

Methodology for Human Rights Education for the Police



National Human Rights
Commission of Korea

Methodology for
Human Rights Education
for the Police



National Human Rights
Commission of Korea

Methodology for Human Rights Education for the Police

National Human Rights Commission of Korea

Methodology for Police Human Rights Education

National Human Rights Commission of Korea

The National Human Rights Commission of Korea has published various human rights education-related materials, including “A Human Rights Guide – for the Police,” in an effort to encourage changes in the Korean police, which are being reborn as the “human rights police.” In 2003, the Commission published the Korean version “Methodology for Human Rights Education for the Police” to help human rights education trainers offer effective education to police officers. This year, the Commission is publishing its English version.

The “Methodology for Human Rights Education for the Police” has been developed as a manual for human rights educators who provide human rights education for the police. Therefore, this book is intended to provide approaches, educational content, and methodology of human rights education, which human rights educators for the police should understand and learn. The education content is comprised of basic principles of police human rights education and understanding the police, which educators should keep in mind before providing human rights education to the police; human rights education programs related to duties of the police, which can be directly utilized in education settings; programs focusing on developing the police’s human rights sensitivity; and programs to improve the police’s ability to resolve conflicts.

What we tried to emphasize in the course of planning this book is that the police are not merely the objects of enlightenment and teaching, but rather they are the main players in safeguarding human rights. The book has been designed to heighten the police’s capability to respect and protect human rights by offering opportunities for police officers to reflect on

Foreword

their perceptions, emotions, attitudes and ways of performing duties related to human rights. Therefore, a focus was placed on increasing relevance to police duties and work environment and providing practical and detailed education content. Moreover, consideration was given to helping police officers reflect on themselves and various social problems in Korean society. This technique is a more effective means as opposed to simply mentioning the problems of the police.

Education programs have been developed to suit not only small participatory education, but also large-scale lectures and long-term or short-term education. Because such programs meet various educational purposes, it will be possible to run them in a flexible manner by adjusting detailed activities depending on given educational purposes, time, and scale. Trainers who provide human rights education for the police will be able to actively take advantage of the programs presented here, which will greatly contribute to heightening human rights awareness of the police. Problems that arise in the course regarding the application of educational programs will be acknowledged and examined on an ongoing basis.

May 2008, Chairperson of the National Human Rights Commission of Korea

Ahn kyong-whan

Contents Methodology for Human Rights Education for the Police

Foreword	4
Introduction Human Rights Education for the Police	
01 Purposes of Human Rights Education for the Police	10
02 Principles for Approaching Human Rights Education for the Police	15
03 Human Rights Education Teaching Methodology	19
1. Understanding of Education for the Police and Effective Teaching Design Models	19
2. Presentation Skills	31
Part 1 Understanding the Police and Human Rights Violations	
01 Understanding the Police	38
1. The Concept and History of the Police	38
2. Four Police Models in Contemporary Society	43
3. Police Sub-culture	46
4. Difficulties Experienced by Korean Police	50
02 The Police and Human Rights	53
1. Police Activities and Human Rights	53
2. The Korean Police and Human Rights	54
3. Case Studies of Human Rights Violations by the Police	56
4. Human Rights Dilemma Situations Related to Police Duties and “Ten Human Rights Guidelines for Police Officers”	63

Part 2 Human Rights Protection Programs

01 Are the Police the Judiciary of the Street?	72
02 Human Rights of the Accused in Investigations	78

Part 3 Human Rights Sensitivity Enhancing Programs

01 My Work as a Police Officer Together with People	87
02 Respecting Diversity and Difference	95

Part 4 Conflict Resolution Ability Improvement Programs

01 Communication Skills	104
02 Negotiations	112



Human Rights Education for the Police

This book is a “manual for educators” who will provide human rights education to the police. Although this book includes education materials to be presented to the police, who are the education recipients and final learners, the most important purpose of this book is to present approach methodology, teaching contents and techniques of human rights education that should be understood by human rights educators.

01 Purposes of Human Rights Education for the Police	10
02 Principles for Approaching Human Rights Education for the Police	15
03 Human Rights Education Teaching Methodology	19

01

Purposes of Human Rights Education for the Police

- ① Developing human rights-related knowledge
- ② Learning skills for human rights protection
- ③ Enhancing human rights sensitivity and attitudes to advocate human rights



The ultimate purpose is to identify appropriate behaviors for protecting human rights

The purpose of human rights education is to help resolve human rights-related problems from human rights perspectives when they occur and take appropriate actions to protect people's human rights. Three elements necessary to derive such human rights-friendly actions are human rights-related knowledge, including domestic and international human rights standards; skills or functions that should be learned to protect human rights; and sensitivity toward human rights.

Knowledge

- What are human rights?
- What are domestic and international human rights standards related to police duties?
- What do such human rights standards mean?
- Given human rights standards, how can human rights violations by the Korean police be understood?

+

+

Skills

- Learn skills necessary to apply knowledge to performing actual duties
- Acquire skills that the police need to learn to protect human rights of citizens

Sensitivity or Attitudes

- Execute duties from human rights perspectives
- Consider human rights as the most important value
- Change negative attitudes and enhance positive attitudes to protect human rights in the police organization and in the course of performing duties for citizens

Appropriate actions for human rights protection in the course of executing police duties

① Knowing human rights-related information and developing the required knowledge

It is important to know what are the domestic and international human rights standards related to police duties as law enforcement officers and to know and understand the latest relevant information,

Being cognizant of relevant information and knowledge is the basis for action guidelines to protect human rights and to prevent human rights violations.

- What are human rights and why are they important in performing police duties?
- What are human rights standards the police need to know as law enforcement officers and what are human rights standards related to police duties among UN Human Rights Treaties that Korea

has joined and ratified?

- For instance, what are human rights standards related to the use of weapons and firearms, or human rights standards that need to be complied with to protect human rights of the accused during an investigation process, or human rights standards that need to be observed when investigating juveniles or women complainants? And why are they important?
- What are frequently occurring human rights violations committed by the police in recent years and why are they problematic? What types of human rights violations are taking place in the course of the Korean police force's execution of its duties, including investigation, crime prevention, and patrol activities?

② Learning skills for human rights protection

The obligations of law enforcement institutions and officers can be effectively met by respecting human rights. However, merely knowing human rights standards cannot turn such human rights regulations into appropriate action guidelines. Therefore, it is important to acquire and learn skills that are respectful of human rights and this can be applied in real life situations.

- What are skills to learn to protect human rights?
- What are concrete processes and methods to acquire such skills?
- How can such skills be applied to real life and processes of performing police duties and what are their strengths?
- For instance, what contributions do communication skills and anger control skills make for human rights protection during investigation of complainants and through what training processes can those skills be acquired?

