can notes be taken, or a digital recorder used)?
 - What will be the role of the language assistant?



Final Preparations

- be at the place for the meeting in due time, prepared and suitably dressed;
- make ready seating, security, parking and communication;
- consider refreshments and the needs of those who smoke;
- place agenda, pencils and writing pads on the table, as well as name tags.
- for Mediation, meet the parties separately before convening the meeting;
 - discuss the subjects, make an approved agenda and distribute it before the meeting;
 - select a meeting place (neutral no man's land or secured area);
 - establish the conditions for the meeting: armed/unarmed, how many persons, language assistants, use of communications, seating plan, pre-meeting green rooms etc.;
- consider possible solutions to the main issue.

Conduct of Negotiation and Mediation

The Opening Talks

- take your time and be patient;
- remember the customary salutations and exchanges of courtesies (in accordance with the local habit);
- introduce yourself and your team (wear name tag);
- outline the framework of the meeting;
- some introductory small talk may be useful and polite (gives everybody a chance to get used to the way the common language is used and it offers a chance to assess the mood); and
- offer/take refreshments.
- start the meeting by reading the agreed agenda;

The Main Talks

- if there has been a previous meeting give the result and the status of what has been implemented;
- appear impartial, observe objectivity and remain respectful;
- if you are a negotiating party, if possible let your counterpart start, listen to what they have to say, be patient and do not interrupt;
 - if incorrect information is given, state the actual facts (supported by evidence) but do not argue;
 - when appropriate state the Mission point of view (facts only);
- if there are differences in opinions, note the differing views;
- ensure any and all complaints are clear, detailed and in writing;



- as a Mission negotiating party, make no promises or admissions, unless the situation clearly states you can do so;
- do not reveal anything about one party that could be exploited by the other;
- be impartial and factually correct;
- be restrained if one of the parties expresses a negative view about the opposing party, politics, the Mission itself or methods;
- make careful reminders about agreements, actual arrangements and past practices;
- complete the negotiation/mediation by repeating what has been agreed upon, if possible have it confirmed in writing;
- agree upon a time and place for further negotiations/mediation (if necessary);
- do not forget final polite phrases, etc.

The Use of Language Assistants

Brief the language assistant(s) before the meeting.

The language assistant must:

- act with a non-visible attitude
- be fully impartial;
- translate your sentences with the greatest accuracy;
- not add anything to your sentences or try to explain your sentence; and
- never participate in the discussion.

During the interpretation watch the eyes/facial expression/body language of your counterpart (not the interpreter) to see if the non-verbal communication appears to be in-line with your sentence.

Note: Be aware that language assistants are often recruited from the local population, and may share the view point of one of more of the parties or may be looked upon as a “Western collaborator”.

International Police Missions

- Cross-Cultural Awareness & Mission Impact



Culture is defined as a system of values and beliefs which we share with others, all of which gives us a sense of belonging or identity. It can be discussed in terms of ways in which people pertaining to a group, society or organisation behave, communicate, think and perceive reality. Each culture exhibits differing value and belief systems, which effect how people perceive reality and react to it.

Understanding cultural awareness and diversity is a practical means to communicate effectively across cultures. Cross-Cultural Awareness raises understanding of how culture impacts on your work within the Mission relating to your international colleagues, the organisation itself, and locals.

If you have ever been frustrated by an international colleague who says “yes” but means “no” or a staff member who refuses to participate, culture may be behind their behaviour. Often without realising, culture influences how close we stand, the type of relationships we develop at work, how we deal with conflict and even how we participate in a meeting.

There are five Cross-Cultural Awareness areas:

- Hierarchy and Status
- Groups vs. Individual
- Time Consciousness
- Communication
- Conflict Resolution

Understanding these areas provide you with the necessary foundation, framework and tools to become culturally competent and sensitive to other cultures.

Cultural Shock

The biggest problem for the individual peacekeeper is the inability to understand the culture, language, local customs, practices and rational of the people in the mission area – not just locals but also fellow ‘internationals’.



Cultural shock is not an unusual phenomenon, it is merely the natural response by an individual when taken from their own national and ethnic environment to that of another, within which they feel some discomfort or disorientation. Some personnel will deal with the problem more effectively than others - mission veterans usually overcome the phenomenon more quickly than 'first-timers'. Ideally, pre-deployment preparation, orientation and research will lessen the impact of cultural shock.



Cultural Aspects

- International Police Officers (IPOs) will experience a certain degree of *cultural shock* upon arrival in the mission area;
- IPOs will be confronted with new geographical, environmental and cultural circumstances, changes in climate and food, and may experience problems in communicating effectively with locals and internationals alike;
- IPOs will require flexibility and adaptability to new situations;
- IPOs receptivity and tolerance will be challenged;
- IPOs must recognise that all cultures are to be viewed with an equality stand-point;
- IPOs must reject stereotypes and consider the meaning and intent behind culturally diverse practices and beliefs;
- *Rules of Etiquette* vary widely from one culture to another, so what may be acceptable or even polite behaviour in one cultural context might appear offensive or deviant in another;
- Social rules governing relations between men and women often have very different norms from one culture to the next, so that what may be interpreted as innocent behaviour in one cultural context may be taken as an offence to morality in another;
- Prior to deployment learn about the customs, religious beliefs, history, folklore, and practices governing work, family and gender relations in the mission area;
- You must acknowledge the fact that you are a “stranger” and “guest” in a foreign country... welcomed or otherwise.

Local Population

A number of variables will also affect the response of the host population to your presence in their country:

- Have they been informed about the Mission mandate, and what the Mission means for their country?
- Their experience of foreign intervention in the past?
- Expectations – positive or negative – of the International presence in their country?

As a result, you must:

- not assume the host population will view your arrival positively or will always exercise tact, courtesy and restraint.
- work towards winning the trust and respect of all parties by reinforcing the credibility of the International presence in their country.





Relations with National Contingents

One of the greatest challenges within Missions is the restoration and maintenance of law and order in post-conflict area. Moreover, integrating IPO contingents from different countries - with different cultural attributes shaping their members' professional and ethical codes in the common endeavour of law enforcement - in the Public Security component is a challenge in itself.

There are four basic ideal types of police culture:

- democratic
- authoritarian
- communitarian*
- traditional

* = *in a communitarian culture, communal values are the paramount authority and society may enforce compliance with the group.*

Furthermore, international police emerge from several different bodies of law:

- Common Law
- Civil Law
- Customary / Traditional Law
- Confucian
- Shari'a Law
- Pluralistic

Police have their own *occupational culture* and are generally guided by an inner ethical compass that swings between right and wrong reinforced by their sense of justice. With regard to institutional values, their faith is placed in their partners, the command hierarchy, and, to an extent, the public. This value hierarchy is important in an environment in which they are attempting to apply the principles of *democratic and community policing* and to react in accordance with *international human rights standards*.

The ethics of International Rule of Law cultural approach are based on international human rights principles, but there are numerous and important exceptions.

Compounding the situation is the culture of the host country's police: those local officers either retained or recruited in the post-emergency period. This group has its own specific basis of authority, code of law, and personal motivations, and these do not readily match those of the international police who have come to the country. Local police generally will have gone through a period of post-conflict trauma and may not be sure what the existing structures are or how well they will hold up. As the existing "face of the state," they generally feel the trauma more than any other institution.



However, Cultural Awareness is not limited to the local population of the mission area; it is equally applicable to other Internationals that you will encounter within the Mission. Very often pre-conceived ideas exist regarding professionalism, capability, skills and ethics. A professional attitude and appraisal will help overcome this:

- Do not generalise and stereotype;
- Do not “label” others;
- Do not display xenophobic attitudes;
- Do not display a sense of superiority in respect to your own status, social system or way of life; and
- Do not speak disparagingly of the politics of others.

Remember, you are there to fulfil a duty – not “enjoy life”.

Managing Mission Impact

International Police Missions (IPM) need to proactively manage their impact - real and perceived - in the host country and community. IPMs are highly visible and generate high expectations. Accordingly, IPOs should be careful to mitigate the possible negative consequences of the mission’s presence. IPOs must adhere to national laws, where these do not violate fundamental human rights standards, respect local culture, and maintain the highest standards of personal and professional conduct.

IPOs should be alert to any potential, unforeseen or damaging consequences of their actions and manage these as quickly and effectively as possible. Poor driving and vehicle accidents and lax waste management practices are just some of the negative impacts that may seriously undermine the perceived legitimacy and credibility of a mission, and erode its popular support. The size of a Peace Support Operation’s human and material footprint is likely to have a direct bearing on its impact, or perceived impact, in the community. IPOs should be aware of the possible side-effects they may generate, including:

- social impact (e.g. the conduct and behaviour of staff);
- economic impact (e.g. on housing and staple foods and materials);
- environmental impact (e.g. waste management and water usage).

Social impacts such as different cultural norms of mission staff and host country customs may create friction (e.g. women in non-traditional gender roles, mixing and socialisation amongst genders, drinking, gambling, inappropriate behaviour, etc. IPOs also have a major impact on the host economy, by pushing up the price of local housing and accommodation, or placing demands on local producers for staple foods and materials, placing such items out of reach of the local community. All of these have the potential for creating friction and discontent within the local population and they should be continuously monitored and managed by the mission’s leadership.



In assessing mission impact and devising strategies to address it, the mission should be careful to ensure that the differential impacts on men and women, as well as children and vulnerable groups, are considered. Although no mission can control all of the side-effects of its presence, it must undertake due diligence in managing its own impact. Where problems do arise, they should be addressed swiftly and honestly. At the same time, rumours and vexatious or erroneous accusations against the Mission must be countered with vigour to maintain the good reputation of the international presence.

Economic Disparity

One matter of extreme sensitivity is the frequent disparity of wealth between Mission personnel the local populace, who often live in conditions of dire poverty. Abuse of this economic power quickly sours relationships Mission personnel and the local community.

Face

“Internationals” must understand the importance placed in many societies on *face* (i.e. the 'personal' perception of respect). This type of respect is especially important in negotiations when one or other of the protagonists is seen to be losing ground in the negotiation and consequently will *lose face* amongst his peers. Representatives of parties may be compelled to say one thing whilst meaning another in an effort to avoid being seen as the weaker negotiator in such circumstances, leading to contradictory positions becoming apparent at a later stage, to the detriment of the negotiations.

Understanding this means that an IPO can exert their influence in order to facilitate a “win-win” situation.

Points to Remember:

To be effective, a Mission and its personnel must be seen to act:

- in **Unity**
- **Transparent**
- **Impartial** and **Objective**

Public Information

An important and sometimes overlooked aspect of police reform and restructuring is the need to ensure that the general public is aware of its rights and has appropriate expectations of local law enforcement structures. Experience has shown the importance of public information strategies, community policing and engaging civil society groups in developing understanding of the mission.

International Police Missions



Public forums, round tables, seminars, radio broadcasts, flyers and other outreach efforts can help build understanding and support within local communities.

Effective public information is a political and operational necessity. Its overall objective is to enhance the ability of the Mission to carry out its mandate successfully. Key strategic goals are to maintain the cooperation of the parties to the peace process, manage expectations and garner support for the Mission among the local population, and secure broad international support. Public information should be integrated into the Police Mission at all stages of planning and deployment.

From the moment a Mission is authorised, it must be able to ensure that the Mandate and objectives are fully understood by the host population and other key actors. Consideration of the role that public information will play in Mission, as well as the structures and resources that will be required to support that role, must begin at the earliest possible stage. A public information assessment gauging the most effective ways of reaching the population should be conducted.

Effective communications and outreach will enhance the Mission's ability to achieve its mandate and contribute to the security of mission personnel. A well designed and skilfully implemented communications strategy will increase confidence in the peace process, build trust among parties to a conflict, and generate support for national reconciliation. It will establish the mission as a trusted source of information and help counter the negative effects of irresponsible, hostile and controlled media. If the parameters of mission activity are clearly laid out and explained to the local population and other target audiences, fear and misunderstanding will be minimized, disinformation will be corrected, and the impact of those who wish to damage the peace process through rumour and untruth will be minimized. In addition, mission public information activities should be geared towards helping establish an environment that promotes the development of free and independent media, and the adherence to the highest journalistic ethics and standards.

The Mission's public information campaign provides an opportunity to reach out to key groups within society, whose voices may not otherwise be heard, and to promote consensus around the peace process. Use should be made of local public radio and television, if available, as well as traditional forms of public information dissemination, such as the local community and religious groups. Where no local dissemination capacity exists, a capability should be deployed at the earliest stages, while helping concurrently to build local capacities.

International Police Missions

- *Gender in Conflict*



A Perspective

Ideally IPOs serve as *Human Rights, Rule of Law* and *Democratic Policing* role models. As such, IPOs can also demonstrate the positive aspects of Gender Mainstreaming, as Gender plays a significant role as a conflict-weapon and control mechanism.

During conflict, traditional forms of moral, community and institutional safeguards disintegrate, leaving women and girls particularly vulnerable to all forms of physical, emotional and sexual violence. Torture, rape, sexual slavery, forced prostitution, mutilation, forced termination of pregnancy and sterilisation are some of the acts of violence perpetrated against women during conflict. When a woman is sexually abused or raped, the intent is often to victimise both her and her male relatives by demonstrating the failure of men in their protective role.

Men and boys are also subject to sexual abuse, torture and mutilation. Gender-based and sexual violence is used as a *weapon of war* to demoralise and humiliate the targeted group, and the deliberate endorsement of these acts by military commanders and political leaders underscores their significance as more than random assaults.

Conflict worsens existing inequalities between women and men and can put women at increased risk of physical and emotional abuse from male family members. There is usually a rise in domestic and criminal violence against women in countries ravaged by conflict. The proliferation of weapons during times of conflict increases the probability of those weapons being turned against civilians, most often women, even when the conflict is over.

IPOs must understand the effects of conflict, and must seek to protect women's rights and ensure they are integrated into all actions promoting peace, resolving conflict and reconstructing war-torn societies. If peacekeeping missions are to succeed in ensuring a sustainable peace and long-term reconciliation based on democratic principles and internationally recognised human rights, it is crucial that all their activities and policies uphold the principles of gender equality and non-discrimination.

It is important that IPOs realise that conflict has different consequences for women and children, and that they have particular post-conflict priorities and needs.

IPOs may be assigned to monitor local police agencies and training new or restructured agencies. In the latter case, the objective is to create professional law enforcement agencies which adhere to international standards of democratic policing. Recruiting and retaining women officers must be an important objective; new or restructured police agencies must develop the systems that enable them to work in a gender-sensitive way, to address gender-based and sexual crimes as well as sexual assault and domestic violence. They must incorporate strategies to combat the trafficking of human beings, especially women and children.

Human Terrain Analysis



“.... we need to be able to work with people at their own level and to find common ground. We may not believe in what they do, we may not agree with them, but we need to have the commitment to understand them..... ”

- Thoraya Obaid, Executive Director, UNFPA

I. *A Socio-Cultural Intelligence Tool*

Any international entity intending to work in a foreign country should have a clear *understanding* of the interlinked political, socio-cultural and economic aspects of the evolving operational environment in terms of risks, challenges, cooperation and opportunities.

The process of obtaining that understanding involves developing and managing knowledge,

“to a level that enables us to know why something has happened or is happening (insight) and be able to identify and anticipate what may happen (foresight)”.

- Understanding and Decision-making (JDP 04, 2016)

By understanding the *Human Domain* of the operational environment - the underlying geo-political, socio-cultural and economic factors that define it - we gain an insight into hierarchical dynamics, cultural values, history, and root causes of any tensions, as well as the power subtleties of *“who, why, where, what, and how”*, which is essential to fostering partnerships, local buy-in and the ability to operate effectively, efficiently and safely.

As stated in the ICRC Safer Access Toolkit,

“.... the starting point is to establish a process for gathering and analysing historical, political, social, cultural and economic information, trends and challenges from a variety of sources, which will form the basis for your assessment ...”.

An effective tool to gain such insight is through Human Terrain Analysis - examining the human attributes and social systems that affect the geographical operational environment:

- behaviour;
- culture;
- groups;
- resources;
- technology and infrastructure;
- institutions; and
- physical location.

Focus areas (*understanding*):

- main drivers of human action;
- the human environment;
- cross-cultural communication;
- dynamics of the local situation;
- measurable indicators of attitude, perception and acceptance;
- transforming capabilities to better adapt to the human environment.

Human Terrain Analysis (HTA), is essentially a dual intelligence and public relations tool - reducing risk, identifying challenges, opportunities, and engendering goodwill.

Human Terrain Analysis

II. Cultural Context

“Without context, a piece of information is just a dot. It floats in your brain with a lot of other dots and doesn’t mean a thing. Knowledge is information-in-context... connecting the dots.”

- Michael Ventura, US Novelist

Humans have evolved to subconsciously think about and understand factors that influence social interaction, making sense of other people’s behaviour by interpreting *intent*, *motivation* and *attitude*. However, social factors are not fixed and so to understand social situations, we frame them within the *context*.

Situational context hinges upon the gathering and analysis of adequate, accurate and reliable information - and is the foundation to achieving, maintaining and increasing your acceptance, security and access.

III. Human Terrain Assessment Categories

- *Current Institutions* – Assessing the structure, function and cultural and social influence of the area’s institutions (governmental, informal, economic, security, justice, services, social, religious, health care, postal, media, charities, educational, etc.)
- *Historical Institutions* – Assessing how the how the populace feel/felt about current and former institutions and their operation.
- *Spheres of Influence* – Assessing the most influential individuals in their communities, social networks, the source of their influence, and how they could be engaged.
- *External factors* – Assessing external bodies that exert significant influence on the nation’s policies and decisions, e.g. neighbouring countries, foreign religious groups etc.
- *Demographics* – Assessing the composition of the population itself, to include such factors as literacy, employment, education, ethnicity, age, gender, socio-economic status, etc.
- *Social organisations* – Assessing the composition, hierarchy, and influence of different strata of the social structure (tribal alliances, individual tribes, clans, families, individuals)
- *Area* – Comprehensive assessments on designated areas: regional, provincial, or simply a neighbourhood block.
- *Infrastructure* – Assessing infrastructure and land use creates a picture of what is available for restoration, the services the populace is accustomed to, what needs to be secured.
- *Religious factors* – Assessing an areas primary religious influence(s), their identity, structure, organisation, beliefs, doctrine, holidays, and views on extremism.
- *Identities* – Assessing how a population identifies itself socially, culturally, religiously, within a family structure, globally, individually.
- *Cultural nuances* – Assessing the unique features of a given society. These factors are important in understanding and interacting appropriately.
- *Norms, tolerances, processes* (society’s personality) – *incl.* dispute resolution; attitudes *ref.* bureaucracy, violence, capitalism, corruption; business practices; negotiations, etc.
- *Popular attitudes* – Assessing a population’s collective mentality; attitudes toward modernity, religion, foreign presence, etc.

IV. *Identifying the Human Terrain*

1. **Interaction**

- What are the group's languages and when/where are they used?
- Is the group sensitive about particular parts of the body?
- Where do people get their information from?
- Which information sources do people trust and distrust?
- What is seen as good manners?
- With whom, where and when do people socialise?
- Are there any foods people can't eat, and when?

2. **Social Organisation**

- What are the main groups that influence attitudes and behaviour?
- Which behaviours and beliefs are expected by these groups?
- What makes a person a member of the group?
- Who counts as a relative and what does it mean to be related?
- What are the roles of men and women?

3. **Political Organisation**

- Who has power and influence?
- What gives a person power, authority or status?
- How are decisions made locally and by the government?
- What are the main political institutions?
- What do people think of the local and national government?
- What is the role of the military and the police?
- What do people think of the police and military?
- How do people deal with local disagreements?

4. **Economic Organisation**

- What is valued?
- Which groups have most and least land/property/wealth?
- What counts as corruption, and what levels are acceptable?
- What are the main forms of income generation?
- How does trade occur?
- Who does what work?
- Do individuals or groups own land? How is land rented or used by other people?

5. **Beliefs and Values**

- What is the group's religion?
- What do people believe, and do, as part of their religion?
- What are the group's religious events and rituals?
- What are the key formative events in the group's history?
- What are the group's attitudes to time?
- What are the key dates (religious, political, military and so on)?
- What is considered honourable behaviour?

Human Terrain Analysis

Fig. 1: Example ASCOPE (MENASTAN Context)

	Political	Security Forces	Economic	Socio-Cultural	Infrastructure	Information
Areas	District/provincial boundaries, government	Coalition or security forces bases, historic ambushes, IED sites, insurgent bases	Bazaars, farming, livestock, dealers, smuggling	Shuras, meeting areas, picnic areas	Irrigation network, water tables, medicine	Radio, TV newspapers, graffiti, posters, word-of-mouth
Structures	District / provincial centre, shura halls, polling sites, court houses	District / provincial police headquarters	Bazaars, food stores, industrial capabilities	Mosques, wedding halls, restaurants, coffee houses	Roads, bridges, electrical lines, walls, dams, sluice gates	smartphones /radio/television towers, print shops
Capabilities	Dispute resolution by local leadership	Security force coverage 24/7, reaction forces available, insurgent activity	Access to banks, drought resilience, black market influence	Strength of tribal and village traditions, structures, mullahs	Ability to build / maintain roads, walls, checkpoints, sewage and irrigation	Literacy rates, availability of electronic media, phone services
Organisation	Political parties, insurgent groups, courts systems	Coalition and security force presence, insurgent groups present, linkages and networks	Banks, large-scale land ownership, economic NGOs, major illicit industries	Tribes, clans, families, shuras, youth shuras, women's representation	Government construction	News organisations, influential mosques, media activities
People	Governors, councils, shura members, judges, prosecutors	Coalition, security force insurgent leadership	Bankers, landowners, merchants, lenders, illegal facilitators	Mullahs, elders, shura members, influential families	Builders, road contactors, local development councils, unemployed groups	Media owners, informal leaders
Events	Elections, shuras, judges, provincial council meeting	Lethal events, deaths, injuries, loss of leadership	Drought, harvest, business openings, loss of businesses	Daily or Friday prayers, holidays, weddings, deaths, funerals, births	Road and bridge construction, well digging, school construction	Daily or Friday prayers, publishing dates, project openings



- *International Law*

International law is the set of rules generally regarded and accepted as binding in relations between states and between nations. It serves as a framework for the practice of stable and organised international relations.

