

Report about the need assessment of police officers in Greece

March 2015

INTRODUCTION

The purpose of the present report is to determine the specific needs of police officers in relation to their training on issues pertaining to hate crimes within the framework of the TRAI Programme – Experiential Crime. The Training Needs Assessment will serve as an input in the design and implementation of capacity building workshops on how to address racist crime, hate and homophobic crime.

The needs assessment covers the issues of training/education awareness, knowledge of racist crimes, necessary additional skills, practicality of sessions and proposals on the content of the workshops (addressed topics, trainers/facilitators, training material, time and location, anti-racist information dissemination, participation).

The findings of the need assessment will also assist in the formulation of basic recommendations which will be displayed at the end of this paper.

1. COUNTRY

GR HU IT NL

2. TARGET GROUP

Judges/prosecutors	<input type="checkbox"/>
Police	<input checked="" type="checkbox"/>
Legal professionals	<input type="checkbox"/>

3. METHOD

The methods for collecting data is primarily based on the use of questionnaires that were disseminated to the Pan-Hellenic Federation of Police Officers¹ (POASY), and the

¹ Seven questionnaires were completed and received on March 19, 2015 (hereinafter POASY questionnaires).



Department for Crime Analysis and Response of the Public Security Directorate² (of the Ministry of Citizen’s Protection) as well as personal interviews with representatives from the Office on Racist Violence of the General Police Department of Athens³ and the Pan-Hellenic Federation of Police Officers⁴ (POASY). Secondary data sources (reports and guides issued by international and national organisations) are also utilised in order to present a more spherical view of needs concerning the training of police officers in relation to racist crimes. The focus group is that of Greek police officers.

4. MAIN FINDINGS

4.1. Awareness of training/education

All respondents indicated that they were not aware of any training or educational programmes concerning hate crimes. However, they all pointed out that such programmes are indeed necessary. One of the respondents, in fact, highlighted that training or educational programmes of this kind are especially important for police officers, who due to their everyday activities, might be called upon to deal with relevant cases (i.e. hate crimes).⁵

4.2. Extent of knowledge on racist crimes

The area concerning the extent of knowledge of police officers related to racist crimes, hate crimes and homophobic crimes received quite diverse answers. All of the respondents acknowledged that police officers are faced with a lack of knowledge on the subject. Diverse responses were, however, given on the type of information that is deemed necessary. Two stated that training and information on racist crimes are lacking yet necessary.⁶ Two stated that knowledge of a mutual understanding within a broad social spectrum would prove helpful.⁷

One of the respondents highlighted that police training and the establishment of a special group exclusive to dealing with such phenomena is necessary, in addition to communication with relevant authorities on the issue.⁸ Another indicated that knowledge of the social and cultural character is crucial.⁹ Another stressed that there is a lack of

² One questionnaire was completed and received on March 20, 2015 (hereinafter Ministry questionnaire).

³ The interview with Mr. Konstantinos Pappas, Head of Section of the Office on Racist Violence for the General Police Department of Athens took place on March 18, 2015 (hereinafter Interviewee 1).

⁴ The interview with Mr. Zacharioudakis, Officer and Member of the POASY Executive Board, took place on March 19, 2015 (Interviewee 2).

⁵ Ministry Questionnaire.

⁶ POASY Questionnaires.

⁷ POASY Questionnaires.

⁸ POASY Questionnaires.

⁹ POASY Questionnaires.



bibliography on the matters at stake as well as relevant training of police officers.¹⁰ One respondent indicated that police officers do not have the necessary knowledge which will, firstly, allow them to identify a crime as racist, homophobic or hate crime and, secondly, teach them how to further approach the victims of such crimes.¹¹

On the other hand, one of the interviewees pointed out that the lack of knowledge on racism and xenophobia among police officers reflects the general lack of a substantial education on these issues within the educational system, since this is a common feature among most high-school graduates, let alone police officers.¹² The other interviewee indicated that the lack of knowledge of the legal aspects of such crimes is not as important as the "sensitisation" of police officers thereof.¹³