③ Enhancing human rights sensitivity and attitude to advocate human rights

The obligations of the police to protect and promote human rights are incorporated in a value system that places importance on human rights. Even when detailed norms such as human rights protection action guidelines or skills are not in place, there is a need to examine police officers themselves and the value system of the police organization to internalize the value of human rights protection. Thus, negative attitudes on human rights

protection such as prejudices and discrimination should be perceived and changed. Furthermore, problems of the organizational culture that instigates and intensifies police officers' negative attitudes should be identified and changed. Moreover, attitudes to protect and promote human rights in a proactive manner should be formed.

- What are the prejudices, discriminatory or negative attitudes I harbor that prevent me from protecting human rights of citizens? Whose human rights should be protected? Do criminals have human rights? How does my attitude toward the socially disadvantaged, such as children, women, and disabled persons, interfere in the process of performing my duties?
- How does such a negative attitude relate to instances of human rights violations in performing police duties?
- What characteristics of organizational culture instigate and intensify my negative attitude? What are ways to overcome performance-oriented systems and organizational selfishness?
- What should I do as a law enforcement officer to protect and promote human rights of residents under my jurisdiction?
- How can protection and promotion of human rights change our lives and how does my life as a police officer change?

Questions & Answers

Q1 Human rights education given to police officers is mostly offered in the form of short-term education or special lectures. Is education to form skills or attitude to advocate human rights possible?

A It is clear that forming skills, sensitivity or attitudes is a goal that can be achieved through long-term continuous education. However, the effect of education is not immediately revealed in the education setting. Therefore, even in an hour-long session it is important to stimulate the sensitivity of trainees by using effective methods (refer to Part 2). Thus, educators must inspire trainees to continuously think deeply about the issues even after they step out of the lecture hall and perform their duties.

Q2 In order to operate education curriculums to cultivate human rights advocacy skills or attitudes,

educators themselves should be well aware of them first.

A This manual is designed for educators. Educators themselves should practice methods presented here in advance and learn them through simulations and role-plays in order to directly use them at education scenes. Only when they do so, will they be able to provide education by utilizing them in the practical arena.

Q₃ How can the antipathy and indifference the police have toward human rights education be overcome?

A This issue is the most frequently raised problem related to human rights education for the police. First of all, it is necessary to identify why education participants have mistrust, indifference and displeasure toward human rights education in the first place. According to NHRC workshops and surveys, the primary reason is that human rights education assumes that the police are the violators of human rights; secondly, human rights education merely enumerates ideal theories, which are far from the realities encountered by the police; and thirdly, education takes place at unrealistic times such as changing shift-times and off-duty times, thereby failing to provide motivation for receiving education.

Programs introduced in this book have been developed to provide education which is more closely linked to reality, education reflecting characteristics of police duties, and education that helps police officers reflect on themselves as the main players of human rights. Therefore, educators are advised to keep in mind the principles of developing programs and teaching and learning principles in the book to overcome such problems.



Principles for Approaching Human Rights Education for the Police

Approach methodology adopted for police human rights education to effectively achieve the purposes of human rights education is as follows¹. The educational programs in this manual have been developed, based on this approach methodology.

- Interaction approach on equal positions
- Action-oriented approach with the focus on specific characteristics of educating participants
- Teaching how to stimulate sensitivity
- Flexibility in designing and applying human rights education curriculums
- Inclusiveness in presenting human rights standards and diversity in human rights education techniques

¹ The principles of this approach are based on "Human Rights and Law Enforcement: A Trainer's Guide on Human Rights for the Police, 2002" published by the Office of the U.N. High Commissioner for Human Rights and refers to the principles of adult education suitably adapted to the Korean situation.

1 Interaction approach

Peer facilitator model, departing from the teacher-student model

The principle of interaction is based on equal relationships between the teacher and the learner. Human rights education for the police as a specialized vocational group follows the peer group model in which police officers discuss things with one another, departing from the existing teacher-student model. Therefore, the educator should have field-awareness and reestablish his or her role as a facilitator to assist police officers to think about problems facing the police and identify problems themselves. Educators should not solely be persons teaching theories. Possessing field-awareness means that the trainer is able to discuss problems occurring in the course of the police officers' performance of their duties from the latter's own position. It also means that the trainer can become more familiarized with the organizational culture of the police, so that he or she can better address concerns and problems that relate to the police.

Therefore, educational methodology emphasized by the interaction approach is the participatory educational method. It should be education in which problems are resolved together with the participation of the learners, not education in which the educator delivers knowledge and correct answers in a one-way manner.

Problems commonly raised by the police include "Then where are human rights of the police?" or "Do you talk about human rights of complainants with a full knowledge of difficulties and hardships faced by the police?" The educator should not receive these problems as a challenge or criticism. Raising problems may be the most important aspects of human rights education. Questioning the system may be an excellent way of encouraging the participation of learners.

2 Action-oriented approach

Education depending on the positions and functions of groups that receive education, which act as guidelines to actual actions

A hands-on approach focuses on turning knowledge into action. To this end, the trainer should be sensitive to the needs of the learners. In real-life situations, the police want to

know not only what the rules for protecting human rights are, but also how to effectively perform their duties within these rules. When either of such needs is ignored, the education becomes neither reliable nor effective.

Therefore, the trainer should be sensitive to the needs of the education recipients and should first understand who the people are that are currently receiving education. The trainer should in advance be aware of what duties the learners are tasked with, and what positions they have within the police organization. This is important in selecting what human rights issues and what to focus on during the given period of education.

The Office for the UN High Commissioner of Human Rights recommends that separate training programs be prepared according to rank and functions. More specifically, it is recommended that for senior officers the focus be placed on developing human rights-friendly law enforcement strategies and policies and for lower-ranking officers the focus be placed on working-level experiences. It is also recommended that the focus of education should differ depending on functions, such as crime investigation, maintenance of public order, and service for citizens.

3 Sensitivity stimulation approach

Promoting far-reaching change in behaviors and attitudes

Given their special vocational characteristics, the police have the potential of committing actions that may violate human rights. Therefore, the focus should be placed on education stimulating sensibilities, going beyond merely teaching human rights standards and detailed skills, as there exist areas of actually performing duties where human rights standards and laws are unclear, which depends to a large extent on the police's attitude and sensitivity toward human rights.

For instance, training with this approach helps the police perceive sex-discrimination from their behaviors and attitudes, as it is not always clear whether to apply special standards to women in police investigation process. Therefore, the learner should have a good understanding of "humiliating treatment" which appears in various international human rights standards, and the types of petitions lodged before the National Human Rights

Commission. This indicates that there exist different positions in the field of human rights—when, compared to men, different standards are applied to women or culturally disadvantaged groups in society.

