International Organization for Migration
Location: Plot 6A Bukoto Crescent, Naguru,
P.O. Box 11431, Kampala- Uganda.
Tel: +256 414236622 / +256 312 263210.
Email: iomkampala@iom.int

ISSUE 1
2018

Uganda Police Force Facilitators' Guide

Preventing/Countering Violent Extremism and Radicalisation that Lead to Terrorism (VERLT).

EUROPEAN UNION

UGANDA POLICE FORCE
Protect & Serve

IOM UN MIGRATION

Acknowledgements

This Facilitator's Guide is a result of a strategic collaboration between IOM Uganda, the Uganda Police Force and the European Union. Specifically, the guide has been prepared by the Strengthening Social Cohesion and Stability in Slum Populations (SSCoS) project, which is implemented by IOM and its partners, with funding from the European Union.

IOM, the United Nations Migration Agency, is therefore indebted to the European Union for fully funding the SSCoS project. This Guide was developed in close collaboration with the Uganda Police Force (UPF) to help facilitators effectively engage participants during trainings aimed at preventing/countering Violent Extremism and Radicalization that Lead to Terrorism (VERLT).

Under Result 4, the projects aims at an Increased capacity among relevant security agencies in Kampala to combat VERLT and respond to human rights abuses in line with international best practices. Through Training of Trainers (ToTs) sessions, SSCoS has facilitated the Police to conduct trainings aimed at preventing VERLT using softer approaches to improve their relationship with community members.

We would like to appreciate the Government of Uganda, through the Ministry of Internal Affairs and the Uganda Police Force, for their motivational support and oversight. Without their valuable input, completion of this facilitator's guide wouldn't have been possible.

IOM also appreciates the communities of Bwaise, Kisenyi, Katwe, and Kabalagala for cooperating with the Uganda Police Force to foster the relationship that is steadily strengthening social cohesion.

Finally, we are grateful to the VERLT Consultant, Mr Steve Little, for working diligently to come up with this Facilitator's Guide.

The 42-month project, which started in August 2016, aims at tackling the root causes of inter-communal conflicts by addressing sources of grievances and strengthening community cohesion in slum populations. It is being implemented in Kampala's slums of Bwaise, Kisenyi Katwe, and Kabalagala.

EUROPEAN UNION

UGANDA POLICE FORCE
Protect & Serve

IOM UN MIGRATION

Uganda Police Force
Facilitators' Guide:

Preventing/Countering Violent Extremism & Radicalisation that Lead to Terrorism

(VERLT) Course

Table of contents

01

Acknowledgement

03

1. Introduction.
2. Aim.
3. Target Audience.
4. Learning Approach.
5. Training Approach.
6. Subjects.

04

7. Outputs.
8. Outcomes .
9. Impact.
10. Monitoring & Evaluation.

05

ANNEXES.

ANNEX A Administration.

ANNEX B Learning Objectives.

ANNEX C Coordinating Instructions.

ANNEX D Module 1.

ANNEX E Module 2.

ANNEX F Module 3.

ANNEX G Module 4.

ANNEX H Module 5.

PREVENTING / COUNTERING VIOLENT EXTREMISM & RADICALISATION LEADING TO TERRORISM (VERLT) COURSE

1. INTRODUCTION.

This is a facilitators' guide for a 3-day course, aimed at Uganda Police Force (UPF) personnel likely to engage communities in Preventing/Countering Violent Extremism & Radicalisation that Lead to Terrorism (VERLT). The training is delivered by the Police recipients of the Training of Trainers (ToT) and is part of the European Union (EU) initiative to Strengthen Social Cohesion and Stability in Slum Populations in Kampala project.

2. AIM.

- To give participants knowledge and understanding of Community Policing (CP) and Human Rights (HR) approaches to prevent and counter VERLT in order to strengthen police-community relationships in the slum areas of Kampala.
- To engage the Ugandan security agencies constructively on Countering Violent Extremism (CVE) policies to ensure the needs and drivers of conflict, affecting communities are understood and addressed in line with international best practices, in particular, those developed through the Global Counter Terrorism Forum (GCTF).

3. TARGET AUDIENCE.

The primary target audience is UPF personnel who are likely to be engaged in Community Policing and/or Preventing/Countering VERLT in Kampala's slum areas of Bwaise, Kisenyi, Katwe and Kabalagala.

4. LEARNING APPROACH.

Short introductions will be given on each subject, followed by group discussions and practice as appropriate.

5. TRAINING OBJECTIVES.

By the end of the course, participants will have achieved the following training objectives:

a. Understand Community Policing approaches in support of Preventing Violent Extremism (PVE) / Countering Violent Extremism (CVE) in Kampala's slum area context.

b. Understand Human Rights best practice in preventing / countering VERLT in target communities.

c. Apply problem-solving techniques to engage and better understand and address community needs to plan and conduct conflict sensitive engagement activity.

6. SUBJECTS.

The course will cover the following:

a. Preventing Violent Extremism:
   i. Understanding Terrorism & VERLT.
   ii. Preventing/Countering VERLT.
   iii. Communities & Counter Terrorism (CT).

b. Community Policing:

i. Community Policing.

ii. Implementing Community Policing to PVE/CVE.

c. Human Rights (HR):

i. HR & CT in Practice.

Introduction. This is a facilitators guide for a 3-day course, aimed at Uganda Police Force.

ii. HR in Uganda.

d. COMMUNITY ENGAGEMENT

i. Problem Solving with Communities.

ii. Engaging with Communities.

iii. Understanding Communities & Cultural Sensitivity.

iv. Effective Meetings & Negotiation.

v. Community Engagement Planning.

7. OUTPUT.

The course will produce twenty-five police officers capable of engaging communities in preventing/countering VERLT.

8. OUTCOME.

This will improve the perception of associated Uganda Police Force personnel in conducting engagement activities with Kampala's slum communities in the prevention/countering of VERLT.

9. IMPACT.

This will help to create the conditions for future police–community engagement in PVE/CVE in order to strengthen social cohesion in Kampala's slum communities.

A. SHORT TERM.

Participants perform to standard during the course in order to be assessed as knowledgeable.

B. LONG TERM.

A plan for collecting feedback from the training roll out and subsequent engagement in target communities; the course staff will also keep a record of the students' names and attempt to interview them in the next phase of the roll out, with the permission and assistance of the UPF.

Annexes.

A. Course Programme.

B. Learning Objectives.

C. Coordinating Instructions.

D. Module 1 Facilitator Guidance.

E. Module 2 Facilitator Guidance.

F. Module 3 Facilitator Guidance.

G. Module 4 Facilitator Guidance.

COURSE INTRODUCTION & OVERVIEW

Agenda

- Administration.
- Introductions.
- Course Aim.
- Course Approach.
- Project- Overview.
- Explanation of ToT Intent.

Administration

- Fire.
- Facilities (Conference room, Restaurant, Toilets).
- Food (Coffee Breaks and Lunch).
- Phones.
- Registration.
- Pre-Course Questionnaire.

Course Aim

- The training is part of the European Union (EU) initiative to Strengthen Social Cohesion and Stability in Slum Populations in Kampala.
- This is a three day course.
- Aimed at Uganda Police Force (UPF) personnel likely to engage communities in Preventing/Countering Violent Extremism & Radicalisation that Lead to Terrorism (VERLT).

Introductions

- Draw a domino–with a line down the centre.
- Two drawings of your interests/something about you.
- Share.
  - Who you are.
  - What you hope to get from the course.

Training Objectives

- Understand **Community Policing** approaches in support of **Preventing Violent Extremism (PVE)/Countering Violent Extremism (CVE)** in Kampala's slum area context.
- Understand **Human Rights** based practices in preventing/countering VERLT in target communities.
- Apply problem-solving techniques to engage, better understand and address community needs to plan and conduct **conflict sensitive engagement** activities.

Training of Trainers (ToT) Intent

- ToT Police Training.
- ToT Refresh Training and Community Engagement.
- Training Roll Out to UPF (requiring your facilitation).
- Support to Community Engagement on VERLT in;
  - Bwaise.
  - Kisenyi.
  - Katwe.
  - Kabalagala.

References

- Pre-Course Questionnaire.
- Course Programme.
- IOM Engagement–Quick Reference Guide.
- OSCE Preventing Terrorism and Countering Violent Extremism and Radicalisation that Lead to Terrorism (VERLT).
- Course Internal Validation (INVAL).
- Individual Learning Log.

Summary

- To give participants knowledge and understanding of Community Policing (CP) and Human Rights (HR) approaches to Prevent and Counter VERLT in order to strengthen police-community relationships in the slum areas of Kampala.
- To engage the Ugandan security agencies constructively on CVE policies to ensure the needs and drivers of conflict affecting communities are understood and addressed in line with international best practice e.g. OSCE/Global Counter Terrorism Forum (GCTF).

Learning Objectives

- Administration.
- Introductions.
- Course Aim.
- Course Approach.
- Programme Overview.
- Explanation of ToT Intent.

COURSE PROGRAMME

Ser	Time	Day 1	Day 2	Day 3
1	0830 - 0900	**Registration** UPF Instructors	**Recap**	**Recap**
2	0900 - 1000	**Ice Breaker & Course Introduction** Course Sponsor / UPF Instructors	**Module 2.1 Community Policing** UPF Instructors	**Module 4.4 Effective Meetings & Negotiation** UPF Instructors
3	1000-1030	**BREAK**		
4	1030 - 1130	**Module 1.1 Understanding Terrorism & VERLT** UPF Instructors	**Module 3.1 Human Rights & CT in Practice** UPF Instructors	**Module 3.2 Human Rights in Uganda** UHRC Representative
5	1130 - 1230	**Module 1.2 Preventing/Countering VERLT** UPF Instructors	**Module 2.2 Implementing Community Policing to PVE/CVE** UPF Instructors	**Module 4.4 Effective Meetings & Negotiation** UPF Instructors
6	1230 - 1330	**BREAK**		
7	1330 - 1430	**Module 1.3 Communities & Counter Terrorism** UPF Instructors	**Module 4.2 Understanding Communities & Culture Part 1** UPF Instructors	**Module 5 Syndicate Exercise** UPF Instructors
8	1430 - 1445	**BREAK**		
9	1445 - 1545	**Module 4.1 Problem Solving with Communities** UPF Instructors	**Module 4.3 Understanding Communities & Cultural Sensitivity** UPF Instructors	**Next Steps & Course Feedback** UPF Instructors
10	1545 - 1600	**Feedback/Close** UPF Instructors	**Feedback/Close** UPF Instructors	**Closing Address** Course Sponsor

LEARNING OBJECTIVES

Administration	
Time	2 x Modules – 2 hours
Training Objectives	At the end of these sessions participants will understand the context and intent of the course and be prepared to commence the learning modules.
Teaching Points	• Course Administration • Ice Breaker • Course Introduction • Course Feedback & Next Steps • Course Close
Methodology	This module will be presented in lecture format and group discussion/questions and answer session.
References	• Register of Attendees • Pre-Course Questionnaire • Ice Breakers Handout • Internal Validation (INVAL) Sheet • Personal Learning Log
Module 1 – Preventing / Countering Violent Extremism & Radicalisation leading to Terrorism (VERLT)	
Time	3 x Modules – 3 hours 30 minutes
Training Objectives	At the end of this module the participants will understand the terminology relating to Terrorism, VERLT, Terrorist radicalisation, conditions leading to VERLT.
Teaching Points	• Terrorism: what is it, and what is it not; Terrorist Radicalisation, what the conditions are that enable Violent Extremism and Radicalisation Leading to Terrorism (VERLT). • Countering Violent Extremism (CVE): what it is; Approach to Preventing / Countering Violent Extremism (P/CVE); State obligations and accountability; addressing conditions leading to VERLT; engaging with individuals drawn to VERLT.
Methodology	This module will be presented in lecture format, combined with case studies and group discussions/questions and answer sessions, and will be practiced in an exercise consisting of: • Conditions for VERLT. (Assess and produce a summary of conditions leading to VERLT). • Assessment of Kampala slum conditions relevant to VERLT. Summarise relevant information contained in the IOM baseline survey to identify indicators leading to VERLT in target communities.
References	- Preventing Terrorism and Countering Violent Extremism and Radicalisation that Lead to Terrorism: A Community-Policing Approach (OSCE, 2014). - Strengthening Social Cohesion and Stability in Slum Populations: Baseline Study Kampala-Uganda (IOM, 2017). - Good Practices on Community Engagement & Community Orientated Policing as Tools to Counter Violent Extremism (GCTF). - Quick Reference Guide to Engagement (IOM Uganda, 2017).

Module 2 – Community Policing (CP)	
Time	2 x 45 minutes
Training Objectives	At the end of this module, participants will understand the nature and application of Community Policing (CP) and its implications on Preventing / Countering VERLT.
Teaching Points	• Understand the role and function of Community Policing approaches in Uganda. • Understand the definition of Community and Stakeholder Mapping. • Community Cohesion and Resilience • Communities and Counter Terrorism. • Benefits of Engagement. • CP Strategies & Principles. • Benefits of Community Policing. • 5 Element Model of CP Intervention. • Community Policing and CVE. • Community Policing & Counter Terrorism Benefits. • Minimialising risks of Community Policing.
Methodology	This module will be presented in lecture format with case studies, combined with group discussions/questions and answer sessions.
References	- Preventing Terrorism and Countering Violent Extremism and Radicalisation that Lead to Terrorism: A Community-Policing Approach (OSCE, 2014). - Quick Reference Guide to Engagement (IOM Uganda, 2017).

Module 3 – Human Rights (HR)	
Time	2 x 60 minutes.
Training Objectives	At the end of this module, participants will understand and be able to apply Human Rights based approaches to policing in communities.
Teaching Points	• Understand the role and application of Human Rights in Preventing / Countering VERLT. • States obligations in HR. • HR and Fundamental Freedoms at Stake in Preventing Terrorism and Countering VERLT. • Freedom of Expression. • Freedom of the Media. • Freedom of Thought, Conscience and Religion and Belief. • Respect for Private and Family Life. • Right to Peaceful Assembly and Freedom of Association. • Equality and Non- Discrimination. • Best Practice on Conditions of Arrest, Custody and Pre-trial Detention.
Methodology	This module will be presented in lecture format with case studies, combined with group discussion/questions and answer sessions.
References	- Preventing Terrorism and Countering Violent Extremism and Radicalisation that lead to Terrorism: A Community-Policing Approach (OSCE, 2014). - Guidelines on the Conditions of Arrest, Police Custody & Pre-Trial Detention in Africa (ICRC) - 19th Annual Report to the Parliament of the Republic of Uganda (UHRC, 2016) - Strengthening Social Cohesion and Stability in Slum Populations: Baseline Study Kampala-Uganda (IOM, 2017)

<table>
<tr><th colspan="2">Module 4 – Community Engagement</th></tr>
<tr><td>Time</td><td>5 x 45 minutes</td></tr>
<tr><td>Training Objectives</td><td>At the end of this module participants will understand how to engage with communities; be able to apply basic interpersonal communication and behavioural techniques to build rapport, conduct negotiations, build trust, share information, and work through interpreters in a culturally sensitive manner.</td></tr>
<tr><td>Teaching Points</td><td>• Be able to identify key stakeholders, leaders and groups within a local community; be able to establish a community forum to understand and be able to influence communal views and understand needs.
• Be able to identify the local drivers of conflict and be able to recommend mitigating measures at a basic level.
• Understand communications/information and problem-solving approaches; be able to make recommendations on how to ensure that a engagement and operations actively supports and does not undermine these activities.
• Communities and exchange of information.
• Engaging with communities to P/CVE.
• Spectrum of Public Participation / Levels of Engagement.
• Engagement with Youth, Women, Religious Leaders, Minority Groups, Civil Society Organisations (CSOs) and Small to Medium Enterprises (SMEs).
• Familiarity with institutional referral mechanisms.
• Good practice in effective meetings, negotiation, contact with the media and use of interpreters.
• Evaluation of impact of community engagement on Prevention/Countering of VERLT.</td></tr>
<tr><td>Methodology</td><td>This module will be presented in lecture format, case studies, combined with group discussions/questions and answer sessions.</td></tr>
<tr><td>References</td><td>- Preventing Terrorism and Countering Violent Extremism and Radicalisation that Lead to Terrorism: A Community-Policing Approach (OSCE, 2014).
- Strengthening Social Cohesion and Stability in Slum Populations: Baseline Study Kampala-Uganda (IOM, 2017).
- Quick Reference Guide to Engagement (IOM Uganda, 2017).</td></tr>
<tr><th colspan="2">Module 5 – Syndicate Exercise</th></tr>
<tr><td>Time</td><td>1 x 45 minutes</td></tr>
<tr><td>Training Objectives</td><td>At the end of this module, participants will be able to analyse and understand the relevance of Human Rights compliant Community Policing approaches in engaging communities on preventing/countering VERLT in the target slum populations of Kampala.</td></tr>
<tr><td>Teaching Points</td><td>Assessing the following:
• Ability to apply conflict-sensitive approaches to prevent/counter VERLT.
• Identify context and community stakeholders.
• Plan approach to community engagement in specified slum area.
• Identify recommendations for community policing in preventing/countering VERLT.</td></tr>
<tr><td>Methodology</td><td>The exercise will start with a briefing and a basic read-in and result in group back briefs.
The participants will be divided into one of the following groups each focused on a target slum population in Kampala.

Exercise matrix:
<table><tr><th>Group 1</th><th>Group 2</th><th>Group 3</th><th>Group 4</th></tr><tr><td>Bwaise</td><td>Kisenyi</td><td>Katwe</td><td>Kabalagala</td></tr></table></td></tr>
<tr><td></td><td>• Task A: Identify Relevant Context.
• Task B: Identify Stakeholders.
• Task C: Plan Community Engagement.
• Task D: Recommendations for Community Policing in P/CVE.w</td></tr>
</table>

COORDINATING INSTRUCTIONS

1. The course will require:

a. Directing Staff.

(i) Core Staff. 5 x UPF ToT Instructors.