4.3. Necessary additional skills

When the respondents were asked to list the additional skills they believe are necessary in order for a police officer to deal effectively with cases of hate crimes, five respondents indicated that additional skills on sensitivity to bias indicators are necessary.¹⁴ Two expressed the need for familiarity with the case-law of the ECtHR or national courts.¹⁵ One respondent stated that in addition to the latter, police officers should receive knowledge of national situations related to hate crimes.¹⁶ Another listed all three (i.e. sensitivity to bias, familiarity with case law and national situations) explaining that they are necessary firstly, to understand/respect human dignity and independence of gender, race or religion (diversity) and secondly, in order to avoid group fanatical behaviour towards vulnerable social groups.¹⁷

4.4. Best means of understanding hate crimes and sensitisation through exposure

As for the indication of the best means for gaining knowledge or skills, the interviewees both stressed the importance of role playing, highlighting that the police officers will only get to understand hate crimes if they place themselves in the shoes of the victims thereof. One interviewee added that it is important for police officers to work on real cases of hate crimes, by meeting with the victims or representatives of victim support organisations.¹⁸

¹⁰ POASY Questionnaires.

¹¹ Ministry Questionnaire.

¹² Interviewee 2.

¹³ Interviewee 1.

¹⁴ POASY Questionnaires, Ministry Questionnaire and Interviewee 1.

¹⁵ POASY Questionnaires.

¹⁶ POASY Questionnaires.

¹⁷ POASY Questionnaires.

¹⁸ Interviewee 2.



Two respondents indicated that group discussions concerning such issues are necessary, whilst one mentioned role-playing.¹⁹ Another highlighted case-studies, yet two indicated a combination of lectures, group discussions and case-studies and practical group work and interaction and role-playing, respectively.²⁰ Finally, two respondents indicated a combination of all options listed previously.²¹

Next, the respondents were requested to indicate whether exposure to the experience of hate crimes was capable of sensitising police officers. All answers were positive and when the respondents were asked to point out the best means for achieving this, most indicated the use of role-playing.²² They added that only when the police officer is put into the shoes of the victim can he/she better understand their sensitive position. One respondent stated that meeting in person with victims in a place other than the work place would be helpful.²³ Another indicated working on case-studies and conclusions, whilst one pointed out to all forms of training.²⁴ One responded that all the types of training mentioned in the previous field (role-playing, lectures, case-studies, practical group work and interaction).²⁵ Finally, one of the questionnaires proposed the organisation of meetings or conventions on a regular basis exclusively for police officers under the auspices of anti-racist stakeholders with experience on the subject.²⁶

4. 5. Practical sessions and proposals

In this field the respondents were requested to indicate which practical sessions would be useful, by including specific examples. The responses in this section were again diverse if not interesting. One indicated the establishment of a special group of police officers which will work on such cases, will attend relevant seminars and be on constant call when such crimes occur.²⁷ Another one referred to the options listed in the previous field concerning the sensitisation of police officers, whilst one respondent proposed outdoor work (on the sidewalk) and interaction with people in order to identify cases of violence against immigrants.²⁸ Two respondents proposed the formulation of training groups within which specific roles will be assigned, carried out and then interchanged.²⁹

On the other hand, one person proposed viewing the situation from a victim's perspective;³⁰ a view supported by one of the interviewees who also added the need to

¹⁹ POASY Questionnaires.

²⁰ POASY Questionnaires.

²¹ POASY Questionnaires and Ministry Questionnaire.

²² 2 respondents within the POASY Questionnaires, Ministry Questionnaire, Interviewee 1 and Interviewee 2.

²³ POASY Questionnaires.

²⁴ POASY Questionnaires.

²⁵ POASY Questionnaires.

²⁶ POASY Questionnaires.

²⁷ POASY Questionnaires.

²⁸ POASY Questionnaires.

²⁹ POASY Questionnaires.

³⁰ POASY Questionnaires.



work on real cases, meet the victims in person and discuss such cases with relevant victim support groups.³¹ Two respondents highlighted the need to address issues that give rise to such criminal behaviour, stating that by finding the cause police officers have a better chance of eliminating such phenomena.³² Finally, one interviewee stressed the importance of the experiential dimension of the seminars with added emphasis on discovering means for identifying racist motives through live examples as well as on learning the best techniques for carrying out interviews with victims of hate crimes.³³

4.6. Proposals on the content of the workshops

4.6.1. Topics to be addressed

In this field three respondents indicated the need to address the causes for criminal behaviour with racist motives.³⁴ One of them added that looking into the family environment and previous life may shed light in this aspect. Another respondent stated that mutual work should be carried out throughout all focus groups of the TRAI-Programme in order to reinforce cooperation.³⁵ One respondent indicated a working-group on the cultural differences between social groups.³⁶

