

Workshop concept note for Law Enforcement Officers in Greece

Objective: The purpose of this concept note is to formulate, based on the findings of the training needs assessment from one partner country (Greece), the approach, methodology and content of the training module specifically targeted to the needs of Greek police officers. The concept note will serve as basis for the design of the specific training material for the workshops.

Target group: Greek police officers willing to acquire knowledge and skills for dealing with racist crime, hate crime, and homophobic crime.

1. MAIN TRAINING NEEDS AND PROPOSED OBJECTIVE OF THE TRAINING WORKSHOP

Identified training needs

According to the findings of the relevant TNA report¹, Greek police officers ignore both key concepts and issues related to the subject and specific ways to deal with victims of hate crime in the exercise of their duties. There is a need to familiarize them with specific terms and to enhance their capacity of identifying discriminated groups and grounds of discrimination so that they can clearly distinguish ordinary crimes from bias-motivated ones. It is also essential to show them how to deal with victims of hate crime in compliance with (inter)national and European human rights-related legal instruments, and how to build bridges between law enforcers and NGOs that support victims of hate crimes.

The findings of the aforementioned TNA report further reveal that, when it comes to teaching methods, police officers privilege role playing, work/discussions in small groups, interaction with victims or victim support NGOs, and use of case studies.

¹ TNA Report of police officers in Greece.



Main objectives

The information provided by the aforementioned TNA clearly suggests that the training workshop should be organized at two distinct levels, conceptual and operational respectively.

At the conceptual level, emphasis should be given to explaining key relevant terms, such as bias crime and bias indicators, hate crime, racist crime and racist motive. Familiarization with these terms should rest upon both domestic and European legal instruments (EU Framework Decision of 2008 ‘on combating certain forms and expressions of racism and xenophobia by means of criminal law’², European Court of Human Rights’ case law³). The trainers should also draw attention to the fact that these terms, and especially hate crime, are not defined in the same way across Europe.

Participants should be further invited to clearly identify both discriminated groups and grounds of discrimination, ranging from race and ethnic identity to religion and sexual orientation. While the scope of the identification process should be as broad as possible to include all discriminated groups, prior lack of knowledge of these issues along with longstanding conservative tradition in Greece may produce undesirable effects if police officers are called to confront themselves with many different cases at once. Consequently, it is arguably advisable to introduce participants to the matter subject in a gradual way by focusing on two key discriminated groups, that is, immigrants and members of the LGBT community. Familiarization with these groups’ specificities should put forward their converging point, that is, vulnerability. From this standpoint, these groups will be perceived as representative of all discriminated groups in Greece, ranging from Roma to HIV-positive people.

At the operational level, the training workshop should aim at indicating optimal ways of dealing with victims of hate crime if they wish to lodge a complaint. Firstly, participants should be shown tactics and practices likely to encourage victims and witnesses to express themselves without fear and to allow police officers to identify potential racist motive. Secondly, police officers should learn how to gather evidence and relevant information to build a good case for successful prosecution. Lastly, they should be able to establish permanent collaboration with NGOs that work with victims of hate crimes so that, on the one hand, police officers build up trust with victims while approaching them and, on the other hand, they actively contribute to raising public awareness on the severity of such crimes.

The findings of the aforementioned TNA highlight the importance of the experiential method for delivering the training workshop. The expressed need for role playing, work in small groups, interactive learning methods, and examination of case studies suggests that the most appropriate methodology to run the training workshop is the experiential one.

² Framework Decision [2008/913/JHA](#), OJ L 328 of 6.12.2008.

³ *Nachova v. Bulgaria*, Application No 43577/98 & 43579/98, Grand Chamber Decision of 6 July 2005, §160.



2. PROPOSED STRUCTURE AND MODULES OF THE WORKSHOP

This part of the concept note addresses the best possible structures and modules of the training workshop that, following the needs assessment findings, are believed to be suitable to the specific target group of Greek police officers.