(ii) Guest Facilitators. 1 x Uganda Human Rights Commission (UHRC) representative.

b. Location.

Conference rooms.

c. Facilities Requirement.

(i) Lecture Room. This will require overhead projection, flip charts, multi socket power extension cords and student stationary.

(ii) Syndicate Rooms. These will require white boards and flip charts.

d. Information Technology.

(i) Laptop. For the Lecture Hall (use of IOM or Hotel laptop).

(ii) Memory Sticks. 25 x Memory sticks containing course material (provided by IOM).

(2). Reference Material.

- 5 x Copies of Facilitators Guide (this document).
- 25 x Copies of IOM Quick Reference Guide (IOM, 2017).
- IOM Strengthening Social Cohesion and stability in Slum Population Baseline Study (IOM, 2017).
- OCSE Preventing Terrorism and Countering Violent Extremism and Radicalisation that leads to Terrorism (OSCE, 2014).
- 19th Annual Report to the Parliament of the Republic of Uganda (UHRC, 2016).
- ICRC Guidelines on the Conditions of Arrest, Police Custody & Pre-Trial Detention in Africa (ICRC).

MODULE 1: PREVENTING/COUNTERING VIOLENT EXTREMISM & RADICALISATION THAT LEAD TO TERRORISM (VERLT) FACILITATORS' GUIDE

Facilitators' Notes

This Guide helps facilitators to effectively engage the participants in the module on "Preventing / Countering Violent Extremism and Radicalisation Leading to Terrorism (VERLT)." Understanding the perspectives, principles, guidelines, and lessons learned included in the workbook for this module is a prerequisite for using this Facilitator's Guide. Facilitators are also required to read in advance the reference materials sited in the reference text.

At the end of this module participants will:
• Demonstrate an understanding of the terminology relating to Terrorism, VERLT and Terrorist
radicalisation.
• Understand the conditions leading to VERLT.

The training methodology will involve adult-based learning and participatory approaches, through the use of lectures, combined with case studies and group discussions/questions and answer
sessions, and will be practiced in an exercise consisting of:
• Conditions for VERLT. (Assess and produce a summary of conditions leading to VERLT).
• Assessment of Kampala slum conditions relevant to VERLT. (Summarise relevant information
contained in the IOM baseline survey to identify indicators leading to VERLT in target
communities).

The starting point is focused on creating a better understanding of the definition and drivers of Radicalisation, Terrorist Radicalisation, Terrorism and VERLT. This module provides the opportunity for participants to clearly articulate their own experiences at the personal and societal level in the organisation. Participants will through training interaction gain knowledge and skills on how to
implement good practice in preventing VERLT in communities.

The duration of the module is 3 hours 30 mins. Although specific time is allocated, facilitators
should adopt some flexibility in the amount of time taken for each session. It is, however, essential to complete ALL sessions even if extra time has to be added to the day. For optimal delivery of the module, at least two facilitators will deliver the sessions through a co-facilitation process.

Training equipment and material

The following training equipment and materials are needed for the module:
- LCD Projector & Laptop.
- Flipcharts and stands.
- Markers.

Reference Text
- Preventing Terrorism and Countering Violent Extremism and Radicalisation that lead to Terrorism: A Community-Policing Approach (OSCE, 2014).
- Strengthening Social Cohesion and Stability in Slum Populations: Baseline Study Kampala-Uganda (IOM, 2017) .
- Quick Reference Guide to Engagement (IOM Uganda, 2017).

Preparation

Facilitator/s must in advance make sure that the following is available and in place:
- Training equipment, tools and material.
- LCD projector and Laptop is working.
- Sound system is working.
- Flip charts and markers.
- Student Workbooks.
- The class seating arrangement is suitable for the facilitation of the learning process.

METHODOLOGY

No	Session	Activity	Time	Reference Text	Tools
1	Module Introduction / Background	Introduce the module objectives:	5 mins		Presentation 1.1
	Module 1.1 Understanding Terrorism & VERLT	• **What is Terrorism?** **VIDEO # 1** – How young people join violent extremist groups and how to stop them https://www.ted.com/talks/erin_marie_ saltman_how_young_people_join_viole nt_extremist_groups_and_how_to_stop _them **DISCUSSION** • What are the key observations from video? • What is Terrorist Radicalisation? • Conditions Conducive to Terrorism **SYNDICATE EXERCISE–** • Populate, on a flip chart, with examples the OSCE model of conditions conducive to terrorism **DISCUSSION IN PLENARY** • Summary.	5 mins 12 mins 8 mins 5 mins 10 mins 10 mins 5 min 5 min	OSCE page 27-28 OSCE page 35 – 36 OSCE page 36-38 OSCE page 28	Presentation 1.1 Slides 1-6 VIDEO #1 Pres 1.1 Slide 7-8 Pres 1.1 Slide 8-9 EXERCISE – Reference Slide 10 Pres 1.1 Slide 11
	Total Time		60 mins		
2	Module 1.2 Preventing / Countering VERLT	• Learning Objectives & References **VIDEO # 2** – CVE developing an effective approach - https://www.youtube.com/watch?v=vN XAjb3ayLo **DISCUSSION**- What are the key observations from the video? • Approaches to CT • Accountability, Legitimacy & Trust in CT • Criminal Justice Aspects in Countering VERLT • Addressing Conditions Conducive to VERLT • Engaging with Individuals drawn to VERLT **SYNDICATE EXERCISE**– Populate, on a flip chart, with examples the OSCE model "engaging with individuals drawn to VERLT" **DISCUSSION IN PLENARY** • Summary	3 mins 7 mins 5 min 5 min 5 min 5 min 5 min 10 min 5 mins 5 mins	 OSCE page 68-69 OSCE page 32-34 OSCE page 42-43 OSCE page 44-45 OSCE page 46	Pres 1.2 Slide 1-3 Pres 1.2 Slide 4-6 Pres 1.2 Slide 7 Pres 1.2 Slide 8-10 Pres 1.2 Slide 11-13 Pres 1.2 Slide 14-16 Pres 1.2 Slide 15 Pres 1.2 Slide 17-18
	Total Time		60 mins		

3	Module 1.3 Communities and Counter Terrorism (CT)	• Learning Objectives & References	3 min		Pres 1.3 Slide 1-3
		VIDEO # 3 – CVE Roll Call, Twin Cities - https://www.youtube.com /watch?v=RYr7ZWa-Ot8	9 min		VIDEO #3
		DISCUSSION – What were the key observations from the video?	3 min		
		• Communities & Counter Terrorism			
		• What is Community?	5 min	OSCE page 67-68	Pres 1.3 Slide 4-5
		• Stakeholder Mapping	5 min	OSCE page 745	Pres 1.3 Slide 6-7
		SYNDICATE EXERCISE– Populate, on a flip chart, a stakeholder map for slum communities.	5 min 20 min		Pres 1.3 Slide 8-9
		DISCUSSION IN PLENARY			
		• Community Cohesion & Resilience.	10 min		
		• Community Security.	5 min	OSCE page 63	Pres 1.3 Slide 10-11
		• Community Approach to Counter Terrorism.	5 min	OSCE page 66	Pres 1.3 Slide 12
		• Benefits of Community Engagement.	5 min 10 min	OSCE page 68-70 OSCE page 88-89	Pres 1.3 Slide 13-15 Pres 1.3 Slide 16-20
		• Summary.	5 min		Pres 1.3 Slide 21-22
	Total Time		90 mins		

Additional Resources:
VIDEO - Why violent extremist narratives resonate - https://www.youtube.com/watch?v=_-6KniTPe6Y
VIDEO - A way out from violent extremism - https://www.youtube.com/watch?v=CNIgKsb1QbA

MODULE 2: COMMUNITY POLICING FACILITATORS' GUIDE.

Facilitators' Notes

This Guide helps facilitators to effectively engage the participants in the module on "Community Policing in Preventing/Countering Violent Extremism and Radicalisation that Lead to Terrorism (VERLT)." Understanding the perspectives, principles, guidelines, and lessons learned included in the workbook for this module is a prerequisite for using this Facilitator's Guide. Facilitators are also required to read in advance the reference materials cited in the reference text.

At the end of this module participants will:
• Demonstrate an understanding the nature and application of Community Policing (CP).
• Understand the implications on Preventing/Countering VERLT.

The training methodology will involve adult-based learning and participatory approaches, through the use of lectures, combined with case studies and group discussions/questions and answer sessions, and will be practiced in an exercise consisting of:
• Five Elements Model of Community Policing.
• SWOT analysis of CP as part of CT.

The starting point is focused on creating a better understanding of community policing in Uganda and its role in supporting the prevention of VERLT. Participants will through training interaction gain knowledge and skills on how to implement good practices in preventing VERLT in communities.

The duration of the module is **2 hours 25 mins.** Although specific time is allocated, facilitators should adopt some flexibility in the amount of time taken for each session. It is, however, essential to complete **ALL** sessions even if extra time has to be added to the day. For optimal delivery of the module, at least two facilitators will deliver the sessions through a co-facilitation process.

Training equipment and material

The following training equipment and materials are needed for the module:
- LCD Projector & Laptop.
- Flipcharts and stands.
- Markers.

Reference Text
- Preventing Terrorism and Countering Violent Extremism and Radicalisation that Lead to Terrorism: A Community-Policing Approach (OSCE, 2014).
- Uganda Police Force Community Policing Strategy.
- Strengthening Social Cohesion and Stability in Slum Populations: Baseline Study Kampala-Uganda (IOM, 2017).
- Quick Reference Guide to Engagement (IOM Uganda, 2017).

Preparation

Facilitators' must in advance make sure that the following is available and in place:

- Training equipment, tools and material.
- LCD projector and Laptop is working.
- Sound system is working.
- Flip charts and markers.
- Student Workbooks.
- The class seating arrangement is suitable for the facilitation of the learning process.

METHODOLOGY

No	Session	Activity	Time	Reference Text	Tools
	Module Introduction / Background	Introduce the module objectives:	5 mins		Presentation 2.1 Slide 1-3
	Module 2.1 Community Policing	**VIDEO # 1** – Using community policing strategies to prevent violent extremism - https://www.youtube.com/watch?v=ccwTHD8Rd _I **DISCUSSION** – What are the key observations from video? • Community Policing (CP) in Uganda • CP Principles • CP Characteristics • CP Strategies • Benefits of CP to Terrorism Prevention • Community Policing Teams • 5 Elements Model of Community Policing Intervention **SYNDICATE EXERCISE**– Populate, on a flip chart, with examples the OSCE 5 elements model for Community Policing Intervention **DISCUSSION IN PLENARY** • Summary	14 min 6 min 5 min 5 min 5 min 5 min 5min 10 min 5 min 5 min	OSCE page 27-28 OSCE page 75-79 OSCE page 68-69, 76 OSCE page 78, 85-88 OSCE page 104-107 OSCE page 108-110	Presentation 1.1 Slides 1-6 VIDEO #1 Presentation 2.1 Slides 4 Pres 2.1 Slides 5 Pres 2.1 Slides 6-7 Pres 2.1 Slides 8-9 Pres 2.1 Slides 10-11 Pres 2.1 Slides 12-15 Pres 2.1 Slides 16-17 EXERCISE – Reference Slide 16 (OSCE p113) Pres 2.1 Slide 18-19
	Total Time		75 mins		

2	Module 2.2 Implementi ng CP to PVE/ CVE	• Learning Objectives & References **VIDEO # 2** – UK Counter Terrorism PREVENT Strategy - https://www.youtube.com/watch?v=4KzYquLk21 I **DISCUSSION**- What are the key observations from the video? CP and preventing Terrorism. CP and Intelligence-Led Policing. How CP can benefit terrorism prevention. Minimalising risks of CP approach to terrorism. SWOT Analysis of CP approaches to CT. **DISCUSSION IN PLENARY** Transparency & Accountability of Police Operations. • Summary.	3 mins 17 mins 5 mins 5 mins 10 mins 10mins 5 mins 5 min 10 mins 5 min 5 min	OSCE page 79, 94-99 OSCE page 82-84 OSCE page 78, 85-89 OSCE page 89-92 OSCE page 92 OSCE page 94 - 103	Pres 2.2 Slide 4-5 Pres 2.2 Slide 6-10 Pres 2.2 Slide 11-12 Pres 2.2 Slide 13-14 Pres 2.2 Slide 15 Pres 2.2 Slide 16-18 Pres 2.2 Slide 19-20
	Total Time		80 mins		
3	Module 2.3 Community Policing in Uganda (OPTIONAL)	• Learning Objectives & References. • Conceptualization of Community Policing (CP). • History of Community Policing in Uganda. • Principles of CP. • Objectives of Community Policing (CP). • Pillars of Community Policing. • Partners in Community Policing. • The Role of the Police Officer in Community Policing. • The Role of the Community in Community Policing. • Benefits of Community Policing . • Challenges. • Remedies. • Summary.	3 mins 5 mins 5 mins 5 mins 5 mins 5 mins 5 mins 5 mins 5 mins 5 mins 5 mins 5 mins 2 mins		Pres 2.3 Slide 1-2 Pres 2.3 Slide 3-6 Pres 2.3 Slide 7 Pres 2.3 Slide 8 Pres 2.3 Slide 9 Pres 2.3 Slide 10-11 Pres 2.3 Slide 12-13 Pres 2.3 Slide 14-17 Pres 2.3 Slide 18-19 Pres 2.3 Slide 20-21 Pres 2.3 Slide 22-23 Pres 2.3 Slide 24-25 Pres 2.3 Slide 26
	Total Time		60 mins		

MODULE 3:

HUMAN RIGHTS
FACILITATORS' GUIDE

Facilitators' Notes

This Guide helps facilitators to effectively engage the participants in the module on "Human Rights in Preventing / Countering Violent Extremism and Radicalisation Leading to Terrorism (VERLT)." Understanding the perspectives, principles, guidelines, and lessons included in the workbook for this module is a pre-requisite for using this Facilitators' Guide. Facilitators are also required to read in advance the reference materials sited in the reference text.

At the end of this module participants will:
• Demonstrate an understanding of Human Rights based approaches to policing in communities

The duration of the module is 2 hours . Although specific time is allocated, facilitators should adopt some flexibility in the amount of time taken for each session. It is, however, essential to complete **ALL** sessions even if extra time has to be added to the day. For optimal delivery of the module, at least two facilitators will deliver the sessions through a co-facilitation process.

Training equipment and material

The following training equipment and materials are needed for the module:
- LCD Projector & Laptop.
- Flipcharts and stands.
- Markers.

Reference Text
- Preventing Terrorism and Countering Violent Extremism and Radicalisation that Lead to Terrorism: A Community Policing Approach (OSCE, 2014).
- Strengthening Social Cohesion and Stability in Slum Populations: Baseline Study Kampala-Uganda (IOM, 2017) Quick Reference Guide to Engagement (IOM Uganda, 2017).
- Uganda Human Rights Commission Report.

Preparation

Facilitator/s must in advance make sure that the following is available and in place:
• Training equipment, tools and material.
• LCD projector and Laptop is working.
• Sound system is working.
• Flip charts and markers.
• Student Workbooks.
• The class seating arrangement is suitable for the facilitation of the learning process.

METHODOLOGY

No	Session	Activity	Time	Reference Text	Tools
1	Module Introduction / Background	Introduce the module objectives:	5 mins		Presentation 3.1 Slide 1-3
	Module 3.1 Human Rights & CT in Practice	**SYNDICATE EXERCISE**– Populate, on a flip chart, with examples the obligations of police with respect to Human Rights?	15 mins	OSCE page 27-28	
		DISCUSSION – Feedback from groups.	5 mins		
		• State Obligations in Human Rights.	10 mins	OSCE page 48	Pres 3.1 Slides 4-5
		• Human Rights and Fundamental Freedoms at stake in Preventing Terrorism and Countering VERLT.	5 mins	OSCE page 48-50	Pres 3.1 Slides 6
		• Understand the Role and Application of Human Rights in Preventing / Countering VERLT.	15 mins	OSCE page 50-60	Pres 3.1 Slides 7-13
		• Summary.	5 mins		Pres 3.1 Slides 14-15
	Total Time		60 mins		
2	Module 3.2 Human Rights in Uganda	• Presentation provided by Ugandan Human Rights Commission (UHRC).	60 mins		UHRC Presentation (TBC)
	Total Time		60 mins		
3	Module 3.3 Human Rights (OPTIONAL)	Presentation provided by UPF Human Rights Directorate.			UPF Human Rights Presentation
	Total Time		60 mins		

MODULE 4:

COMMUNITY ENGAGEMENT FACILITATORS' GUIDE

Facilitators' Notes

This Guide helps facilitators to effectively engage the participants in the module on "Community Engagement". Understanding the perspectives, principles, guidelines, and lessons learned included in the workbook for this module is a prerequisite for using this Facilitators' Guide. Facilitators are also required to read in advance the reference materials cited in the reference text.

At the end of this module participants will:
- Understand how to engage with communities.
- Be able to apply basic interpersonal communication and behavioural techniques to build rapport, conduct negotiations, build trust, share information, and work through interpreters in a culturally sensitive manner.

The training methodology will involve adult based learning and participatory approaches, through the use of lectures, combined with case studies and group discussions/questions and answer sessions, and will be practiced in an exercise consisting of:
- Problem Solving Techniques.
- Cultural Web.
- Change Management.
- Negotiation.

The starting point is focused on creating a better understanding of community engagement and associated cultural and communication tools to support prevention of VERLT. Participants will through training interaction gain knowledge and skills on how to implement good practice in community engagement and culturally sensitive approaches.

The duration of the module is 6 hours. Although specific time is allocated, facilitators should adopt some flexibility in the amount of time taken for each session. It is, however, essential to complete **ALL** sessions even if extra time has to be added to the day. For optimal delivery of the module, at least two facilitators will deliver the sessions through a co-facilitation process.

Training equipment and material

The following training equipment and materials are needed for the module:
- LCD Projector & Laptop.
- Flipcharts and stands.
- Markers.