On the other hand, a respondent suggested covering the topics of racism, violent behaviour and human rights, whilst another proposed that the same matter should be addressed by all focus groups, whatever the content of the meetings may be.³⁷ One also addressed the need to focus on the prevention of racist crimes and raising public awareness.³⁸ Finally, as for the interviewees, one suggested the analysis of real cases – Greek or non-, the use of role-playing and the need to let stakeholders (namely victim representatives) know the importance of reporting racist crimes.³⁹ The other interviewee insisted on the use of experiential training and role substitution.⁴⁰

4.6.2. Trainers/Facilitators and communication with participants

As for the ideal trainer or facilitator which will ensure communication with participants, the respondents from the police officers' focus group responded:

a) Three find that the ideal person would be a criminologist/psychologist, one of which stressed the need to maintain direct communication.⁴¹

³¹ Interviewee 2.

³² POASY Questionnaires and Ministry Questionnaire.

³³ Interviewee 1.

³⁴ POASY Questionnaires.

³⁵ POASY Questionnaires.

³⁶ POASY Questionnaires.

³⁷ POASY Questionnaires.

³⁸ Ministry Questionnaire.

³⁹ Interviewee 1.

⁴⁰ Interviewee 2.

⁴¹ POASY Questionnaires.



- b) One indicated a specialised legal researcher.⁴²
- c) One indicated the respective authorities which are familiar with the situation of racist violence victims and psychologists which will be able to help police officers in understanding the causes of racist violence, the means of combating racism and better educating them on how to deal with such phenomena.⁴³
- d) One proposed judges, police officers and social workers.⁴⁴
- e) One indicated public workers with practical experience on the subject.⁴⁵
- f) One stated that the ideal person would be one with a combined theoretical experience of social sciences and psychology studies, with experience on victim management.⁴⁶ Communication should be interactive and should make use of role-playing techniques.
- g) One interviewee offered to assist the trainers since he has experience on the issue and will be able to help police officers understand how they should conduct interviews for such crimes, which due to their nature, follow a different type of recording system.⁴⁷ He also stated that the ideal facilitator should be a police officer from the Office for Racist Violence, given that the focus group would be more receptive of someone from their own work field.
- h) One interviewee did not clearly state who would be the ideal person, but has indicated in a previous field the need to work with representatives from victims’ protection organisations.⁴⁸

4.6.3. Training material

As for the training material, the respondents replied as follows:

- a) One stated any type of training material⁴⁹
- b) One indicated studies and statistical data⁵⁰
- c) One chose to receive information on why immigrants choose to migrate illegally⁵¹
- d) Two stated any analysis of crimes that have been committed (with printed materials, analysis of social circle etc.)⁵²
- e) One indicated the use of videos, presentations and interactive debates on the relevant subjects.⁵³ One interviewee also indicated such materials, adding that they should contain interviews of victims or members of NGOs, with practical work or group debates which

⁴² POASY Questionnaires.

⁴³ POASY Questionnaires.

⁴⁴ POASY Questionnaires.

⁴⁵ POASY Questionnaires.

⁴⁶ Ministry Questionnaire.

⁴⁷ Interviewee 1.

⁴⁸ Interviewee 2.

⁴⁹ POASY Questionnaires.

⁵⁰ POASY Questionnaires.

⁵¹ POASY Questionnaires.

⁵² POASY Questionnaires.

⁵³ Ministry Questionnaire.



will offer a schematic character.⁵⁴ He also highlighted the importance of the Ombudsman 2013 Special Report on Racist Violence.

f) One omitted to indicate anything specific⁵⁵

g) One indicate any material which analyses experiences, problems and outcomes⁵⁶

h) One interviewee did not indicate a specific type of material, but highlighted that police officers should be able to clarify what constitutes a crime of racist violence and what separates it from other crimes.⁵⁷ Moreover, they should be aware that by combating racist violence they are serving public order (emphasis added).

