

"INCREASING THE CAPACITY OF LAW ENFORCEMENT AUTHORITIES TO TACKLE RACIST CRIME, HATE CRIME AND HOMOPHOBIC CRIME THROUGH
 EXPERIENTIAL LEARNING (EXPERIENCE CRIME)"
 Agreement Number - JUST/2013/FRAC/AG/6185

Needs Assessment Report Template

Objective: The purpose of this report is to summarize the findings of the training needs assessment for each target group. Please deal with each target group separately.

Suggested Length: 5 -10 pages

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

Briefly describe the method that was followed, the number of persons interviewed for each target group, their position and experience in relation to the topic.

In Italy, there are no direct or pre-established channels for communicating with the Police or representatives of the Ministry of the Interior on hate crimes or related issues. Thanks to some previously established contacts, we were able to have a meeting with the office responsible for hate crimes at the Ministry of the Interior on March 19th. During the meeting, we had an in-depth conversation with 2 police officers – 1 senior and 1 junior– from the Security Observatory Against Discriminatory Acts (*Osservatorio per la Sicurezza Contro gli Atti Discriminatori* – OSCAD). This office, – OSCAD-, is a joint body of different law enforcement agencies, located in the Department of Public Security of the Ministry of the Interior. It was established with the purpose of supporting victims of discriminatory crimes, monitoring and recording complaints by victims and promoting the fight against discrimination.

It was established in 2010 after a series of violent acts against LGBT persons, in an attempt to put an end to such violence. During the following years, OSCAD became the point of reference for training on hate crimes and human rights issues in the police training schools throughout the country.

The senior officer in charge of OSCAD who was interviewed for this report, is a member of FRA workgroup on hate crimes, and he participated, together



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with his team, in a training by ODHIR on the topic, in the framework of the TACHLE project.

We could not interview other police officers about the issue because OSCAD is considered the relevant information given its specific mandate.

4. **MAIN FINDINGS**

4.1. *Police officers*

Please report main findings in relation to:

- *The training needs of each target group*
- *The content and format of the training*
- *The use of the experiential method*
- *The training material*
- *The location/timing of the training*
- *The facilitators/trainers*
- *Other important issues*

The in-depth interview with the junior officer (9-04-2015) provided more details on the current training on the topic and what could be offered, in terms of training, to senior police officers on hate crimes. If we exclude the Tachle training experience, which was meant for Police trainers and / or other key persons from different departments, training on hate crimes is, at the moment, solely for recruits. This means that it is offered only to recruits undergoing training in Police colleges. When such training was first begun, there were up to 500 people in a class; in the last training session, the number was reduced to 50/60 participants per group.

Current Training.

The current training module consists of 5/6 hours delivered by different trainers on the same day. It is focused on what a hate crime is and the existing legal framework used to fight it and the lack of specific legislation on hate crimes based on grounds different from racial or ethnic origin. It also treats ethnic profiling and its discriminatory features, offering examples from both national and international contexts. Other issues treated in the various parts include: the concepts of stereotype and prejudice and how to deconstruct them; human rights in general (this part is under the responsibility of Amnesty International, Italy), sexual orientation and gender identity, aspects to be aware of when dealing with cases involving LGBT persons (this part is run by



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an LGBT support organisation, Rete Lenford) and vulnerable victims (this part in Police patrol unit).

Needs and training contents.

The training needs highlighted as priority in the interviews include:

- awareness of hate crimes (because it necessary to challenge claims that “there are no such problems in Italy, they are found in other countries” etc.);
- knowledge of basic related concepts (concept of hate crime and how it can be an underlying factor or even a possible cause of a crime and its potential consequences);
- knowledge of the peculiarities of hate crimes and their impact on society as a whole.

Other abilities that will be useful to develop through training are: knowledge of how bias works and description of national, rather than international, cases. The examples taken from among incidents that occurred at national level are very important and useful because they serve to understand the inner workings of hate crimes and their consequences, including reactions to them by various stakeholders and victims.

Broad themes that could be covered in a training module for senior Police officers include: racism and hate crimes based on racial/ethnic/national origin, the situation of Roma and Sinti populations and they are affected by hate crimes, LGBT persons and hate crimes and islamophobia, which is not currently monitored and so it does not emerge as a public problem. It appears that disability and age related hate crimes are currently not monitored too.

Training methodology and available materials.

Training methods, according to the interviewees, should differ depending on the number and the professional / responsibility levels of participants attending a given training. In their view, for a training of trainers, with a small group of people, experiential and participatory methods, with small group activities, role-plays etc. are useful and welcome. Training prospective trainers carries as a risk factor, the possibility that the decision about who should participate is likely to be taken from above and can be subject to rapid change. A person who has done such training may be moved, the following year, to a different function where the knowledge acquired may be never used again. An idea situation would be to introduce such training into the standard recruits training programme of Police colleges. For the purposes of our project, this is not advisable as the time given to the issue in the current recruit training module is limited to only 5-6 hours. A select group of middle-ranking officers will have to be identified for training under this project.



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The involvement of a victim is considered positively on condition that such a person is very well prepared for the specific role, so that his/her contribution is not perceived as attacking police practices but a way of stimulating empathy between Police officers and victims of hate crimes. In this sense, affected persons are welcome while support organisations of vulnerable groups are not welcome, except those OSCAD has chosen by itself.

Regarding materials to be used in the training, videos are more useful than written materials which are not very likely to be read by trainees. The interviewees cited the example of a video used in training recruits which features an Italian actor who plays the part of a police officer who receives notice of a case of rape where the word "rape" is never used: "Little things of inestimable value" is often used in police schools.

Timing and location

Training sessions can be 6-7 hours long (whole day) and last for two days. Training from Mondays to Fridays is most preferred.

Trainers.

Trainers must include police officers and qualified experts on the various themes covered because the former are seen as speaking from inside the law enforcement organisation who participants can identify with. It is very important to make the training very practical / operative (what to do and what not to do) and not too theoretical, besides offering diverse perspectives and views from various inputs.

5. RECOMMENDATIONS

Please report the main recommendations for each target group

Annexes

- I. List of interviewees, with dates
Minutes of the meeting with Oscad – 19/03/2015
Interview with Lucia Gori – 9/04/2015
- II. Notes or minutes of interviews (if available)
See attached documents.

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