4 Flexibility

Flexibility in designing and implementing education curriculums

Flexibility in designing education curriculums refers to designing manuals and education materials in an adaptable manner based on characteristics and needs of training participants, physical space, and time.

It would be ideal if the trainer first obtains information on the characteristics of the training participants in advance and accordingly selects programs offered in this manual to design the education curriculum. What is easily overlooked by trainers is how important it is to think flexibly about physical space and time.

5 Comprehensiveness and diversity

Comprehensiveness in presenting relevant human rights standards and diversity in education techniques

All relevant human rights standards that can be used as references for activities of the police should be presented in a comprehensive manner. For learners, useful material would be, “Human Rights Guidelines for the Police” published by the National Human Rights Commission of Korea in 2002. In order to draw active participation of participants and maintain their interest, it is vital to utilize various techniques in the education curriculum. Most police officers are not accustomed to long hours of classroom lectures; hence, it could be unbearable for them to sit interminably in a classroom, regardless of what themes are dealt with. Therefore, learning benefits should be enhanced by selecting various teaching techniques introduced in the next sections.



Human Rights Education Teaching Methodology

As teaching-learning methods for certain specific themes do not exist separately, there is no teaching-learning methodology only for human rights education. The expression, “various human rights education teaching-learning methodologies,” used in this manual refers to education methodologies that are relatively suitable for achieving the purposes of “human rights education” and are relatively effective, among the existing numerous teaching-learning methodologies. In other words, one kind of teaching-learning method would be teaching and making aware of the content of “laws” and “case studies” and another teaching-learning methodology would be one that confirms right attitudes as humans and consolidates willingness to change and take action.

Prior to introducing human rights education teaching-learning methodologies for the police, teaching design methods resulting from peculiarities of the police and basic skills such as discussions and group activities will first be examined.

1. Understanding of Education for the Police and Effective Teaching Design Models

① Teaching design for human rights education for the police

The police have been endowed with exercising public power to protect the lives, physical

bodies, and properties of citizens, prevent, suppress and investigate crimes, and maintain public well-being and order, i.e. traffic control and firefighting. Here public power does not refer to violent, high-handed power, but refers to administrative action that enables the police to handle their duties in a fair manner.

We intend to provide education on the theme of “human rights” to the police — who exert public power. The purpose of human rights education for the police can be summarized as “educating the police to use their powers to safeguard human rights.” This implies that the power which has been bestowed upon the police, up until now, has not been focused on safeguarding human rights.

Why is this so? For what reasons are police powers used for any purposes other than safeguarding human rights? Albeit vaguely, however, we know the reasons. Both the police and the trainer are aware that respecting human rights can be difficult, as they are always restricted by limitations on personnel and time, legal and institutional problems, and various facilities that cannot be changed easily, such as the design and layout of detention rooms.

As education is offered under such circumstances, the police, who are the learners, merely fill their presence while harboring confrontational feelings toward the trainers, who the police assume to know nothing about the real situations the police have to handle. Meanwhile, the trainers merely set education times, while feeling embarrassed about institutional and police problems which they cannot change. With an innocent intention to decrease the current number of human rights violations, the trainer carefully prepares criticism against the police, and the police in turn, who feel that human rights trends have improved dramatically and they have strived hard not to violate human rights even under situations where they are beaten and threatened by people, may look down upon the trainers who merely enumerate old case studies and ask the trainees to offer “correct answers.”

Owing to the following differences, it has not been easy to apply general education design models to human rights education for the police.

- Under the general market economy system, people come to receive education voluntarily out of

fulfilling their needs. Those who do not know English come to learn English, while those who want to strengthen their physiques go to Taekwondo classes. On the other hand, do the police participate in human rights education with a mindset that “we are human rights violators, thus we want to earn reform and inspiration through human rights education”?

- In general educational settings, lecturers are those who major in relevant subjects. These are Fine Arts and Music, yet human rights lecturers are mostly those who major in law or are other socially prominent figures. Which department teaches “human rights?”

How can human rights education for the police, who are already aware of the importance of human rights protection, and ways to protect human rights to some degree, and are informed of human rights through various channels, including education, mass media, senior officers, and social organizations, be conducted? In what way should such education be prepared and how should teaching be designed?

While wishing that basic principles of adult education offer some outlet for people who are content with the situation, the following six principles are proposed. The first four proposals concern education for adults and the remaining two are the main desirable requirements for teachers :

Firstly, do not try to teach! Adults have the ability to learn, but are often not educated. The police are no exception. Do not attempt to make human rights education like classroom lectures at school. In adult education, the role of the lecturer is to become a moderator or facilitator who helps participants acquire self-directed learning. Although the trainer is the senior who has thought about the theme first and is a person of belief and conviction equipped with knowledge, he or she should be the one that allows learners to go forward into self-realization and “paradigm shift.” Namely, educators should allow learners to become “mature persons” on their own, rather than forcibly indoctrinating them with his or her knowledge and beliefs.

Secondly, weave the experiences of learners! Adults are not one-dimensional pieces of blank paper. For them, their own world is already in place to a considerable extent and

adults are sculptures whose traces of life are left in the form of wounds, creases, and distortions. For them, learning is confirming what they already know and building stone towers to upgrade the dimensions of their knowledge. Moreover, for adults, education is an opportunity for them to display their talents, and if the ideas of their neighbors and colleagues are the same as theirs, it is a time for reinforcing confidence that “their beliefs are right.” The present realities of adults are the result of the accumulation of various experiences and although they are seated in groups as learners, in fact they too are “teachers” who have a great deal to share with one another. It is important to pursue the synergistic effect, as a win-win effect is not something only achieved through negotiations.

Thirdly, allow more opportunities for participants to talk! If the owner of a country is its citizenry, the owner of education is naturally the learner. It is even more so in the case of adults. Let them talk animatedly. In the dialectic (or *elenchus*) method of Socrates, there is confidence that learners already have their own answers formed in their minds. The answers we want, the so-called correct answers that can bring about real change are in the minds of participants. Needless to say, all answers cannot be found in the mind of a single person. Thus, let participants contribute their unique pieces of the puzzle. Isn't this democracy? Democratic interaction allows us to find answers together, as everyone can take shared responsibility. It is the time to stop the lecturer from toiling away in a one-way manner.

Fourthly, make education time a chapter of play and liberation! Adult education is the time to heal distorted habits that passively accept knowledge through eyes and ears with their critical thinking and warm-heartedness closed. The “Homo Ludens” of Huizinga proposed that “humans are playful animals.” If there are serious stories, we should address them through play. If play is employed where children are seriously engaged, yet abandon easily when their mothers call, not only concentration is enhanced, but also there will be no side effects.