Reference Text
- Preventing Terrorism and Countering Violent Extremism and Radicalisation that lead to Terrorism: A Community-Policing Approach (OSCE, 2014).
- Uganda Police Force Community Policing Strategy.
- Strengthening Social Cohesion and Stability in Slum Populations: Baseline Study Kampala-Uganda (IOM, 2017).
- Quick Reference Guide to Engagement (IOM Uganda, 2017).

Preparation

Facilitator/s must in advance make sure that the following is available and in place:
• Training equipment, tools and material.
• LCD projector and Laptop is working.
• Sound system is working.
• Flip charts and markers.
• Student Workbooks.
• The class seating arrangement is suitable for the facilitation of the learning process.

No	Session	Activity	Time	Reference Text	Tools
1	Module Introduction / Background	Introduce the module objectives:	5 mins		Presentation 4.1 Slide 1-3
	Module 4.1 Problem Solving with Communities	• Problem Solving Techniques with Communities • Brain Storming • Weighted Voting **EXERCISE** – Brain Storming & Weighted Voting **DISCUSSION** • Communication Model – SMCR • Known-Knows • Johari Window • Change Curve • Change Management • Summary	5 mins 5 mins 5 mins 15 mins 5 mins 10mins 10mins 10mins 5 mins 10 mins 5 mins		Pres 4.1 Slides 4 Pres 4.1 Slides 5 Pres 4.1 Slides 6 Pres 4.1 Slides 7 Pres 4.1 Slides 8 Pres 4.1 Slides 9 Pres 4.1 Slides 10 Pres 4.1 Slides 11 Pres 4.1 Slides 12-13 Pres 4.1 Slides 14-15
	Total Time		90 mins		
2	Module 4.2 Understanding Communities & Migrant Culture	• Learning Objectives & References • Community Forums • Community Needs • Identification of Local Drivers of Conflict • Conflict Sensitivity • Public Reaction to Police Engagement **DISCUSSION**- How should police engage with the public? • Institutional Referral Mechanisms • Evaluation of Impact • Theory of Change • Results Chain • Value for Money (VfM) • Results Framework	3 mins 5 mins 5 mins 5 mins 5 mins 10mins 10 mins 5 mins 5mins 5mins 5 mins 5 mins 5 mins	OSCE page 162-164 OSCE page 166-168 OSCE page 170-172	Pres 4.2 Slide 1-3 Pres 4.2 Slide 4 Pres 4.2 Slide 5 Pres 4.2 Slide 6 Pres 4.2 Slide 7 Pres 4.2 Slide 8-10 Pres 4.2 Slide 11-14 Pres 4.2 Slide 15 Pres 4.2 Slide 16-18 Pres 4.2 Slide 19 Pres 4.2 Slide 20 Pres 4.2 Slide 21
		BREAK			
		DISCUSSION -What is Culture? • Cultural Sensitivity • Cultural Web **EXERCISE** – Cultural Web for UPF **DISCUSSION** – Applicability of Cultural Sensitivity to PVE? • Migration & Culture • Migration & PVE • Summary	5 mins 5 mins 5 mins 10mins 5 mins 5 mins 5 mins 3 mins		Pres 4.2 Slide 22 Pres 4.2 Slide 23 Pres 4.2 Slide 24-25 Pres 4.2 Slide 26-27 Pres 4.2 Slide 28 Pres 4.2 Slide 29-30
	Total Time		120 mins		

3	Module 4.3 Engaging with Communities	• Learning Objectives & References	3 mins		Pres 4.3 Slide 1-3
		• Scope of Influence.	5 mins		Pres 4.3 Slide 4
		EXERCISE – Scope of influence for PVE in slum areas.	10 mins		
		DISCUSSION – Feedback on scope of influence.	5 mins		
		• Communities & Exchange of Information.	5mins	OSCE page 118-125	Pres 4.3 Slide 5
		• Engaging with Communities to P/CVE.	5 mins	OSCE page 126-131	Pres 4.3 Slide 6-12
		• Levels of Engagement.	5mins	OSCE page 132-135	Pres 4.3 Slide 13
		• Engagement with Community Groups.	5 mins	OSCE page 112-117	Pres 4.3 Slide 14-16
		• Engagement with Youth.	5 mins	OSCE page 135-141	Pres 4.3 Slide 17-23
		• Engagement with Women.	5 mins	OSCE page 142-145	Pres 4.3 Slide 24-26
		• Engagement with Religious Groups.	5 mins	OSCE page 146-148 OSCE page 148- 153	Pres 4.3 Slide 27-29 Pres 4.3 Slide 30-33
		• Engagement with Minority Groups.	5 mins	OSCE page 153-158	Pres 4.3 Slide 34-38
		• Engagement with CSOs.	5 mins	OSCE page 159-160	Pres 4.3 Slide 39-41
		• Engagement with SMEs.	5 mins		
		• Summary.	2 mins		Pres 4.3 Slide 42-43
	Total Time		80 mins		
4	Module 4.3 Engaging with Communities	• Learning Objectives & References.	3 min		Pres 4.4 Slide 1-4
		• Before the Meeting.	5 min		Pres 4.4 Slide 5-6
		• Opening the Meeting.	5 min		Pres 4.4 Slide 7
		• During the Meeting.	5 min		Pres 4.4 Slide 8
		• Ending the Meeting.	5 min		Pres 4.4 Slide 9
		• After the Meeting.	5 min		Pres 4.4 Slide 10
		• Model Agenda.	5 min		Pres 4.4 Slide 11
		• Negotiation.	5 min		Pres 4.4 Slide 12-13
		• Negotiation– Process.	5 min		Pres 4.4 Slide 14
		• Negotiation– Preparation.	5 min		Pres 4.4 Slide 15
		• Negotiation– Discussion.	5 min		Pres 4.4 Slide 16
		• Negotiation Proposal / Bargaining.	5 min		Pres 4.4 Slide 17
		• Negotiation– Closing.	5 min		Pres 4.4 Slide 18
		• Negotiation-Tactics.	5 min		Pres 4.4 Slide 19
		• Summary.	2 min		Pres 4.4 Slide 20-21
	Total Time		70 mins		

COMMUNITIES & COUNTERTERRORISM

Learning Objectives

- Communities and Counterterrorism.
- Understand the definition of Community and Stakeholder Mapping.
- Community Approach to Counter Terrorism.
- Community Cohesion and Resilience.
- Community Security.
- Benefits of Engagement.

References

- Preventing Terrorism and Countering Violent Extremism and Radicalisation that Lead to Terrorism: A Community-Policing Approach (OSCE, 2014).
- Quick Reference Guide to Engagement (IOM Uganda, 2017).
- Good Practices on Community Engagement & Community Orientated Policing as Tools to Counter Violent Extremism (GCTF).
- Strengthening Social Cohesion and Stability in Slum Populations: Baseline Study Kampala-Uganda (IOM Uganda, 2017).

Communities & Counterterrorism

- There is always a local dimension to terrorism - a local approach to preventing terrorism and countering VERLT is, therefore, necessary.
- Terrorism is a threat to the public at large and, therefore, to all communities.
- The responsibility for preventing, combating and managing the consequences of terrorist acts and the responsibility to respect and protect human rights lie primarily with the state.

Communities & Counterterrorism

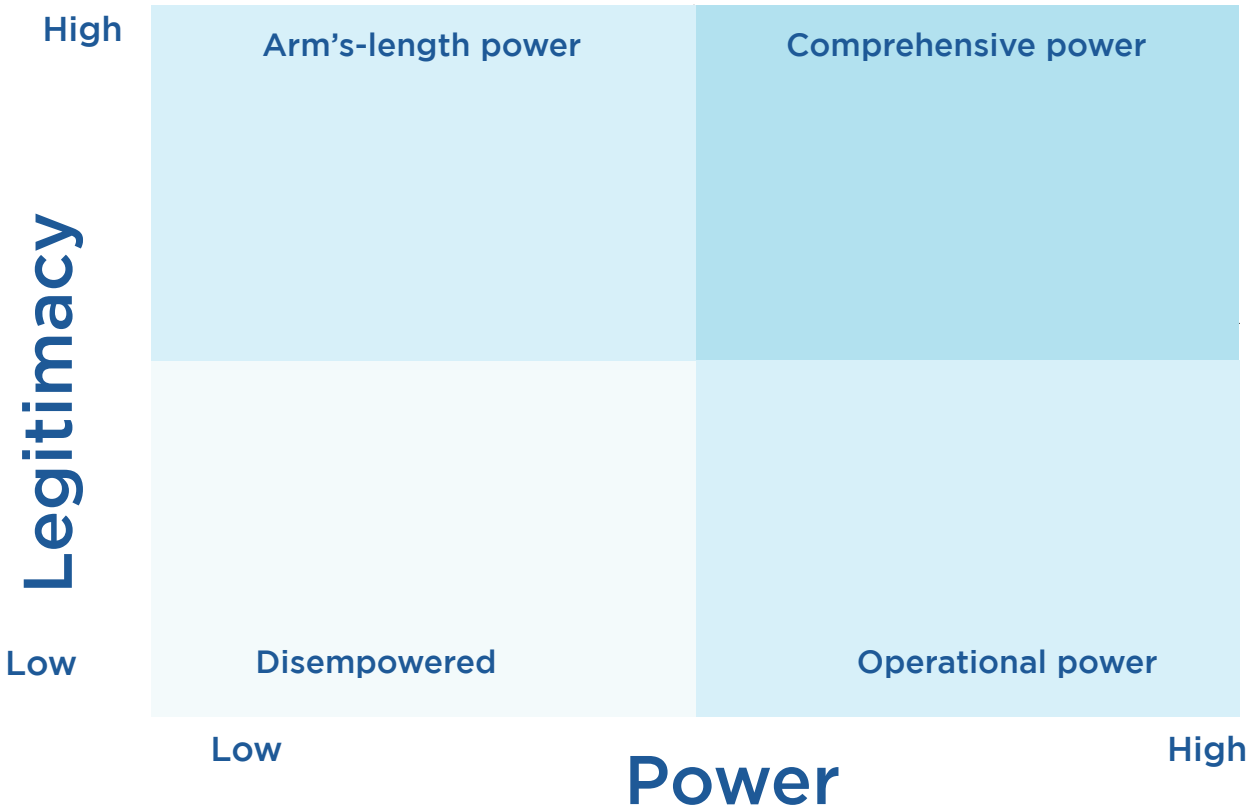
- However, the state needs to seek the support of civil society, the media, the private sector, and the business community to successfully counter terrorism.
- Countering terrorism is, therefore, a shared responsibility and requires the joint involvement and co-operation of the police, other public authorities and members of the public.

What is a Community?

- A community is made up of individuals, groups and institutions based in the same area and/or having shared interests.
- A community is a stakeholder group, concerned about particular issues, measures or policies.
- The needs of community members are different depending on whether they are women, men, girls or boys.
- "Geographic communities" are made up of the individual groups or institutions within a specific territorial space (eg neighbourhood, town, region).
- **"Communities"** should be distinguished from "Minorities"
- **Minorities** - a "group with linguistic, ethnic or cultural characteristics distinct from the majority and that usually seeks not only to maintain its identity, but also tries to give stronger expression to that identity."

Stakeholder Mapping

Stakeholder Groups	Stakeholders	Expectations	Method & Frequency of Communication
Employers	Staff Trade Unions SMEs	Continuity of employment, Stability	
State Authorities	Police CBOs KCCA		
CSOs / NGOs	UHRC AFFCAD/ UYDEL		
Religious	Inter-Religious Council		
Local Community	Community Leaders Sports clubs Youth organisations	Local employment, ethics	
Media	Newspapers/TV Radio/social media	Media – information /drama	
International Organisations	IOM/UNDP ICRC		



(Winstanley et al., 1995)

COMMUNITY COHESION & RESILIENCE

- Cohesion refers to the extent to which people bond around shared interests and goals, and develop mutual understanding and a sense of collective identity and belonging, resulting in the building of mutual trust.
- It may lead to collective mobilisation–individuals prepared to pull together to address common problems.
- High community cohesion is linked to;
  Lower rates of crimes such as robbery, assaults, street crime and individual violence.

- The state has an important role to play in creating, encouraging and sustaining cohesion among all communities in society. Eg promoting sense of identity that is credible and enduring.
- Linked to cohesion, is that of Social or Community resilience. Community resilience is the ability of a community to withstand, respond to and recover from a wide range of harmful and adverse events.

Community Security

- Community security addresses a wider range of issues than crime prevention, such as quality-of-life concerns e.g. anti-social behaviour and social disorder.
- It is about how communities can be made safer through crime prevention and reduction, as well as through the introduction of physical and social changes within the area(s) where the community is located.
- Counterterrorism policies, therefore, sometimes aim to build resilient communities that reject violent extremist, terrorist ideologies and propagandists, as well as to mobilize citizens, individuals and groups in society in support of counterterrorism goals.

COMMUNITY APPROACH TO COUNTERTERRORISM

- Community-oriented approaches seek the involvement, support and trust of men and women from local communities in the formulation, implementation and evaluation of counterterrorism measures to increase their effectiveness. They are based on the idea that terrorism and VERLT are threats to community security, not just state security, and that communities are stakeholders and partners in counterterrorism, not just the passive object of law enforcement tactics.

- Countering terrorism, and in particular countering VERLT, requires a multidisciplinary approach and, therefore, the co-ordinated efforts of a broad range of public authorities beyond the security and criminal justice sectors, each within their own remit.

- The support of society as a whole is critical to successfully countering terrorism. The state needs to seek the support of, and draw on partnerships with, non-governmental stakeholders. Community oriented measures to countering terrorism are an example of public private partnership.

- Communities need to be empowered against terrorism and, in particular, against VERLT. The state can diminish the risk of stigmatizing particular communities by engaging with a broader number of people and/or engaging them on a diverse range of issues not limited to empowerment against terrorism.

- The police have a key role in the criminal-justice response to VERLT, but that role is ;limited in proactive prevention effort. These require that various social, economic, political and other factors are addressed (which is outside the responsibility of the police alone).

BENEFITS OF COMMUNITY ENGAGEMENT

- For communities, the advantages of engaging with the police and establishing close interaction may not be immediately apparent.
- Where there is a history of poor or strained relations with the police, there will at first be public mistrust and suspicion.
- In such circumstances, significant efforts from the police will be required to rebuild confidence and provide evidence of some tangible benefits for the community, not necessarily in relation to preventing terrorism.

- With respect to the prevention of terrorism, this would provide members of the public with opportunities to:
  - Seek information on how to protect themselves and their communities from the threat of terrorism and VERLT, and understand how they can intervene in critical situations.
  - Contribute to the police assessment of how the threat of terrorism affects the community, what factors contribute to it, and influence police decision making on steps to take.

- Improve the police's understanding of the community, in order to encourage a more respectful and tailored approach.
- Explain to the police the capacities and needs of the community, in order to be a partner in preventing terrorism and countering VERLT.
- Promote dialogue within the community on the threat of terrorism and VERLT, to generate a common understanding and trust among community members for joint action.

- Improve community members' understanding of the role and functions of the police, in particular as it relates to counterterrorism;
- Work to build cohesion within the community and mobilize its members to engage collectively and develop partnerships with the police.
- Improve community members' knowledge of their rights and accountability mechanisms in case of police misconduct.
- Provide feedback on both the effectiveness and shortcomings of police action.

- Raise other issues with and through the police that are of more primary concern to them and their communities. This is particularly important for women, whose security concerns are different from those of men and may not always be treated as a priority by the police (for example, domestic violence, which predominantly affects women);
- Demonstrate to other communities and society as a whole that their community is concerned about terrorism and supports efforts to prevent terrorism and counter VERLT, thus challenging possible prejudices that the community could tacitly support terrorism.

Summary

- Terrorism is a threat to the public at large and, therefore, to all communities.
- The responsibility for preventing, combating and managing the consequences of terrorist acts and the responsibility to respect and protect human rights lie primarily with the state.
- Empowering communities consists of encouraging people and providing them with the opportunity to take action and gain influence collectively, with full respect for the democratic process,over issues that have an impact on their shared interests.

Learning Objectives

- Communities and Counterterrorism.
- Understand the definition of Community and Stakeholder Mapping.
- Community Approach to Counter Terrorism.
- Community Cohesion and Resilience.
- Community Security..
- Benefits of Engagement.

COMMUNITY POLICING

Learning Objectives

- Understand the role and function of Community Policing (CP) approaches in Uganda.
- CP Principles, Characteristics and Strategies.
- Benefits of CP.
- Community Policing Teams.
- Five-Element Model of CP Intervention.

References

- Preventing Terrorism and Countering Violent Extremism and Radicalisation that Lead to Terrorism: A Community-Policing Approach (OSCE, 2014).
- Quick Reference Guide to Engagement (IOM Uganda, 2017).
- Good Practices on Community Engagement & Community Orientated Policing as Tools to Counter Violent Extremism (GCTF).
- Strengthening Social Cohesion and Stability in Slum Populations: Baseline Study Kampala-Uganda (IOM Uganda, 2017).

Community Policing in Uganda

- Community policing, or police-public partnerships, can be defined as a philosophy and organizational strategy that promotes a partnership-based, collaborative effort between the police and the community to more effectively and efficiently identify, prevent and solve problems of crime, the fear of crime, issues of physical safety and security, social disorder, and neighbourhood decay in order to improve everyone's quality of life.
- Community Policing Specialism.
- Community Policing Approach in Uganda.

Community Policing Principles

- Community Policing focuses on establishing police public partnerships, where the entire police organization, all government agencies and communities actively co-operate in solving problems.
- Community policing does not change the general objectives of democratic policing; These objectives continue to be:
  - The maintenance of public peace, law and order;
  - The protection of the individual's fundamental rights and freedoms,particularly the right to life.
  - The prevention and detection of crime.
  - The provision of assistance and services to the public to reduce fear, physical and social disorder, and neighbourhood decay.

Community Policing Characteristics

- The central premise of community policing is that the level of community participation in enhancing safety and social order and in solving crime affecting communities should be increased because the police cannot carry out this task on their own.

- In order to achieve such partnerships, the police must be more closely integrated into the community and should strengthen their legitimacy through policing by consent and by means of improving their services to the public.

