I  The Manual

The format and content of the manual, and the recommendations and suggestions for conducting human rights programmes for police it contains, are based on best practice developed during such programmes implemented by the Raoul Wallenberg Institute of Human Rights and Humanitarian Law in a wide variety of countries throughout the world.

The contents of the manual can be used as a basis for lessons or presentations by teachers or resource persons. It is not a set of lesson notes as these are personal to the person creating and using them. Furthermore, the actual content of a lesson or presentation needs to be adapted to the specific circumstances of those participating in human rights programmes.

The principal objective of human rights programmes for police organised by the Raoul Wallenberg Institute is to influence the attitudes and thence the behaviour of police officials, so that they deliver effective policing which is at the same time lawful and humane.

However it is recognised that the achievement of this objective is dependent upon a number of factors in addition to the delivery of educational or training programmes. These other factors include, for example, the existence of the necessary political will to change police agencies; the realisation of cultural and organisational change within police agencies; and the enforcement of measures to secure the accountability of police to the law.

For this reason it is also important to recognise that other objectives of human rights programmes for police are to:

・ make police officials aware of international human rights and humanitarian law standards;

・ provide a forum for police officials to discuss human rights and policing issues;

・ encourage and require police officials to consider policing from a human rights perspective; and

・ provide a basis for continuing efforts within police agencies to deliver effective, lawful and humane policing.
II This Introduction and Guide to the Manual

This introduction and guide consists of notes on the:

- format of the teaching manual;
- format of sections in the manual;
- teaching methods for programmes based on the manual;
- types of programme for which the manual is relevant; and
- duration of programmes.

III Format of Teaching Manual

There are three parts to this manual:

Part One The Context

This part includes two chapters on essential introductory matters, essential because they convey information and messages important on their own account, and essential because they provide the conceptual framework necessary for understanding the ensuing parts of the manual and programmes based on them.

Chapter 1 The Professional Context

It is important to establish the professional context because police officials need to understand why they are being asked to consider policing from a human rights perspective, and to understand the link between lawful and humane exercise of power and professional competence.

This is why the exercise ‘Challenges and Professionalism’ is set out in the first section of the manual, and why it is proposed as the first substantive session of any programme, after the opening formalities.

The exercise should be suitable for use with most police audiences, but teachers and resource persons should consider whether it requires adapting or amending in particular situations.

Section b, dealing with the professional ethics of policing, is included in this chapter to emphasise the link, referred to above, between lawful and humane policing and professional competence. Teachers and resource persons can use its contents to inform discussion on the issues arising out of the exercise in section a, or they can base a separate session on the section.