Fifthly, do not give them fish, but teach how to catch! Present principle methods that can help learners become more sensitive to human rights protection and violations and discover such examples when they complete human rights education and return to their duties. It is the method all lecturers exclusively possess on their own. Share them unsparingly. Even those who are not interested in listening to human rights will listen carefully to methods that are helpful for self-development and learning methods helpful for their children in an open-minded fashion. It is even said that there are no peoples in the world who are as thirsty for learning as the Korean people. Take advantage of this tendency!

Finally, encourage participants by saying “I believe in you unconditionally and limitlessly!” No matter how excellent the producer is, the actors are those who ultimately stand on the stage. No matter how good the content of the various scientific principles and theories the trainer uses to educate and assess students, those who put them into action are ultimately students. What is important is that when the police go into the world and return to police stations and engage in actual petitions, they have to act as “human rights guardians.” The only thing the trainer can do is to believe in them and wait. It is hoped that this is not merely an empty slogan. Education is no better than sowing seeds for a better future.

2 Attitudes of the moderator

The role of the lecturer is to become a moderator or a facilitator to help participants take a proactive attitude in learning. Trained moderators adopt the following attitudes when proceeding with education :

- The moderator does not present his or her opinions, personal goals, and values they pursue. At the same time, the moderator does not make assessments on the opinions and attitudes of participants. Making assessments of what is right or wrong, presenting one’s opinions, and arguing for certain values should be fully shared by the participants. While education proceeds, for the moderator, there is neither right, nor wrong.

- The moderator should be well aware of his or her own ideas about humans, the themes, and his or her strengths and weaknesses. In other words, moderators should be responsible for their own ideas and positions. Only when such conditions are in place, can moderators properly help participants take responsibility for themselves and engage in learning.
- The moderator should follow an approach of asking questions, rather than one of contending something. Through questions, the moderator arouses curiosity of participants, revitalizes learning and discussions, helps participants open their minds to one another, and ultimately helps them get more involved in the discussion.
- The moderator should endeavor to understand participants by being aware of various expressions and signs that are expressed consciously or unconsciously by the entire class or individual participants. Furthermore, the moderator should strive for conflicts and friction existing among participants to be overcome by inducing participants to realize their attitudes. Here the moderator should take consideration not to offend the sensitivities of participants.
- The moderator is not a person who discusses and teaches the topic, but a person who selects and uses learning methods suitable for the topic and education purposes.
- If participants raise problems or protest about attitudes or remarks made by the moderator, they should strive to identify the fundamental reasons hidden behind such attacks or protests, rather than defending themselves.
- If the moderator needs to present his or her opinions during discussions, the moderator presents opinions after making it clear to the whole group that he or she as a moderator and he or she as a discussion participant are separate.

③ Techniques of asking questions for learning of police officers

Human rights educators for the police should become moderators. A moderator is an expert in methodology, but not an expert in content. Therefore, what are important for the moderator are techniques to ask timely and effective questions, rather than techniques to present his or her opinions and answer questions.

Through good questions they ask, moderators can :

- ① achieve the combined effect of all the participants united ;
- ② measure the degree of knowledge of members ;
- ③ judge whether to advance into the next stage activities ;

- ④ clearly identify the atmosphere of each occasion ;
- ⑤ secure shared consensus.

Questions should have appropriate content. First, the forms of questions will be examined, followed by the content of questions. Important forms of questions include open questions, closed questions, selective questions, threatening questions, suggestive questions, refutation questions, and returning questions.

[Open questions] Open questions refer to questions in which various answers are available. Those who are asked questions can answer freely. They are also called “5W1H” questions as they begin with such words as “who,” “when,” “where,” “what,” “why,” and “how.”

e.g.) What theme will we discuss today in this meeting?

[Closed questions] Closed questions refer to questions in which only “yes” or “no” are possible as answers. Therefore, when the content is important, it is more desirable not to ask closed questions, if possible. However, if the structure of activities should be established, such closed questions are considerably effective.

e.g.) Shall we move onto the next stage?

[Selective questions] Selective questions are possible when one has to choose one out of two options. When selective questions are asked during a meeting, participants are divided into two sides, thus the moderator should sufficiently take this aspect into consideration.

e.g.) Shall we discuss this topic further or move onto the next topic?

[Threatening questions] Threatening questions are sometimes asked to prevent opposing opinions from occurring. When threatening questions are asked, the open atmosphere, which is necessary for meetings, disappears, so the moderator should not use such questions.

e.g.) Do we have to cling to this single topic for 100 years or 1,000 years?

[Suggestive questions] Suggestive questions refer to questions cleverly manipulated to make those who are asked to have no choice but to agree. Asking such questions is considered clumsy deception. When the moderator asks this type of question, those who are asked can become angry.

e.g.) Do you agree with my opinion that we have spent too much time on this theme?

[Refutation questions] All questions have characteristics of being demanding, as they almost always seek answers. The best way to reduce the pressure of a demand is to return the question, with the question. Answering with a question sounds very provocative and stimulating.

e.g.) The refutation question for "When will we move onto the next stage" would be "Why do you ask?"

[Rhetorical questions] This is not an independent type of question, but a special way to deal with questions. In moderation techniques such "rhetorical questions" carry significant meanings. If the moderator is asked a question about the content, the moderator should return the question to participants, as it is the participants who take the responsibility for the result of the content.

e.g.) If the moderator is asked, "Concerning this, shouldn't it be discussed with the president (chairman, or representative), the moderator returns the question to all the participants by asking a rhetorical question "What are the opinions of other people?"

The forms of open questions are examined in more detail in the following table. This table originally comprised 12 question forms designed to promote group exploration (Lippitt, 1969, 0.29) and here they were replaced with questions for human rights education.

[Table 1] Twelve Open Questions

Twelve types of open questions	
Descriptive questions	<ul style="list-style-type: none">- What happened in case studies distributed to you?- What is police officer Kim doing?- What is happening between the police and the complainant?- How many methods are there to protect human rights in this case?
Comparative questions	<ul style="list-style-type: none">- What are the differences between the two incidents?- What are the similarities?- If you were the human rights protector, how would you resolve this?
Historical questions	<ul style="list-style-type: none">- When did this investigation practice begin?- Did any change take place during the process?- Among past events were there any events considered to be correct responses?
Conceptual questions	<ul style="list-style-type: none">- What are the bases for classifying such acts as human rights violations?- Can you cite case studies classified as human rights violations?- If such an act is not a human rights violation, if you had to give it an appropriate name, what would that be?
Causal questions	<ul style="list-style-type: none">- What do you think caused this result?- What are the factors that acted to prompt this result?
Relational questions	<ul style="list-style-type: none">- What is the relationship between the two incidents?- Why do you think this incident is different from that incident?
Predictive questions	<ul style="list-style-type: none">- What will be the outcome of this?- What do you think will happen next?
Hypothetical questions	<ul style="list-style-type: none">- If you perform such an action, what will be the result?- If this is a human rights violation, do other actions protect human rights?
Methodological questions	<ul style="list-style-type: none">- What methods are used to identify human rights violations?- Through what channels can relevant legal grounds and precedents be collected?- Do you trust what is observed or what is seen with your own eyes?- Are collected materials valid?
Value-oriented questions	<ul style="list-style-type: none">- What is the best way not to violate human rights in this situation?- Is this method always wrong?