- The key principles of community policing are that the police should:
  - Be visible and accessible to the public.
  - Know, and be known by, the public.
  - Engage, mobilize and partner with communities.
  - Listen to communities' concerns.
  - Respond to communities' needs.
  - Respect and protect the rights of all community members.
  - Be accountable for their actions and the outcome of those actions.

Community Policing Strategies

- Key strategies for translating these principles into practice include:
  - Composing diverse police teams, with sufficient experience and an appropriate gender balance, that reflect the demographics of the community they serve.
  - Permanently assigning police officers to specific communities, in particular to fixed geographic neighbourhoods.
  - Introducing visible and easily accessible police officers and police facilities.

- Reorienting patrol activities to emphasize non-emergency services.
- Engaging communities through broad outreach and developing transparent partnerships with the public.
- Introducing a proactive problem-solving approach.
- Involving all government agencies and services.
- Involving all branches of the police.

Benefits of Community Policing to Terrorism Prevention

When pursued in its own right and as a genuine application of democratic policing, community policing may incidentally contribute to the prevention of terrorism in a number of ways:

- Anchoring policing into respect for human rights and the rule of law
- Improving public perceptions and interaction with the police
- Improving communication with the public on counterterrorism
- Increasing public vigilance and resilience

Community Policing Strategies

- Enhancing police understanding of communities as a basis to better engage and co-operate with them.
- Helping to identify and address community safety issues and grievances.
- Facilitating timely identification and referral of critical situation.
- Improving relations between the police, individuals and groups that have been hard to reach or not yet engaged with.

Community Policing Teams

- Standard Operating Procedures - Community police officers need to be guided by a framework of clear, human rights and gender-compliant policies and SOPs (eg roles, responsibilities, recording & reporting, Chain of Command, authorisations).
- Assembling and developing a successful community police team takes time and careful planning.
- To be effective at helping to prevent terrorism and counter VERLT, a community police team needs a further set of knowledge and skills.

This may include:

- Knowledge of the domestic legislation and existing policy for the prevention of terrorism.
- Understanding the phenomena of terrorism, violent extremism and terrorist radicalization, including conditions conducive to terrorism, and the push and pull factors that may put an individual at risk of VERLT.
- Specialised training on human rights in counterterrorism.
- Identifying suspicious behaviour or situations and evaluating options for interventions, without relying on discriminatory profiling practices and taking into account that holding radical or extreme views should not be considered a crime if they are not associated with violence or other unlawful acts, as legally defined,in compliance with international human rights law.

- Understanding how terrorists may try to take advantage of a community for support, hiding, smuggling, raising funds and procuring weapons and/ or explosives.
- Awareness of potential terrorist targets in their community.
- Understanding the sensitivities and risks around involving members of the public in efforts of preventing terrorism and countering VERLT.
- Handling public and local media inquiries on terrorism.

Five Element Model of Community Policing Intervention

- There are a number of different interventions to try to solve community problems.
- The first and key requirement though, is to accurately **understand the nature and scale of the problem.** This can be done through the engagement process, through meetings, discussions and other police-community encounters. Further information can be sought from police intelligence units, other public service agencies, by scanning local media and other news outlets, etc.

- Community police officers should have a plan or strategy for intervention to address and resolve community problems that relate specifically to VERLT.

Five-Element Model of Community Policing:

1. Empowerment.
2. Education.
3. Enforcement Activity.
4. Infrastructure Improvement.
5. Evaluation.

Summary

- Only if community policing is pursued in its own right, as a genuine application of democratic policing, can it contribute to the prevention of terrorism.
- Community police officers are not counterterrorism investigators and should not operate as such.
- Require clear procedures and training with regard to their expected role in preventing terrorism and countering VERLT, including an understanding of what VERLT is, as well as of relevant matters to be vigilant about; the potential impact of their actions on the human rights; whether and how to engage with the public; actions to take in critical situations; and recordkeeping and reporting.

Learning Objectives

- Understand the role and function of Community Policing approaches in Uganda.
- CP Principles, Characteristics and Strategies.
- Benefits of CP.
- Community Policing Teams.
- 5 Element Model of CP Intervention.

HUMAN RIGHTS (HR) & COUNTER TERRORISM (CT) IN PRACTICE.

Learning Objectives

- Understand the role and application of Human Rights in Preventing /Countering VERLT.
- States obligations in Human Rights
- HR and Fundamental Freedoms at Stake in Preventing Terrorism and Countering VERLT.
- Understanding the Ugandan Human Rights Context.
- Best Practice on Conditions of Arrest, Custody and Pre-trial Detention.

References

- Preventing Terrorism and Countering Violent Extremism and Radicalisation that Lead to Terrorism: A Community-Policing Approach (OSCE, 2014).
- 19th Annual Report to the Parliament of the Republic of Uganda (UHRC, 2016).
- Guidelines on the Conditions of Arrest, Police Custody & Pre-Trial
- Detention in Africa (African Commission on Human & Peoples Rights, 2014).
- The Prevention & Prohibition of Torture Act (UPPC, 2012).
- Use of Force & Firearms (UN, 1990).

State Obligations in Human Rights

- Counterterrorism policies and measures, as with any action by public authorities in a democratic state, should be accountable.
- Accountability means that policies and measures are open to scrutiny by a variety of oversight institutions.
- Accountability mechanisms should include both the executive and the legislative branches of government, as well as an independent, impartial and informed judiciary, and they should also include civilian oversight performed by NGOs, the media and the general public.

- For the fight against terrorism to be effective and sustainable, it should be conducted at all times in accordance with the rule of law and international human rights standards.
- The state's response to the threat of VERLT should be evidence-based and proportionate to avoid losing the trust and support of the public, as well as to avoid victimization and other forms of unintended validation of terrorist narratives.

Human Rights and Fundamental Freedoms at Stake in Preventing Terrorism and Countering VERLT

- Freedom of Expression.
- Freedom of the Media.
- Freedom of Thought, Conscience and Religion and Belief.
- Respect for Private and Family Life.
- Right to Peaceful Assembly and Freedom of Association.
- Equality and Non- Discrimination.

Understand the Role and Application of Human Rights in Preventing / Countering VERLT

- **Human Rights & Fundamental Freedoms**
  - States have the obligation to both prevent terrorism in order to protect human rights and to uphold and respect human rights for all while countering terrorism.
  - The prohibition of torture and other cruel, degrading or inhuman treatment or punishment is absolute.
- **Freedom of Expression**
  - Tackling hate speech and incitement to terrorism in a manner that upholds freedom of expression and with the support of the public will ensure the effectiveness and legitimacy of responses.

- **Freedom of Media**
  - The media plays a key role in seeking, receiving and imparting ideas and information.
  - The strength of a democracy can, to a large extent, be gauged by the independence and pluralism of its media.
  - Although the media have rights, they also have responsibilities.
  - The media are encouraged to ensure that hate speech and material inciting people to terrorism is not presented as something that can be justified and that should be emulated.

- **Freedom of Thought, Conscience and Religion or Belief**
  - This includes the right to have or to adopt a religion or belief of one's choice, as well as the right to manifest one's religion or belief.
  - This right entails the right to choose, change, retain or not hold a religion or belief of one's choice, and no limitation whatsoever on this right can be permitted.
  - Terrorism is not associated with any religion.

- **Respect for Private and Family Life**
  - The right to privacy guarantees the right to respect for private and family life, home and correspondence.
  - It extends beyond activities carried out in private to include certain activities carried out in public.
  - It also extends to the establishment and maintenance of relationships with others.
  - The right to privacy also covers means of personal identification, including data revealing "racial" or ethnic origins or other sensitive information and searches of a person, their clothing and personal belongings.

- **The Right to Peaceful Assembly and Freedom of Association**
  - Undue limitations on the rights to freedom of peaceful assembly and association can drive organizations underground, creating conditions in which VERLT can more easily occur and be harder to detect and prevent.

- **Equality and Non-Discrimination**
  - States have both negative and positive obligations to protect individuals from discrimination.
  - Not only are they required not to discriminate, but they must also take action against discrimination, including, in some cases, discrimination by private individuals.

Discrimination can be defined as differential treatment, implying distinction, exclusion, restriction or preference, that is based on grounds such as an individual's "race", colour, sex, language, religion, political or other opinion, national or social origin, property, birth, belonging to a minority or other status, and that has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise by all persons of all rights and freedoms enshrined in national and international law.

Summary

- International human rights standards are required to be at all levels and increase police accountability for their actions against terrorism in order to increase transparency and avoid human rights violations such as discriminatory profiling.

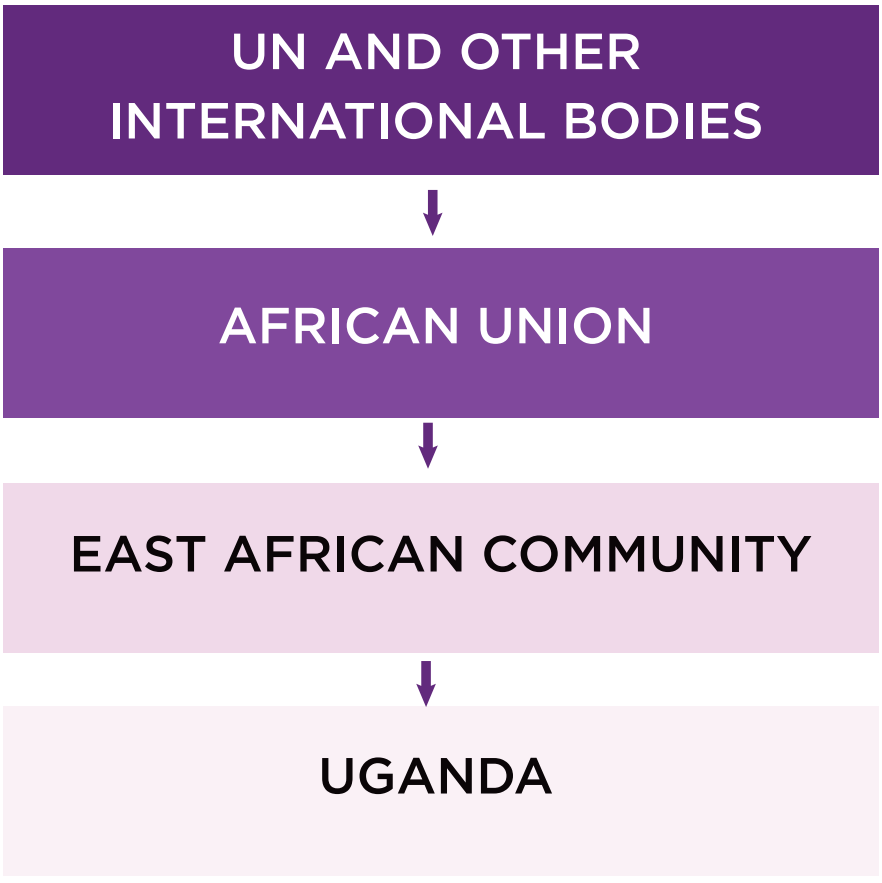
Learning Objectives

- Understand the role and application of Human Rights in Preventing / Countering VERLT.
- States obligations in Human Rights.
- HR and Fundamental Freedoms at Stake in Preventing Terrorism and Countering VERLT.
- Understanding the Ugandan Human Rights Context.
- Best Practice on Conditions of Arrest, Custody and Pre-trial Detention.

HUMAN RIGHTS IN UGANDA

Uganda's Political History

- Civil wars in 1980s led to violations of human rights like murder, rape, forced labor, defilement, and slavery, etc.
- This led to lawlessness, detention without trial, family disintegration leading to crime (violent extremism and terrorism).
- New Government in 1986 brought in rule of law.
- Coming in of the Constitution of 1995 (Chapter 4 Bill of Rights).
- Establishment of Uganda Human Rights Commission (UHRC) Act. Art 51 of the 1995 Uganda Constitution.
- Establishment of Courts and relevant Government departments
- Uganda has signed a number of international, regional treaties on Human Rights.
- This therefore makes it a requirement for Uganda as state to include HRTs in the Constitution as well as established institutions to promote and protect HRTs like the UHRC, UPF, among others.
- Human rights are protected by law, therefore one can claim his/her right by the use of the law.
- Human rights apply to al people regardless of sex, race, ethnicity, etc.



Human rights in Uganda

- Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are (jail, home, abroad, at work etc).
- These are inherent rights to all human beings irrespective of sex, tribe, ethnicity, location, status, religion, color or gender.
- Human rights are inborn and given by God.
- It's the responsibility of the state to ensure that HRTs are respected, protected in full fulfillment of the United Nations Universal Declaration of Human Rights (UDHR) where Uganda is signatory.

Laws that Protect Human Rights

- **National Laws** -The Constitution specifically Chapter 4 Bill of Rights.
- **Regional treaties**- EA Court of Justice , African charter on HRTs.
- **International Law**- UDHR which is regarded as the cornerstone of all Human rights in the world.
- **International Treaties-** Like the Convention Against Torture (CAT), Convention Against the Rights of Children among others (CRC).
- The Police Act- it guides police officers in conducting their duties **Treaties-** like the African charter on Human and people's Rights (ACHPR).

Characteristics of Human Rights

- Inter-related and indivisible.
- Equal and none discriminatory.
- Universal and inalienable (not subject to being taken away from or given away by the possessor).

Human Rights Are Not

- Privileges or favors.
- Not give or taken a way by any one only GOD.
- Do not originate from anywhere but acquired at birth.
- Right have limitations in certain circumstances.
- Serving a jail sentence, sentence to death, arrest, epidemic outbreak.

The Principle of Non-Discrimination

- The principle of non-discrimination seeks “to guarantee that Human Rights are exercised without discrimination of any kind based on race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status such as disability, age, marital and family status, sexual...”

Chapter 4 of the 1995 Uganda Constitution

- Bill of Rights among which includes;
  1. Right to life.
  2. Right to a fair hearing.
  3 Right to Education.
  4. Right a family.
  5. Right to health.
  6. Freedom from torture.

Uganda Human Rights Commission CAP. 24

- UHRC was established under Article 51 of the Constitution
- Article 52 outlines the functions of UHRC.
  - Investigate all complaints related with HR violation.
  - To visit jails, prisons and other detention orders.
  - Make recommendations to Parliament.
  - To monitor Government compliance.
  - To carryout research on HR situation.

Right to a Fair Hearing Art 28 of the 1995 Uganda Constitution

- It's one of the none derogable rights (cannot be suspended in any given circumstance).
- Any one charged with an offence, has a right to affair public court in a reasonable impartial and independent court or tribunal.
- Public court- conducted in public view not Kangaroo court.
- Reasonable time (no over detention and observe the 48 hours rule)
- Impartial and independent court- no bias.
- Presumption of innocence.
- Right to legal representation.

Non-Derogable Rights

- Would have to be those which couldn't be reduced, rather than inalienable rights, which cannot be taken away.
  1- Freedom from Torture, Cruel and degrading treatment or punishment.
  2- Freedom from slavery or servitude.
  3- Right to a fair hearing.
  4- Right to an order of *habeas corpus*.

Lawful and Unlawful Arrest

Lawful Arrest

The term 'lawful arrest' refers to the legal custody of a person under warrant or under a probable cause. ... The fact of a lawful arrest establishes the authority for a full search of the person. It also establishes that such search is a reasonable search.

Unlawful Arrest

The type of rested without legal justification or without an arrest warrant. False arrest, sometimes known as false imprisonment or wrongful arrest, also occurs when someone holds you against your will.

Conditions Under which HRTs can be Limited

- To protect the freedoms and rights of others (demonstration).
- To protect and safeguard public interest. For example during out breaks like Ebola, and cholera.
- During inquiry detention by police.
- During a jail sentence (custodial jail sentence).

Condition of Detention Facilities

- Right to be detained in a gazetted official detention facility.
- To be kept in a humane detention facilities with ventilation, toilet facilities, medical, clothing , proper and hygiene.
- Provision of of food, shelter and water.
- Women to be detained separately from men and be given all the basic requirements.
- Children and Juveniles to be detained in special detention facility.

Special Rights of a Female Suspect

- Not suffer discrimination and shall be protected from all forms of violence or exploitation.
- Be supervised and arrested by a female officer.
- Be detained separately from male suspects.
- If pregnant or breast feeding , to be provided with special facilities in detention.

Children/Juvenile Suspects

- After arrest, to immediately inform the child's parents or guardian.
- Not to be detained for more than 24 hours.
- Not to be detain with adult suspects.
- If female, to be under the care of female officer.
- To be allowed to receive visitors.
- Have his or privacy and maintained information from him/her confidential all the time.

Prevention of Torture Act, 2012

- Torture is defined as any act or omission by which severer pain or suffering whether physical or mental is intentionally inflicted on a person by or at the instigation of or with the consent of any person
- It was put into place to respect human dignity and protection from inhuman and degrading treatment of punishment.
- It defines different forms of torture including physical and psychological,
- It places responsibility to individual officers who torture suspects supervisors.

Reasons why Rights are Violated

- Ignorance of the law on Human Rights.
- Lack of skill to get evidence or investigate.
- Inadequate facilities at place of work i.e. congested police cells, lack of food for suspects.
- Corruption.

Likely situations when Torture can occur

- During arrest of suspects.
- When carrying out investigations.
- On the way to or from the police station.
- During questioning /Investigations.
- In custody, police cells.
- During suspects parade.
- Interviewing.
- On remand.

UNDERSTANDING COMMUNITIES & CULTURE

Learning Objectives

- Be able to establish a community forum to understand and be able to influence communal views and understand needs.
- Be able to identify the local drivers of conflict and be able to recommend mitigating measures at a basic level.
- Conflict Sensitivity.
- Public Reaction to Police Engagement.
- Familiarity with institutional referral mechanisms.
- Evaluation of impact of community engagement on Prevention/Countering of VERLT.