International law differs from state-based legal systems in that it is primarily applicable to countries rather than private citizens. National law may become international law when treaties delegate national jurisdiction to supranational tribunals such as the European Court of Human Rights or the International Criminal Court. Treaties such as the Geneva Conventions may require national law to conform to respective parts.

The term "international law" can refer to three distinct legal disciplines:

- **Public International Law**, which governs the relationship between states and international entities. It includes these legal fields: treaty law, law of sea, international criminal law, the laws of war or international humanitarian law, international human rights law, and refugee law.
- **Private international law / Conflict of Laws**, which addresses the questions of
 1. which jurisdiction may hear a case, and
 2. the law concerning which jurisdiction applies to the issues in the case.
- **Supranational law** (of supranational organisations), which concerns regional agreements where the laws of nation states may be held inapplicable when conflicting with a supranational legal system when that nation has a treaty obligation to a supranational collective.

Much of international law is *consent-based* governance. This means that a state member is not obliged to abide by this type of international law, unless it has expressly consented to a particular course of conduct. This is an issue of state sovereignty. However, other aspects of international law are not consent-based but still are obligatory upon state and non-state actors such as customary international law and *peremptory norms (jus cogens)*.

A peremptory norm (*jus cogens*, Latin for "compelling law") is a fundamental principle of international law that is accepted by the international community of states as a norm from which no legal suppression is permitted. These include the prohibition of international crimes, slavery, torture, genocide, wars of aggression, and crimes against humanity.

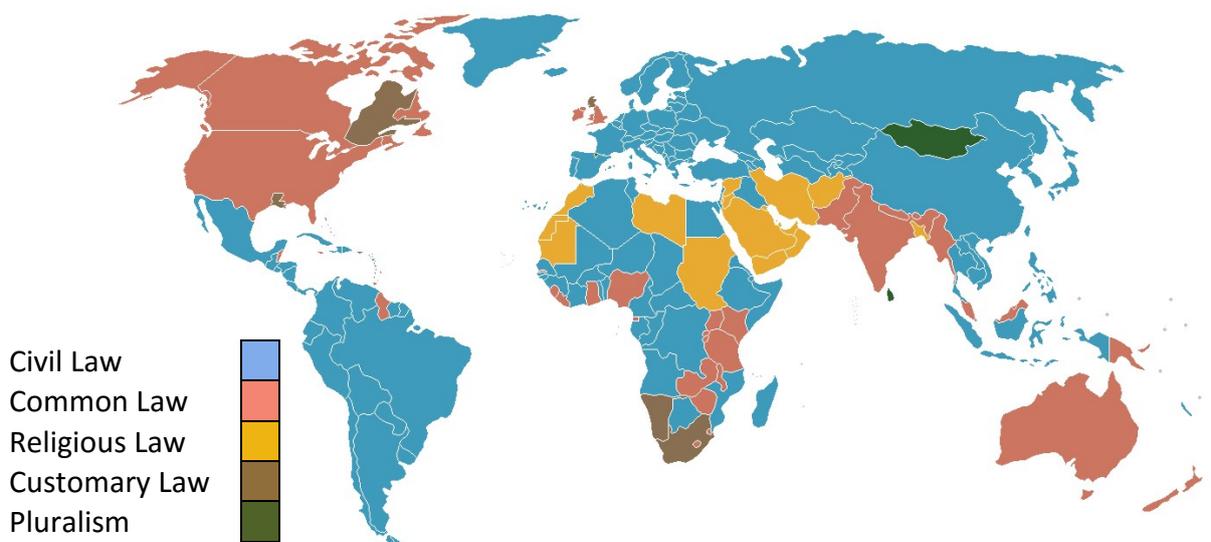


Perhaps the two most well-known and referred to international laws: the *Universal Declaration of Human Rights* (1948), and the *Geneva Convention* (original 1864)





The five major legal systems of the world today consist of:



However, each country developed variations on each system or incorporated aspects of others into their own system.

Civil Law

Civil Law is the codification within a constitution or an amendable statute passed by legislature. It is the most widespread system of law in the world.

Civil Law mainly derived from the Roman Empire and extensive reform in Byzantium (ca. 529AD), resulting in the codified documents *Corpus Juris Civilis*. Civil Law was also partly influenced by religious laws such as **Canon** and **Islamic Law**. Only legislative enactments are considered legally binding.

Civil Law can be subdivided into four distinct groups:

- **French Civil Law:** France, the Benelux countries, Italy, Spain, and their former colonies;
- **German Civil Law:** Germany, Austria, Croatia, Switzerland, Greece, Portugal, Turkey, Japan, South Korea and the Republic of China;
- **Scandinavian Civil Law:** Denmark, Norway, Sweden, Finland and Iceland;
- **Chinese Law:** mixture of civil law and socialist law.

The European Union Court of Justice mixes Civil Law (based on the treaties), attaching importance of *Case Law*.

Common Law

Common Law derived from *case decisions* by judges (Case Law). Every country using Common Law also has a legislature that passes new laws and statutes, however these do not amend the original collected and codified body of law.

The doctrine of *stare decisis* (*precedent by courts*) is the major difference to codified Civil Law systems.



Common Law developed in England, influenced by Norman legal concepts. It was later inherited and practiced in former colonies (now the Commonwealth of Nations, Ireland, South Africa, Hong Kong and the United States). Several other nations have adapted a pluralistic form of Common Law e.g. Pakistan and Nigeria, incorporating Religious Law.

One of the most fundamental documents to shape Common Law is the **Magna Carta** which placed limits on the power of the English Kings. It served as a *Bill of Rights* for the aristocracy and the judiciary who developed the law.

Religious Laws

Religious Law refers to a religious system or document used as a legal source. The main Religious Laws are **Sharia** in Islam, **Halakha** in Judaism, and **Canon Law** in Christianity. In some cases these are intended purely as individual moral guidance, whereas in other cases they are intended and may be used as the basis for a country's legal system.

Sharia

The Islamic legal system of Sharia (Islamic Law) and Fiqh (Islamic Jurisprudence) is the most widely used Religious Law. Islamic Sharia Law (and *Fiqh* jurisprudence) is based on legal precedent and reasoning by analogy (*Qiyas*), thus considered similar to Common Law. It is not a divine law, as only a fraction of Sharia law is based on the Qur'an and Sunnah, while the majority of its rulings are based on the Ulema (jurists) who used the methods of *Ijma* (consensus), *Qiyas* (analogical deduction), *Ijtihad* (reason) and *Urf* (common practice) to derive *Fatwā* (legal opinions).

During Islam's Golden Age, classical Islamic Law influenced the development of Common and Civil Law institutions. Sharia Law governs a number of Islamic countries, including Saudi Arabia and Iran, though most use Sharia Law only as a supplement to national law. It can relate to all aspects of civil law, including property rights, contracts or public law.

Halakha

The Jewish Halakha, for public law, has a static and unalterable quality, preventing amendment through legislative acts of government or development through judicial precedent. It is followed by orthodox and conservative Jews in both ecclesiastical and civil relations. No country is fully governed by Halakha, but dispute-based rulings in a Jewish court are legally binding.

Canon Law

Christian Canon Law is similar to Civil Law in its use of civil codes. It is not a divine law as it is not found in "revelation". Instead, it is seen as human law inspired by the word of God and applying the demands of that revelation to the actual situation of the church. Canon Law regulates the internal ordering of the Roman Catholic, Eastern Orthodox and the Anglican Churches. Canon law is amended and adapted by the legislative authority of the church, such as councils of bishops, single bishops for their respective sees, the Pope for the entire Catholic Church, and the British Parliament for the Church of England.



Legal Pluralism

Legal Pluralism is the existence of multiple legal systems within one geographic area. Plural legal systems are particularly common in former colonies, where the law of a former colonial authority may exist alongside more traditional legal systems. When these systems developed, the idea was that certain issues (e.g., commercial transactions) would be covered by Common Law, while other issues (e.g., family and marriage) would be covered by Traditional Law.

Legal pluralism also occurs when different laws govern different groups within a country. For example, in India and Tanzania, there are special Muslim courts that address concerns in Muslim communities by following Islamic law principles. Secular courts deal with the issues of other communities.

Customary Law

In law, **custom** can be described as the established patterns of behaviour within a particular culture. A claim can be carried out in defence of "*what has always been done and accepted by law.*"

Generally, customary law exists where:

1. a certain legal practice is observed; and
2. the relevant actors consider it to be law (*opinio juris*).

Customary law is a recognised - but inferior - source of law within jurisdictions of the civil law tradition, inferior to both statutes and regulations. In Canada, Australia and New Zealand, customary *aboriginal* law already has a constitutional foundation and influence.

Customary law continues to be used in many *Emerging* and *Developing* nations, usually used alongside Common or Civil Law. In 1995, the President of Kyrgyzstan announced the resumption of the *aqsaqal* courts of village elders, granting jurisdiction over property, torts and family law. Similar courts exist, with varying levels of legal formality, in other countries of Central Asia.

Kanun

The **Kanun** (*The Code of Lekë Dukagjini*) is a set of laws used mostly in northern Albania and Kosovo from the 15th century, revived in the early 1990s.

Although attributed to the Albanian prince Lekë Dukagjini, the Kanun evolved over time as a way to bring laws and rule to the land. The code was divided into sections: Church, Family, Marriage, House, Livestock and Property, Work, Transfer of Property, Spoken Word, Honour, Damages, Criminal Law, Judicial Law, Exemptions and Exceptions.

These Kanun resurfaced as people had no faith in the local government and police. Although still practiced, there is no acknowledgment of the code in the contemporary Albanian legal system.

Criminal Procedure



- *Civil Law vs. Common Law*

Criminal procedure is the legal process for judging claims that someone has violated criminal law.

Differences between Civil Law and Common Law Systems

Civil Law jurisdictions follow an **inquisitorial system**, in which judges undertake an active investigation of the claims by examining the evidence and preparing reports.

In **Common Law**, the trial judge, the investigators, and the prosecution have completely separate roles. After an investigation has been completed and charges lodged, the trial judge presides over proceedings based on an **adversarial system** of dispute resolution, where both the prosecution and the defence prepare arguments to be presented before the court. Some Civil Law systems have adopted adversarial procedures.

Common Law countries believe that Civil Law systems do not have the so-called "*presumption of innocence*", and do not provide the defence with adequate rights.

Civil Law countries believe that accusatorial proceedings favour rich **defendants** who can afford large legal teams, and are very hard on poorer defendants.

Basic Rights

Currently, in countries with a democratic system, criminal procedure puts the **burden of proof** on the prosecution - that is, it is up to the prosecution to prove that the **defendant** is guilty; as opposed to having the defence prove innocence: any doubt is resolved in favour of the defendant. This is known as **presumption of innocence**.

Democratic systems allow the defendant the right to **legal counsel** and provide any defendant who cannot afford their own lawyer with a lawyer paid for at the public expense.

Difference in *Criminal* and *Civil* procedures

Most countries make a rather clear distinction between *civil* and *criminal* procedures. A Commonwealth criminal court may force a defendant to pay a fine as punishment and any associated legal costs of the prosecution. But the victim of the crime pursues their claim for **compensation** in a civil, not a criminal, action. In countries practicing Civil Law, the victim of a crime ("**injured party**") may be awarded **damages** by a criminal court judge.

The required standards of proof are higher in a *criminal action* than in a *civil* one since the penalties are not only financial but can also involve a prison sentence.



Under Civil Law the prosecution must prove the guilt of a criminal “**beyond reasonable doubt**”; but the **plaintiff** in a civil action is required to prove his case “**on the balance of probabilities**”. "Beyond reasonable doubt" is not defined for the **jury**, which decides the **verdict**, but requires the prosecution to exclude innocence. In a *civil case*, however, the court simply weighs the **evidence** and decides what is most probable.

Criminal and civil procedures are different. Although some systems, including the Commonwealth, allow a private citizen to bring a criminal prosecution against another citizen, criminal actions are nearly always started by the state. Civil actions, on the other hand, are usually started by individuals.

Evidence given at a criminal trial is not necessarily admissible in a civil action, just as evidence given in a civil case is not necessarily admissible in a criminal trial.

Trial by Jury

A **jury** is a sworn body of twelve people (randomly selected from the electoral roll) convened to provide an impartial verdict of guilt, or lack thereof, in a crime. In the United States, a jury may also be convened to judge whether the State has sufficient evidence to bring a case to trial.



Prosecution Process



- *Defining Crime*

Definition: a **crime** is a breach of law and public order, subject to punishment

Synonyms are: offence, criminal offence, criminal act, punishable act, criminal deed

Most criminal legal systems distinguish between three different levels of offence:

1. Felony / Serious offence / Major Crime (e.g. murder, rape)
2. Misdemeanour / Offence / Crime (e.g. burglary)
3. Infraction / Infringement / Transgression / Contravention (e.g. *Regulatory Offence*)

Three elements are necessary to commit a crime:

1. Subject matter or substance of a crime

2. Illegality

- when*
- no case of self-defence
 - not in defence of a third person
 - not rightfully carrying out one's duties

3. Guilt or Culpability

- intentionally, wittingly 1st degree
- wilfully, knowingly 2nd degree

Key terms:

- with bad intention ("criminal intent")
- gross negligence (extreme carelessness)
- premeditated (as in "premeditated murder")
- guile (cunning, deviousness – as in fraud)
- malice (cruelty – as in hate crimes etc.)
- with base motive (immoral)

Criminal proceedings may be initiated in two ways:

By: 1. Prosecution in the Public Interest

On: 2. Request / Demand for prosecution

either way leads to:

- **accusation / indictment**

and then to:

- **judicial inquiry / investigation in court**

Mitigating circumstances: are those which do not constitute a justification or excuse for an offense but which may be considered as reasons for reducing the degree of blame.

Prosecution Process



- The British Common Law System

Within British Common Law (practised throughout the Commonwealth), if it is an individual's first offence, and the crime is minor, the person found **guilty** is often **unconditionally discharged**: he or she is released without punishment. However, if the offender is known to the Court a **conditional discharge** or **suspended sentence** may instead be given, meaning that the guilty person goes *conditionally* unpunished: if they commit another crime within a stated period of time, the first crime will be taken into account and/or original penalty re-instated. They may also be put **on probation**, which entails regular meetings with a Justice case officer.

Monetary **fin**es are the most common form of punishment for minor offences, or a defined number of hours of **community service**. For more serious or repeated offences **periodic detention** is given (one day per week, labouring on a community project, over a number of defined months, up to 24 months).

Wherever possible, magistrates and judges try not to imprison people. This costs the state money, the country's prisons are already overcrowded. Additionally, far from rehabilitation, prisons have a reputation for being "schools for crime".

Often people who are sent to prison do not usually serve the entire length of sentence. They receive **remission** or **parole** of their sentence for *good behaviour*. The **parole** system operates to give prisoners, an opportunity to be conditionally released earlier.

Person

- **Offender** (UK/ **Perpetrator** (US) – an unknown person who has committed a criminal offence
- **Suspect** – a known person who has committed an offence

Prosecution Process

1. Arrest
2. Caution – "reading of rights" / Miranda Warning (U.S.)
3. Interview a witness)
4. Interrogate a suspect
5. Statement (written or verbal)
6. Charge – a formal accusation of illegal behaviour in reference to the law
7. Prosecution: in court using witness testimony and evidence
8. Verdict: Guilty or Not Guilty (Acquitted); occasionally "case not proven"

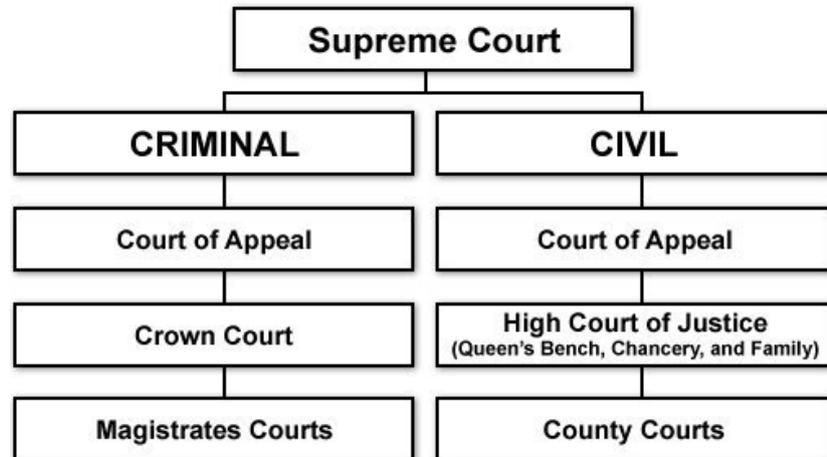


Prosecution Process

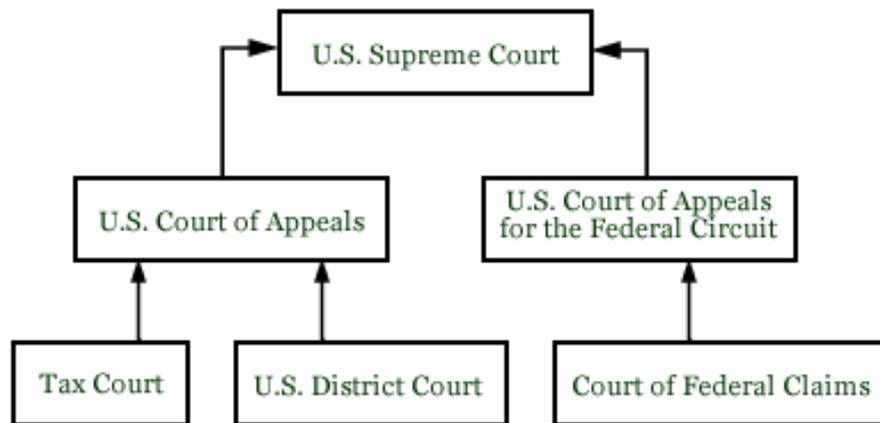
- The Courts (U.K. and U.S.)



U.K.



U.S.



Terminology

- Crown/State Prosecutor (U.K.) / District/State Attorney (U.S.)
- Solicitor – non-court representation / Barrister – court representative (U.K.)
- Lawyer, Attorney, Legal Counsel (U.S.) – legal representative for all fields
- Plaintiff – accuser (civil case)
- Accused (UK)/ Defendant (US) – the person who is undergoing prosecution
- Legal Aid – free legal advice and representation provided by the court
- Public Defender (U.S.): court appointed defence lawyer
- Magistrates' Court – lower court for civil & minor crime (judged by Magistrate)
- Arbitration Court / Disputes Tribunal - mediation
- High Court – upper court (usually by Jury)
- Privy Council (U.K.) / Supreme Court (U.S.) – highest legal authority
- Bailiff – court officer who collects fines, serves warrants, keeps order in court
- Sheriff (Commonwealth *except* Scotland): a legal official of the courts or region
- Sheriff (U.S.): an elected county officer responsible for keeping the peace (law enforcement, security, corrections, civil law)

Prosecution Process



Pre-Sentencing (criminal conviction)

- Remanded at *Large* – free, non-custodial
- Remanded in *Custody* – legally held in detention centre (for those considered to be a public risk, or likely to run from justice)
- Bail - a security deposit given to the court prior to trial and/or sentencing
- Probation Report

Penalties

- Verbal Warning
- Probation
- Fine
- Community Service
- Criminal Record / Criminal Record Number (CRN)
- Periodic Detention
- Suspended Sentence
- Custodial Sentence / Prison (imprisonment) / Incarceration

Custodial and Correctional Facilities

- **Interrogation Room** is a secure room where suspects are questioned/interrogated
- **Police Holding Cell** is a secure temporary holding room in a police station
- **Detention/Remand Centre** is a holding facility for defendants awaiting/undergoing prosecution.
- **Prison** is a punishment/rehabilitation facility where a residential sentence is served (low to maximum security)
- **Jail** (US) is County low-to-medium prison; usually for short term sentences.
- **Penitentiary** is a US Federal or State prison, usually medium to maximum security
- **Correctional Facility** is a general term for a facility where residential and non-residential sentences are served
- **Borstal/ Juvenile Prison** is a correctional facility for serious or repeating young offenders



Post-Custodial (*early release*):

- Criminal / Convict (ex-con)
- Parole / Remission – conditional early release
- Half-Way House
- Probation Officer / Parole Officer / Case Officer

Prosecution Process



- *The Caution: Reading of Rights*

The advice must contain the following points:

1. The suspect must be advised what they are accused of.
There is no need to state the exact paragraph of the law.
"You are under arrest for"
2. The suspect must be given the right to remain silent (self-incrimination).
"You have the right to remain silent. Anything you say can and may be used against you in a Court of Law"
3. The accused must be advised that they have the right to legal advice and representation at any time. This does not mean that the accused can make one or more telephone calls freely; contact to a lawyer can be made by the police on behalf of the accused.
"You have the right to talk to a lawyer. If you don't have one, we can contact a duty lawyer on your behalf"
4. The accused must be informed that he may present evidence toward their discharge.

Cautioning a Witness

In many countries witnesses are not familiar with being cautioned *before* making a statement – and consequently may not cooperate for fear of self-incrimination or being under suspicion. These individuals are more familiar with giving a statement, then stopped and cautioned that anything *further* they say *"can and may be used against you in a Court of Law"* (i.e. their statement cannot be used as self-incriminating).

Interrogation Prohibited Practices

The following methods of interrogation are prohibited:

- abuse and maltreatment (torture)
- sleep deprivation
- physical interference
- use of drugs
- Impairment of the memory or judgement

Statements made/taken as a result of the above mentioned methods may not be considered reliable nor used in a court of law.

Policing by Consent



- Establishment of Police in England



In the British model of policing, police officers are “*citizens in uniform*”. They exercise their powers to police their fellow citizens with the implicit consent of their fellow citizens – “*policing by consent*”. It represents that the legitimacy of policing in the eyes of the public is based upon a consensus of support that follows from transparency about their powers, demonstrating integrity in exercising those powers and their accountability for doing so.

In early 19th century, attempts by the British Government to set up a police force for London - the largest city in the world - met with a lot of opposition:

- People were suspicious of the idea of a large police force, possibly armed. They feared it could be used to suppress protest or support unpopular rule.
- Paris had the best-known, best-organised, paid police force. However, Britain had been at war with France (1793-1815) – so many people disliked the idea of adopting French governance practises.
- People did not think it was the job of the government to set up and control a police force; they thought it should be under local control.