Relative questions - How should this be applied?
 - How can this be applied in similar situations?

Definitive questions -What is the meaning of this term?
 - What are the characteristics identified in these examples?
 - In order to make other police officers agree with definitions we present, how should this term be defined?

4 Teaching design depending on characteristics of lecturers

The most important requirement in selecting methods and designing teaching is for the lecturer to have a good understanding of his or her characteristics and talents and use them properly. Before choosing methods, the lecturer should ask themselves the following questions. (Please keep in mind that there are numerous questions besides the following questions.)

- Do I have a strong tendency toward playfulness?
- Are my vocal cords strong? Or do I need a microphone?
- Am I a good singer?
- Do I tell ghost stories well?
- Am I a good dancer?
- Am I strong in logic?
- Is my delivery more powerful when I use dialect?
- Is my presentation capability the best?

If the conclusion after reviewing these questions is a traditional lecture style, do not hesitate to adopt the method. Since history began, numerous teaching methodologies have emerged and even at this moment other alternatives are being presented across the world. They are proclaimed to be outstanding teaching methodologies that capture the souls of people, but it is impossible for them to replace the lecture teaching methodology. As long as the lectures can have been surprising and inspiring, leading listeners to another world, and making them adopt new resolutions, other methodologies may become burdensome.

6 Teaching design that overcomes environmental characteristics of education

■ Enter in advance! And talk to them first! – Overcoming the time environment

Tennis players and classical singers enter the court and stage only when the game or the performance commences. However, is it necessary for the lecture to do the same? It is not clear from where lecturers' habit originated of entering classrooms only when the class commencement bell rings, yet human rights education lecturers who offer one-off education in general should arrive 20 minutes before the bell rings and start ice-breaking with participants.

Talk to them comfortably, in a relaxed way, intentionally greeting and making eye contact with as many people as possible. In this process, do the best to identify what are common themes between participants and the lecturer. As if doing so guarantees the success of the education, become a swan that smiles, making conversation and swimming among the participants, even though the lecturer might be making tens of thousands of calculations inside.

Asking for help is another method. If you took a placard, ask them to help hang it. If you intend to use OHP, ask them whether they can see it clearly. Ask them whether the microphone is echoing, whether the lighting is too dim, whether it smells of mold and ask them to open the window. Then, they will be on your side throughout the lecture. They will smile when you do and make eye contact and respond with a big smile to your clumsy jokes and if you experience a dry cough, one of them will surely bring you a beverage.

■ Use music! – Overcoming acoustic environment

Although it might be difficult in many cases, if it is spatially and technically possible, let music flow when participants enter the lecture hall. What needs attention here is the selection of music. It is common to turn on classical music like symphonies, and if classical music is chosen, it is recommended to turn up the volume on light and familiar music. Alternatively, Korean or foreign pop songs are also very effective.

What effect does music have? It eliminates awkwardness. In particular, music which is as

loud as hiding one's voice talking to the person next to them has an effect of making people talk more easily. Therefore, this effect is expected, music can be used not only for the beginning of the education, but also during group discussions and partner discussions.

It may sound unnecessary, but if the lecturer intends to cool down the heat of discussions, use slow and gentle music, and if the lecturer intends to make people excited and triggered, use fast-beat music. For instance, it is good to turn on a three-minute-long piece of music and limit the duration of discussions by saying "Now we will have a discussion with your partners until the music is over."

- **Change seat placements, if possible**

What is more difficult and realistically more implausible than using music is "changing seat placements in human rights education for the police." However, even though the possibility of utilizing this is low, the lecturer should know the concept and necessity thereof.

There is sometimes a need to change seat placements as a way to overcome passive attitudes experienced by students during school days, in which critical thinking is disposed of and students unconditionally absorb the words of the teacher and the content through their eyes, ears, and minds. Like ordinary people instantly command acts and way of speaking in a rather distracted manner when they put on reserve army garments, it is often witnessed in scenes of adult education that considerably many adults cease independent thinking, adopt passive attitudes, and lose their curiosity when they sit in a classroom setting.

Therefore, it is recommended that eliminating a classroom-like atmosphere and changing seat placements is one way to overcome this problem. As music softens up the awkward atmosphere as described above, changing the seat placements makes people feel the space is unfamiliar, thereby arousing curiosity. Among several seat placement arrangements for adult education, the following two seat placements are recommended: (The seat placement in Diagram 1 is possible with only slight modification, but the seat placement in Picture 2 requires major modification, yet it is much more effective.)



[Diagram 1]



[Diagram 2]

Finally, seat placement reflects the will of the lecturer for better communication. The lecturer who wants improved communication with participants will remove desks and let participants sit closer to him or her, whereas the lecturer who wants to prompt communication among participants will arrange seat placements in a way to make participants face each other, rather than seating them facing the lecturer. If such will is not reflected at all in the seat placement preferred by the lecturer, he or she should ponder why it is so and why he or she has not used such an effective tool before.

2. Presentation Skills

1 Presentation techniques

The following 4-stage checkups are intended to monitor the preparations of the lecturers themselves before they deliver lectures. They would be helpful for those who have little experience in lectures, but even lecturers who have much experience need to carefully check their preparedness for lectures from beginning to end. Becoming skillful at something sometimes means distancing oneself from principles and basics. Change and freshness can serve to replace the rusted and obsolete ways that have taken root.

Checkup 01 Basic preparations

- Are you sufficiently prepared for the theme of "human rights?" The lecturer should know his or her points of argument and grounds clearly and even know opposing viewpoints.
- How much does the lecturer understand the learners; namely, the police? Do you know their duties and characteristics and have information on their attitudes toward receiving the education?
- Did you study the background of "human rights education for the police?" For what reasons is human rights education being provided to the police at this moment?
- Do you have sufficient case studies to be used for the class? Are case studies sufficiently prepared as means of aid to support your points of argument even when debates or discussions occur during the class?