References

- Preventing Terrorism and Countering Violent Extremism and Radicalisation that Lead to Terrorism: A Community-Policing Approach (OSCE, 2014).
- Quick Reference Guide to Engagement (IOM Uganda, 2017).
- Good Practices on Community Engagement & Community Orientated Policing as Tools to Counter Violent Extremism (GCTF).
- Strengthening Social Cohesion and Stability in Slum Populations: Baseline Study Kampala-Uganda (IOM Uganda, 2017).

Community Forums

- Intention of engaging with a board spectrum of the community including hard to access representatives of the community.
- Engagement with Women, Youth, Minorities and Business.
- Stakeholder Analysis–understand expectations.
- Stakeholder Mapping-confirm assumptions, risks and opportunities with stakeholders.
- Choice of chair, setting and timing key to engagement and inclusiveness.
- Preparation and communication should be carefully considered.

Community Needs

- Cross government/community understanding of needs.
- This Joint Needs Assessment (JNA) is a process not a product requiring active engagement of a board range of stakeholders).
- Understanding of cultural sensitivity.
- Understanding of conflict sensitivity.
- Use of IOM Baseline survey and engagement with CSOs in understanding community and vulnerable individuals needs.

Identification of Local Drivers of Conflict

- Conduct a Joint Analysis of Conflict (JAC) drivers in communities with other government agencies/CSOs.
- Draw upon a range of sources to inform study.
- Identify assumptions, dependencies and risks and opportunities.
- Update JAC periodically to ensure its current and stakeholders remain engaged/informed.

Conflict Sensitivity

- Conflict sensitivity can be defined as:
  a. Understanding the conflict **context.**
  b. Understanding the potential interaction between any **planned** action and the conflict context.
  c. Adapting planned interventions in order to **minimise negative** and **maximise positive** impacts on peace.

Public Reaction to Police Engagement

- It can be unsettling for members of the public, groups of individuals or communities to be engaged by the police on the issue of preventing terrorism and countering VERLT.
- Initially, one might feel surprised, worried or even angered.
- Members of the public will then consider how to respond to the police. This will very much depend on the particular way and context in which the police bring up the issue.

- Police should be prepared to provide information that members of the public could request to better understand the rationale and clarify the modalities of further engagement, such as:
  - An assessment of the current threat posed by terrorism and VERLT, the origins and nature of the threat, and how it currently manifests itself.
  - Regular updates on the initiatives taken and progress made by the police in tackling VERLT.
  - An explanation of how the police envisage that men and women in the community might co-operate with them.

- A single point of contact for members of the community to use in their communications with local police on the issue of VERLT.
- Possible information about ongoing operations or planned measures that are likely to impact communities.
- Clear protocols and guarantees around confidentiality, privacy and liability for the reporting of concerns to the police and for the sharing of sensitive information.
- Clear guidelines and guarantees on the protection of witnesses and collaborators of justice.

Institutional Referral Mechanisms

- Institutionalized referral mechanisms to engage with individuals vulnerable to VERLT must have arrangements clearly defined with strong safeguards to ensure strict compliance with international human rights and gender-equality standards, while at the same time allowing for effective enforcement of the law.
- Referral mechanisms can help bridge the gap where a case of concern has been identified and needs to be addressed proactively, but law enforcement action is not warranted, and the involvement of the police may actually be counterproductive.

- Referral mechanisms allow for the mobilization of stakeholders who are better placed to deliver an effective and targeted preventive intervention, because they have particular competence, expertise, perceived credibility or legitimacy that the police or others do not possess.
- Referral mechanisms need to be supported by clear information-sharing protocols and decision-making procedures.

- Through community engagement, the police may become aware of issues that are relevant to preventing terrorism and countering VERLT but that fall outside their remit. It is crucial that the competent public authorities be informed and mobilized for joint and proactive problem-solving.

- Effective and accountable inter-agency co-ordination is a prerequisite for timely and appropriate responses. The police can play a proactive role in facilitating inter-agency co-ordination on preventing terrorism and countering VERLT, especially at the local level.

- Referral mechanisms among the police and other stakeholders can help to more effectively engage an individual vulnerable to VERLT when the involvement of the police might be counterproductive.
- The institution of referral mechanisms requires careful planning to ensure strict compliance with international human rights standards, public confidence and, at the same time, effective enforcement of the law.
- The referral mechanism should be tailored to the local context and identified by the community.

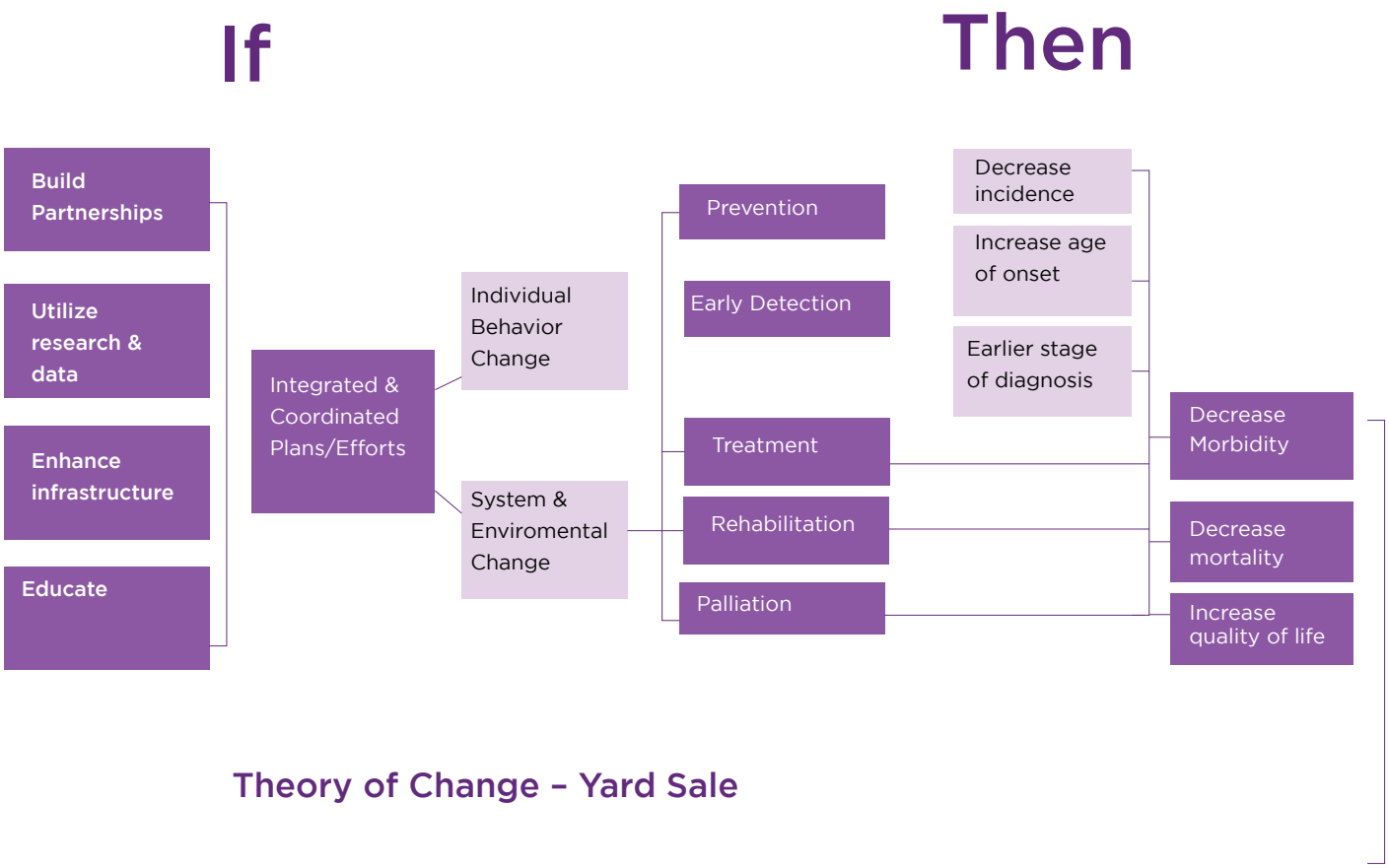
Evaluation of Impact

- Evaluation is primarily a learning exercise that helps increase effectiveness.
- Continued evaluation of policies and measures is crucial to ensuring accountability, generating public confidence and support, and increasing effectiveness.
- Monitoring & Evaluation (M&E) and "Theory of Change" are often used to establish Results Frameworks (RF) which identify impacts.

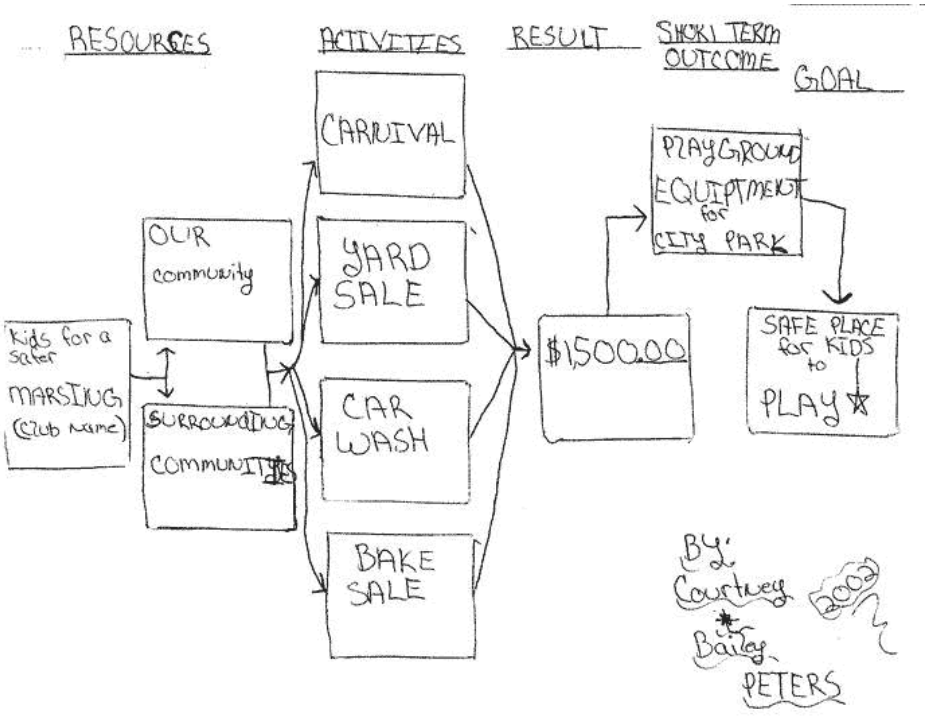
Theory of Change

- Theory of Change is defined as;
  - "The set of beliefs (and assumptions) about how and why an initiative will work to change the conflict."
  - "The description of a sequence of events that is expected to lead to a particular desired outcome (impact)."

Theory of Change – Cancer Treatment



Theory of Change – Yard Sale



Results Chain

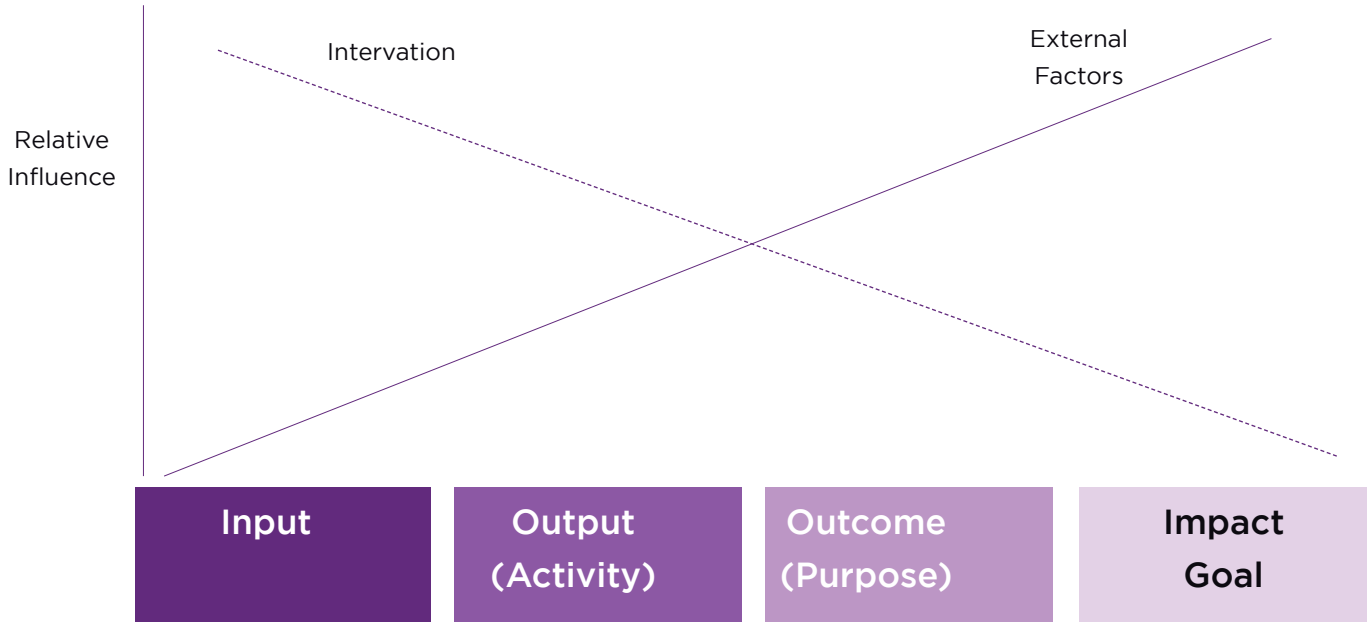
Assumptions /Risk

Value for Money (VfM)

Value for Money (VfM) comprises of the Three E's:

- **Economy** (are we getting a quality input for a good price).
- **Efficiency** (How well are our inputs delivering an output).
- **Effectiveness** (how well are our outputs delivering outcomes).

Results Framework



Summary

- Through community engagement, the police may become aware of issues that are relevant to preventing terrorism and countering VERLT but that fall outside their remit. It is crucial that the competent public authorities be informed and mobilized for joint and proactive problem-solving.
- Effective and accountable inter-agency co-ordination is a prerequisite for timely and appropriate responses. The police can play a proactive role in facilitating inter-agency co-ordination on preventing terrorism and countering VERLT, especially at the local level.

- Referral mechanisms among the police and other stakeholders can help to more effectively engage an individual vulnerable to VERLT when the involvement of the police might be counterproductive.
- The institution of referral mechanisms requires careful planning to ensure strict compliance with international human rights standards, public confidence and, at the same time, effective enforcement of the law.
- Monitoring & Evaluation is primarily a learning exercise that helps increase effectiveness

Learning Objectives

- Be able to establish a community forum to understand and be able to influence communal views and understand needs.
- Be able to identify the local drivers of conflict and be able to recommend mitigating measures at a basic level.
- Conflict Sensitivity.
- Public Reaction to Police Engagement.
- Familiarity with institutional referral mechanisms.
- Evaluation of impact of community engagement on Prevention /Countering of VERLT.

CULTURE & MIGRATION

Learning Objectives

- Understanding of Cultural sensitivity.
- Apply the Cultural Web to migrant communities.

References

- Quick Reference Guide to Engagement (IOM Uganda, 2017).
- Strengthening Social Cohesion and Stability in Slum Populations: Baseline Study Kampala-Uganda (IOM Uganda, 2017).

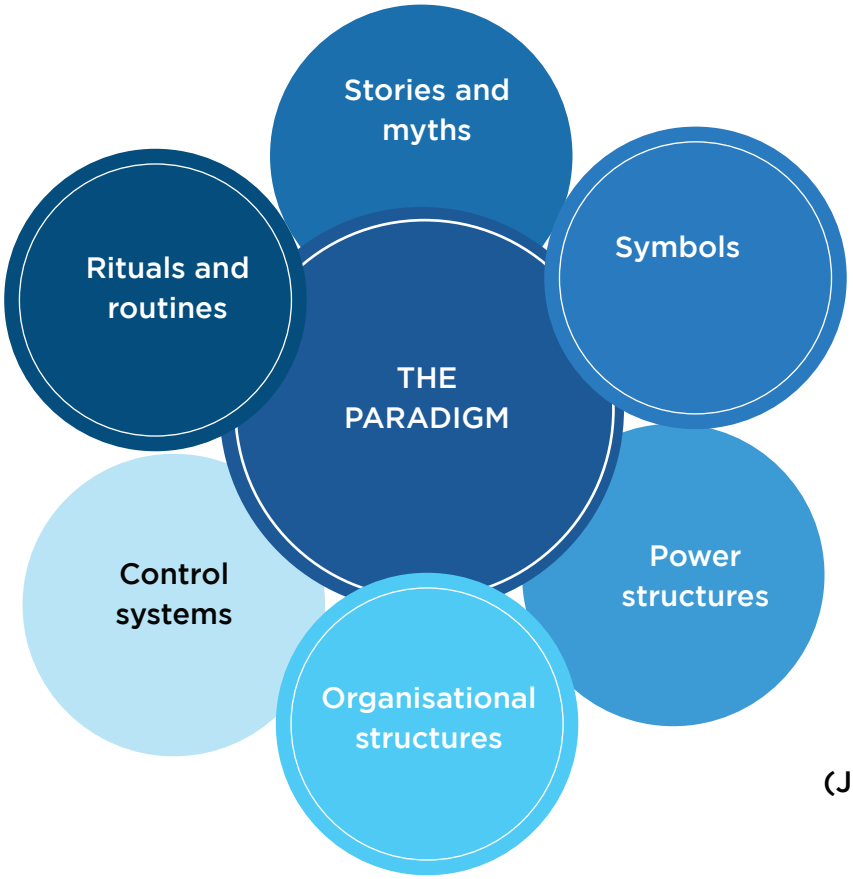
Culture

- Culture can be defined as;
  "the way things are done around here."