Policing in London before 1829

Law enforcement among the general population was carried out by unpaid constables and parish watchmen who were elected/appointed by the local justice of the peace. In certain circumstances, such as serious public disorder, the army would intervene.

As law enforcement lacked criminal investigation capability, Magistrate Henry Fielding introduced the first detective service: the “*Bow Street Runners*” in 1753.

Fielding's force was made up of eight former constables who investigated crimes, handed over to them by the constables and watchmen.

Unofficial “thief-takers” operated independently, being employed by fee-paying members of the public to catch criminals and present them before a magistrate.

In 1798 the *Marine Police Force* (aka *Thames River Police*) was established, with salaried, full-time constables. Responsible for preventing the theft of cargo, the Marine Police were initially made up of 220 Constables, assisted by 1,000 registered dock workers.

In its first year of operation 2,000 offenders were found guilty of theft from the docks. This success – supported by economic cost vs. benefit ratio - led to it becoming the first publicly funded preventive police force in England.

The London *Marine Police Force* is regarded as being the first modern police force in the world, in the sense that they were not government controlled and were responsible for the prevention of crime. Now known as the Metropolitan Police Marine Policing Unit it is also the oldest police force in continuous operation.

Policing by Consent



- Peelian Principles



Although not the first, the concept of professional policing was taken up by Sir Robert Peel, Home Secretary, in 1822.

Peel's **Metropolitan Police Act 1829** established a full-time, professional and centrally-organised police force for Greater London known as the "Metropolitan Police". Initially known as "Peelers", they went on to be known as



the "London Bobby".

The **Peelian Principles** describe the philosophy that Sir Robert Peel developed to define an ethical police force. This philosophy is commonly known as **policing by consent** in the United Kingdom and other countries such as the USA, Canada, Australia and New Zealand.

Peelian Principles

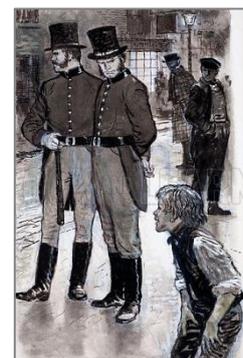
The principles traditionally credited to Peel state that:

- Every police officer should be issued an identification number, to assure accountability for his actions.
- Whether the police are effective is not measured on the number of arrests, but on the lack of crime.
- Above all else, an effective authority figure knows trust and accountability are paramount. Hence, Peel's most often quoted principle that "*The police are the public and the public are the police.*"

The Nine Principles of Policing

The nine principles were set out in the 'General Instructions' issued to every new police officer in the Metropolitan Police from 1829.

1. To prevent crime and disorder, as an alternative to their repression by military force and severity of legal punishment.
2. To recognise always that the power of the police to fulfil their functions and duties is dependent on public approval of their existence, actions and behaviour and on their ability to secure and maintain public respect.
3. To recognise always that to secure and maintain the respect and approval of the public means also the securing of the willing co-operation of the public in the task of securing observance of laws.





4. To recognise always that the extent to which the co-operation of the public can be secured diminishes proportionately the necessity of the use of physical force and compulsion for achieving police objectives.

5. To seek and preserve public favour, not by pandering to public opinion; but by constantly demonstrating absolutely impartial service to law, in complete independence of policy, and without regard to the justice or injustice of the substance of individual laws, by ready offering of individual service and friendship to all members of the public without regard to their wealth or social standing, by ready exercise of courtesy and friendly good humour; and by ready offering of individual sacrifice in protecting and preserving life.



6. To use physical force only when the exercise of persuasion, advice and warning is found to be insufficient to obtain public co-operation to an extent necessary to secure observance of law or to restore order, and to use only the minimum degree of physical force which is necessary on any particular occasion for achieving a police objective.

7. To maintain at all times a relationship with the public that gives reality to the historic tradition that *“the police are the public and that the public are the police”*, the police being only members of the public who are paid to give full time attention to duties which are incumbent on every citizen in the interests of community welfare and existence.



8. To recognise always the need for strict adherence to police-executive functions, and to refrain from even seeming to usurp the powers of the judiciary of avenging individuals or the State, and of authoritatively judging guilt and punishing the guilty.

9. To recognise always that the test of police efficiency is the absence of crime and disorder, and not the visible evidence of police action in dealing with them.



Criminal Justice covers every aspect of our legal system; from the police, through the courts on to correctional facilities, even covering probation and parole. Being the operational arm of the Judicial System, a police department may use one of the following methodologies or a combination of all, to perform their specialist role in enforcing Law and Order.

Reactive (Traditional) Policing - police respond when a call comes in stating that a crime has occurred. Upon arrival the patrol service take a report then pass the investigation over to the detectives' branch. At this point, the patrol service officer(s) would return to their patrol vehicle or station, awaiting their next callout.

Patrol Officers have little interaction with the citizens within their greater AOR and respond to crimes at various points in the city, rather than a fixed area. Officers' barely know anyone in the areas where they are responding nor do the citizens know the officers. Also under this type of policing, there is nothing in place to try to prevent crime from occurring. It's a response based "supply and demand" policing system, similar to the Fire Service.

Predictive Policing refers to the usage of predictive and analytical techniques in law enforcement to identify potential offenders.

Problem-Orientated Policing (POP) - has an emphasis on trying and prevent crime from happening. This policing model has detectives watching for patterns in crimes to help understand when and how crimes are being committed. Once they have a pattern they will search for ways in which to help prevent crimes from continuing to happen in those areas.

This model has more of a proactive stance than the traditional policing models do.

Community-Orientated Policing - focuses on police building ties and working closely with members of the communities within their AOR. The officers will make their presence known and also rely on community members to report any suspicious behaviour or tips on criminals in the area. This method creates a relationship and engenders an element of trust.

Reassurance Policing aims to identify "signals", and involve the community in solving community-related problems (similar to the community policing). Signal crimes are those that shape a community's perception of risk [from particular types of crime during a given period].



Scanning, Analysis, Response and Assessment (SARA) - refers to four key steps in the problem solving and decision making processes.

Scanning involves looking for patterns of problem activities, including victims, locations and types of crimes. It requires an evaluation of the problem, the perception of the problem by both law enforcement and external partners, and an analysis of the severity of the problem.

Analysis, which includes looking for the root causes of any problems or issues identified. Information is gathered from a variety of sources, including crime reports and community members who are directly affected by the issue. Causes of problems can include many factors, including neighbourhood and community perceptions of law enforcement themselves.

Once the cause is identified, law enforcement officials will work with the community to come up with and execute an appropriate, long-term response. After the **response** is implemented, an ongoing **assessment** is required to evaluate the effectiveness of the solution and make adjustments as appropriate.

Intelligence-led Policing (ILP) – built around risk assessment and management, ILP is defined as *“a strategic, future-oriented, targeted approach to crime control, focusing upon the identification, analysis & management of persisting and developing problems or risks.”*

Although a policing framework that builds on earlier methodologies, including community policing, problem-oriented policing, and partnership models of policing, it originated as a rejection of the reactive policing with calls for police to spend more time employing surveillance to combat repeat offenders.

Viewed as a management tool rather than crime reduction strategy, benefits are seen as:

1. Supportive and informed command structure
2. Intelligence-led policing is the heart of an organization-wide approach
3. Integrated crime and criminal analysis
4. Focus on prolific and serious offenders
5. Analytical and executive training available
6. Both strategic and tactical tasking meetings take place
7. Much routine investigation is screened out
8. Data are sufficiently complete, reliable and available to support quality products that influence decision-making
9. Management structures exist to action intelligence products
10. Appropriate use of prevention, disruption and enforcement

NATO Phonetic Alphabet



The following International Phonetic Alphabet can be used with radio and telephone to spell out difficult words:

Letter	Phonetic Equivalent	Numeral	Spoken as
A	ALFA	∅	ZERO
B	BRAVO	1	WUN
C	CHARLIE	2	TOO
D	DELTA	3	THU-REE
E	ECHO	4	FO-WER
F	FOXTROT	5	FI-YIV
G	GOLF	6	SIX
H	HOTEL	7	SEVEN
I	INDIA	8	ATE
J	JULIETT	9	NINER
K	KILO
L	LIMA		
M	MIKE		
N	NOVEMBER		
O	OSCAR	Examples	
P	PAPA	:	
Q	QUEBEC		
R	ROMEO	12	TWELVE
S	SIERRA	44	FO-WER FO-WER
T	TANGO	90	NINER ZERO
U	UNIFORM	136	WUN THUH-REE SIX
V	VICTOR	500	FI-YIV HUNDRED
W	WHISKEY	7000	SEVEN THOUSAND
X	XRAY	1478	WUN FO-WER
Y	YANKEE		SEVEN ATE
Z	ZULU	19A	WUN NINER ALFA

In general, numbers are transmitted digit by digit except that multiples of hundreds and thousands are spoken as such.



PROWORDS

ACKNOWLEDGE	- Confirm that you have received my message and will comply. (WILCO)
AFFIRMATIVE	- Yes/Correct
NEGATIVE	- No/Incorrect
CORRECTION	- An error has been made in this transmission.
LOCSTAT	- location status (where)?
SITREP	- situation report, <u>what</u> is happening in area?
NTR	- nothing to report
SILENCE	-SILENCE-SILENCE! Cease all transmissions on this net immediately. Will be maintained until lifted.
OUT	- This is the end of my transmission to you. No answer or acknowledgement is expected.
OUT TO YOU	- Do not answer, I have nothing more for you, I shall now call some other Call Sign on the net
PROCEED TO	- go to ... as soon as possible
SAY AGAIN	- Repeat
SPEAK SLOWER	- Reduce the speed of your transmission
I SPELL	- I shall spell the next word, group or equivalent phonetically
RELAY TO...	- Transmit the following message to all addressees or to the address designation immediately following
THROUGH ME	- I am in contact with the station you are calling, I can act as a relay station
ROGER	- I have received your last transmission satisfactorily
WILCO	- I have received your message, understand it, and will comply (ROGER and WILCO are never used together)
WAIT	- I must pause for a few seconds
WAIT ONE	- I must pause for a minute and will call back



Example of Conversation

“THIS IS” is used to indicate the calling station.

“ALFA ONE, ALFA ONE - THIS IS CHARLIE THREE - MESSAGE – OVER”

“CHARLIE THREE, CHARLIE THREE, THIS IS ALFA ONE - SEND – OVER (or GO AHEAD OVER)”

“THIS IS CHARLIE THREE - WATCH FOR FALLEN ROCKS ON ROAD BIRKET - I SPELL - BRAVO INDIA ROMEO KILO ECHO TANGO - BIRKET – OVER”

“THIS IS ALFA ONE - WILCO – OUT”

Report of Reception

The following phrases are for use when initiating and answering queries concerning signal strength and readability.

RADIO CHECK - What is my signal strength and readability, how do you read me?

YOU ARE (I READ YOU) - Your signal strength and readability is as follows...

Reports of signal strength:

LOUD	Your signal is strong.
GOOD	Your signal is good.
WEAK	I can hear you only with difficulty.
VERY WEAK	I can hear you only with great difficulty.
NOTHING HEARD	I cannot hear you at all.

Reports of signal readability:

CLEAR	Excellent quality.
READABLE	Good quality. No difficulties in reading you.
DISTORTED	I have trouble in reading you.
WITH INTERFERENCE	I have trouble in reading you due to interference.
NOT READABLE	I can hear that you transmit, but I cannot read you at all.

Example:

OA, OA, THIS IS O1 - RADIO CHECK - OVER

O1, O1, THIS IS OA - YOU ARE LOUD AND CLEAR - OVER

THIS IS O1 - YOU ARE LOUD AND CLEAR AS WELL - OUT



1. To avoid confusion its often easier to use the twenty-four-hour clock:

1am = 0100hrs 2pm = 1400hrs
8.15am = 0815hrs 8.45pm = 2045hrs

2. In order to show that it is a timing, the word “**hours**” is usually added to the end. In written timings, this is abbreviated to **hrs**:

0300hrs = zero three hundred hours
1210hrs = twelve ten hours

3. Verbal timings are given as follows:

1400 = fourteen hundred 1515 = fifteen fifteen
1435 = fourteen thirty-five 1528 = fifteen twenty-eight
1500 = fifteen hundred

4. A single ‘0’ in the timing is normally pronounced as “zero”:

0800 = zero eight hundred 0805 = zero eight zero five

Note: This does not apply to a single 0 at the end:

1110 = eleven ten 1620 = sixteen twenty

5. Midnight is usually avoided as a timing for obvious reasons.

When it is used, it may be given in several different ways:

2400 = twenty-four hundred
2359 = twenty-three fifty-nine
0001 = zero zero zero one

Note: Timings between midnight and 0100 are given as follows:

0005 = zero zero zero five
0035 = zero zero thirty-five

6. On operations, UN and NATO forces normally use Greenwich Mean Time (GMT), which is also known as **Zulu time**, regardless of the time of the country in which they are operating:

1010Z = ten ten hours Zulu time

Note: Other time zones around the world are identified by different letters of the alphabet. The time of the country in which one is operating is also known as **local time**, for example: “*The Consul will be arriving at 1430hrs local time.*”

In civilian timings, A.M. (ante meridiem) and P.M. (post meridiem) start immediately after Midnight and Noon (Midday) respectively.

Useful terms:

Dawn = Sunrise
Dusk, Sunset = Sundown
Evening = period between sunset and normal bedtime



This generic Orders format can be applied to any type of operation or task, and is designed to ensure that no important points are omitted. Used by the military, formed police units, and police tactical units, the following sequence can be used as a guide to present or follow operation briefings:

1. GROUND:

A detailed description of the terrain over which the operation or task will be carried out.

2. SITUATION:

- a. Target Group: locations, strengths, organization, current activity and future intentions
- b. Friendlies: overall plan of the higher formation, locations and tasks of neighbouring groupings
- c. Attachments and Detachments: any sub-units which are attached to your grouping for this operation, and any of your grouping's own sub-units which have been detached for other tasks.

3. MISSION:

A simple and concise statement, which explains exactly what the grouping is trying to achieve (e.g. "our mission is to secure the bridge at grid 324599"). This is always stated twice.

4. EXECUTION:

- a. Concept of Operations: i.e. a general outline of how the operation is intended to proceed
- b. Detailed Tasks: i.e. specific tasks allocated to each sub-unit of the grouping
- c. Coordinating Instructions: e.g. timings, rules of engagement (ROE), indirect support, actions to be carried out in the event of something going wrong, etc.

5. ADMINISTRATION AND LOGISTICS:

General administrative details such as: dress, equipment, weapons, ammunition, rations (food and water), medical facilities, prisoners, transport, ablutions (toilet facilities) etc.

6. COMMAND AND SIGNALS:

- a. Command: i.e. command structure of the grouping and nomination of alternative commanders in the event of casualties
- b. Signal: e.g. radio frequencies, codes and code-words, report lines, passwords, etc.

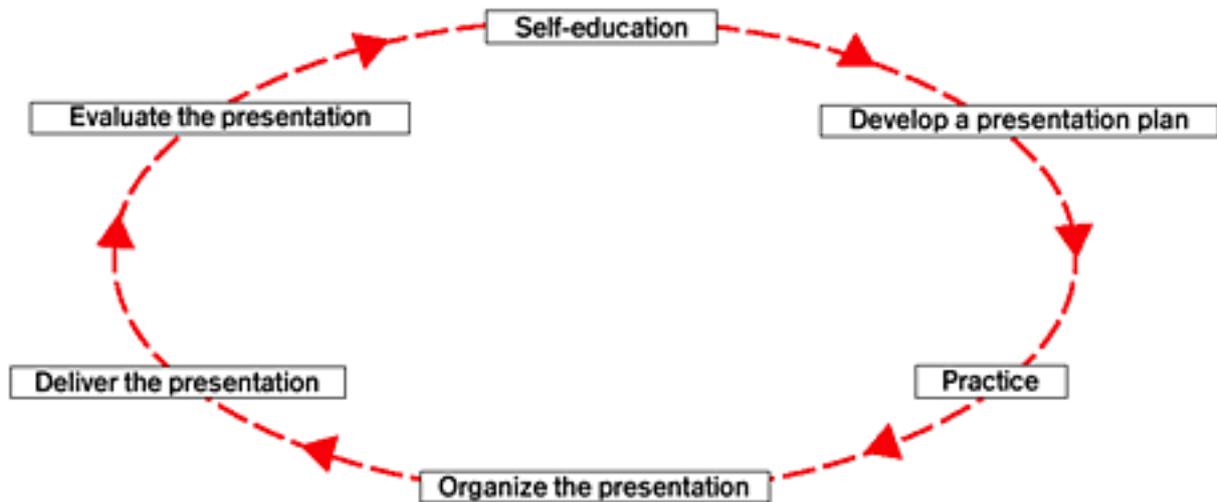
Warning Order

A Warning Order is a written notice that is posted in a common duty area to advise team members of an "O Group" (Orders Group)

- | | | |
|----------|-----------------------------------|----------------------------|
| • Who: | who is this notice for | e.g. Patrol Group 2 |
| • When: | time and date | e.g. 1400hrs/171116 |
| • Where: | where is the briefing to be given | e.g. Rm2, Building 9, ARRC |
| • Why: | reason for O Group | e.g. Patrol Orders |

Presentation Guide

- The Presentation Cycle



Introduction

Greeting	Your name
Your position	Reference to the audience
Topic	Brief Overview
Timing	When to ask questions

Body of Presentation

First item on the agenda	Next Item
Last item on the agenda	

End

Conclusion (if argument presented)	Summary
Thanking the audience	
Questions	Personal input/ hook



1. **Leave nothing to chance:** be organised and prepared, never assume
2. **Know how to start:** rehearse and practice
3. **Pointers:** avoid over use – it's a distraction
4. **Hands:** practice hand gestures, and keeping hands out of the way
5. **Notes:** use small cards, or place notes of podium or desks
6. **Get straight to the point**
7. **Talk to your audience,** not to the board, computer or back wall
8. **Know what works:** rehearse and practice
9. **Remember the 4 C's:** clear, concise, calm and confident
10. **Speak naturally and develop your own style**
11. **Know your audience:** know their expectations, address the topic
12. **Treat your audience as equals:** someone always knows more
13. **Take your time:** don't rush, you'll lose your message
14. **Be professional but also be yourself**
15. **Don't make a special effort to be funny**
16. **Let your visual aids speak for themselves:** keep PowerPoint and charts simple, using short points, phrases and statements
17. **Never compete with your visuals:** visuals are always more interesting
18. **Welcome questions from the audience:** but control the when
19. **Finish strongly**

Effective Communication

- *Body Language*



Our bodies have a language of their own, and what it says isn't always kind. Your body language is an integral part of who you are, to the point where you might not even think about it.

What follows are the 15 most common body language slip-ups that people make, which *emotionally intelligent* people are careful to avoid.

1. **Slouching** is a sign of disrespect. It communicates that you're bored and have no desire to be where you are.

The brain is hardwired to equate power with the amount of space people take up. Standing up straight with your shoulders back is a power position. It maximizes the amount of space you fill. Slouching, on the other hand, is the result of collapsing your form - it takes up less space and projects less power.

Maintaining good posture commands respect and promotes engagement from both ends of the conversation.

2. **Exaggerated gestures** can imply that you're stretching the truth. Aim for small, controlled gestures to indicate leadership and confidence, and open gestures - like spreading your arms apart or showing the palms of your hands - to communicate that you have nothing to hide.
3. **Watching the clock** while talking to someone is a clear sign of disrespect and impatience. It sends the message that you have better things to do than talk to the person you're with, and that you're anxious to leave them.
4. **Turning yourself away from others**, or not leaning into your conversation, portrays that you are unengaged, uninterested, uncomfortable, and perhaps even distrustful of the person speaking.

Try leaning in towards the person who is speaking and tilt your head slightly as you listen to them speak. This shows the person speaking that they have your complete focus and attention.

5. **Crossed arms** - and crossed legs, to some degree - are physical barriers that suggest you're not open to what the other person is saying. Even if you're smiling or engaged in a pleasant conversation, the other person may get a sense that you're shutting him/her out.

Even if folding your arms feels comfortable, resist the urge to do so if you want people to see you as open-minded and interested in what they have to say.

6. **Inconsistency** between your words and your facial expression causes people to sense that something isn't right and they begin to suspect that you're trying to deceive them, even if they don't know exactly why or how.
7. **Exaggerated nodding** signals approval anxiety. People may perceive your heavy nods as an attempt to show you agree with or understand something that you actually don't.



8. **Fidgeting** signals that you're anxious, over-energized, self-conscious, and distracted.
9. **Avoiding eye contact** makes it look like you have something to hide, and that arouses suspicion. Lack of eye contact can also indicate a lack of confidence and interest.

Looking down as you talk makes it seem like you lack confidence or are self-conscious, causing your words to lose their effect. It's especially important to keep your eyes level if you're making complicated or important points.

Sustained eye contact, on the other hand, communicates confidence, leadership, strength, and intelligence. While it is possible to be engaged without direct, constant eye contact, complete negligence will clearly have negative effects on your professional relationships.

10. **Eye contact that's too intense** may be perceived as aggressive, or an attempt to dominate. The way we break contact sends a message, too: glancing down communicates submission, while looking to the side projects confidence.
11. **Rolling your eyes** is a fail-proof way to communicate lack of respect. Fortunately, while it may be a habit, it's voluntary. You can control it, and it's worth the effort.
12. **Scowling** or having a generally unhappy expression sends the message that you're upset by those around you, even if they have nothing to do with your mood. Scowls turn people away, as they feel judged.

Smiling, however, suggests that you're open, trustworthy, confident, and friendly. MRI studies have shown that the human brain responds favourably to a person who's smiling, and this leaves a lasting positive impression.

13. **Weak handshakes** signal that you lack authority and confidence, while a handshake that is too strong could be perceived as an aggressive attempt at domination, which is just as bad. Adapt your handshake to each person and situation, but make sure it's always firm.
14. **Clenched fists**, much like crossed arms and legs, can signal that you're not open to other people's points. It can also make you look argumentative and defensive, which will make people nervous about interacting with you.
15. **Personal space**. If you stand too close to someone, it signals that you have no respect for or understanding of personal space. This will make people very uncomfortable when they're around you.

Bringing It All Together

Avoiding these communication mistakes will help you form stronger relationships, both professionally and personally.