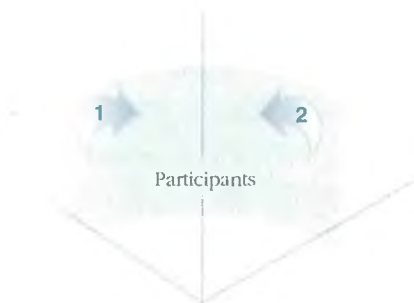
Checkup 02 Strength development

- What is the purpose of this class? Is it for delivering legal and normative information and definitions on human rights, or for discussing ways and attitudes to deal with humans in a humane way? Is the main content based upon the opinions and judgments of the trainer himself or herself, or on general stories? Do you have alternatives?
- Is the system of the lecture well-organized? For instance, did you systematically place such formats as "1, 2, 3" or "a, b, c" or "on one hand~, on the other hand," or "the more~ the more"? Did you create make too many categories, making things unnecessarily complicated?
- Did you take consideration of the type of learners—namely, the police—in terms of your way of talking and choice of words? Do you use foreign words too often? Did you prepare episodes showing empathy with the learners whose job is policing?
- Focus on actual incidents and reality. When you prepare for the class with an attitude of "I am an expert," you can lecture as if painting a picture before their eyes in actual lectures. Here, you have to check whether the lecture has objectivity, practicality and appropriateness.
- Are there common grounds that link the audience and the lecturer? What are the linkages that can form consensus between the lecturer and learners whose occupation is policing? Do not miss this point and use it actively.

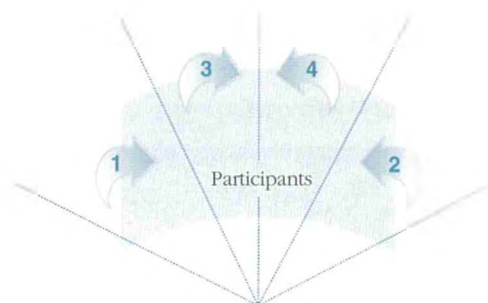
- Did you formulate aggressive strategies? Calculate at what point you will grab the attention of the learners by saying “my opinions are like this, or like that.” To do so, what needs to be prepared? And what needs to be built up in an orderly fashion?
- Have you prepared appropriate bits of humor and jokes? These also should be related to the discussion content and should be used at an appropriate time. Take into consideration the fact that humor may differ depending on regions, educational backgrounds, and the gender of participants. Do not joke openly to specific individuals without any prior preparations and considerations.
- What will you do if learners show negative reactions? You have to choose whether to acknowledge and accept them or ignore them.

Checkup 03 **Creating a comfortable class atmosphere**

- First impressions are important. Take care about your clothes and makeup and consider whether your peculiar necklace, untidy tie, partially unzipped zipper, or lipstick on your teeth, may distract and perhaps lower the concentration of class.
- Create a friendly atmosphere overall. Arrive in the classroom before the commencement time. And actively start up conversations with participants. Conversations regarding daily routines, children of participants, and concerns over health, and sharing coffee all serve to heighten responses to the lecture.
- Emphasize common interests. If the lecturer is able to find out common links that connect the lecturer with learners through the list of participants, information on participants from the planners, and conversation before the class, the amount effort required for the lecture can be reduced.



[Diagram 3]



[Diagram 4]

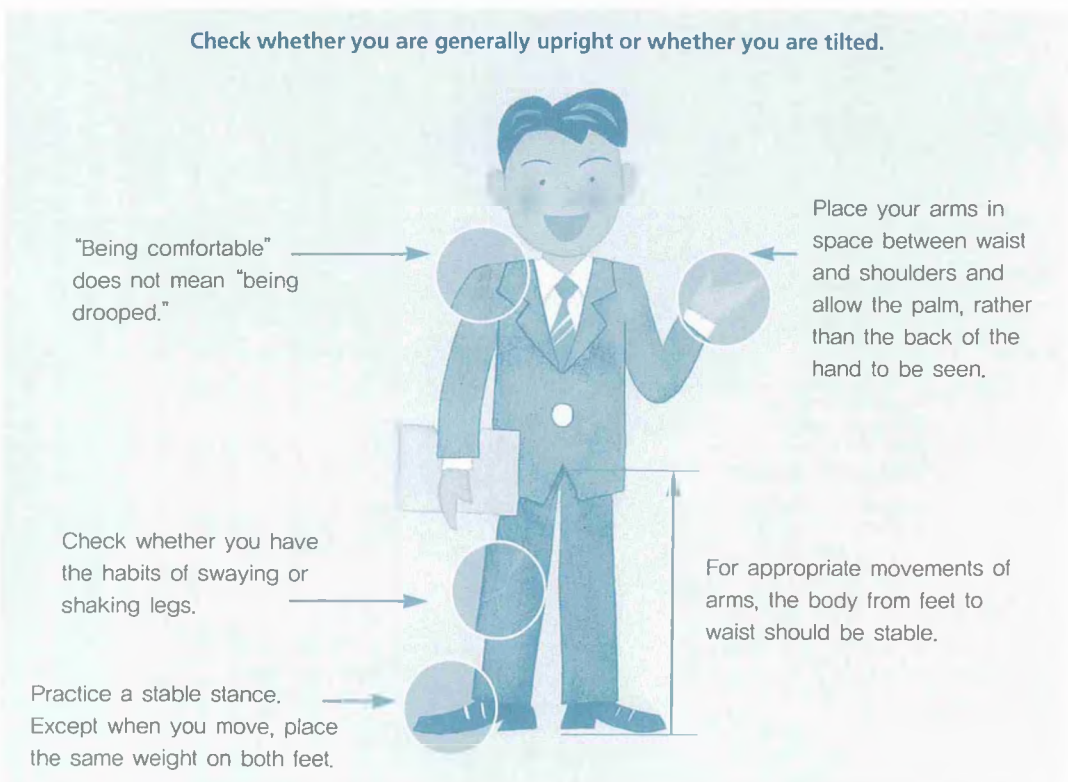
- Avoid making definitive conclusions during the introductory stage to a degree that learners can notice. Arouse curiosity. It is not wise to disclose that you know the conclusion in advance in a situation where even curiosity which is non-existent should be aroused.
- Intentionally make eye contact. Ways of the lecturer delivering information and content are not limited to verbal languages. In particular, when emotive and sentimental content is delivered, truthful eye contact is important. Eye contact can require participants to think and double their concentration time. Eye contact should be free, candid, and frank. If making eye contact this way is not easy, practice making eye contact starting from the person sitting the front in the leftmost row to the person sitting the rearmost in the central row, and then to a person sitting the front in the rightmost row. When the number of participants is small, divide the entire group into two and shift the direction of eye contact as indicated in Diagram 3 and if the number of participants is big, divide the entire group into four and shift eye contacts as in Diagram 4.
- Keep in mind that the lecturer should not lose peace of mind and composure even in unexpected incidents. If participants sometimes provoke the trainer to anger, do not get agitated.
- Beware of praise and the use of praise. If the trainer literally accepts the primary assessment of praise by participants and the planners, his or her tension is weakened and he or she may become proud. As a result, the trainer can face a fatal problematic situation where he or she suspends observations using the five senses.