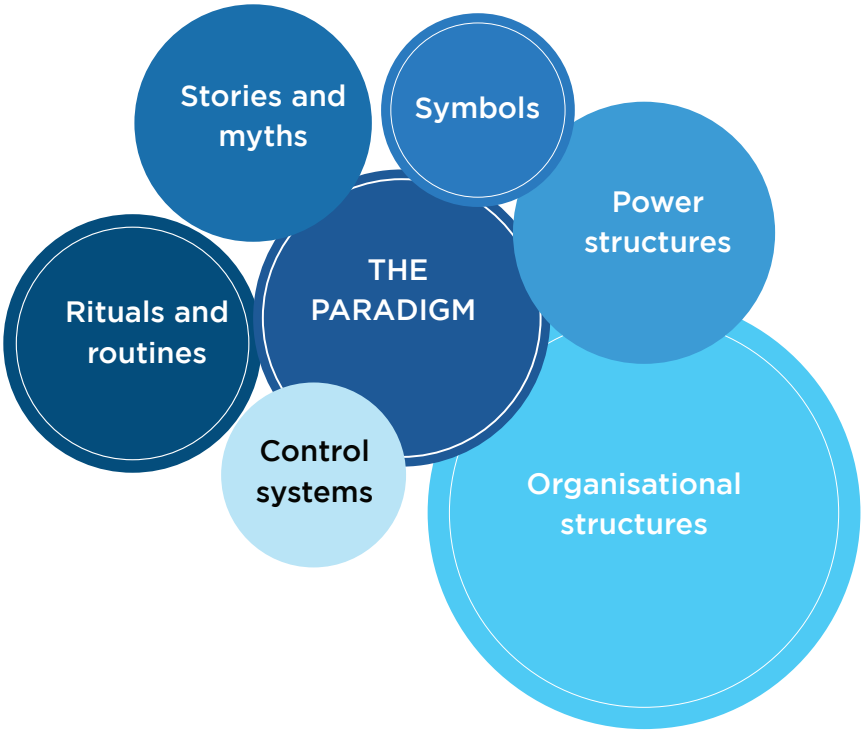
Cultural Sensitivity

- Cultural sensitivity can be defined as:
  - Understanding the cultural context.
  - Understanding the potential interaction between any planned action and the cultural context.
  - Adapting planned interventions in order to minimise negative and maximise positive impacts on communities.

CULTURAL WEB



(Johnson, 1987, 2000)



(Johnson, 1987, 2000)

Migration & Culture

- Understanding differences in cultures in communities (especially from a migrant population) is important to aid engagement, provide insights, build relationships and improve community problem solving.
- Migrants are likely to have complex needs and may be vulnerable (modern slavery, exploitation, linguistic barriers, availability of skills, finance, family / traditional nectworks and community support). The degree of social cohesion should be assessed and reinforced, as appropritate.

Migration & PVE

- Individuals may be vulnerable to VERLT due to trauma or psychological issues related to migration.
- Social responsibility.
- Traditional methods of conflict resolution (eg Somali Xeer).

Summary

- Understanding differences in cultures in communities (especially from a migrant population) is important to aid engagement, provide insights, build relationships and improve community problem solving.

Learning Objectives

- Understanding of Cultural sensitivity.
- Apply the Cultural Web to migrant communities.

EFFECTIVE MEETINGS & NEGOTIATION

Learning Objectives

- Understanding best practice in Effective Meetings.
- Understand best practice in Negotiation.

References

- Quick Reference Guide to Engagement (IOM Uganda, 2017).

Effective Meetings

- Before the Meeting.
- Opening the Meeting.
- During the Meeting.
- Ending the Meeting.
- After the Meeting.
- Questions.

Before Meetings

- Send minutes in advance.
- Make a plan:
  - Time appreciation.
  - Resources (laptop, writing paper, Interpreters).
  - Room.
- Security.
- Size.
- Make a reservation.
- Seating plan.
- Private rooms for reception/waiting.
  - Logistics (food, drinks).
  - Media arrangements.

- Send out agenda (calling note).
- Transport arrangements.
- Time, date, place, location, duration.
- Aim, topics.
- Meeting purpose.
  - (ice-breaker, decision, co-ordination, consensus, info-exchange, exploratory.
  - Limitations, constraints.
- Participants, dress-code, weapons? RSVP

Opening the Meeting

- Arrive early to build rapport.
- Formal opening.
- Confirm purpose (Aim).
- Welcome attendees.
- Introduce yourself and attendees, check attendees list.
- Check understanding of roles:
  - Chairman.
  - Secretary.
  - Others .
- Confirm, agree upon agenda, add items if necessary.
- Confirm minutes of last meeting.

During the Meeting

- Follow agenda.
- Keep aim in mind:
  - Questions, problems, issues, discussion.
  - Results, outcomes, solutions, conclusions.
- Decision techniques:
  - Consensus (slow).
  - Voting.
  - Executive decision (Fast).

Ending the Meeting

- Any Other Business (AOB) - Check if any one has any final points.
- Summarise.
  - Action list (What?, Who?, and When?).
- Sign decisions if appropriate.
- Next meeting.
  - Date time & place of next meeting.
- Closing remarks (chairman).
- End on a positive note.

After the Meeting

- Report to your Officer in Charge.
  - ("Hot Debrief").
- Prepare minutes, translated if necessary.
- Evaluate how the meeting went.
- Plan for next meeting.
- Follow up action points.

MODEL AGENDA

For Meeting in Relation To _____

To Be Held On _____

at _____ am/pm _____

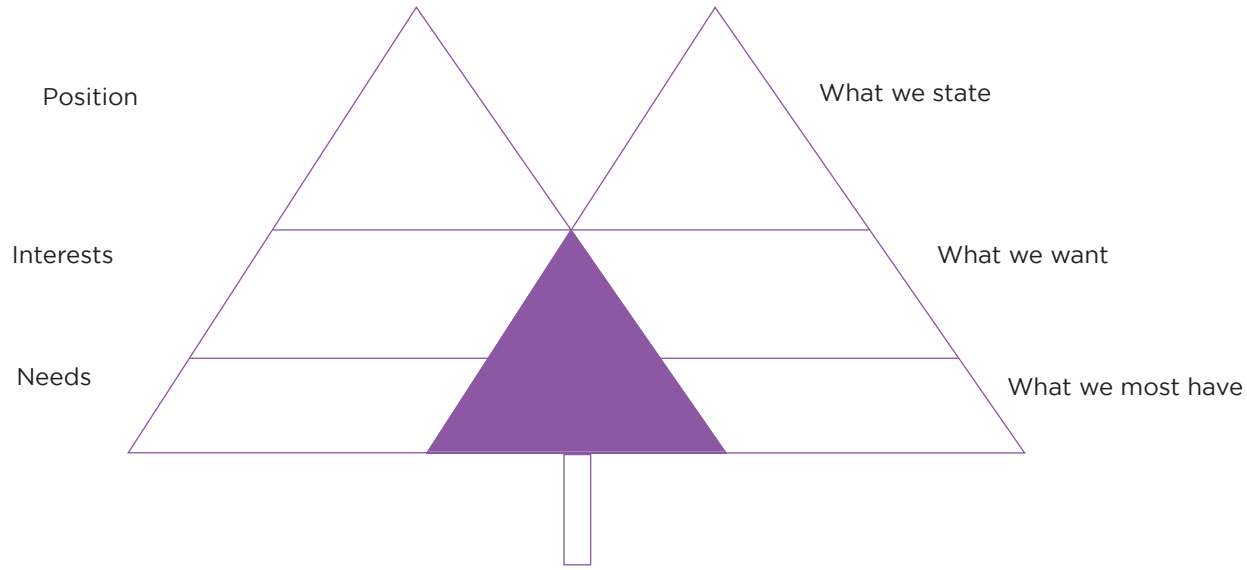
_____ in the _____

1. Welcome, Purpose and Introduction.
2. Apologies.
3. Previous Minutes/Action Notes.
4. Matters Arising.
5. Progress Reports.
6. Agree courses of action.
7. Any Other Business.
8. Date, Time and Venue of Next Meeting.

Negotiation

"Negotiation is the search for agreement, seeking acceptance, consensus and alignment of views. Negotiation in a project can take the place on an informal basis throughout the project life cycle, or on a formal basis such as during procurement, and between signatories to a contract."

Positions, Interest and Needs



Area of common interest and needs. Space for dialogue

Negotiation - Process

- There are 4 steps to negotiation:
  - Preparation.
  - Discussion.
  - Proposing/bargaining.
  - Closing.

Negotiation - Preparation

- Define objectives.
- Consider concessions.
- Decide information requirements.
- Prepare strategy.
- Research cultures before negotiation.
- Allocate tasks.
- Understand your authority.
- Understand other party.

Negotiation: Discussion

- Social niceties–establish rapport.
- Opening position.
- Test assumptions.
- Exchange information.
- Explore interests and inhibitions.

Negotiation: Proposal / Bargaining

- Make proposals.
- 'What if.'
- Trading/exchanging.
- Moving together..
- Re-present the proposal.
- Listen and watch for signals.

Negotiation: Closing

- Agree what you have agreed.
- Summarise.
- Document.
- Agree action plan.

Negotiation: Tactics

Limited authority	ask your mum, I dont have any money
Foggy memory	did I say you could have sweets?
Fair and reasonable	Sweets for homework
Deadline	Only 5 mins before shop shuts
Broken record	Can I have sweets?
Silence	
Ultimatum (final offer)	2 sweets and thats it!
Violins	I never had sweets when I was your age
Surprise	I didnt think you wanted sweets
Carrot (i.e. future business)	There will be bigger sweets later
Fait Accompli (going to someone else)	Like it or lump it!

Summary

- Preparation is the key to effective meetings and successful negotiation.

Learning Objectives

- Understanding best practice in Effective Meetings.
- Understand best practice in Negotiation.

COUNTERING VIOLENT EXTREMISM & RADICALISATION THAT LEAD TO TERRORISM (VERLT)

Learning Objectives

- Countering Violent Extremism (CVE): what it is;
- Approach to Preventing / Countering Violent Extremism (P/CVE).
- State obligations and accountability.
- Addressing conditions leading to Violent Extremism & Radicalisation Leading to Terrorism (VERLT).
- Engaging with individuals drawn to VERLT.

References

- Preventing Terrorism and Countering Violent Extremism and Radicalisation that Lead to Terrorism: A Community-Policing Approach (OSCE, 2014).
- Quick Reference Guide to Engagement (IOM Uganda, 2017).
- Good Practices on Community Engagement & Community Orientated.
- Policing as Tools to Counter Violent Extremism (GCTF).
- Strengthening Social Cohesion and Stability in Slum Populations: Baseline Study Kampala-Uganda (IOM Uganda, 2017).

Approaches to Countering Terrorism

- Preventing men and women from becoming terrorists.
- Providing opportunities and support to individuals on a path to, or involved in, VERLT to disengage.
- Denying terrorism suspects the support, resources and means to
- organize themselves or to plan and carry out attacks.
- Preparing for, and protecting against, terrorist attacks, in order to decrease the vulnerability of potential targets, in particular critical infrastructure.

- Pursuing terrorist suspects to apprehend them and bring them to justice.
- Responding to terrorist attacks through proportionate measures to mitigate the impact of such attacks and to assist victims.
- The UN Global Counter Terrorism Strategy notably defines a holistic approach to counterterrorism that include:
  - Measures to address conditions that are conducive to the spread of terrorism.
  - Measures to prevent and combat terrorism.
  - Measures to ensure respect for human rights for all and the rule of law as the fundamental basis of the fight against terrorism.

Accountability, Legitimacy and Trust in Counterterrorism

- The effectiveness, legitimacy of, and trust in the state's action against terrorism will be undermined if the state, through any of its agencies, uses its power in contravention of international human rights standards.
- This would be further exacerbated by the lack, real or perceived, of effective accountability, enabling impunity of state agents for unlawful counterterrorism measures.
- The police play a central role in countering terrorism, it is crucial they are held accountable for their actions (e.g. individual police officers actions to commanders decisions).

Criminal – Justice Aspects in Countering VERLT.

- UN Security Council resolution 1373 obliges states to suppress terrorist recruitment, and resolution 1624 (2005) calls on states to prohibit, by law, incitement to commit terrorist acts.
- Should be accompanied by adequate safeguards in line with the principle of legality, and should uphold fundamental rights, including the freedom of expression.
- However, simply holding views or beliefs that are considered radical or extreme, as well as their peaceful expression, should not be considered crimes.

- Extremist individuals or groups who do not resort to, incite or condone criminal activity and/or violence should not be targeted by the criminal-justice system.

- The investigation and prosecution of terrorism-related criminal cases, including of incitement to, and recruitment for, terrorism, should be based on specific evidence, guarantee due process and fair trials, as well as comply with the absolute prohibition of torture or other cruel, inhuman or degrading treatment or punishment, the right to life and the right to liberty and security.

- However, security agencies may need to resort to special investigation techniques (SITs), such as the use of undercover agents, surveillance and interception of communications.
- SITs can involve severe interference with human rights, in particular fair-trial and privacy rights. Therefore, use should be:
  - Limited to serious cases and proportionate to the gravity of the matter under investigation.
  - Based on laws that establish and clearly define mechanisms for prior authorization, supervision, ex post facto review and accountability to effectively uphold human rights, in particular the right to a fair trial, and the rule of law.

Addressing Conditions Conducive to Terrorism

- Intelligence, research and consultation drawing on different sources of knowledge and expertise can contribute to the development of an evidence-based, context-specific and dynamic understanding of the threat of VERLT.
- Tackling the many conditions conducive to terrorism, especially structural and push factors, depends on efforts in fields relevant, but not specific to countering terrorism, such as:
  - Addressing negative socio-economic factors, such as corruption and lack of good governance, as well as high unemployment, especially among youth;

- Strengthening democratic institutions and the rule of law, including democratic policing, promoting dialogue between the state and society, and ensuring respect for human rights and fundamental freedoms;

- Combating intolerance and discrimination, as well as promoting mutual respect, coexistence and harmonious relations between ethnic, religious, linguistic and other groups; and

- Preventing violent conflicts, as well as promoting peaceful settlement of disputes and resolution of existing conflicts.

- Effectively countering the appeal of terrorism is about offering credible alternatives and ideological challenges to the claims made by terrorists. These efforts will be easily undermined if the state is perceived, through its action or inaction, to validate the claims made by terrorists.

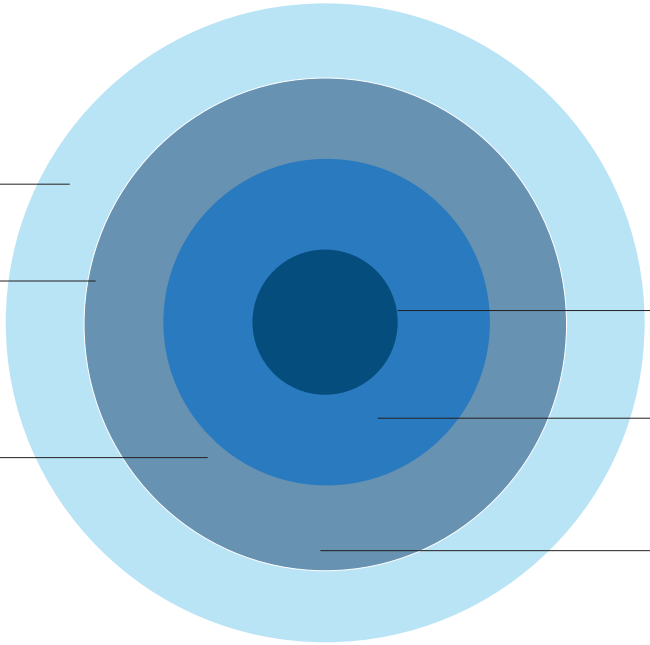
Engaging with Individuals Drawn to VERLT

- Individuals considered "at risk" of VERLT need to be diverted from a path to terrorist radicalization.
- Identifying such individuals can be extremely sensitive and challenging, as VERLT has occurred both to ordinary people and alienated or marginalized "hard-to-reach" individuals.
- It requires specific evidence that those in a position to detect, (e.g., relatives, teachers or social workers) may not recognize.
- These first-line actors need to be supported in their efforts to understand the threat of VERLT, know what they can do about it, and whom to turn to for help.

ENGAGING WITH INDIVIDUALS DRAWN TO VERLT

Broad-based measures

Targeted measures



Addressing structural conditions conducive to terrorism

Supporting first line actors

Challenging the spread of ideas and narratives legitimizing terrorism

Pursuing and prosecuting, in a human rights - compliant manner individual who incite and or recruit for, terrorism

Helping individuals on a path to VERLT

Engaging individuals consdered “at risk” of VERLT

Engaging with Individuals Drawn to VERLT

- Individuals considered at risk should not be labelled and treated as potential terrorists.
- They need to be diverted from terrorist radicalization through different forms of support, tailored to their particular situation and needs. In particular, they may need to develop intellectual skills to question the violent extremist ideas and narratives to which they are attracted.

Summary

- Efforts to counter VERLT should be based on evidence, proportionate to the threat and multidisciplinary in nature.
- To be effective and sustainable, the fight against terrorism, including prevention, should be conducted at all times in accordance with the rule of law and international human rights standards.
- Countering VERLT requires both effective criminal-justice action, in compliance with international human rights standards, against those who incite terrorism and/or seek to recruit for terrorism, and multidisciplinary efforts to address conditions conducive to terrorism.
- There are many issues, relevant but not specific to terrorism, that need to be genuinely addressed, in their own right and without undue security bias.
- First-line actors need to be supported in understanding what VERLT is and is not. They should be taught to recognize what combination of factors may point towards an increased risk of violent radicalization on a case-by-case basis.
- Individuals considered at risk should not be labelled and treated as potential terrorists. They need to be diverted from a path to terrorist radicalization through different forms of support, tailored to their particular situation and needs.

Learning Objectives

- Countering Violent Extremism (CVE): what it is;
- Approach to Preventing/Countering Violent Extremism (P/CVE).
- State obligations and accountability.
- Addressing conditions leading to Violent Extremism & Radicalisation that Lead to Terrorism (VERLT).
- Engaging with individuals drawn to VERLT.