Law Enforcement Report Writing Guide

- Content Guideline



In the police context, report writing is the main way for:

- Communicating;
- retrieving information; and
- ensuring accountability for observations and/or actions.

Report writing is a means of communication through which events or incidents are made known and/or recorded: crucial for information sharing, decision-making and monitoring progress of activities

Contents and Style of Report:

- Personal Data
- Report Data (5 Ws and H)
- Writing Principles (accurate, brief, complete, clear, objective and well formatted)
- Writing Style (abbreviations, dates, time, names of places and numbers)

1. **Personal Data** are the identification of all persons involved, including:

Name of police officer and number
Surname / Last Name / Family Name (also Maiden Name)
First Name / Forename / Given Name
Date and Place of Birth (DOB)
Status: single / married / divorced / widowed / separated
Nationality / Ethnicity / Country / Citizenship
ID Card (Type and Number)
Residence / Address / Mailing Address
Telephone / Mobile Phone / Email Address
Occupation / Profession / Job
Father's name (Surname and First name)
Mother's name
Address (Street, Village, Town, Country)

2. **Report Data** are the summary of all important facts and details. There are some guiding questions which should be answered in a report:

WHEN:

- did you receive the information?
(date and time)
- did you contact the involved parties?
- did the incident happen?
- did you arrive on the scene?

WHERE:

- Did the incident occur (location/address)?



WHO:

- called the police?
- said what?
- committed the crime/witnesses?
- did you speak to?
- did what?

WHAT:

- happened (incident/accident/crime) ?
- action did the police take?
- role did each person play?
- crime (if any) was committed?

WHY:

- did the police take the action they did?
- did people take particular actions they did?
- did the incident / crime occur?

HOW:

- did the incident/crime occur?

Writing Principles of a Police Report

The contents of a report must clearly reflect the specifics of an incident. There should be no confusion or doubt by the reader about the contents of the report. There are six principles associated with a good report:

1. **Accurate:** Use clear, specific and precise language. Make sure the facts are clear to you before you describe them in a report. Do not confuse facts with opinions.
2. **Brief:** A report must be short and concise, but long enough to cover all the essentials. Avoid irrelevant information. Add details only when it is necessary. A brief and well-written report is more effective than a long extended report.
3. **Complete:** Partial facts can create a wrong picture. A good report should include all the relevant facts in order to lead to a logical conclusion.
4. **Clear:** Make it simple and avoid ambiguity in the report in order to convey the intended message. All reports should be worded carefully so that the information is clear to the reader. Facts should be presented in a chronological order.
5. **Objective:** Keep the report objective and unbiased by stating the facts as they are without adding personal opinions. Report all facts, even if they are advantageous to the defendant.
6. **Well formatted:** The format of a report is relatively simple. Begin with the personal data, then the report data and finally the conclusion. The information in the report has to be in a chronological order so that they reflect the sequence of the events/incidents.



- *Basic Writing Rules*

ABBREVIATIONS

Unusual abbreviations or acronyms should be spelled out fully the first time that they are used in a document

Use USA, not US, as an adjective describing the United States. This is because reports are sometimes telexed in upper-case and the noun “us” can be confused with the adjective “US” in the upper-case.

Abbreviations for reports should be in upper-case, e.g. CSDP, EU, NATO, SITREP, SOP, VIP, OSCE, UNODC.

Should you come across any abbreviations which are unknown, check back with the writer and follow the rule mentioned above when you report.

CAPITALISATION

Capitalisation of words in English is never easy. Proper names are almost always capitalized, along with titles when they are attached to names.

Example: President C.....

The titles of organisations are also capitalized. Example: ...the Royal Canadian Mounted Police.

But a generic description of something is rarely capitalized. Example: The presidents of the parties will meet tomorrow.

Note that when a title is used to signify a specific individual, it should be capitalized.

Example: President J... is visiting the EU. The President will speak on 22 March.

Government is almost always capitalised, even when used generally.

DATES

Dates should follow the format: Day / Month / Year. Example: 22 March 2014.

In reports, correspondence or emails, to avoid confusion do not use “today” or “yesterday”, use dates instead. All dates should be written in full, i.e. 2 November.

When in doubt, begin the report statement with the date of the event. Example: On 13 April.....

One need not insert the year unless the event is related to another year. Example: All EU police officers will depart by 31March 2015.



FORMAT

Reports may carry a header and footer with a Security Classification.

Maps or diagrams used to illustrate a particular point are to be included in the report, if technical means for the layout and the communication of the report are available.

When writing the reports, take care to leave the correct spaces after punctuation marks: After a full stop (.) or colon (:) leave two spaces. After a comma (,) or semi colon (;) leave one space. This makes the document easier to read.

GRAMMAR

Two equal phrases in one sentence require a semi-colon (;). Example: They fired; we fired back.

The three-word rule: Any prepositional phrase at the beginning of a sentence with three or more words in it, e.g. “In the winter”, must have a comma after it.

Adverbs, such as “reportedly” or “recently”, should come close to the verb to which they relate. Rarely should they begin a sentence.

Media is a plural noun and is therefore followed by the plural form of a verb when media is used as a subject. Example: The media report that.....

When describing police, avoid using just the title of the forces or unit. Write: “The Riot Police arrested the suspect” or “Riot Police arrested the suspect”.

MEDIA

Media reports should be accredited at the end of the sentence or paragraph with the source in brackets, i.e. (AFP), (ITN) or (REUTER) etc.

When using media reports always indicate the source, e.g. “The media report that....”
If it is not clear how reliable the media report may be, use phrases such as “UNITA-controlled media sources claim that....”

NAMES

Always use the person's title or Mr. or Ms. Example: Mr. C...., Minister of the Interior
Dr. B...., Lt Col D.... etc.

NUMBERS

The numbers from one to ten are usually spelled out in full, e.g. seven. Those above ten are usually expressed as figures, e.g. 11.

There are exceptions, e.g. “between seven and eleven”, or “the 4th Brigade”, or “7 November”.

Avoid having a number which is expressed as a figure as the first word in a sentence. Example: Eight offenders were observed.



PLACES

As a general rule, say “the Federal Government of Switzerland” or “the Canton of ZURICH” (note the capitalisation.) This avoids confusion since there can be many governments at various levels in a country.

If a place or region is not internationally recognized, put the name in quotation marks when describing it. Example: “ABKHAZIA” or the “ABKHAZIAN Defence Minister”.

All place names should be typed in capital letters, e.g. TUZLA, SUKHUMI etc.

When a geographical expression is part of a name, it should be capitalised.

Example: Sector East, State of CALIFORNIA, NEW YORK CITY.

When referring to a place name that is not on the map, indicate its distance and direction from a marked place name.

SEQUENCING

If incidents are referred to by date, ensure that they are put down in the correct sequence, i.e. “On 21 December, a meeting took place between..... On 23 December, three vehicles...”

SPELLING

Be aware of the differences between International English (British spelling as described in the Concise Oxford Dictionary) and US English (which is a regional dialect).

Common spelling problems:

Cease-fire, peace-keeping, and machine-gun are always hyphenated when they are used as nouns. Middle East is not hyphenated.

Small arms is always plural and is two words.

Logistics as a noun is always in the plural.

“It's” is an abbreviation in English for “it is”. The possessive “its” has no apostrophe.

STYLE

Ensure that correct titles are used for individuals, Sgt., Capt. DCI, Supt., Dr., Rev. etc.



Department / Organisation Letterhead (1)

1 September XXXX (2)

Ms. Suzanne Terriane
Conference and Events Manager
Organisation for Security and Cooperation in Europe
Wallnerstraße 6
1010 Wien, Austria (3)

REFERENCE: Security in Europe Conference /16 (1): (4)

Dear Ms Terriane, (5)

Thank you for your kind letter inviting me to attend the Security in Europe Conference, to be held 16 September XXXX. Although I am sure that I would have greatly benefited from participating from attending such a conference, I regret that I will be away on deployment at that time. (6)

I appreciate this invitation very much and hope to have a similar opportunity in the near future.

Yours sincerely, (7)

Bouvier

Jean Bouvier (8)
Training Officer
UNPOL (9)

- 1. Letterhead** When writing letters for department or organization matters, use the official letterhead.
- 2. Date** The date should be written day, month, year (2 March 2014). Use cardinal numbers. Do not abbreviate the names of the months. Do not use commas.
- 3. Recipient** In the upper left or right corner, type *Mr./Ms./Mrs./Dr./Rank* and the recipient's full name. Under this, type their title, organisation, and address.
- 4. Reference** A reference number should be assigned to each piece of outgoing correspondence to facilitate retrieval. This number may consist of:
 - the initials of the office/section/unit that drafted the letter,
 - an indication of the year, and
 - a serial number in parenthesis.



NOTE: Use of reference numbers can vary. If unsure, check with your supervisor to determine the system preferred in your department or office.

5. Salutation

Always begin a salutation with *Dear* [name],
This is a sign of **formality** (not intimacy!) in English.

For most letters, use the following:

- **For men:** *Dear Mr. X,*
- **For women:** *Dear Ms. X,* (in most cases) OR *Dear Mrs. X* (if you know she's married and prefers this)

* Even if you know the reader well, do not use the first name in official letters. Pay attention to rank, or titles (e.g. Col., DCI, Dr., etc.)

For impersonal letters (rare)

When you do not know or cannot find the name of your reader, you may use the following:

- *Dear Sir or Madame,*

For very formal letters - to an Ambassador

Letters to an ambassador should use the following salutation:

- **For a man:** *Dear Mr. Ambassador,*
- **For a woman:** *Dear Madame Ambassador,*
- **For either a man or woman:** *Your Excellency,*

6. Body Format

Identify paragraphs by indenting (click TAB at the beginning of the paragraph) and by adding an extra line between paragraphs, or by adequate space between paragraphs.

7. Closing

For **most letters** you should use *Yours sincerely yours*

- For **impersonal letters** beginning '*Dear Sir or Madam*', close with *Yours Faithfully,*
- For **extremely formal letters** beginning '*Dear Mr./Madame Ambassador,*' close with "*I remain, Yours Sincerely,*"*

*Please note the use of spacing and punctuation.

8. Your Name & Signature

Several lines below the closing, type your full name. Remember to sign your letter before sending it.

9. Your Job Title & Department

In the line immediately below your typed name, type your job title, Department and office/section/unit.

Application Cover Letter & Motivation



Your Contact Information

Name
Address (City, Zip Code, Country)
Phone Number
Email Address

Date (Month, Day, Year)

Employer Contact Information

Hiring Manager's Name (if known) or "Human Resources Manager"
Hiring Manager's Job Title (if known)
Organisation Name
Organisation Address (City, Zip Code, Country)

Dear (Mr./ Ms./ Dr. / Rank/ Last Name or "Hiring Manager"),

Opening paragraph: Introduce your "professional self".

This is your opportunity to get the hiring manager's attention, introduce yourself, and enthusiastically tell the employer **why you're applying for the job**. Make sure to list the position (job title), the job reference number, or a description of the job for which you are applying. Write a sentence with 2-3 skills you possess that make you a **great candidate** for the position.

Example: "I would like to apply for the (job title) position (requisition #) with (name of organisation). I possess strong skills in _____, _____, _____, and (total number of years) of experience in the field make me an excellent candidate for this role".

Middle paragraph(s): Match your skills and experience to the job description.

In one or two paragraphs, make the connection between your previous accomplishments and your readiness for the new role. Focus on 2-3 main ideas that will help show what you will bring to the position. Start the paragraph(s) with a statement that summarises, in a sentence, the **experience and skills** you have that relate to the specific job description. Then, mention one or two of your best and most appropriate **examples** of how you have used these skills directly related to this particular position. Remember that you always want to mention **positive results** as part of your examples.

Closing paragraph: There are 3 options for the closing. Choose one that works for you:

1. Talk about your **personal connection** to the *organisation* or their objectives, then restate your interest in the *Mission*.
2. Talk about your **knowledge** of the *organisation/Mission*, then restate your interest.
3. Restate your interest in the *Mission* and remind them **why YOU are a perfect fit** for the position.

Complimentary close and signature: This brief paragraph or sentence is a polite formality to wrap up your letter neatly with the appropriate tone and **gratitude**. It is appropriate to tell the reader that they may reach out to you.



Management Verbs

allocated, determined, directed, elected, enlisted, formed, founded, governed, hired, initiated, inspired, instituted, led, managed, moderated, motivated, operated, oversaw, pioneered, presided, produced, recruited, represented, selected, spearheaded, sponsored, staged, started, supervised, trained

Communication Verbs

acquainted, apprised, answered, briefed, conducted, contacted, demonstrated, drafted, educated, explained, familiarised, handled, informed, instructed, introduced, lectured, listened, presented, reported, responded, spoke, summarised, taught, trained, translated, wrote

Helping Verbs

aided, attended, assisted, collaborated, contributed, counselled, comforted, facilitated, fostered, guided, helped, instilled, mentored, provided, settled, supported, tutored, treated

Creative Verbs

authored, conceived, conceptualised, created, composed, designed, devised, established, invented, originated, revolutionised

Organisational Verbs

arranged, assembled, collected, centralised, coordinated, catalogued, distributed, disseminated, enforced, executed, formalised, implemented, installed, maintained, organised, planned, prepared, processed, routed, recorded, reorganised, scheduled, updated

Analytical Verbs

analysed, assessed, audited, compiled, consulted, detected, discovered, documented, edited, evaluated, examined, gathered, identified, interpreted, interviewed, researched, searched, surveyed, tested

Selling Verbs

arbitrated, convinced, dissuaded, encouraged, marketed, mediated, negotiated, persuaded, promoted, publicised, resolved, sold, secured, solicited

Additional Verbs

adapted, attained, augmented, awarded, boosted, broadened, built, calculated, catered, decreased, developed, ensured, eliminated, exceeded, excelled, expanded, expedited, fabricated, financed, gained, generated, improved, increased, launched, mastered, modernised, published, raised, reconciled, reduced, revamped, revitalised, saved, shopped, strengthened, supplemented, tended, utilised





UNITED NATIONS
Electronic Application for Seconded Police
Non-Contracted Post



Section 1: Candidate and Application Information

It is imperative that all your personal information is correctly spelled and presented.

- **Family Name, First Name, Middle Name** – please enter your official full name in that order. If you do not have a middle name, leave the field blank. If you have several first or middle names, you may distribute them between First Name and Middle Name.
- **Date of Birth** – your official Date of Birth as DD/MMM/YYYY. Select the appropriate numerical value for DD from the list; next choose the Month from the list. Finally, be sure to input only numerical values for YYYY. * *The official age for UNPOL Officer: 25-60 years of age.*
- **Nationality** – select your nationality from the list
- **Gender** – select your gender
- **National ID Type** – select the appropriate type of identification from the list. If no match found, select National ID Card.
- **National ID Number** – type the full number or alphanumeric as it appears on your ID.
- **Marital Status** – select your current marital status
- **Type of Post for which you are applying?** – choose the appropriate category
- **For which UN Mission is this application (if known)?** – select from the list of missions
- **Did you pass an Assessment for Mission Service (A.M.S.)?** – choose Yes or No if you have taken part in an A.M.S. (aka S.A.T.) in your home country or in a field mission.
- **If yes, Date (dd/mmm/yyyy)** – input the date of your last A.M.S.
- **Place** – please provide the location, either the city or country will suffice
- **Type of National Service** – please indicate the type of police service in which you are currently employed, e.g. Gendarmerie, National Guard, Municipal, Federal, State, etc.
- **Current Rank** – please indicate your current rank

Section 2: Contact Information

- **Primary Phone, Office** – please provide two phone or mobile numbers (*incl.* country code)
- **Email** – please ensure your primary email address is typed correctly and remains available to receive any possible communications regarding your application. You may want to set your SPAM Filter to allow emails from '@un.org', so that you don't miss any important correspondence from Police Division.
- **City, State/Province, Country** – for purposes of potential deployment, please indicate your current location

Section 3: Police Expertise

Please refer to the table below which outlines Police Skill Sets and Expert Profiles.

- **Preferred Field of Work** – please choose from the list
- **Main Field of Expertise, Additional Expertise** – please choose from the list. The choices are shortened versions from the Expert Profiles listed in the below table.

Skill Sets		Expert Profiles
1	MANAGEMENT	• Supervision/command of police units
		• Project design and management
		• Institution building
		• Organizational planning
		• Police reform and restructuring
2	ADMINISTRATION	• Police infrastructure administration
		• Fiscal management, budget development, payroll system management, financial auditing
		• Procurement, logistics, assets management, fleet management, tenders and contracts
		• Human resources management
		• Internal affairs, discipline management
		• Audit and inspection of police units
3	POLICE OPERATIONS / SECURITY	• Planning and running critical police/security operations (elections, demonstrations, public events, etc.)
		• Public order (FPU-related)
		• VIP protection and security
		• Traffic management
		• Airport security and security of other strategic infrastructures
		• Border security, customs, riverside police, immigration, etc.
		• Transnational crime operations, Interpol, operations to combat trafficking in human beings, drugs and weapons
		• Special police (SWAT, rapid reaction units, antiterrorist, undercover operations)
4	CRIME MANAGEMENT / CRIME PREVENTION	• Crime scene management
		• Suspect/witness interview
		• Crime investigation (serious crimes, fraud, homicide, burglary, SGBV, etc.)
		• Criminal records/data base management
		• Crime/data analysis, crime trend recognition
		• Criminal intelligence analysis and management
		• Forensics including crime scene and evidence preservation, fingerprints, ballistics, firearm examination, DNA, pathology, handwriting and fraudulent documents identification, money counterfeiting, etc.
		• Community policing
5	TRAINING	• Training organization and management
		• Training curriculum and training plans development
		• General training delivery (including in-service training) in the areas of basic training, leadership training, general policing, police legislation, ethics, etc.
		• Tactical training including training in self defence, police formations, procedures such as arrest, search, detention, etc.
		• Weapons handling training (non lethal and fire arms)
		• Language training
6	TECHNICAL SUPPORT	• Weaponry: armoury management and inspection, gunsmith, weapon safety and storage, shooting range construction, explosives handling, etc.
		• IT: database development and administration, system design, computer programming, network specialists, etc.
		• Communication: radio and data communication system establishment and management, police radio network installation
		• Police surveillance: equipment installation, running operations, use of evidence, etc.
		• Public information
		• Civil engineering: construction projects, building standards, architecture, building plan developing, etc.
7	GENERIC	• Medical services
		• Patrolling
		• Desk Officer Duties
		• Duty Officer / Shift Leader Duties
		• Driver Duties
		• Office Support / Administration
		• Generic Logistics
• Other		

Section 4: Police and Academic Education History

When did you join the Police? – please provide the month and year of when you first entered either police training or active duty.

Police Training Institution – Please provide the details for any Police training institutions you have attended; most recent first. Provide the full institution name if possible, however abbreviations are fine if there is not enough space. Dates Attended should be Month and Year. In the Location column, either city or country would be acceptable. Should you require more than three rows, please use the Academic Institutions subsection below to complete your profile.

Academic Institution – Please provide the full name of the Academic Institution and just below it, the city or country. For Degree Level, please indicate the original name of the degree.

Other Educational Achievement – Should you require further space to outline other Academic or Police training, please use this space to briefly mention.

Section 5: Previous Work Experience

Kindly indicate if you have previous United Nations experience as well as for how long. If you remember your IMIS Index Number, kindly provide that number as well.

Organisation – Indicate your police specific work experience as well as any international UN experience in reverse chronological order (most recent first). If you have previous United Nations experience, please begin with that information (most recent first) and then continue with your other work experience. If you have held various positions within a single organisation, it may be beneficial to your candidacy if you separated each position into its own entry. If you require more space, there will be a section at the end of the form for you to freely type any further information. Be brief in your descriptions of your responsibilities.

Section 6: Language Proficiency

This section is for you to explain any special linguistic skills and knowledge. The working language in the United Nations is English; however, some duty stations and missions also require the use of French. Some United Nations Field Missions may request the recruitment of Police Officers whom have additional linguistic knowledge, which we refer to as Advantage Language(s) in the Job Opening Announcement.

Section 7: Vehicular Proficiency

For deployment to a United Nations Field Mission, all UNPOL Officers must have a valid vehicular driving license. All UNPOL Officers will be tested for driving proficiency upon arriving to the Field Mission, unless they successfully passed an A.M.S. prior to recruitment.

Year Began Driving – please provide the year in which you first began driving a motor vehicle

Frequency of Driving – please type in how often you drive (daily, weekly, infrequently, etc.)

Driver License Number – enter the full number of your current driver's license

Category – please choose from the list provided

Date of Issue, Expiry – please enter the day, month, and year of the issue and expiry information on your Driver License

Section 8: Technology Proficiency

Working knowledge of productivity technology has become essential for all organizations. Police Division requests you truthfully answer your proficiency in Word Processing (creating, editing, managing documents using software such as Microsoft Word), Presentation (creating, editing, designing presentations using software such as Microsoft Powerpoint), Spreadsheet (creating, editing, writing formulas, using software such as Microsoft Excel), General Internet (browsing and researching information from the World Wide Web using a web browser such as Internet Explorer or Firefox). Please also provide any additional technological knowledge that may be relevant.

Section 9: Certifications

This section provides you an opportunity to highlight any specialized certifications you have may have received in your career in either law enforcement or any other subject matter in which you pursued further study, relevant to the position for which you are applying.

Section 10: Other Relevant Information

Please utilise this free space to type in any additional information you were unable to include or expand upon earlier.

Section 11: Conditions of Service

This section is required. Please answer both questions and explain if you have answered “Yes” to any of them.

Section 12: Declaration of Disciplinary Clearance

This section is required. Check the box and provide the current date as day, month, year. Upon printing the document, **be sure to sign where indicated.**

Section 13: Declaration of Authenticity

This section is required. Check the box and provide the current date as day, month, year. Upon printing the document, **be sure to sign where indicated.**



A. Essential Requirements

Integrity – The candidates must maintain the highest standards of personal integrity, impartiality and self-discipline within the Mission; they are not allowed to provide or discuss any information or document as a result of access to classified and/or sensitive information relating to the Mission or respective tasks and activities; they shall carry out their duties and act in the interest of the Mission.

Negotiation Skills – The candidates must have excellent negotiating skills and the ability to work professionally in a stressful and diverse environment.