Checkup 04 **Postures and movements**

- What is as important as tidy appearance and etiquette is the correct posture. Check whether your bodily posture is straight, not tilted when you stand up. Here you should consult with others.
- Being comfortable or being relaxed does not mean letting your body slacken in an awkward way. Trainers who use deep breathing to accurately deliver their words know through their experience that an appropriate amount of bodily tension is essential.
- Practice a stable stance. Except when you move, place the same amount of weight on both feet in a balanced way.

- Check whether you have habits even you are not aware of. Are you swaying one leg or allowing your legs to shake?
- Correct gestures or movements of arms are possible only when the body part from feet to waist is stable. This can be learned only through practice. Skills that should be possessed as a lecturer are often not acquired naturally.
- Many public speakers are at a loss, not knowing what to do with their arms and hands. Both hands should be placed in space between the waist and shoulders. Excessive tension of the trainer is fully transmitted to participants.
- Gestures should be made in consideration of the physical characteristics of the lecturer and environmental characteristics of the classroom. Are you making excessively big or small gestures compared to the size of your physique or excessively exaggerated or passive gestures, compared to the size of the classroom? Consider the pointer the lecturer uses as part of his or her body. Are you making excessive use of the long or short pointer?

Check whether you are generally upright or whether you are tilted.



1

Part

Understanding the Police and Human Rights Violations

This chapter is the reference part that constitutes the theoretical background of this manual for human rights education for the police. It has been produced as basic material to help human rights education trainers gain a better understanding of the police, the situations they face, and the essence of human rights violations that take place due to special characteristics of police duty environment. It is largely divided into two sections.

The first section is "Understanding the Police." In order to help educators' basic understanding of the education recipients, there is first a brief explanation of how the concepts of the police, their functions and roles have been transformed according to periods and regions. Then the four most representative models based on the roles and or the image of the police today are examined. This is followed by a brief introduction to the negative police sub-culture discovered in Korea's police

organization. Needless to say, such “police sub-culture” does not exist only in the Korean police — nor has it only been formed in recent years. Some reflect the sub-culture shared by police forces all around the world due to the special characteristics of police duties, and others are the general trends of Korea’s bureaucratic society. Next, the reality facing the Korean police, including lack of neutrality and independence are examined, and then the general difficulties facing Korean police officers are described such as poor working conditions and negative perceptions of society.

The second section is “The Police and Human Rights.” This focuses on what relationship the police and human rights share, what problems associated with human rights have been raised regarding the Korean police, what complaints have been lodged with the National Human Rights Commission regarding human rights violations by the police and several human rights dilemma situations related to police duties. Lastly, “Ten Human Rights Guidelines for Police Officers” have been presented, which can serve as a reference for solutions to such dilemmas.

Please note that the content of this chapter has been produced in consideration of trainers who do not possess detailed knowledge of the police, although there are among human rights trainers some who have detailed and concrete knowledge of the police and their duties.

Moreover, some of the content may be subject to different interpretations, depending on viewpoints and opinions and may draw opposition from police officers who are attending the education lectures.

In particular, as for case studies of human rights violations by police officers and the relationship between current laws and human rights guidelines, please refer to “A Human Rights Guide-for the Police” published by the National Human Rights Commission.

01 Understanding the Police	38
02 The Police and Human Rights	53

01

Understanding the Police

1. The Concept and History of the Police

The history of the police can be summarized as the process of balancing a tool for safeguarding the system and maintaining social order vs. functions to protect lives, properties and rights of individuals.

(1) Police concepts during the ancient and medieval periods

The term "police" originated from ancient Greek work "politeia," which referred to a set of actions related to operation and maintenance of polis. Afterwards, the term was established as a concept of "la police" meaning peaceful orderly state of state goals, state actions, and a state in France in late 14th century. The concept was handed down to Germany in the late 15th century and the police power (*ius politiae*) was combined into the feudal lords' high power system, which include *ius quaesitum*, *ius legislatorum*, and *ius fisci*, which had been traditionally recognized as the powers of reign by feudal lords. Thus, the "all state administration, with the exception of power over church administration," was called "Polixey;" and police power served as the foundation for absolutist state power and began to be associated with the maintenance of social order within secular public power.

(2) Police concepts during the police state period

In Germany in the 17th and 18th centuries, special government agencies for external affairs, military affairs, and finance were established and administration of justice was separated as a special state functions from other state branches and police came to be associated with the overall administration of internal affairs directly related to the well-being and welfare of society. Therefore, the so-called police state (Polizeistaat) administration, in which the absolute reign of the monarchy took place, reached all the way to the overall administration of internal affairs. At that time, public officials obeyed and dedicated themselves to the absolute power of kings and instead unilaterally interfered with and controlled the rights and interests of the people, without any judiciary control, based on their comprehensive power over the people. A system was established in which the state exercised sovereign power to maintain public order in a passive sense and promote public welfare in an active sense. The unlimited state power attributed with such force resulted in public perception of the police as a dictatorial tool that suppressed the freedom and rights of individuals.

(3) Police concepts after the era of constitutional states

With the emergence of Enlightenment philosophy in the 18th century, the police state was overcome and the era of constitutional states (Rechtsstaat) dawned in Europe. The constitutional states emerged from constitutional governments, which had been distributed around the world by the Glorious Revolution in Britain, the U.S. struggle for independence and the French Revolution. Its ideology was characterized by respect for human rights based on natural law. The philosophy not only limited the purposes and duties of a state to this end, but also was based on division of powers thought, in which even the power of monarchs was bound by laws with the generation of constitutionalism. As citizens, who had been mere objects of kings' absolute sovereign power under the police-backed regime, restored their independence and the welfare police (Wohlfahrtspolizei) area was excluded from the police, the exercise of police power came to be limited to passive danger prevention (Gefahrenabwehr). In particular, Article 10-2-17 of Das Allgemeine Landrecht fuer Preussischen Staaten (Pr. ALR) defined "keeping peace, well-being and order of the

(2) Police concepts during the police state period

In Germany in the 17th and 18th centuries, special government agencies for external affairs, military affairs, and finance were established and administration of justice was separated as a special state functions from other state branches and police came to be associated with the overall administration of internal affairs directly related to the well-being and welfare of society. Therefore, the so-called police state (Polizeistaat) administration, in which the absolute reign of the monarchy took place, reached all the way to the overall administration of internal affairs. At that time, public officials obeyed and dedicated themselves to the absolute power of kings and instead unilaterally interfered with and controlled the rights and interests of the people, without any judiciary control, based on their comprehensive power over the people. A system was established in which the state exercised sovereign power to maintain public order in a passive sense and promote public welfare in an active sense. The unlimited state power attributed with such force resulted in public perception of the police as a dictatorial tool that suppressed the freedom and rights of individuals.