4.6.4. Time and location of workshop

The answers in this field are:

- 1) 3-day workshop in the largest cities so as to ensure the training of a large group of people⁵⁸
- 2) Offices of Bar or Prosecuting Associations (no indications on the time-framework)⁵⁹
- 3) Two 2-hour meetings a week at University amphitheatres⁶⁰
- 4) 30-day training with 4-hours a week at the General Police Departments⁶¹
- 5) Five 4-hour sessions at the local Police departments or the General Police Departments⁶²
- 6) In Athens or Thessaloniki (no suggested time-framework)⁶³
- 7) General Police Department areas (no suggested time-framework)⁶⁴
- 8) Initially a 6-hour session in order to determine the needs (then it is up to the organisers to decide) and the location should be that of a place which normally deals with the victims of such crimes since it will offer practical experience⁶⁵
- 9) The best time would be somewhere between mid-September 2015 and late October 2015, or mid-January 2016 and late February 2016⁶⁶ or until March 2016⁶⁷ (no suggestions on the location).

⁵⁴ Interviewee 1.

⁵⁵ POASY Questionnaires.

⁵⁶ POASY Questionnaires.

⁵⁷ Interviewee 2.

⁵⁸ One of the POASY Questionnaires.

⁵⁹ One of the POASY Questionnaires.

⁶⁰ One of the POASY Questionnaires.

⁶¹ One of the POASY Questionnaires.

⁶² One of the POASY Questionnaires.

⁶³ One of the POASY Questionnaires.

⁶⁴ One of the POASY Questionnaires.

⁶⁵ Ministry Questionnaire.

⁶⁶ Interviewees 1 and 2.

⁶⁷ Interviewee 2.



4.6. 5. Anti-racist promotion and information dissemination

As for the ideal person to promote anti-racism and disseminate information, three respondents indicated psychologists (one also added a criminologist).⁶⁸ One stated that all the participants should take upon themselves this role,⁶⁹ whilst another indicated a joint effort through a mutual press conference with the presence of a professor-criminologist (the Minister of Citizen's Protection himself) in collaboration with a University Faculty.⁷⁰ Mutual effort of all focus groups was indicated as well.⁷¹ Another respondent stated that the ideal person would be someone with practical experience on the subject,⁷² while one omitted to include an answer.⁷³ The interviewees did not mention anything specific in this field.

4.6.6. Role preference and willingness to attend the workshop

Seven respondents indicated that they are willing to attend the workshop.⁷⁴ One of them stated they would also like to present a study on why and how racism still constitutes an issue even in low-income societies and high-educated groups. Another of the same group stated that they would prefer the role of facilitator as to why immigrants resort to leaving their homes in search of a better fate.⁷⁵ One respondent indicated that due to their experience on migrant issues as a police officer, they would be willing to present something relevant.⁷⁶

As for the interviewees, one stated that he would be willing to assume a supporting role to that of the trainers and offer his insight on the subject.⁷⁷ He added that the organisers should offer some kind of motivation which will ensure the participation of police officers (such as certificates). He is willing to find a way to ensure that participants will attend the sessions, even if it includes sending a letter to the Minister and requesting him to approve absence of leave. The other interviewee stated that the voluntary participation of police officers is not enough.⁷⁸ In fact, the Minister should issue an order requesting all police members of the immigration departments and other departments that frequently come across such cases, as well as experienced officers, to attend the meeting. He highlighted that the participation of younger police officers is even more important for their overall education. He indicated that the POASY would endorse such an effort and ensure the participation of police officers.

⁶⁸ POASY Questionnaires.

⁶⁹ POASY Questionnaires.

⁷⁰ POASY Questionnaires.

⁷¹ Ministry Questionnaire.

⁷² POASY Questionnaires.

⁷³ POASY Questionnaires.

⁷⁴ POASY Questionnaires and Ministry Questionnaire.

⁷⁵ POASY Questionnaires.

⁷⁶ POASY Questionnaires.

⁷⁷ Interviewee 1.

⁷⁸ Interviewee 2.



5. RECOMMENDATIONS

This part of the Report seeks to propose recommendations based –though not exclusively- on the answers provided to ANTIGONE through the distributed questionnaires and during the interviews carried out.⁷⁹ Below is a list of recommendations that could cover specific needs within the training programme for police officers:

- All respondents agree that a training session on hate crimes, racism and racist violence is necessary in order for police officers to effectively combat such phenomena.
- Hate crimes are a clear breach of human rights, therefore the training session should provide an overview of the national, European and International instruments that safeguard such protection from such crimes.
- As can be derived from the views expressed in the questionnaires and interviews, the session should provide insight into identified groups of discrimination (based on race, religion, sex, sexual orientation or gender identity), familiarisation with specific terms such as bias crime, racist motive, racist crime, hate crime, bias indicators etc.
- NGOs that work with victims of hate crimes could assist in providing the police officers with specific cases, communication with the victims as well as observed patterns on how such crimes are carried out.
- The training sessions can include in their materials the reports issued by national, European and International organisations on police training in general, as well as guides and handbooks on anti-discrimination issued by the EU Fundamental Rights Agency, the Greek Ombudsman, the ECRI, OSCE, UN, etc.⁸⁰ Audiovisual documentation of interviews and specific cases were also suggested.