Flexibility and Adaptability – The candidates must be able to work in arduous conditions with a limited network of support and with unpredictable working hours and a considerable workload. They must have the ability to work professionally as a member of a team, in task forces and working groups with mixed composition (e.g. civilian and military staff) and be able to cope with extended separation from family and usual environment.

Availability – The candidates must be able to undertake any other administrative tasks related with the competencies, responsibilities and functions of the respective position within the Mission, as required by the Head of Mission.

Physical and Mental Health – The candidates must be physically fit and in good health without any physical or mental problems or substance dependency which may impair operational performance in the Mission. To ensure duty of care in a non-benign environment, selected personnel should, in principle, be under the normal age of retirement in contributing States.

Language Skills – The candidates must be fully fluent in written and spoken English. Report writing skills are especially needed. Knowledge of local languages will be an asset.

Computer Skills – Skills in word processing, spreadsheet and e-mail systems are essential. Knowledge of other IT tools will be an asset.

Training – e-Hest3 or equivalent.

Education – European Qualifications Framework (EQF)⁴.

Driving Licence – The candidates must be in possession of a valid – including Mission area – civilian driving licence for motor vehicles (Category B or equivalent). They must also be able to drive any 4-wheel-drive vehicle. Category C driving licence is desirable or as specified in the respective job description.

B. Recommended Requirements

Knowledge of the EU Institutions – The candidates should have good knowledge of the EU Institutions and international standards, particularly related to the Common Foreign and Security Policy (CFSP), including the Common Security and Defence Policy (CSDP).

Knowledge of the Mission Area – The candidates should have good knowledge of the history, culture, social and political situation of the region as well as of the police, judiciary and governmental structures.

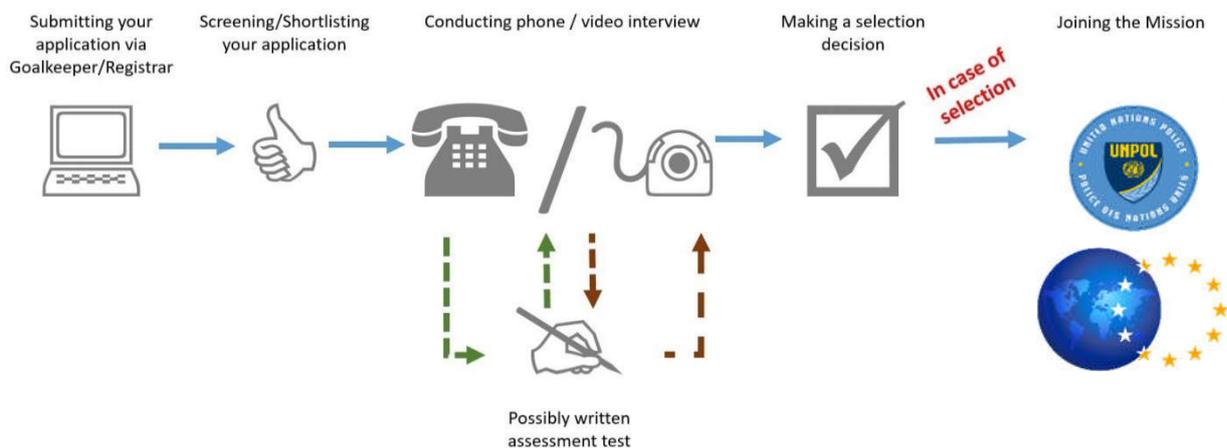
Training and Experience – The candidates should have attended a Civilian Crisis Management Course and/or have participated in a CSDP Mission.

International Police Mission: Interview Guide

This guide provides advice on how to prepare for a Police Mission job interview.

I.	APPLICATION PROCESS
II.	INTERVIEWS
III.	OPENING QUESTIONS
IV.	COMPETENCY-BASED INTERVIEW (CBI) QUESTIONS
V.	SCENARIO-BASED INTERVIEW (SBI) QUESTIONS
VI.	CLOSING PHASE

I. APPLICATION PROCESS



II. INTERVIEWS

What can I expect during the Interview?

Interviews for international positions are usually conducted via phone or video conference. Applicants are asked to provide a phone number and/or Skype ID before the interview.

The interview is normally divided into three phases:

1. Opening phase (see Section 3 Opening Questions)
2. Main phase (see Sections 4 CBI Questions and 5 SBI Questions)
3. Closing phase

PHONE INTERVIEWS

1. Ensure a good connection for the interview.
2. Use a quiet place, free from distraction (e.g. switch off phone notifications, doorbell).
3. Pay attention and listen carefully to the interview questions.
4. In cases of connectivity/signal weakness, consider pausing after each question is asked to allow for transmission delay.

International Police Mission: Interview Guide

VIDEO INTERVIEWS

1. Make sure that you have all technical equipment and necessary apps downloaded for the video interviews as per the given instructions.
2. Turn off any alerts which may be installed on your device (e.g. email notification, software updates).
3. Check your internet connection and have a plan B in place in case the internet connection crashes (e.g. different network at a different location).
4. Choose a location which is free from distractions.
5. Make sure that on the day of the interview your laptop, tablet or mobile phone is fully charged and have an alternate device ready as well.
6. In cases of connectivity/signal weakness, consider pausing after each question is asked to allow for transmission delay.

III. OPENING QUESTIONS

Opening questions target information related to the applicant's professional and educational background, their motivation to apply and their understanding of the position. With such questions you are invited to introduce yourself to the interview panel regarding your suitability for the job, your motivation and your knowledge about the Mission.

ANSWERING SUITABILITY QUESTIONS

1. Familiarise yourself with the job description, tasks and responsibilities, as well as mandatory and desirable requirements.
2. Identify what aspects of your professional and educational background fits the job requirements, tasks and responsibilities.
3. Be prepared to give examples of professional achievements which demonstrates your profile fits the position and highlights your unique selling points.
4. Avoid simply repeating information written in your application, which will have already viewed by panel members.

ANSWERING MOTIVATION QUESTIONS

1. Make sure you mention your motivation for the position, organisation and work region.
2. Explain how you can contribute to the organisation in case of selection, DO NOT focus your answer on what you will gain through such an assignment.

ANSWERING MISSION KNOWLEDGE QUESTIONS

1. You need to be able to demonstrate your understanding of the Mission and its legal and institutional framework.
2. Prepare an answer in your own words as if you would describe the matter to a friend.
3. DO NOT repeat the official Mission statement/introduction when answering this question.

IV. COMPETENCY-BASED INTERVIEW (CBI) QUESTIONS

During the Interview you will usually be asked CBI questions. The basic assumption of the CBI interviewing technique is that past behaviour is the best predictor for future behaviour. These questions are formulated in past tense and are asked to assess interview candidates against pre-defined competencies. Competencies are the combination of skills, knowledge and attributes which enable a person to perform successfully if appointed for a suitable position. Some competencies have to be demonstrated by all staff members of an organisation (e.g. respect for diversity, teamwork), some competencies are related to a certain professional area (e.g. client orientation, technological awareness, communication, planning & organising) and some are necessary to perform successful in managerial positions (e.g. leadership, trust-building, decision-making).

Usually panel members are looking for evidence/indicators of competencies within the provided answers of an interview candidate.

ANSWERING CBI QUESTIONS

1. Read the job description carefully and identify the main competencies which are required for the position.
2. Prepare some examples of situations of your professional past which display these competencies the best.
3. To structure your response follow the STARK or BACK model (see table below).
4. Make sure that during your response you refer to "I" not to "WE". The panel is interested in your actions, not in the actions of a team!
5. Listen carefully to the questions. In case your prepared answer does not fit consider twisting your answer or try to come up with a different example.

Table 1: "STARK" & "BACK" Models

STARK		BACK
Situation	What was the situation / What was the issue?	Background
Task	What did you want to achieve?	
Action	What did you do to achieve your goals?	Action
Result	What was the outcome of your actions?	Consequence
Knowledge	What did you learn from this situation / What did you do differently the next time in a similar situation?	Knowledge

You can find examples of CBI questions here:

<https://jobs.osce.org/resources/document/our-competency-model>

<https://careers.un.org/lbw/home.aspx?viewtype=AYI>

<https://www.youtube.com/watch?v=E3-WKWpNI3I>

V. SCENARIO-BASED INTERVIEW (SBI) QUESTIONS

The interview panel is also interested in your technical skills. Most of us are familiar with straight forward questions which assess the technical knowledge of an interview candidate. However, it is more important to assess whether a candidate is capable of transferring this knowledge into action, hence SBI questions. You will be given a problem-solving scenario associated with the position, describing what actions you would take and why.

ANSWERING SBI QUESTIONS

1. Take some time before answering a SBI question - and ensure you have understood the question.
2. Do not hesitate to ask for clarification.
3. Be aware there is not one correct answer and feel free to elaborate by providing several options on your course of action, considering scenario developments.
4. If relevant, provide relate a similar example from your own experience.

VI. CLOSING PHASE

At the conclusion of the interview applicants are invited to ask questions.

1. Thank the board for the opportunity.
2. Do not ask something which is aiming for confidential information.
3. Do not ask for interview feedback.
4. If you do not have any questions, do not feel obliged to come up with one in case you are asked.

✓ GENERAL ADVICE

- Do not hesitate to ask the interview panel for clarification during the interview.
- Consider rephrasing the question you have been given to make sure you have understood right.
- To stand out during an interview, practice the interview in advance with a friend or family member!

(based on the EULEX Interview Process, 2019)

Descriptions - People



Name and Alias: (if known)

Gender/Sex: Male / Female

Appearance:

1. **Ethnicity:** (first impression)

- Caucasian/ White European
- Scandinavian/ Nordic
- Latino / Hispanic
- East-Asian/ Oriental: *Chinese, Korean, Japanese etc.*
- Sub-continental Indian: *Indian, Pakistani Bangladeshi, Sri Lankan*
- Central Asian
- Black / African
- Brown/ Pacific Islander: *Polynesian, Melanesian*
- East European/ Slavic
- South European
- Latino American / Hispanic American
- South-East Asian/ Indo-Asian: *Filipino Vietnamese, etc.*
- Eurasian
- North African, Arabic, Maghreb
- Afro-American/ Anglo/ Arab/ Asian
- Romani: *Roma, Sinti, Ashkali, Romanichal*

2. **Skin Tone & Colour:** Black / Brown / Beige / White / Pink

3. **Complexion** (*appearance of skin*):

- fresh
- peaches & cream
- sallow, sickly
- pimply
- e.g. *"She has pale skin"*
- fair
- ruddy, florid
- olive
- dark
- tanned
- pale, pallid
- uses cosmetics

4. **Age:** e.g. *"He/she is 20 years old"; "He is 20 years of age"; "He is aged 20"; "He is in his twenties/ early 20s/ late 20s"; "He is about/ approximately 20"*

5. **Height:** e.g. *"He is about 190cm tall", "She is about 1.9m tall"*

6. **Build / Weight:** e.g. *"He has a muscular build", "He is muscular"*

- slim / slender / thin
- muscular
- heavy / overweight
- athletic
- solid
- obese
- medium / average
- stocky



7. Hair:



Colour

- black, blonde, brown, red
- salt & pepper
- tinted
- dark
- grey
- streaked
- light
- dyed
- re-growth

Length

- collar length
- short
- thinning/receding hairline
- shoulder length
- close cropped
- bald spot
- long
- shaved
- balding / bald

e.g. "He has got short, dark, wavy hair"/ "He has dark, streaked haired"



8. Facial Hair: e.g. "He has a moustache"



stubble



moustache



full goatee



Dutch Beard



mutton chops



soul patch



Van Dyke



full beard

9. Eyes (colour): e.g. "He has bloodshot eyes", "He is blue eyed"

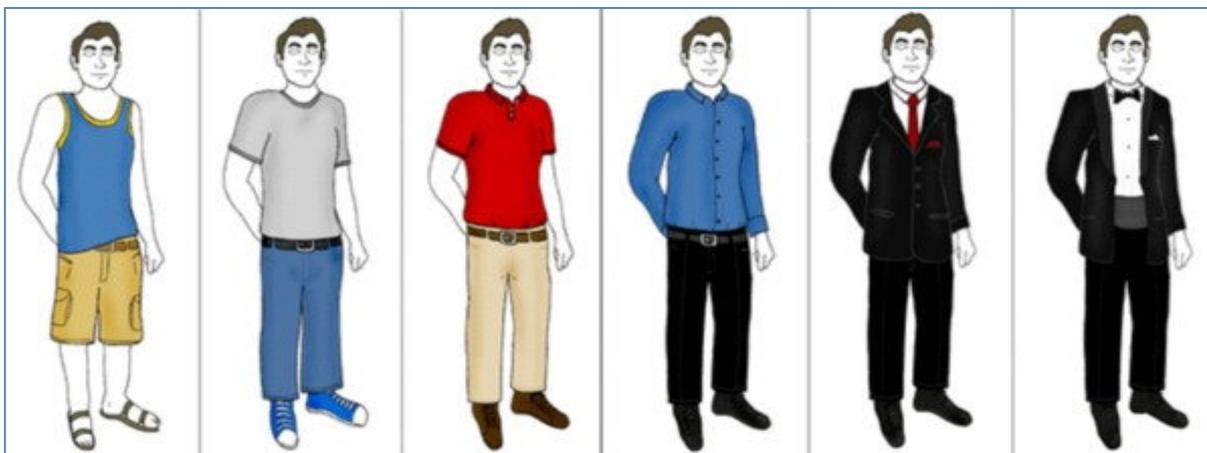
10. Distinctive (distinguishing) Features

- birthmark
- mole
- wart
- tattoo
- deformity
- scar
- glasses
- limp
- disability

Characteristics and Habits:

- drinking
- smoking
- drugs
- known associates
- medical conditions
- body language

Dress (clothing):



Street
Wear

Casual
Wear

Smart
Casual

Business
Casual

Business/
Informal

Black Tie /
Semi-Formal



- Sequence

1. NAME

2. SEX

3. COLOUR / ETHNICITY

4. AGE

5. HEIGHT

6. BUILD and WEIGHT

7. HAIR

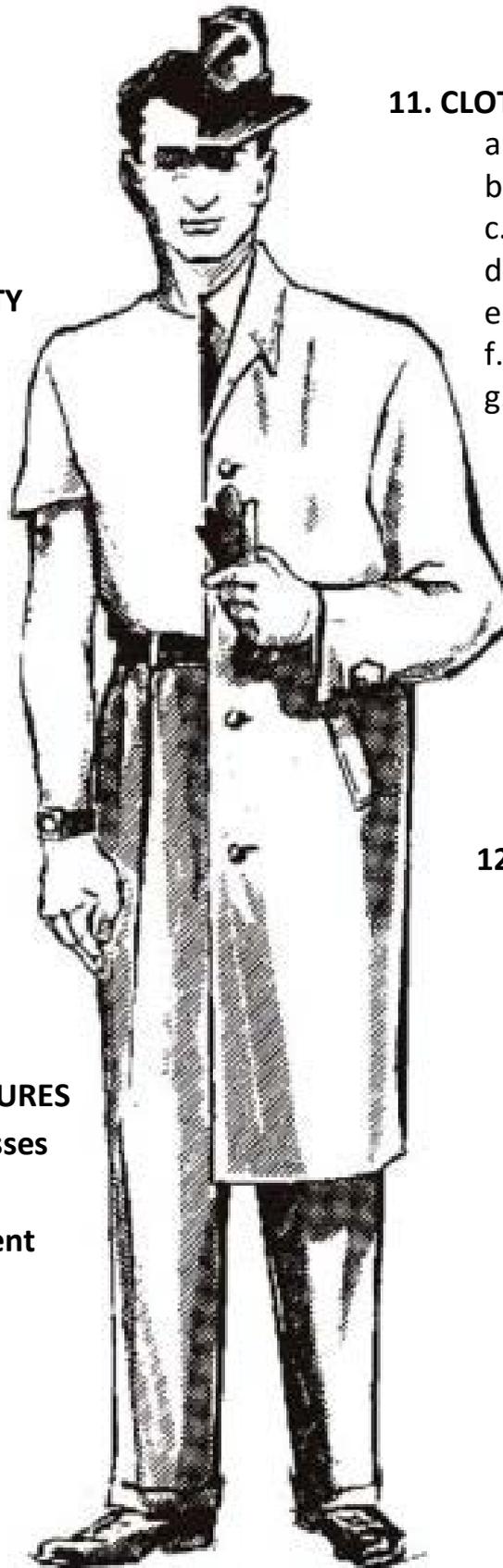
8. EYES

9. FACIAL HAIR

10. COMPLEXION

11. DISTINCTIVE FEATURES

- a. Wears eyes glasses
- b. Smokes
- c. Language / accent
- d. Disability
- e. Body language



11. CLOTHING (head to foot)

- a. Hat
- b. Shirt
- c. Sweater / Pullover
- d. Jacket / Coat
- e. Trousers
- f. Socks
- g. Shoes

12. ACCESSORIES

- a. Jewellery
 - rings
 - necklace
 - earrings
- b. Wristwatch
- c. Tie, Scarf etc.
- d. Belt
- e. Gloves

Descriptions – Vehicles

- Body Styles

There are several common car body styles:

- Enclosed:
 - Sedan (US) / Saloon (UK)
 - Hardtop
 - Coupé
 - Limousine
- Open or partly enclosed:
 - Roadster / Cabriolet
 - Convertible / Semi-Convertible
- Rear door designs:
 - Station Wagon / Estate car
 - Hatchback / Liftback
- Others:
 - Light-Utility Vehicle (LUV)
 - Sport Utility Vehicle (SUV) *incl.* Crossover Utility Vehicles (CUV)
 - Multi-Purpose Vehicle (MPV) / Minivan / Van



Coupé

two door car



Sedan (US) / Saloon (UK)

enclosed 4 door car with a separate boot (trunk)



Hatchback / Liftback

3 or 5 door car, in which back seats fold down to create more cargo space



Station Wagon / Estate Car

a sedan/saloon with extended rear cargo area



Sports Car / Roadster

two-seater, two door performance car

Cabriolet / (Semi-) Convertible

has soft top, removable or retracting roof and rear window



Hard-top

A style of car roof. Originally referred to a removable solid roof on a *convertible*.

Descriptions – Vehicles

Limousine

a chauffeur-driven luxury car
(often stretched)



Pickup Truck

utility vehicle with open cargo area



Minivan / Multi-Purpose Vehicle (MPV)

taller than a sedan, with more capacity than a station wagon, the “People Carrier”



Sports Utility Vehicle (SUV)

up-market, cross-over off-roader vehicle,
four-wheel drive (4WD) / 4x4 (“four-by-four”)



Light Utility Vehicle (LUV)



Van (window- / panel-)

a vehicle used for transporting goods



The “T2” or “Bully” is commonly known in most countries by the model name “Combi”



Minibus

stretched van (or small truck) with seating capacity of up to 16 passengers



Heavy Goods Vehicle (HVG)

used for carrying goods and materials;
flat-decked or covered

Truck (US) - small - large

Lorry (UK) - medium - large

Descriptions – Vehicles



**Articulated Lorry/Truck
Tractor + Semi-Trailer**



tractor unit and trailer are separate entities; the trailer does not have a front axle

Service Vehicles



Ambulance

emergency response medical vehicle



Hearse

used to carry deceased persons (at a funeral)



Fire Engine / Fire Appliance



Tow Truck / Recovery Vehicle

Miscellaneous



Caravan



Campervan

larger versions are known as:
Recreation Vehicles (RVs) (US) / Mobile Homes



All Terrain Vehicle (ATV) / Quad
(three and six-wheel versions also exist)



Trailer

Descriptions – Vehicles

Motorcycles



Cruiser



Sports Bike



Chopper



Trail Bike



Trike



Sidecar



Scooter



Moped

- Construction



Bulldozer



Front Loader



Excavator



Dump Truck

Descriptions – Vehicles

Police Vehicles



Patrol Car / Squad Car / Police Cruiser (US)



Patrol Vehicle / Police SUV



Armoured Scout Car



Armoured Personnel Carrier (APC)



Water Cannon Vehicle



Prisoner Transport



Mobile Command Centre



Public Address (P.A.) Vehicle



Mounted Police

Police Vehicle Equipment

- | | |
|---|---|
| <ul style="list-style-type: none">• two-way radio• equipment consoles• Suspect Transport Enclosures• firearms locker• Mobile Data Terminal (MDTs)• Vehicle Tracking System• Automatic Number Plate Recognition (ANPR) | <ul style="list-style-type: none">• Closed Circuit Television (CCTV)• Speed Recognition Device• Remote rear-door locking• PIT Bumper (Pursuit Intervention Technique)• Push Bumper (aka “Nudge Bars”)• Runlock |
|---|---|



Ammunition – bullet, round, projectile, cartridge

Shell – brass container which holds a pyrotechnic compound with which to propel the bullet

Baton / Truncheon a stick of less than arm's length, usually made of wood, plastic, or metal, and carried by law-enforcement and security personnel for less-lethal self-defense, as well as control and to disperse combative and non-compliant individuals, e.g. in riots, difficult arrest situations.

Tactical Assault / Multi-Function Baton

Breathalyser is a device used for estimating the blood alcohol content from a breath sample.

Handcuffs are metal restraints designed to secure an individual's wrists close together, often featuring a double locking system.

PlastiCuffs / FlexiCuffs are a form of physical restraint for the hands, using plastic straps

Revolver is a firearm in which the rounds (bullets) are held in a revolving cylinder that rotates to fire them through a single barrel.

Semi-automatic (self-loading) pistol is a magazine-fed handgun that can be fired semi-automatically, firing one round for each trigger pull until running out of stored ammunition.

Double Action Only (DAO) - once a round is chambered, each trigger pull will both arm the hammer or firing pin, and will additionally release it to fire a round in one continuous motion.

Machine pistol / Submachine gun - a firearm combining the automatic fire of a machine gun with the 9mm ammunition of a pistol; is usually between the two in weight and size e.g. MP5, Uzi etc.

Holster is an article worn to hold a handgun or other defensive weapon, usually from a belt

Pepper Spray/ OC Spray is a chemical compound that irritates the eyes to cause tears, pain, and even temporary blindness, that is used in crowd control and personal self-defence.

Stun Gun - a direct-energy, direct-contact, non-lethal weapon that temporarily disables a person with an electric shock.