The findings show that the training workshop should be carried out in small groups (max. 20 persons), thereby allowing participants to be interactive. In this context, the most suitable training method would rely on case-study exercises and experiential learning. The findings further reveal considerable lack of knowledge of hate crime-related issues, thus making necessary a combination of conceptual and operational elements to be taught. It is therefore proposed to structure the workshops in two distinct modules that deal respectively with concepts and practices. Each workshop module should include the following topics:

1. Definition and features of hate crime

1.1 Bias

- Definition of bias
- Manifestation of bias
 - o Influence of social life
 - o Influence of professional life (habitus)
- Demonstration of participants' bias through exercises
- Application of bias to specific vulnerable groups

1.2 Hate crime

- Definition of hate crime
 - o Participants' definition
 - o Legal definition (domestic/European)
- Manifestation of hate crime
 - o Discrimination
 - o Hate speech
- Clarification through example cases (social groups and settings)



1.3 Racist crime and racist motive

- Definition of racist crime
 - o Participants' definition
 - o Legal definition (domestic/European)
- Definition of racist motive
 - o Participants' definition
 - o Framing by member of victim support NGO

1.4 Targeted groups

- Participants' definition of vulnerable groups
- Comprehensive review of vulnerable groups
 - o Historical approach from early 20th century on
 - o Contemporary approach
- Domestic and European statistics on victims
- Victim experiences
 - o Experience recounted by immigrant
 - o Experience recounted by one member of the LGBT community
- Impact of hate crime on victims and society
 - o Assessment by participants
 - o Assessment by immigrant
 - o Assessment by member of the LGBT community
 - o Comprehensive approach by trainer

2. Dealing with hate crime

2.1. Awareness of police responsibilities

- Police role as guardian of the legal order
 - o Protection of law



- Maintenance of public order
- Police role as guardian of the social order
 - Reinforcement of social cohesion
 - Maintenance of social peace

2.2. Awareness of specific challenges related to hate crimes

- Recognition of a bias motivation
 - Participants' opinion on ways to recognize a bias motivation
 - Participants' opinion on differences between ordinary crimes and crimes with a bias motivation
 - List of domestic indicators
- Investigation
 - Gathering evidence
 - Interviewing victims and witnesses
 - Referring to victim support
 - Interviewing suspects
 - Role playing: participants are turned into “victims” reporting to the police
- Standard operating procedure to build a good case for successful prosecution (presented by public prosecutor)
- Case studies, discussed first in small groups and then with all participants, likely to shed light on specific requirements of dealing effectively with hate crime.

2.3. Top-down influence on police officers' mentalities

- Management of police officers dealing with hate crime
 - leading by example
 - internal dynamics



- effective team leadership
- Tackling of racist/sexist 'jokes'

2.4. Establishing cooperation with relevant NGOs

- Presentation of list of victim support NGOs
- Discussion with representatives of relevant NGOs



3. PROPOSED CASE STUDIES

Case studies would be dealt with in small groups. Among the domestic cases related to racist and homophobic aggressions, the following seem appropriate:

Sazand Lukman's case

<http://jailgoldendawn.com/2014/04/17/%CF%85%CF%80%CF%8C%CE%B8%CE%B5%CF%83%CE%B7-%CE%BB%CE%BF%CF%85%CE%BA%CE%BC%CE%AC%CE%BD-%CF%84%CE%BF-%CE%AD%CE%B3%CE%BA%CE%BB%CE%B7%CE%BC%CE%B1-%CE%AE%CF%84%CE%B1%CE%BD-%CF%81%CE%B1%CF%84%CF%83%CE%B9/>

Walid Taleb's case

<http://www.unhcr.org/1againstracism/tag/%CE%BF%CF%85%CE%B1%CE%BB%CE%AF%CE%BD%CF%84-%CF%84%CE%AC%CE%BB%CE%B5%CE%BC%CF%80/>

Homophobic attack in Pankrati-Athens

<http://www.lifo.gr/now/society/51653>

4. PROPOSALS ON TRAINING MATERIAL

Training material should include:

- Domestic law
- Domestic law case
- European law
- European case law
- Case study material
- List of relevant bibliography

5. PROPOSALS ON LOCATION/TIMING OF THE TRAINING

The ideal time for the trainings addressed to police officers would be the beginning of October. Athens and Salonika would be the ideal places to host the training workshops.

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