ENGAGING WITH COMMUNITIES

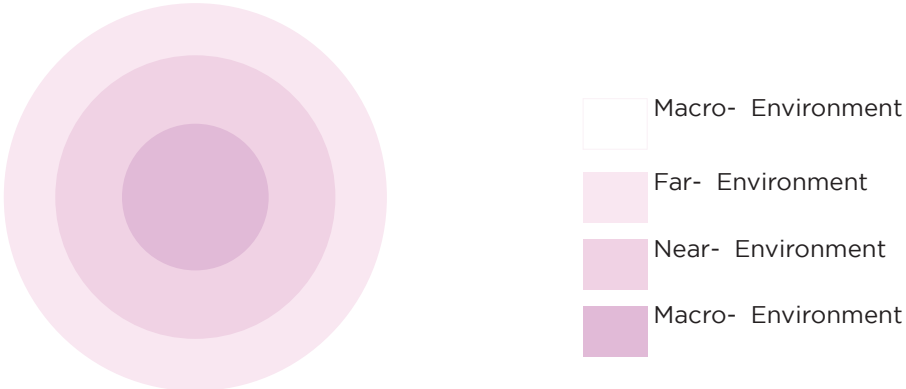
Learning Objectives

- Scope of Influence.
- Communities and Exchange of Information.
- Engaging with Communities to P/CVE.
- Levels of Engagement.
- Engagement with Community Groups (Youth, Women, Religious Leaders, Minority Groups, Civil Society Organisations (CSOs) and Small to Medium Enterprises (SMEs).

References

- Preventing Terrorism and Countering Violent Extremism and Radicalisation that Lead to Terrorism: A Community-Policing Approach (OSCE, 2014).
- Quick Reference Guide to Engagement (IOM Uganda, 2017).
- Good Practices on Community Engagement & Community Orientated Policing as Tools to Counter Violent Extremism (GCTF).
- Strengthening Social Cohesion and Stability in Slum Populations: Baseline Study Kampala-Uganda (IOM Uganda, 2017).

Scope of Influence



Communities & Exchange of Information

- Effective, appropriate and timely communication is at the core of successful community-policing approaches to preventing terrorism and countering VERLT.
  - Too little communication can lead to rising levels of public anxiety.
  - Too much communication and careless handling of information can undermine police operational capability and/or subsequent judicial proceedings.
  - Inappropriate or insensitive communication with either men or women can alienate the community and damage police-public relations.

Engaging with Communities to P/CVE

- Police should proactively and regularly communicate with the public, not just in response to a specific counterterrorism activity or a terrorist incident.
- Police should be prepared, in accordance with domestic legislation, to communicate timely and relevant information to the public about counterterrorism operations
- Police should be prepared to effectively handle their contact with the media, not just mainstream media outlets, but also "citizen journalists"
- The readiness of members of the public to share information with the police, and how useful this information might be, will depend on the degree of trust and mutual understanding between the police and the communities they serve. This takes time to build and can be quickly undermined by deception and rumours.
- Receiving information from communities is essential for the police to be able to:
  - Monitor the situation and take timely, informed action as a concern is reported to them or appears to arise;
  - Understand how the role of the police and its outreach towards the public is understood with regard to preventing terrorism and countering VERLT;
  - Understand how the threat of terrorism and VERLT is perceived by men and women in the community

- Identify the questions and concerns communities have about the prevention of terrorism and the explanation, information, and support they need from the police or other authorities.
- Assess the impact of counterterrorism measures on communities, how community members experience or perceive police action against terrorism, the effectiveness and unintended consequences of policies, measures or specific operations; community feedback should inform evaluation and subsequent decision-making in the police.
- Refine and develop their understanding and assessment of the threat of terrorism and VERLT in particular communities and how to effectively respond to it.
- Assess the readiness of communities to engage further and, possibly, partner with the police in preventing terrorism and countering VERLT.
- Tailor the way they communicate with community members on countering terrorism and adopt more effective approaches to engaging further with communities.

• Considerations in effective engagement include:
  - I**nclusive**, reaching out to all communities and to a cross-section of members within communities.
  - **Carefully planned**, to mitigate possible risks, especially stigmatizing communities, securitizing the relationship with them, or further alienating those who are afraid of, or possibly hostile to, the Police.
  - **Tailored,** taking into account the needs, concerns and complexities of different communities and groups within those communities.
  - **Transparent** about the fact that preventing terrorism and countering VERLT are issues that the police are addressing.
  - **Broad,** addressing a wide range of community safety issues, not just preventing terrorism.
  - Reciprocal, addressing both the concerns of the police and those of communities.
  - As **frequent** as possible and conducted both in formal and informal settings, to maximize opportunities for interaction and building trust.

LEVELS OF ENGAGEMENT

Level 1

- No established relationship between community and law enforcement exists.
- There is little or no mutual knowledge between the community and law enforcement.

Level 2

- Potential contacts within the community have been identified.
- Relationships with law enforcement may be of a conflictual nature.

Level 3

- Intial contact has been established with a community, opening doors for law enforcement and opening channels of communication.
- Coverage of critical spheres of influence remains limited.

Level 4

- Mutual understanding and shared education is developing.
- Community understands that an issue exists and accepts the role of law enforcement.
- Recurring dialogue is present and critical spheres of influence are addressed.

Level 5

- Comprehensive network of meaningful relationships established between a community, law enforcement and partners.
- High levels of trust, open and transparent dialogue, deep understanding of issues, needs, expectations and collaboration.
- Community is developing ownership of the issue.

Engagement with Community Groups

- Police should not make assumptions about how best to engage with any given group.
  Engagement requires, in the first place, that the police develop a proper understanding of any specific group, without bias and free from stereotypes.
- Engagement can potentially be facilitated by third parties from other statutory bodies or from civil society, which may have better knowledge of, access to and/or credibility with communities or particular individuals.
- The Police should be careful not to undermine the perceived independence and credibility of individuals in a position to exercise a positive influence within communities. Conversely, the police should be careful not to legitimize individuals whose influence within communities is unclear or possibly negative in relation to countering VERLT.
  Different approaches and engagement may be necessary for the following groups:
  - Youth.
  - Women
  - Religious Leaders.
  - Minority Groups.
  - Civil Society Organisations (CSOs).
  - Small to Medium Enterprises (SMEs) .

Engagement with Youth

- It is often easy for the police to contact young people but difficult to engage with them.
- When young men and women have grievances against society and the state, this may lead to negative perceptions of, a reluctance to have any contact with, or even attempts to challenge the Police.
- This can be the result of unprofessional behaviour by individual police officers, and sometimes even systemic bias within the police against certain minorities.

Engagement with Youth

- Changing perceptions of the police among young men and women, and the perceptions of youth among the police, is a prerequisite for effective engagement and takes time.
- Youth engagement activities form a cornerstone of community-policing practices in many countries. Community police officers can perform a key role either through their own autonomous efforts or by supporting existing youth outreach programmes and the work of youth workers from both public authorities and civil society organizations.
- Potentially useful approaches include:
  - Police officers can provide sports coaching, fitness training, art and other youth-focused activities as means of initiating contact, creating a platform for regular interaction and promoting peaceful modes of expression.
  - Police officers can mainstream terrorism-prevention advice as part of general awareness-raising initiatives directed at youth about staying safe.
  - Police can establish a presence on social media to engage with young people, including proactive dialogue on controversial incidents.
  - Police officers can establish or support peer-mentoring schemes, whereby young people who have acquired some skills, perhaps in sports coaching, dance classes, community art projects or other activities, mentor and support members of their peer group or of younger age groups.
  - Police can invite local young people to contribute to police training, especially in activities that tend to have a disproportionate impact on younger people, such as stop and-searches. Such initiatives provide an opportunity for both young people and the police to understand each other better and to share views on how young people may be affected by some police measures.

- Police can organize events in which young men and women can learn about and experience police activities. This serves the purpose of demystifying police actions and approaches so that young people have a better understanding of police tactics to address crime.
- Police can establish educational programmes or internships aimed at young people who may be interested in joining the police.
- Police can utilize the facilitation skills of individuals who have credibility with young people.
- Diverse community police teams that reflect the population, with sufficient experience and an appropriate gender balance, are far more likely to be successful in establishing constructive and positive relationships with young people.

Engagement with Women

- Taking gender roles into consideration is an important aspect of security.
- Men and women have different security concerns and are affected by conflict, terrorism and counterterrorism in different ways.
- The full involvement of women in different capacities and roles, in both the private and public spheres, is essential to effectively counter VERLT.
- Removing the barriers that hamper the active participation of women in countering terrorism, as part of law enforcement, other public authorities and civil society, is indispensable.

In order to avoid or correct bias police should;

- Commit themselves to, and actively pursue, the goal of attaining gender equality and protecting women's rights in all police infrastructure and activities, and not simply to the extent that it helps in countering terrorism.
- Involve and effectively engage women at all stages of development, implementation and evaluation of counterterrorism and counter-radicalization strategies, policies and measures.
- Include specific gender benchmarks in the monitoring and regular evaluation of the effectiveness, as well as positive and negative impacts, of their policies and measures against terrorism.
- Increase the presence of women among the police involved in countering terrorism and in engaging the public on preventing terrorism, at all levels and in all functions, and remove obstacles to their recruitment, retention and career progression.
- Enhance co-operation with other government agencies to discuss and better understand the gender implications of counterterrorism.
- Institute mandatory gender training for all supervisors and police officers performing security checks and body searches.

- Increase the presence of women among the Police involved in countering terrorism and in engaging the public on preventing terrorism, at all levels and in all functions, remove obstacles to their recruitment, retention and career progression.
- Enhance co-operation with other government agencies to discuss and better understand the gender implications of counterterrorism; and Institute mandatory gender training for all supervisors and police officers performing security checks and body searches.

Engagement with Religious Organisations

- It is imperative that counterterrorism efforts don't discriminate against, or unwittingly stigmatize, any particular religion or belief.
- Religions are not responsible for terrorism or VERLT.
- Potential approaches for engagement include;
  - Develop and base their engagement on an accurate understanding of local demographics, dynamics and the complexities of religious communities.
  - Take a reflective approach to identifying and rejecting the possible stereotypes and prejudices they may hold against the religious beliefs of those they seek to engage with.
  - Demonstrate knowledge and, to the extent possible, sensitivity to religious beliefs, although it is neither necessary nor practical to expect police officers to share the religious beliefs of the community that they are seeking to engage with.
  - Make clear from the outset that they do not hold religion responsible for terrorism and VERLT, and actively challenge the association of terrorism with religion through their engagement with other communities and the public at large.
  - Explain how the proactive involvement of religious leaders andf aith based organizations in preventing terrorism and countering VERLT is in the interest of safeguarding communities.
  - Make every effort not to be seen to favour one group over another and refrain from trying to co-opt single interlocutors.
  - Engage with leaders and organizations from all religions and encourage them to mobilize jointly to denounce terrorist violence and express solidarity with all victims of terrorism.

Engagement with Minority Groups

- Police actions against terrorism should not discriminate against, or unwittingly stigmatize, any particular ethnicity, turning it into a "suspect group."
- Police should exclude discriminatory ethnic profiling as a matter of principle, and in particular in the context of discretionary stop-and-search powers.
- Some approaches include:
  - Rely on officers who already have established relationships with men and women from ethnic minorities as liaison officers or contact points.
  - Make clear from the outset that they do not view the ethnic minority itself as a problem or as a suspect group.
  - Reach out to individuals and organizations from all ethnic minorities, as well as the majority population, and make every effort not to be seen as favouring one group over another.
  - Ensure that any formal or informal forums for interacting with communities are open to all segments of the public, including ethnic minorities.
  - Provide ethnic minorities, as far as possible, with information in their own language.
  - Have, and demonstrate some knowledge of, the language, customs, history and religious beliefs of the ethnic minority they aim to engage with.
  - Acknowledge any legacy of poor relations between the police and the ethnic minority they aim to engage with, while showing genuine efforts to rebuild relationships.
  - Engage with a cross-section of people belonging to the ethnic minority they are engaging with–men and women, younger and older people–and strive to further adapt their outreach accordingly.
  - Do not limit the focus of their engagement to countering terrorism only, but genuinely address a broader range of issues and possible concerns to ethnic minorities.
  - Inquire about, listen to, and address the concerns of ethnic minorities in relation to countering terrorism and violent extremism.
  - Explain why the proactive involvement of ethnic minorities in preventing terrorism and countering VERLT is in the interest of safeguarding communities.

Engagement with Civil Society Organisations (CSOs)

- Civil Society Organizations (CSOs) are central to public life and information sharing networks.
- Police should try to engage them and involve them in the development of partnerships, even if there have been tensions and controversies between them and the police in the past.
- Human rights organizations, including women's organizations, associations of victims of terrorism and community-based organizations, in particular, can play a key role in working with the police to prevent terrorism and counter VERLT.
- CSOs can support and increase the effectiveness of the police by:
  - Strengthening cohesion and mobilizing men and women in communities in support of problem-solving initiatives, including those designed to address community grievances and conditions conducive to terrorism, such as discrimination;
  - Acting as an intermediary for communication between the police and different communities, groups and individuals, especially those that are reluctant to engage with, or are hostile to, the police.
  - Enhancing the understanding among communities about the role and functions of the police in countering terrorism and, conversely, channelling to the police some of the views and concerns of communities with regard to terrorism and countering terrorism;
  - Promoting police accountability to the public by maintaining continuous and direct dialogue on issues of concern, evaluating the impact of police actions on communities and the rights of their members, advising on specific police measures to prevent terrorism and counter VERLT and suggesting potential alternatives.
  - Acknowledging positive steps or measures taken by the police to prevent terrorism and counter VERLT, thus enhancing public confidence.
  - Engaging with individuals and groups vulnerable to, or drawn into, VERLT to better understand them and/or divert them away from a path of terrorist radicalization, with the understanding by the police that such engagement does not imply legitimizing or otherwise supporting these individuals and groups.

- Acknowledging positive steps or measures taken by the Police to prevent terrorism and counter VERLT, thus enhancing public confidence.
- Engaging with individuals and groups vulnerable to, or drawn into, VERLT to better understand them and/or divert them away from a path of terrorist radicalization, with the understanding by the police that such engagement does not imply legitimizing or otherwise supporting these individuals and groups.
- Involve CSOs in training of police officers on diversity, non-discrimination, human rights and gender issues, in general, and especially in the context of counterterrorism.

Engagement with Small to Medium-Sized Enterprise (SMEs)

- Businesses are a critical part of a country's infrastructure and central to its resilience, generating income, employment and providing goods and services to the population Community police officers are well placed to engage with small and medium-sized businesses (eg Project Griffin in UK).
  Project Griffin's framework consists of four main strands.
- **Awareness days**: These are staged locally by participating police forces to introduce the concept and establish relationships and networks. They focus on **how to recognize, respond to and report suspicious activity and behaviour** (e.g., hostile reconnaissance, vehicle-/person-borne improvised devices). They also help participants reflect on their own local procedures for dealing with certain types of incidents and emergencies.
- **Online refresher module:** An informative, interactive and easy to follow refresher package has been developed to help keep participants engaged and informed.
- **Bridge calls**: Most participating police forces employ a system of regular bridge calls, whether by conference call, SMS, pager or e-mail. These keep individuals and groups aware of current information and intelligence, as well as issues or incidents affecting their particular areas.
- **Emergency deployments:** Although the primary role of Project Griffin is to focus on community awareness, surveillance and reporting, additional procedures might be activated in times of emergency. Police forces, utilizing civilian powers, might deploy Project Griffin-registered personnel for activities such as setting up cordons or high-visibility neighbourhood patrolling.

Summary

- Police engagement with communities on preventing terrorism and countering VERLT should be:
  - Inclusive.
  - Carefully planned.
  - Tailored.
  - Transparent.
  - Reciprocal.
  - As frequent as possible

  Engagement can potentially be facilitated by third parties.

  Police should be careful not to undermine the perceived independence and credibility of individuals in a position to exercise a positive influence within communities.

  Conversely, the Police should be careful not to legitimize individuals whose influence within communities is unclear or possibly negative in relation to countering VERLT.

Learning Objectives

- Scope of Influence.
- Communities and Exchange of Information.
- Engaging with Communities to P/CVE.
- Levels of Engagement.
- Engagement with Community Groups (Youth, Women, Religious Leaders, Minority Groups, Civil Society Organisations (CSOs) and Small to Medium Enterprises (SMEs).

PROBLEM SOLVING WITH COMMUNITIES

Learning Objectives

- Problem Solving with Communities.
- Problem Solving Techniques; Brainstorming, Weighted Voting.
- Communication Model, SMCR.
- Change Curve, Change Management.
- JOHARI Window.

References

- Strengthening Social Cohesion and Stability in Slum Populations: Baseline Study Kampala-Uganda (IOM Uganda, 2017).

Problem Solving with Communities

- Meaningful Engagement and Communication.
  - Understanding/Framing the Problem.
  - Exploring Options/Solutions.
  - Agreement on Coarse of Action (COA).

Problem Solving Techniques

Useful Problem Solving Techniques:

- Divergent Thinking
  E.g. Brain Storming.
- Convergent Thinking
  E.g. Weighted Voting.

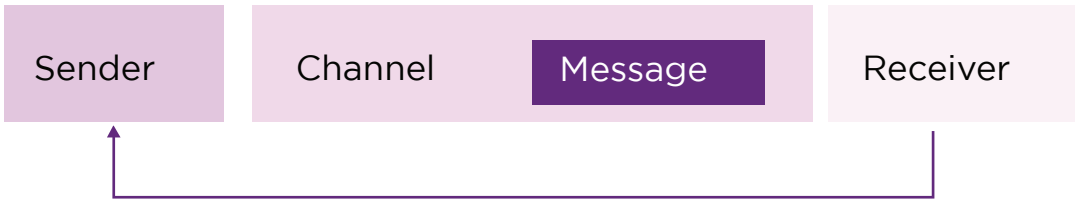
Brain Storming

- Brain storming encourages innovation and divergent thinking.
- Capture.
  - All contributions with minimal discussion/criticism.
  - Encourage creativity and variety.
  - Continue until all ideas are exhausted.
  - Best used with “post it notes” or passing a pen around in turn.
- Explore and understand meaning.
- Group topics.
- Summarise.