Taser/ Electroshock Gun - a non-lethal weapon that temporarily disables a person with an electric shock by firing small electrodes, with attached metal wires, that connect to the gun.

Riot Shield is used to deflect projectiles in riot-type situations, it is usually made from plastic-like materials and clear.

Bullet Proof Vest - works as a form of armour to minimize injury from projectiles fired from handguns, shotguns and rifles.

Tactical Body Armour (US: Armor) is impact resistant, padded plastic plates that strap on to the body, arms and legs; often used in riot control.

Flak Jacket is a form of protective clothing to help personnel from the flying debris and shrapnel.

Radar Gun is used to detect the speed of vehicles.

Tire Deflation Device/ Spike Strip devices are used to impede or stop the movement of wheeled vehicles by puncturing their tires.

Closed Circuit Television (CCTV) is static video surveillance, e.g. (anti-)crime cameras, gate security, hooligan observation etc.

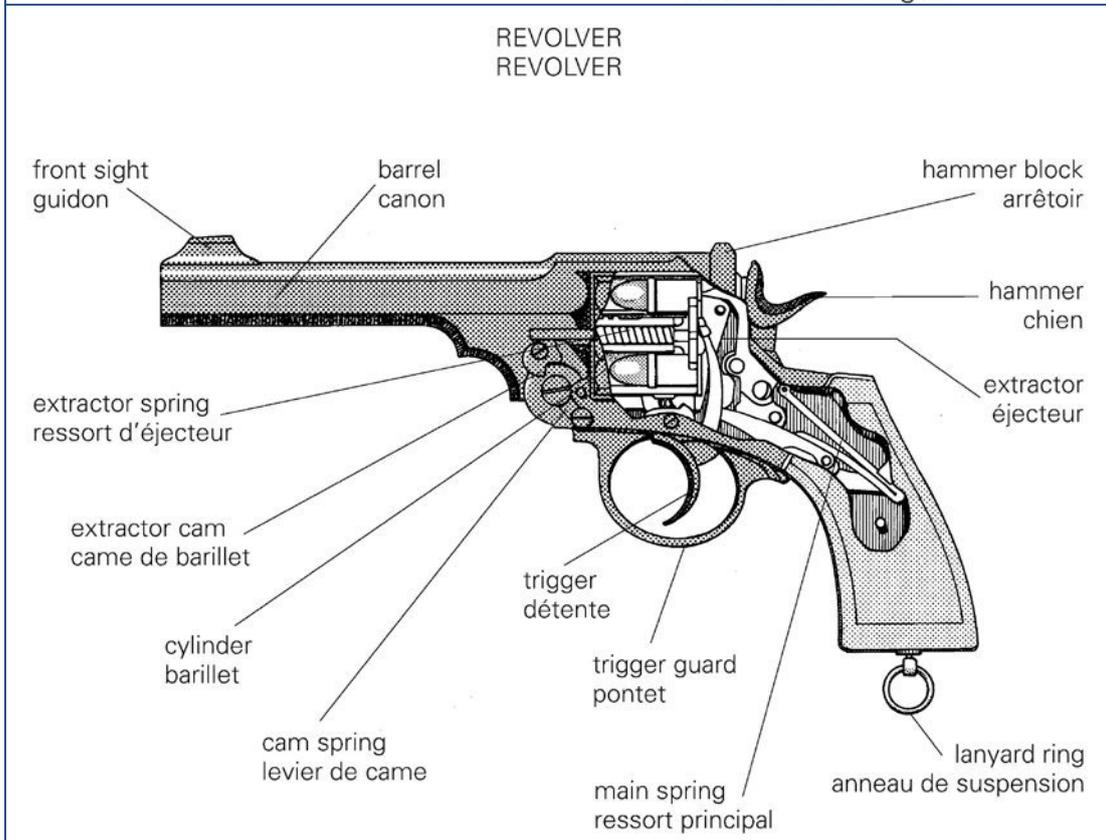
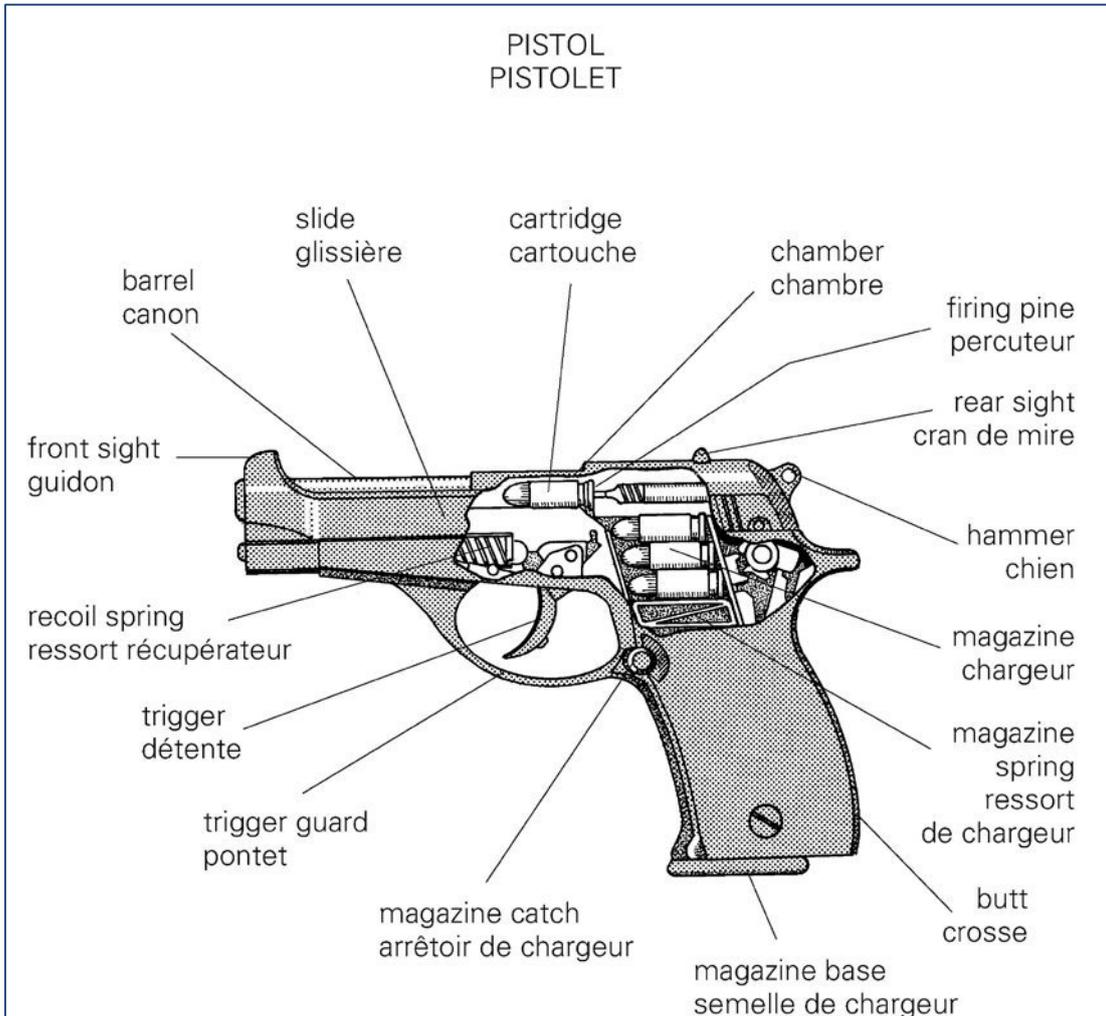
Torch (UK)/ Flashlight (US) is a hand-held portable spotlight.

Handheld Radio - is a hand-held portable, bi-directional radio transmitter/ transceiver.

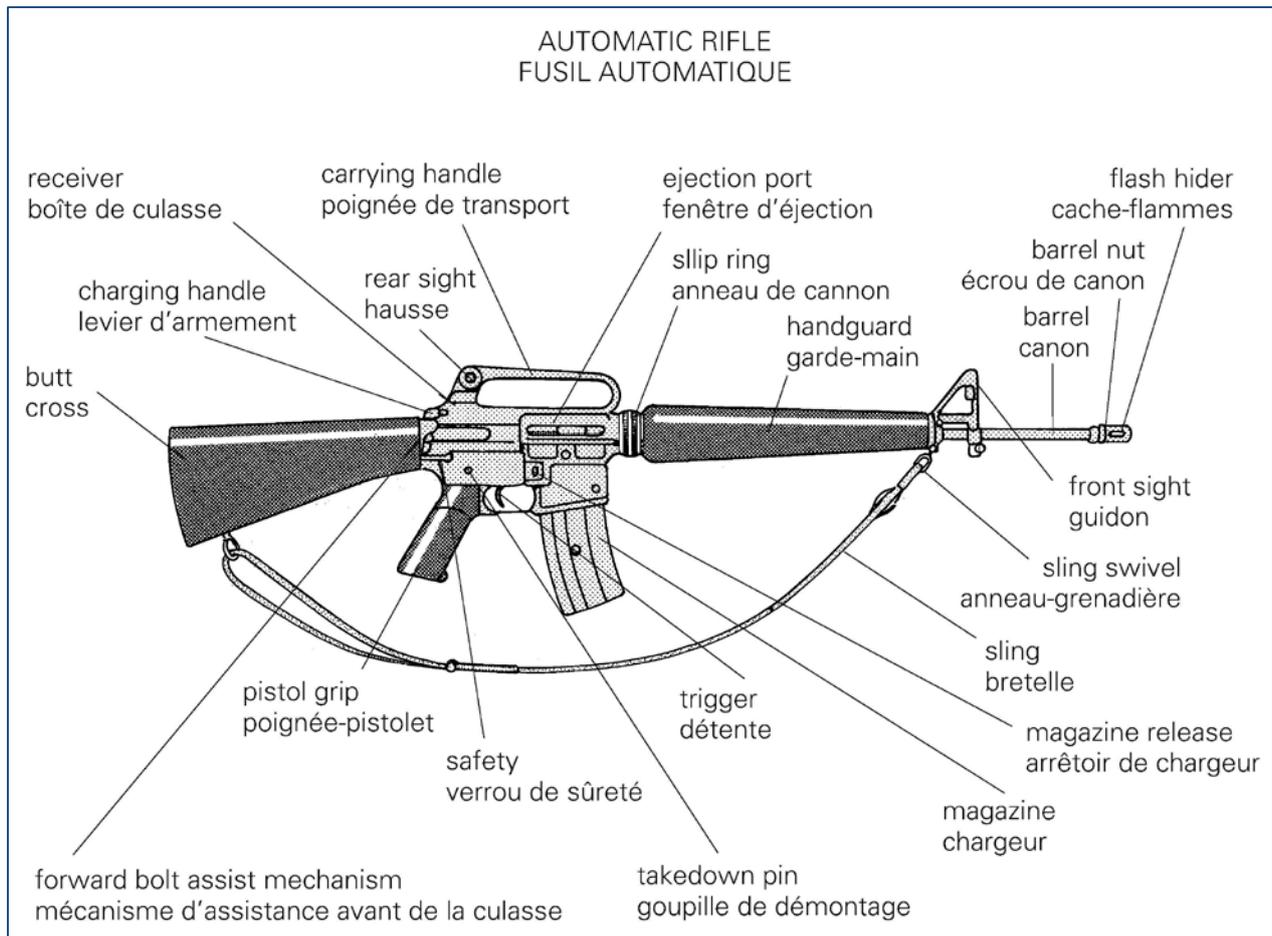
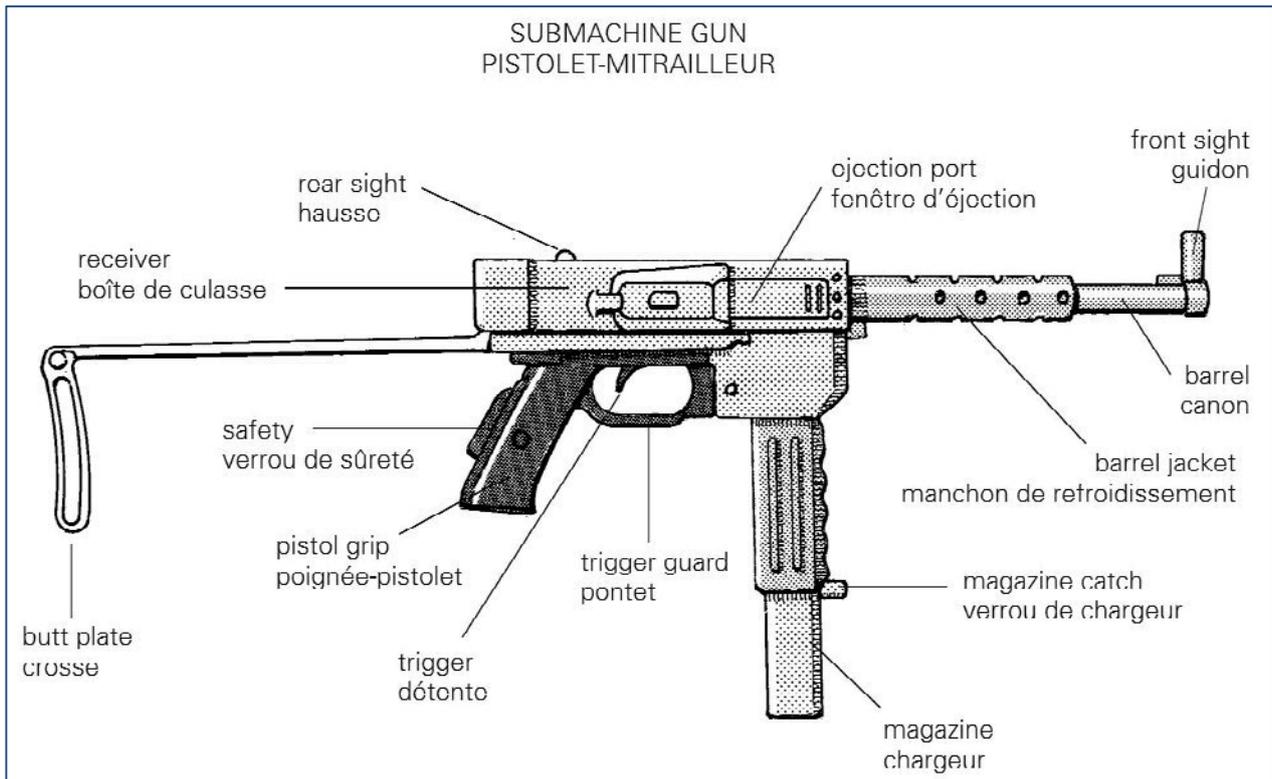
Latex/ Disposable Surgical Gloves

Tear Gas/ CS Gas is a riot control chemical agent that causes the eyes to sting and water; it is usually fired in canisters that emit the gas at a steady rate.

United Nations Picture Dictionary

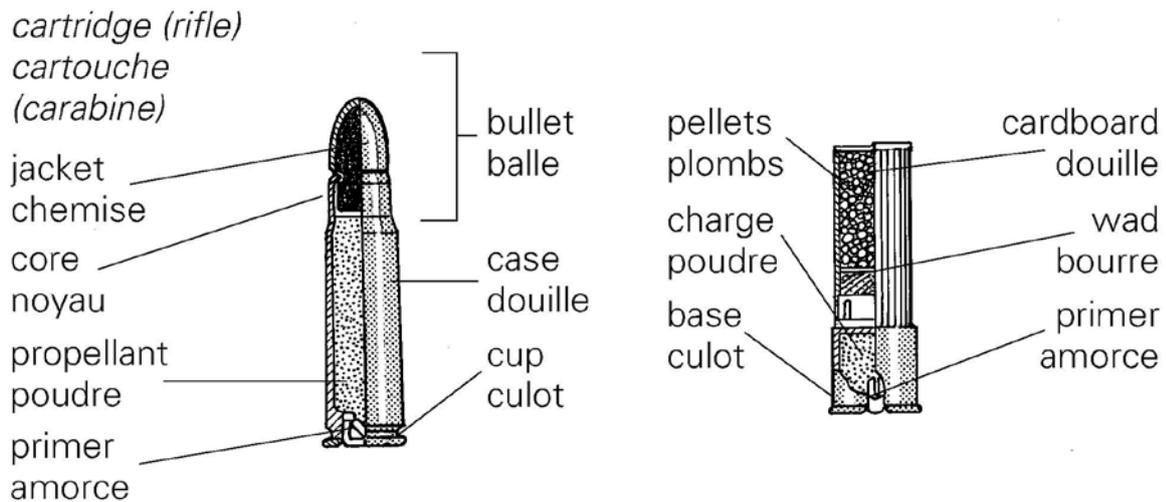
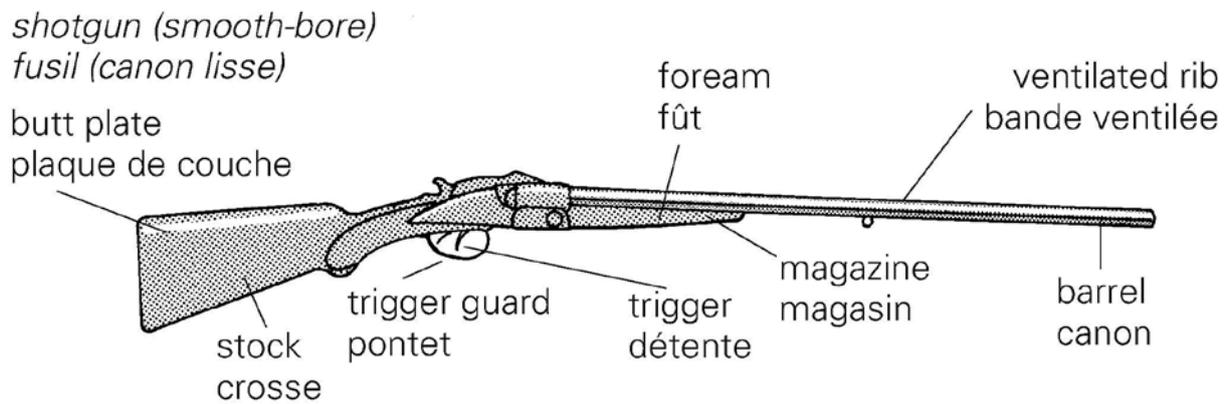
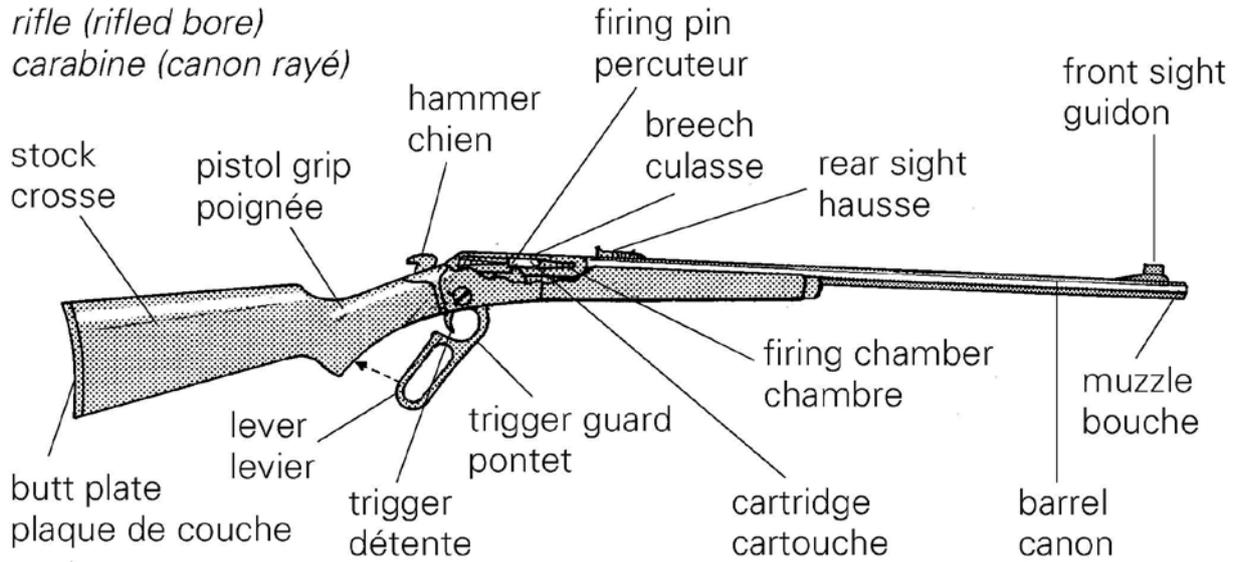