⁷⁹ See also, FRA, *Fundamental rights-based police training A manual for police trainers*, 2013, available at: http://fra.europa.eu/sites/default/files/fra-2013-fundamental-rights-based-police-training_en_0.pdf; FRA, *Fundamental rights-based police training A manual for police trainers*, Annex 4: Compilation of Practices, 2013, available at: http://fra.europa.eu/sites/default/files/fra-2013-fundamental-rights-based-police-training-annex-4_en_0.pdf; ILGA, *The project 'Working with the police & challenging LGBT-phobic hate crime', coordinated by ILGA-Europe*, available at: http://www.ilga-europe.org/home/issues/hate_crime/challenging_hate_crime/ilga_europe_hate_crime_project; ILGA, *The project 'Tracing and Tackling Hate Crime against LGBT persons', coordinated by the Danish Institute for Human Rights (ILGA-Europe is a partner)*: http://www.ilga-europe.org/home/issues/hate_crime/stop_hate_crime_project.

⁸⁰ See *inter alia*, FRA, *EU-MIDIS European Union Minorities and Discrimination Survey, Data in Focus Report Minorities as Victims of Crime*, 2012, available at: http://fra.europa.eu/sites/default/files/fra-2012-eu-midis-dif6_0.pdf; FRA, *Hate crime in the European Union*, 2012, available at: <http://fra.europa.eu/sites/default/files/fra->



- The respondents all displayed a specific preference for role-playing, interaction with victims, debates and case-studies. Therefore, these means of training should play a major role in the training sessions.
- In order for police officers to better understand hate crimes and in order to achieve a sensitisation thereof, they should be exposed to such cases. This can be achieved either through role-playing, by communicating with the victim or with representatives of victim protection organisations.
- Psychologists, criminologists, legal researchers, social workers and police officers with practical experience on such issues seem to be preferred for assuming the roles of trainers/facilitators.
- Various propositions were made as to the location and time-framework of the sessions. It is best to set a time-framework during which police officers are usually available (i.e. mid-September-October 2015 and mid-January-March 2016). As for the location, the session should at least take place in the major cities of Greece, which are easily accessible to all police officers.
- Promotion and dissemination of information on the specific issues should take place through the members of the focus group itself or through a Press Conference with the presence of all stakeholders.
- In order to assure the presence of police officers at the training sessions, it should be mandatory at least for those officers which come across such cases on a regular basis (through a ministerial order perhaps) or by providing some form of motivation (such as certificates etc.).
- All respondents expressed the willingness to attend such a training programme and some even offered to provide insight based on their personal experience when dealing with hate crimes.
- Finally, the training session should attempt to clarify the distinctions between a regular crime and crimes that are carried out with a biased motive. Police officers should be able to identify when a crime may have racist motives in order to better protect the victims and help raise public awareness on the severity of such crimes.

[factsheet hatecrime en final 0.pdf](#); Greek Ombudsman, *Special Report on Racist Violence in Greece*, 2013, available at: <http://www.synigoros.gr/resources/docs/eidikiekthesiratsistikivia.pdf>; OHCHR, *Human Rights Standards and Practice for the Police*, 2004, available at: <http://www.ohchr.org/Documents/Publications/training5Add3en.pdf>; OSCE, *Good Practices in Basic Police Training – Curricula Aspects by the Senior Police Adviser to the OSCE Secretary General*, 2009, available at: <http://www.osce.org/secretariat/109933?download=true>; Human Rights Law Centre, *Upholding Our Rights: Upholding Our Rights: Towards Best Practice in Police Use of Force*, Background Research Paper, 2011, available at: <http://www.hrlc.org.au/files/HRLC-Police-Use-of-Force-Final-Background-Research-Paper-2-September-2011.pdf>.



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Moreover, they should be taught the best practices in approaching and communicating with victims.

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