Weighted Voting

- Used to prioritise and quickly achieve consensus–aids convergent thinking.
- Often follows brain storming.
- Each individual given A1, A3 and A6.
- The most important point is assigned A6.
- The second most important point A3.
- The third most important point A1.
- Once everyone has written their numbers down add them up.
- The highest scoring items will get priority!

Communication Model - SMRC



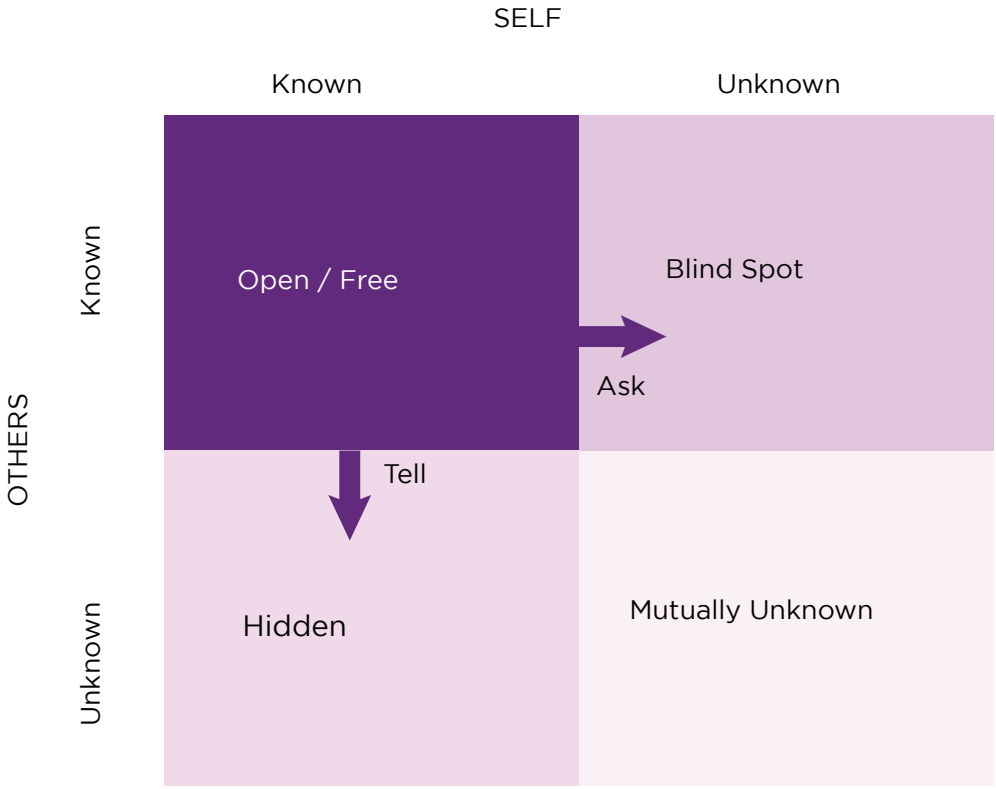
Sender, Message, Channel, Receiver
Model of Communication.

Known - Knowns

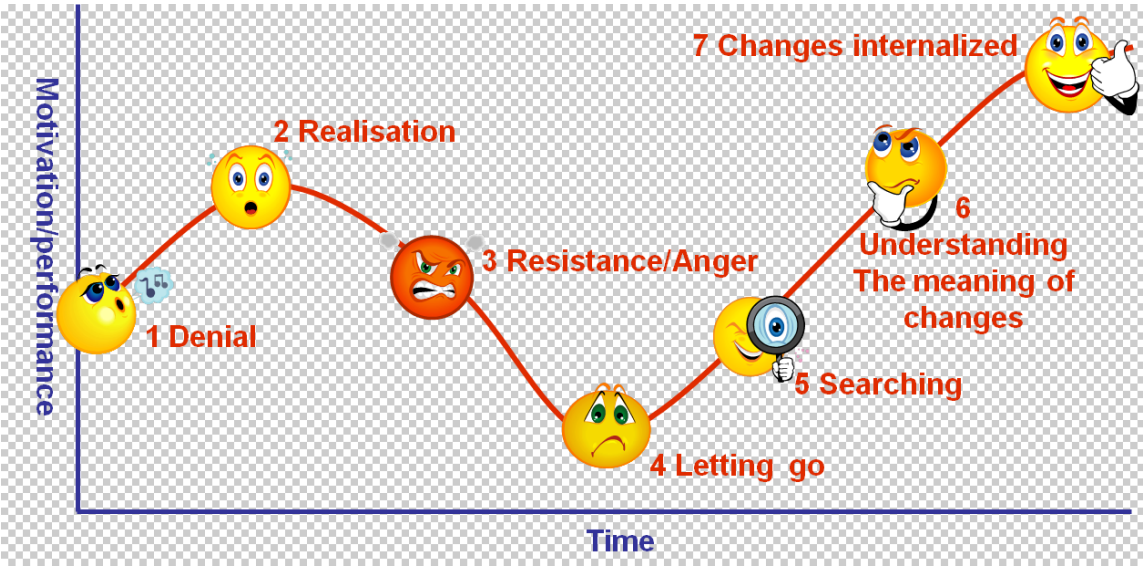
"Reports that say that something hasn't happened are always interesting to me, because as we know, there are known knowns; there are things we know we know. We also know there are known unknowns; that is to say we know there are some things we do not know. But there are also unknown unknowns – the ones we don't know we don't know. And if one looks throughout the history of our country and other free countries, it is the latter category that tend to be the difficult ones."

Donald Rumsfeld, 2002

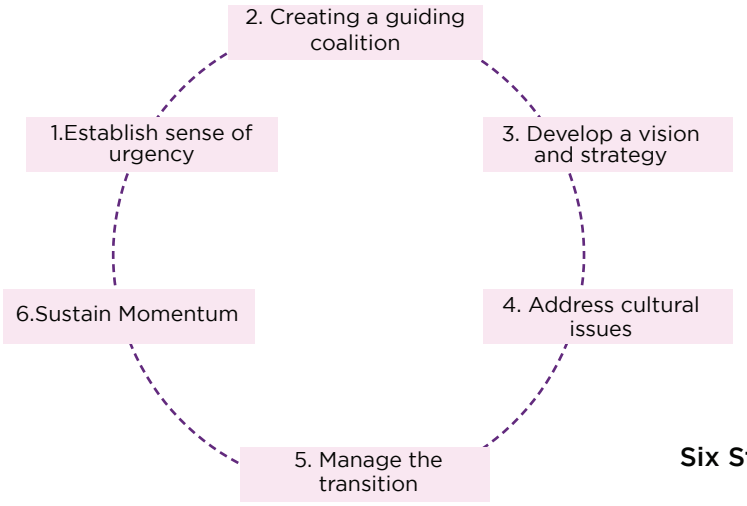
JOHARI Window



CHANGE CURVE

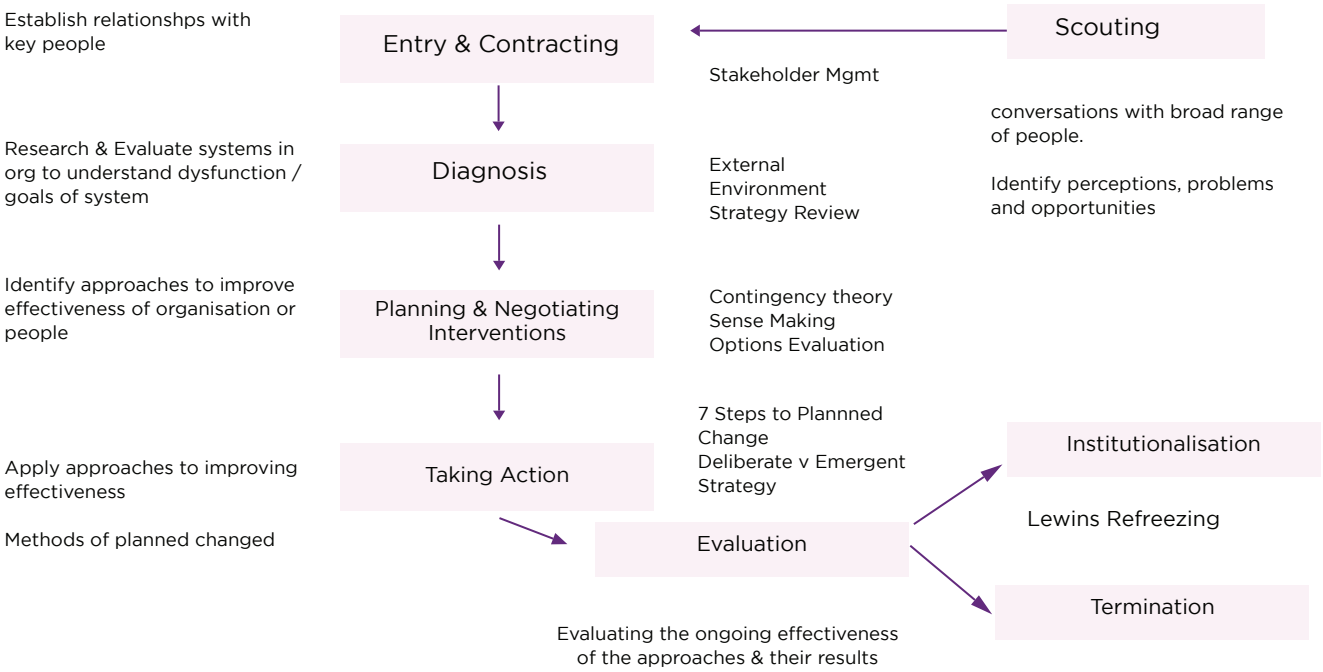


Change Management



Six Steps Model

GENERAL MODE OF PLANNED CHANGE



(Cummings & Worley, 2004)

Summary

- There is no “golden bullet” to problem solving.
- Remain flexible and apply tools as appropriate.
- Relationships and trust are key.
- Change needs to be planned.
- Implementation is the most challenging aspect.

Learning Objectives

- Problem Solving with Communities.
- Problem Solving Techniques; Brainstorming, Weighted Voting.
- Communication Model, SMCR.
- JOHARI Window.
- Change Curve.
- Change Management.

UNDERSTANDING VIOLENT EXTREMISM & RADICALISATION THAT LEAD TO TERRORISM (VERLT)

Learning Objectives

- Terrorism: what is it, and what is it not.
- Terrorist Radicalisation.
- What the conditions are that enable Violent Extremism and Radicalisation Leading to Terrorism (VERLT).

References

- Preventing Terrorism and Countering Violent Extremism and Radicalisation that Lead to Terrorism: A Community-Policing Approach (OSCE, 2014).
- Quick Reference Guide to Engagement (IOM Uganda, 2017).
- Good Practices on Community Engagement & Community Orientated Policing as Tools to Counter Violent Extremism (GCTF).
- Strengthening Social Cohesion and Stability in Slum Populations: Baseline Study Kampala-Uganda (IOM Uganda, 2017).

What is Terrorism

- Terrorism is a serious crime. It cannot and shouldn't be associated with any nationality, religion or ethnicity.
- No universal definition of "Terrorism" in international law.

Common features:

- A danger (to life, limb or property).
- An attempt to intentionally undermine democratic government, in particular by trying to influence policy and law makers.
- An indiscriminate approach to targeting, with the purpose of inspiring fear and terror throughout a population.

Learning Objectives

- Terrorism identified by 3 criteria (UN resolution 1566, 2004):
  - Intent.
  - Purpose.
  - Specific conduct, consisting of the following:
- Criminal acts.
- Regardless of whether motivated by considerations of a political, philosophical, ideological, racial, ethnic, religious or similar with the purpose of provoking a state of terror in the general public or government to abstain from carrying out an act.
- Offences relating to conventions relating to terrorism.

Understanding Violent Extremism and Radicalisation that Lead to Terrorism (VERLT)

- Terrorism is a denial of democracy and of Human Rights.
- States (through their police), have an obligation to take all necessary measures to protect the human rights of all individuals within their jurisdiction from terrorism, as part of their positive.
- Obligations to ensure the right of life, the right to physical integrity and other human rights and fundamental freedoms.
- Common term is Violent Extremism and Radicalisation that Lead to Terrorism (VERLT).

What is Terrorist Radicalisation

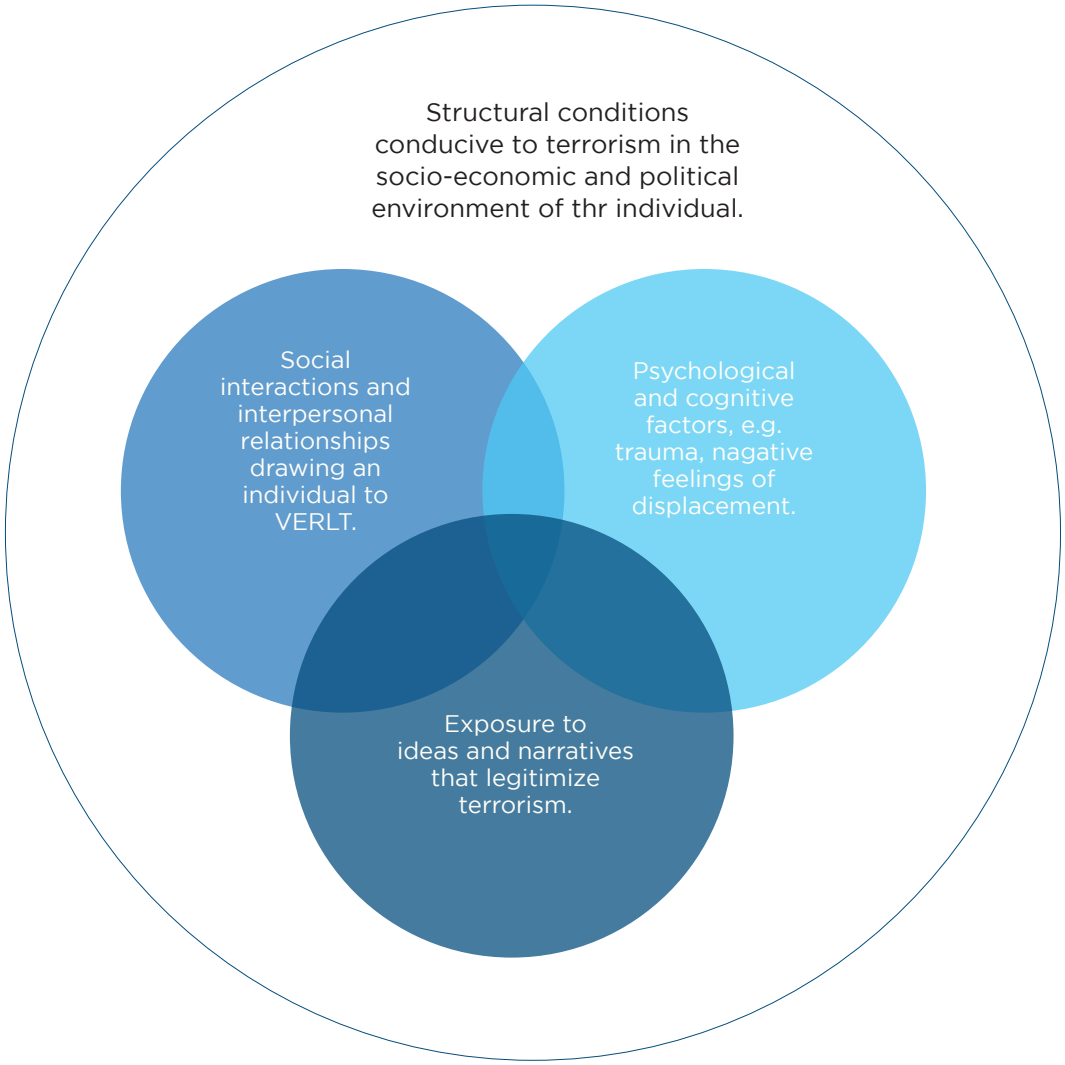
- There is no single profile of a terrorist, no clear-cut pathway towards terrorism.
- Possible drivers to terrorist radicalisation are varied and complex and combine in a unique way in each case.
- Stereotypes based on religion, race, ethnicity, sex or social-economic status are discriminatory and ineffective.
- Radicalisation is not a threat to society if its not connected to violence or other unlawful acts, such as incitement to hatred.
- Radicalisation can be a force for beneficial change (Political and Human Rights Advocated....abolition of slavery, suffrage).

- Terrorist radicalisation and recruitment does not occur in a vacuum.
- An interactive process between the individual and external influencers (propagandists, recruiters, broader developments in society and actions of public authorities).
- Terrorist Radicalisation is a dynamic process.
  - Push Factors (e.g. characteristic recruiter)
  - Pull Factors (e.g. experiencing violence, discrimination, state brutality)

Conditions Conducive to Terrorism

- Prolonged unresolved conflicts, dehumanisation of victims of terrorism, lack of rule of law, violations of human rights, ethnic, national and religious discrimination, political exclusion, social–economic marginalisation and lack of good governance.
- Structural Conditions drawing individuals to VERLT:
  - Social interactions and interpersonal relationships.
  - Psychological and Cognitive Factors.
  - Exposure to ideas and narratives that legitimize terrorism.

CONDITIONS CONDUCIVE TO TERRORISM



Increasing risk of potential terrorist radicalization for a given individual at the intersection of conditions conducive to terrorism.

Summary

- Terrorism cannot, and should not, be associated with any nationality, religion or ethnicity. Terrorism is:
  - A serious crime.
  - Perpetrated with the intent of causing death or serious bodily injury, or the taking of hostages.
  - Committed for the purpose of provoking a state of terror in the general public or in a group of individuals or particular individuals, intimidating a population or compelling a government or an international organisation to carry out, or abstain from carrying out, any act.

Learning Objectives

- Terrorism: what is it, and what is it not.
- Terrorist Radicalisation.
- What the conditions are that enable Violent Extremism and Radicalisation Leading to Terrorism (VERLT).