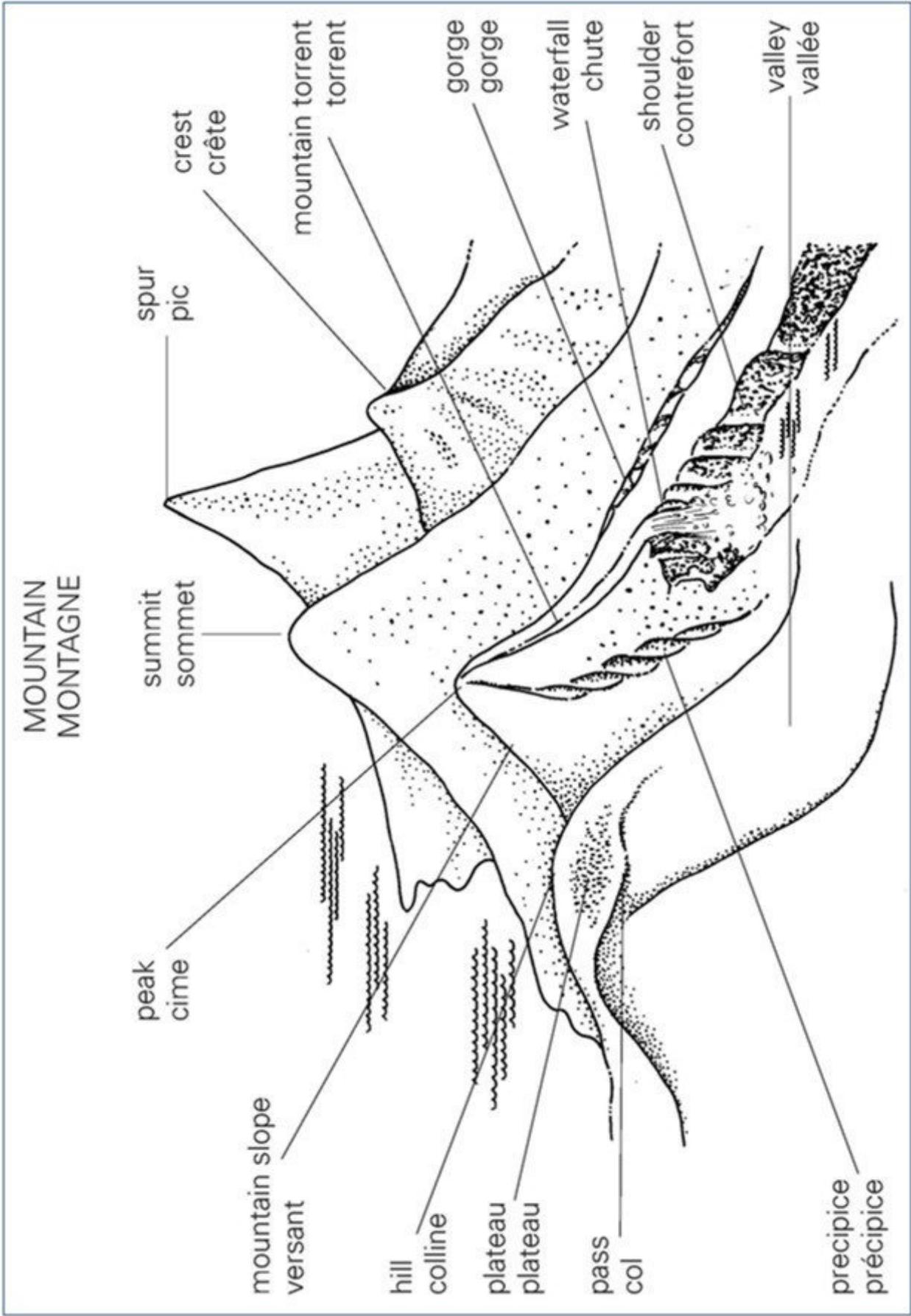
United Nations Picture Dictionary



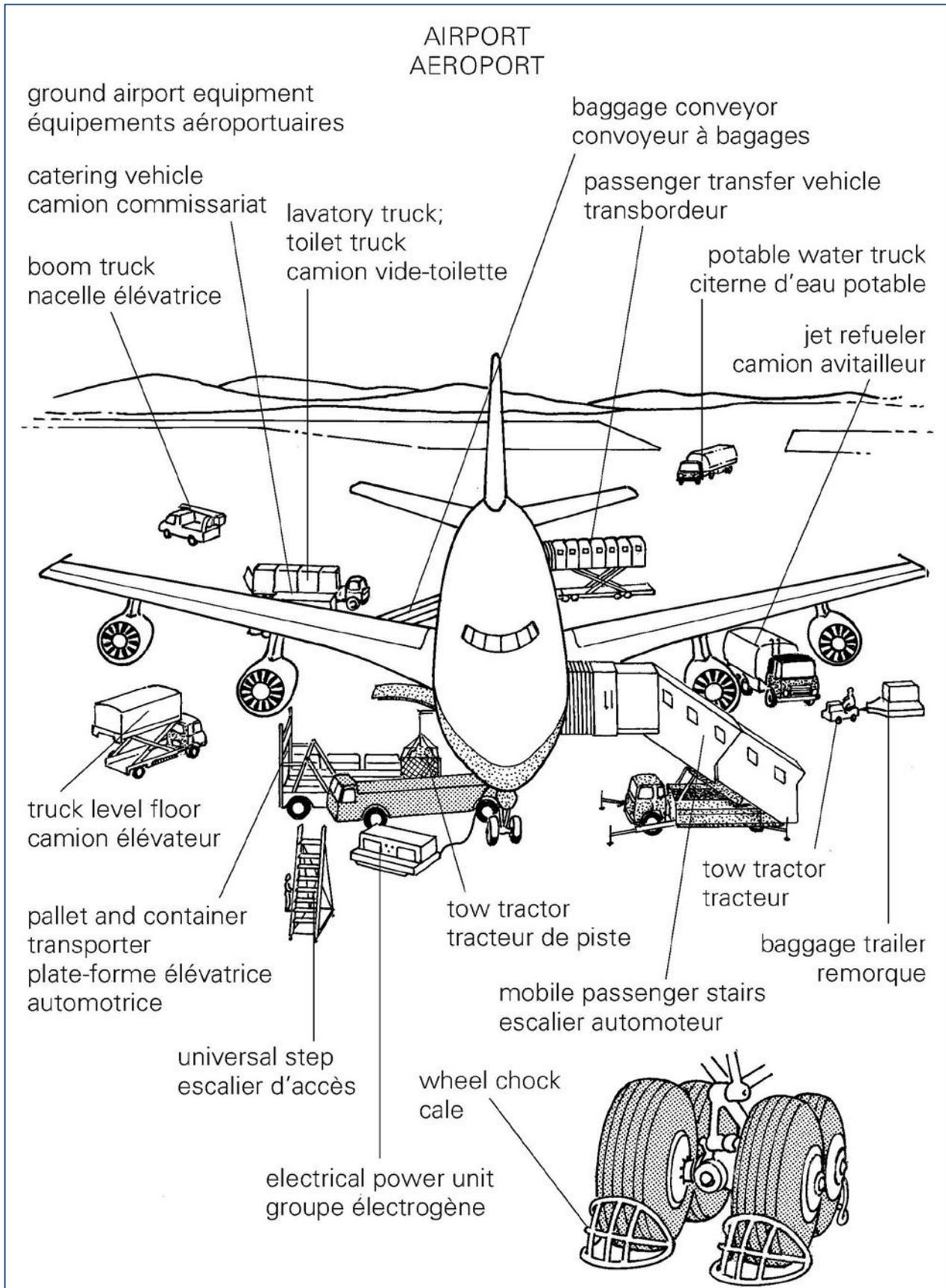
United Nations Picture Dictionary

HUNTING WEAPONS ARMES DE CHASSE



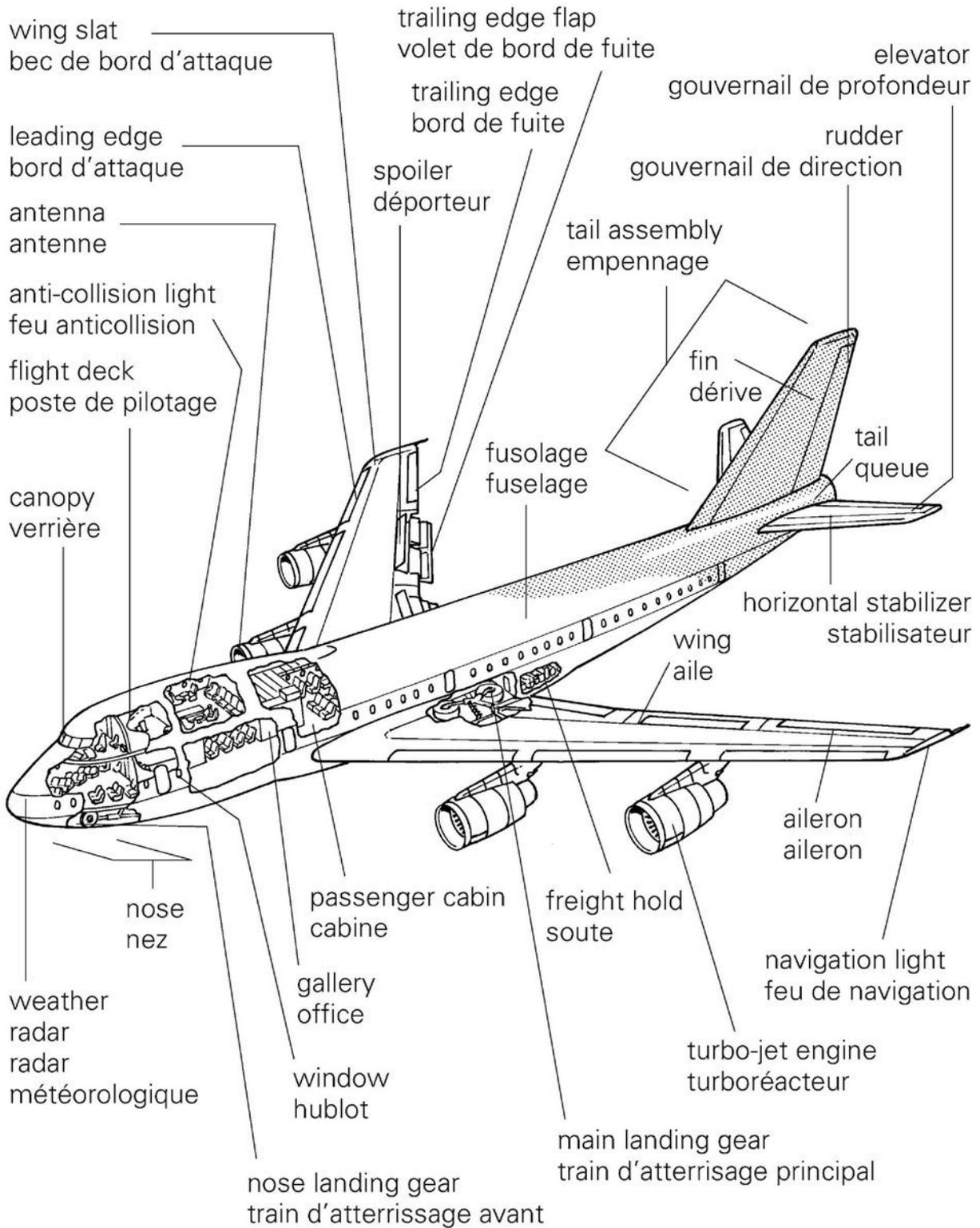


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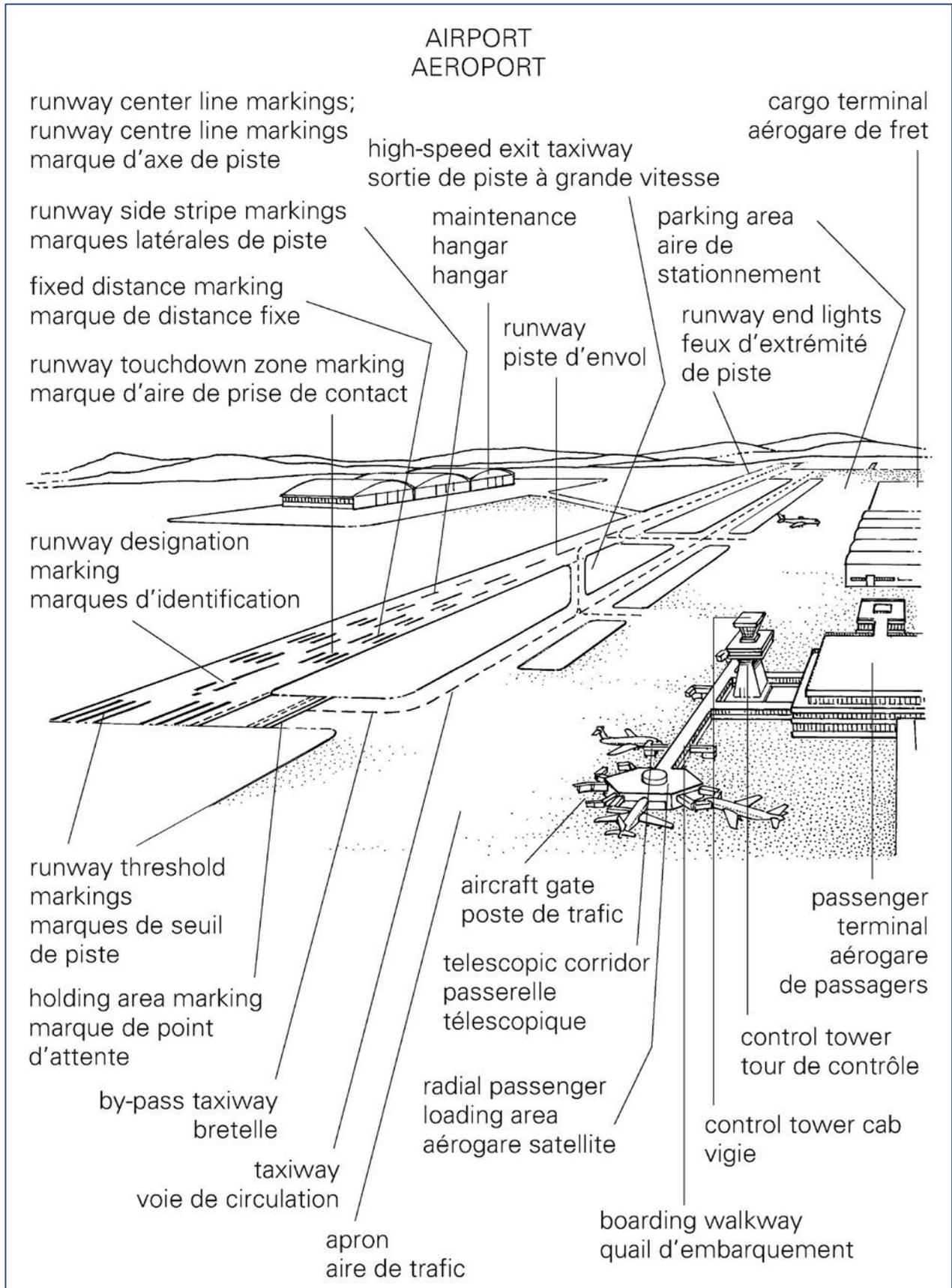


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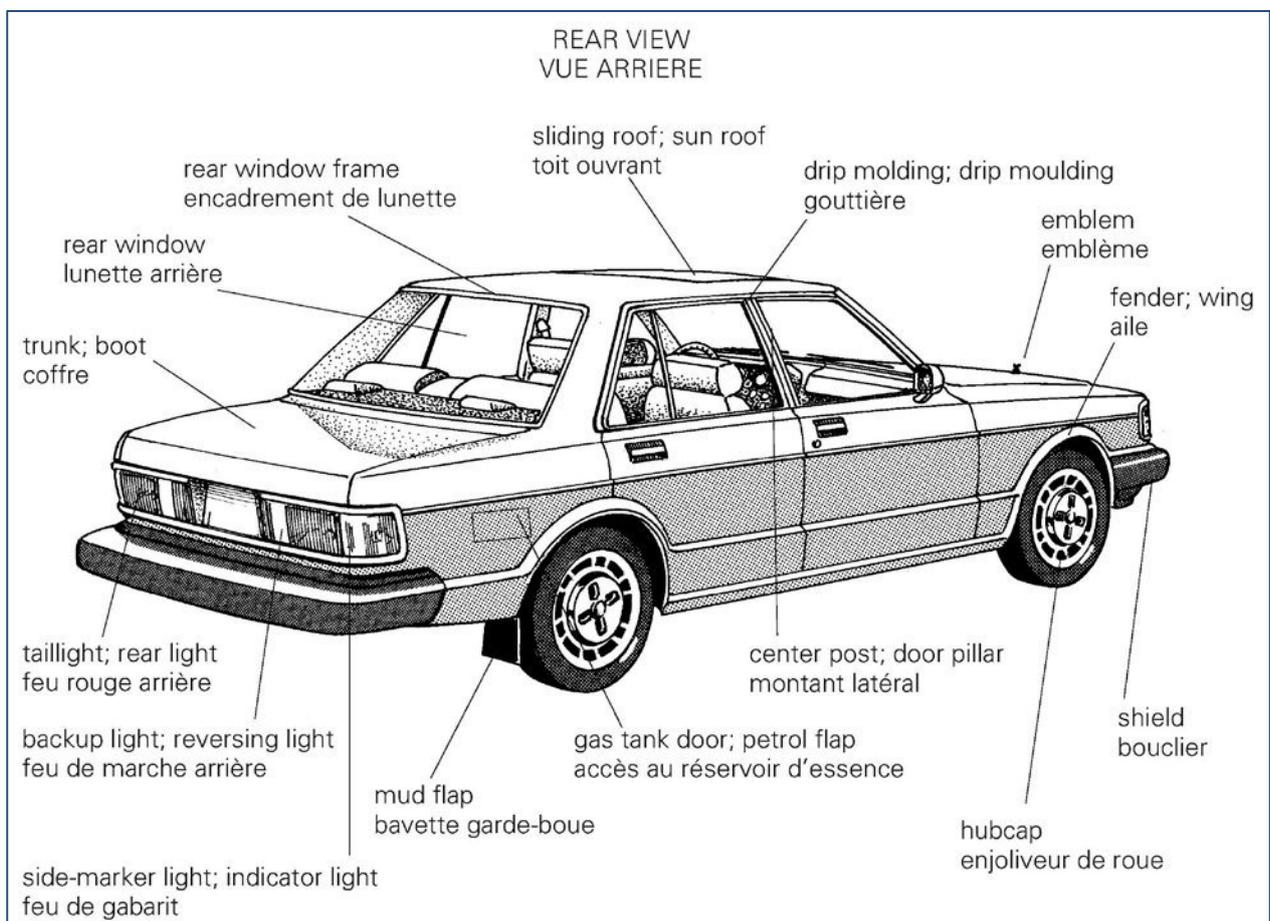
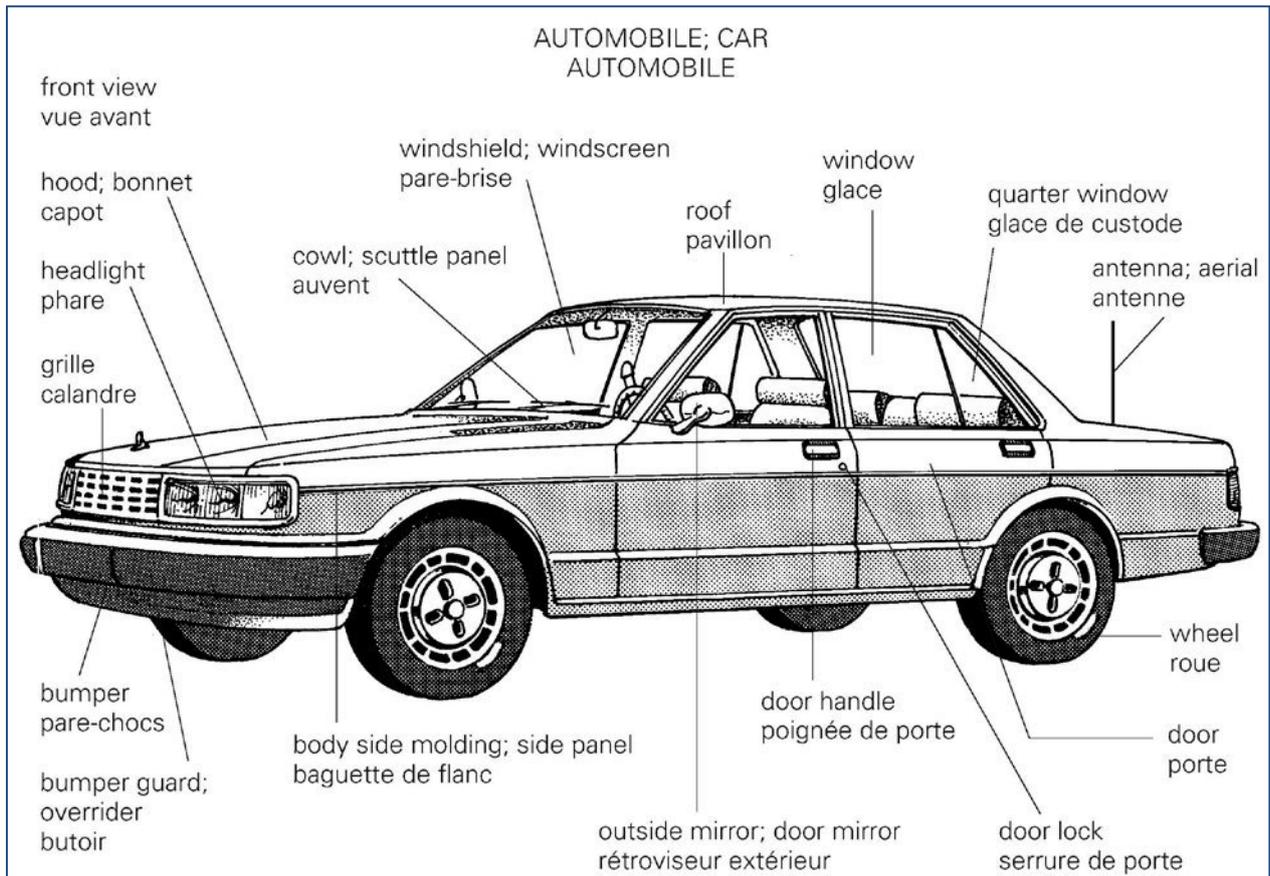
LONG-RANGE JET AVION LONG-COURRIER



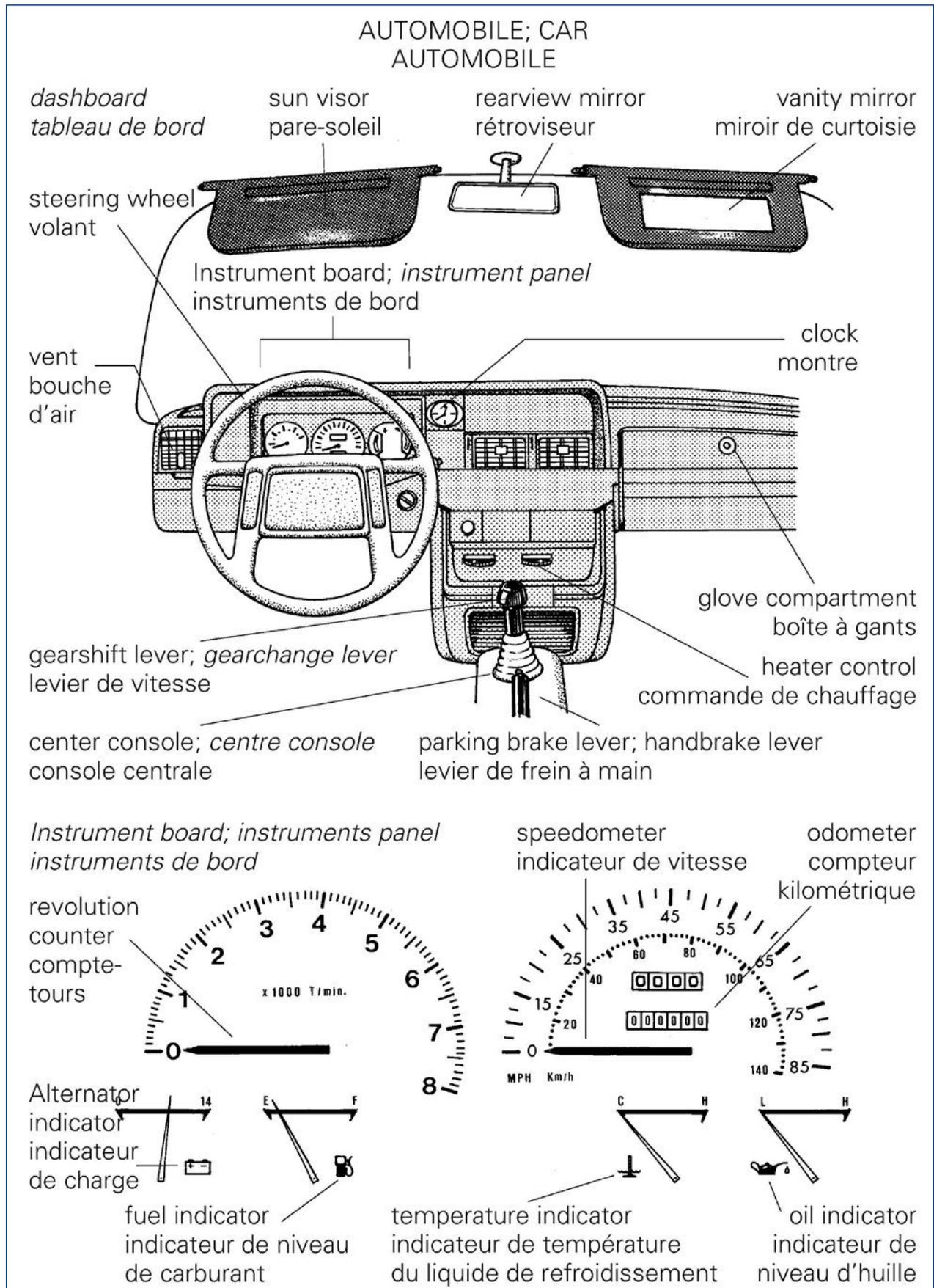
United Nations Picture Dictionary



United Nations Picture Dictionary



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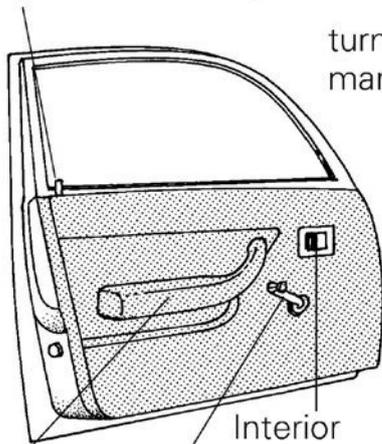


United Nations Picture Dictionary

AUTOMOBILE; CAR AUTOMOBILE

door
porte

interior door lock button
bouton de verrouillage



arm rest
accoudoir

Interior
door handle
poignée
intérieure

window regulator handle; *window winder handle*
manivelle de lève-glace

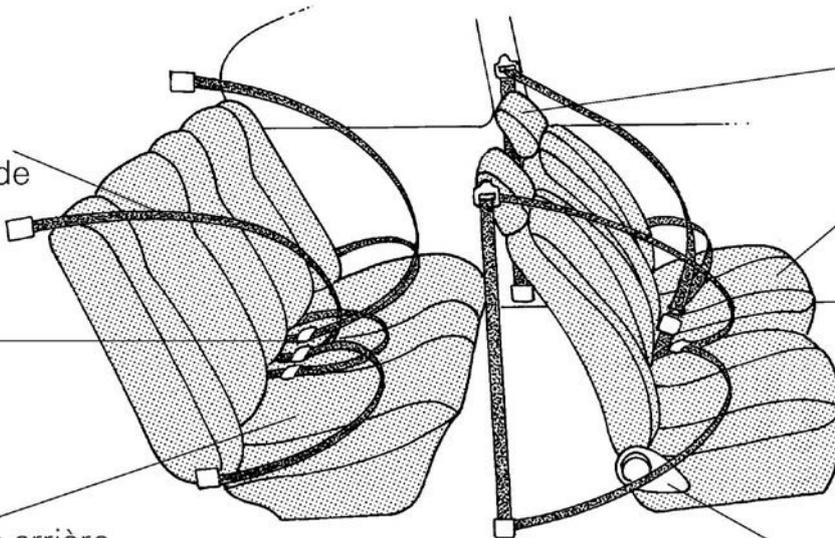
seats
sièges

seat belt
ceinture de
sécurité

buckle
boucle

rear seat
banquette arrière

backrest, *squab*
dossier



steering
direction

wiper switch
commande d'essuie-glace

turn sign lever; *indicator switch*
manette de clignotant

dimmer switch
dip switch
inverseur
route-croisement
steering column
colonne de
direction

clutch pedal
pédale de
débrayage

brake pedal
pédale de frein

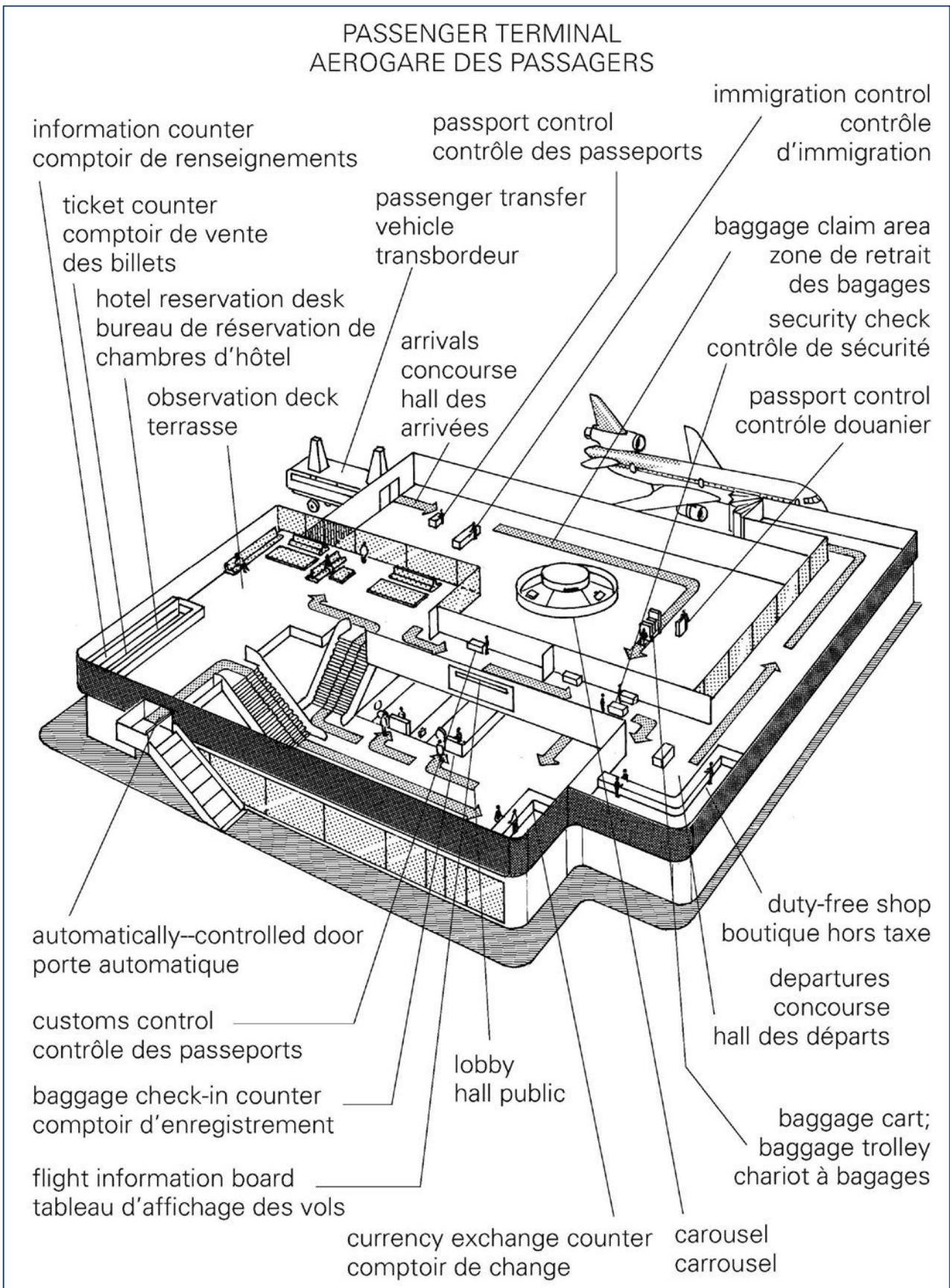
gas pedal;
accelerator pedal
pédale d'accélérateur

steering wheel
volant

headrest
appui-tête

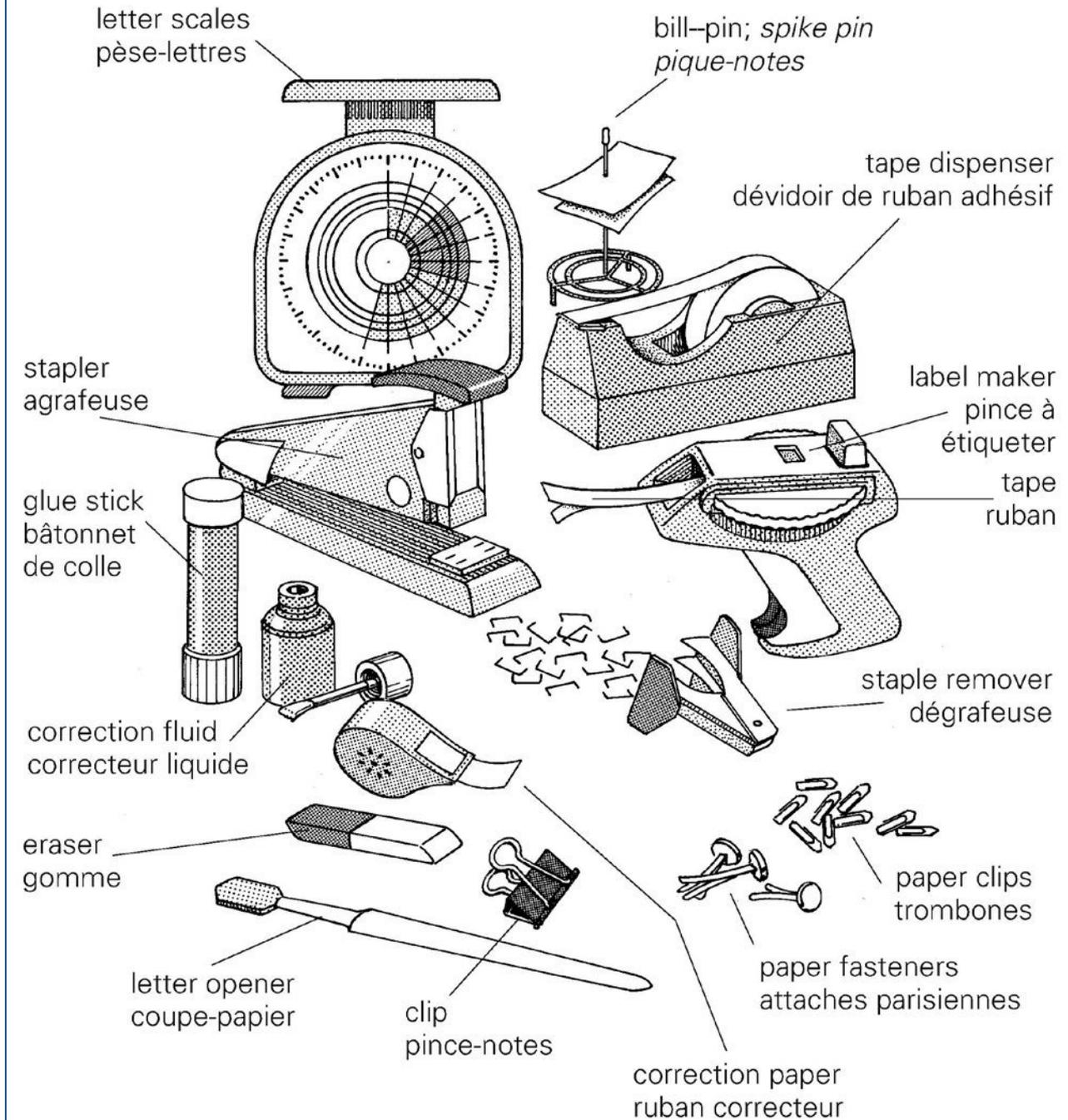
bucket seat
siège-baquet

release handle
commande de dossier



United Nations Picture Dictionary

STATIONERY ARTICLES DE BUREAU



Street Drugs



Amphetamines (*Amphetamine Sulphate*)

Description:

Comes in powder and tablet forms.

Commonly called:

Speed, Whiz, Amph.

Physical Symptoms:

Confused thinking; alternating moods; aggressive behaviour; abundance of energy; jerky movements; dry mouth; no appetite; inability to sleep; exhaustion; toxic psychosis.

Look for:

Folded wraps of paper (5cm x 5cm). When unfolded; powder may be white, greyish white, pink or yellow in colour; tablets; needles; and syringes.

Dangers:

Hallucinations; delusions; panic; paranoia; depression; heart failure; damaged blood vessels; HIV/hepatitis if shared injecting.



Benzodiazepines (*tranquillisers and sleeping tablets including Temazepam*)

Description:

Comes in tablets, capsules and injectable form.

Commonly called:

Eggs, Jelly Babies, Rugby Balls.

Physical Symptoms:

Tiredness and drowsiness; excessive emotional responses; aggression; unusual behaviour; slurred speech; confusion; unsteadiness.

Look for:

Tablets and capsules of various colours - green and yellow for Temazepam; needles and syringes.

Dangers:

Death from overdose; worsened depression; death due to respiratory failure; HIV/hepatitis if shared injecting.



Street Drugs



Cannabis (*Marijuana, Hashish*)

Description:

Comes in resinous lumps, leaves, stalks and seeds or as a concentrated oil. Smoked or taken orally.

Commonly called:

Pot, Grass, Wacky Baccy, Hash, Ganja, Hash Oil, Blow.

Physical Symptoms:

Lack of coordination; red eyes; dilated pupils; increase in heart rate; irrelevant giggling.

Look for:

Butt ends (roach) of hand-rolled cigarettes (joint); strong smell of burning leaves; large cigarette papers.



Dangers:

Coordination and reaction time impaired; dangerous to drive under the influence; anxiety and illusions; possible psychological changes; damage to lungs as tobacco.

Cocaine

Description:

Comes in crystalline white powder form.

Commonly called:

Coke, Snow, Charlie.

Physical Symptoms:

Increased alertness; euphoria; increased pulse rate and blood pressure; dilated pupils.

Look for:

Folded wraps of paper; syringes and needles; handbag mirrors and razor blades; straw for sniffing or snorting.

Dangers:

Hallucinations; agitation; paranoia; convulsions; possible death; addiction; HIV/hepatitis if shared injecting.



Street Drugs



Crack

Description:

Crystallised form of cocaine. Illegally manufactured. Can be smoked, usually using a water pipe.

Physical Symptoms:

Rapid onset of symptoms as for cocaine; extreme euphoria; loss of self-control; dilated pupils; agitation; aggressive behaviour.

Look for: Paper wraps; small plastic bags; water pipes.

Dangers: Highly addictive; depression of respiratory centre; direct toxic action on heart - can be fatal.



Glues and Solvents

Description: Glues, cleaning fluids, aerosols, lighter fuel (gas), chemical solvents, paint stripper etc.

Physical Symptoms: Rash around nose and mouth; stomach cramps; uncoordinated movements; aggressive behaviour, drunk behaviour; inflamed eyes.

Look for: Empty tubes or cans; plastic bags with traces of glue in them; strong chemical smell; traces of substance on clothing.

Dangers: Hallucinations/illusions; danger of psychological dependence; possible damage to lungs and heart, kidneys and liver and central nervous system; death by suffocation; accidents; or direct toxic effect on the heart.

Heroin

Description: Can be injected, smoked or sniffed.

Commonly called: H, Horse, Scag, Smack, Stuff.



Morphine

Comes in tablet and powder forms.

Commonly called: Morph, White Stuff, M.

Physical Symptoms: Euphoria; drowsiness; contracted pupils; needle marks on hands, arms, legs or feet; blood stains on clothing or bedding.

Look for: Wraps of paper; syringes and needles; blackened tinfoil; tourniquet (belt, tie, or string); bent spoons; spent matches; bottle caps.

Dangers: Accidental overdose; HIV/hepatitis if shared injecting; blood infection, abscesses; malnutrition; addiction.

Street Drugs



L.S.D.

Description:

Comes in very small tablet form. Small squares of impregnated paper. Liquid (colourless and odourless).

Commonly called:

Acid, Tabs.

Physical Symptoms:

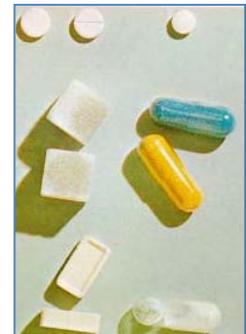
Perceptual changes - especially to sight and sound; illusions and hallucinations; paranoid delusions; dilated pupils.

Look for:

Small tablets or squares of paper; occasional limb trembling and shivering; expressions of fear and anxiety.

Dangers:

Unpredictable behaviour; flashback; recurrence of trip even though no LSD has been taken for some time; accidents while under the influence of drug; long term psychological effects in some cases; adverse experiences - "Bad Trips", "The horrors".



MDMA

Description:

A very powerful amphetamine-based drug having hallucinogenic properties. Comes in tablet or capsule form. Taken by mouth.

Commonly called:

Ecstasy, E, Adam, XTC, Fantasy.

Physical Symptoms:

Abundant energy; increased colour perception; thirst; enhanced empathy.

Look for:

Excessive drinking, water or cola during high; tablets - various colours.

Dangers:

Extremely dangerous to diabetics; possible damage to brain cells; anxiety; panic; confusion; insomnia; psychosis; and hallucinations.



Recommended Online Resources



SAINT | Security Sector Development

- Links: https://saint-ssd.org/?page_id=875
- Resources: https://saint-ssd.org/?page_id=990

English Learning

YourPoliceWrite.com: <http://yourpolicewrite.com/>

BBC World Service - Learn English: <http://www.bbc.co.uk/learningenglish/english/>

CCC Guide to Grammar and Writing: <http://grammar.ccc.commnet.edu/grammar/>

onestopenglish.com (MacMillan Press): <http://www.onestopenglish.com/>

EnglishClub.Com: <https://www.englishclub.com/>

UsingEnglish.com:

- Student Resources - <https://www.usingenglish.com/esl/students/>
- Tests and Quizzes - <https://www.usingenglish.com/testing/>
- English Language References - <https://www.usingenglish.com/reference.html>
- English Language Resources - <https://www.usingenglish.com/resources.html>
- Online English Dictionaries - <https://www.usingenglish.com/dictionary.html>

News

- Deutsche Welle (DW): <https://www.dw.com/en/>
- AlertNet (Thompson Reuters Foundation): <https://www.trust.org/>
- Aljazeera (English) Television: <https://www.aljazeera.com/>
- BBC World: <https://www.bbcworld.com/>
- IRIN – Humanitarian News and Analysis: <https://www.irinnews.org/>
- The Guardian Weekly: <https://www.theguardian.com/international>

Country Briefs and Situation Advisories

CIA World Fact Book: <https://www.cia.gov/library/publications/the-world-factbook/>

Human Rights Watch: <http://www.hrw.org/>

International Alert: <https://www.international-alert.org/>

International Crisis Group: <https://www.crisisgroup.org/>

Relief Web: <https://reliefweb.int>

Transparency International: <https://www.transparency.org/>

Recommended Online Resources



Law Enforcement: Conducts, Ethics and Rights

Code of Conduct for Law Enforcement Officials (UN):

<https://www2.ohchr.org/english/law/pdf/codeofconduct.pdf>

10 Basic Human Rights Standards for Law Enforcement Officials (Amnesty International):

<https://www.amnesty.org/download/Documents/156000/pol300041998en.pdf>

The European Code of Police Ethics: <https://polis.osce.org/node/4711>

International Human Rights Standards for Law Enforcement (UNHCHR):

<https://www.ohchr.org/Documents/Publications/training5Add1en.pdf>

Compendium of United Nations standards and norms in crime prevention and criminal justice: https://www.unodc.org/pdf/compendium/compendium_2006.pdf

United Nations Criminal Justice Standards for United Nations Police (UNODC & UNDPKO):

https://www.unodc.org/documents/justice-and-prison-reform/08-58900_Ebook.pdf

Ten Rules – Code of Personal Conduct for Blue Helmets

<https://conduct.unmissions.org/ten-rulescode-personal-conduct-blue-helmets>

Human Rights

Universal Declaration of Human Rights (UDHR): <http://www.un.org/en/documents/udhr>

European Convention on Human Rights (ECHR):

https://www.echr.coe.int/Documents/Convention_ENG.pdf

Arab Charter on Human Rights: <http://hrlibrary.umn.edu/instree/loas2005.html>

African Charter on Human and People's Rights: <http://www.achpr.org/instruments/achpr/>

Mission Backgrounders

An Introduction to Security Sector Reform (DCAF-ISSAT / UNITAR):

<https://issat.dcaf.ch/Learn/E-Learning/Introduction-to-Security-Sector-Reform>

Policing and Police Reform in Complex Environments (DCAF-ISSAT):

<https://issat.dcaf.ch/fre/Learn/E-Learning/Policing-and-Police-Reform-in-Complex-Environments/>

Police Integrity (DCAF-ISSAT): <https://issat.dcaf.ch/Learn/E-Learning/Police-Integrity>

SSR Backgrounders (DCAF): <http://ssrbackgrounders.org/>

In Control - A Practical Guide for Civilian Experts Working in Crisis Management Missions

(ENTRi): <http://in-control.entriforccm.eu/>