(3) Police concepts after the era of constitutional states

With the emergence of Enlightenment philosophy in the 18th century, the police state was overcome and the era of constitutional states (Rechtsstaat) dawned in Europe. The constitutional states emerged from constitutional governments, which had been distributed around the world by the Glorious Revolution in Britain, the U.S. struggle for independence and the French Revolution. Its ideology was characterized by respect for human rights based on natural law. The philosophy not only limited the purposes and duties of a state to this end, but also was based on division of powers thought, in which even the power of monarchs was bound by laws with the generation of constitutionalism. As citizens, who had been mere objects of kings' absolute sovereign power under the police-backed regime, restored their independence and the welfare police (Wohlfahrtspolizei) area was excluded from the police, the exercise of police power came to be limited to passive danger prevention (Gefahrenabwehr). In particular, Article 10-2-17 of Das Allgemeine Landrecht fuer Preussischen Staaten (Pr. ALR) defined "keeping peace, well-being and order of the

public and taking necessary steps to prevent imminent danger for the public and its members” as duties of the police, thereby legally restricting the duties of the police to keeping public well-being and order.

However, in Germany, with the emergence of the Nazi regime, the police power that had belonged to the provinces was concentrated in the state to create the state police (1936). The security police, which included detective police, secret state police, order public (Ordnungspolizei) and shock troops, were integrated into the National Policing Headquarters (1937), committing various brutalities. After the Second World War, with this experience as a lesson, one of the top priorities of the Allied Forces were de-Nazification, demilitarization, depoliticization, democratization, and decentralization of the German police in their important occupation policies. As result, the state police were restored to provincial police and all administrative policing duties with the exception of protection of lives and properties, keeping law and order, and prevention and arrest of crimes were transferred to duties of other government agencies and were governed in the area of order administration, thus achieving the “Entpolizeilichung.” This reduced concept of police was clearly established through Article 1-1 of the Unified Police Act Standardized Version of the Germany’s federal and state governments in 1986 which stated, “The police’ duty shall be to prevent danger against public well-being or order,” and has remained in effect to this day.

(4) Police concepts in the United Kingdom and the United States

In Anglo-American law, in countries like the United Kingdom, the United States, Canada, New Zealand the police are perceived more as representatives of the citizens or safety guardians for citizens, rather than as a state-controlled body. This largely originated from their historic development. Since the ancient Anglo-Saxon era, the philosophy and culture of self-policing had been traditionally handed down in the police of the United Kingdom. The term, “Constables,” which is the most commonly used term referring to the police, originates from the self-policing of residents themselves. Compared to shire-reeves, who were regional aristocracy, or centrally dispatched by the king, the constable, who was the policing officer from commoners, was the chief of the village and was voted in by residents.

He was responsible for tracing and arresting criminals and managing horses and weapons of the village. One of the major duties of constables was to arrest criminals and take them to the court. This meant that the powers of arrest, which were endowed to every citizen, were especially relegated to constables. Constables in urban areas commanded night-watchers and operated a preventive system of patrol.

Constables were endowed with the power to legally order and force citizens to respond to crimes through the hue-an-cry obligation endowed to all citizens. Constables who were representatives of residents and volunteers were degraded to subordinates to the Justice of the Peace, (which corresponds to today's magistrates), who were low-class aristocrats and were dispatched by the king to govern local residents with the enactment of the Justice of the Peace Act (1361). Accordingly, constables were engaged more in small errands in courts and of justices, rather than their original duty of policing, and they were paid workers rather than volunteers. As a result, the duties of constables that controlled and suppressed low-class people were avoided by commoners and rich people paid others to carry out the duties of constables. In the late 18th century this constable system became extremely corrupt and incompetent.

Such a corrupt and ineffective system was unable to deal with the disorderly social order after the Industrial Revolution. In 1829 Robert Peel established the London Metropolitan Police, a bureaucratic vocational police organization, which was the pioneer of the state police in the Anglo-American law countries. Robert Peel, who was well aware of how unpopular the establishment of the police, as a new quasi-military organization, was understood that in order for the new police to become successful, cooperation and commitment of all the citizens were essential. He announced the following command guidelines, which are still in effect to this day :

- The primary purpose of the police is to prevent crimes. Efforts of all police officer's should be concentrated on achieving this important goal. Preventing crime rather than tracking down and punishing criminals after they commit crimes is more effective for protecting individuals' lives and properties and the safety of police officers themselves.

- Police officers should be kind and friendly to all people, regardless of class and social stratum. They should not interfere due to carelessness or unnecessarily prove their authority. Once police intervention is deemed necessary, the police should respond with stern courage. They will gain the support of the people for the just and right exercise of power.
- Police officers should be able to keep their emotions under perfect control and they should not be intimidated by any derogatory remarks or threats. If police officers respond to such situations with a quiet and firm attitude, it will attract the support of citizens.
- Given the sacredness of the police which is currently being established, special care should be provided for new police officers not to form misguided ideas about their duties and authority.
- From the inception, the police force has pursued the goal of becoming a consistent and democratic organization that is breathing with citizens, understands citizens, sides with citizens, and draws support from citizens.
- Police officers should earn praise and affection from residents with their composure, courage, sense of humor, and impartiality.

(5) Police concepts in the Republic of Korea

The police concepts of France and Germany are very significant in the formation of the police concepts in Korea, as French law served as an example for regulations for administrative police during the Meiji era (1875), which were transplanted intact to Korea through the 1894 Administrative Police Regulations. Such regulations had existed respectively until the Act on the Performance of Duties by Police was legislated in 1947 in Japan and its Korean counterpart was enacted in 1953. However, as Japan was defeated in 1945 and the U.S. military administration was launched and the emphasis of the police concept was shifted from the policing-centered administrative perspective of Continental laws to the police concept based on democratic ideas of Anglo-American law and 'protecting people (individuals)' lives, protection of physical bodies, and properties was emphasized as a duty of the police. This shift was reflected in Korea as well and such regulations were added to the Act on the Performance of Duties by Police Officers.

2. Four Police Models in Contemporary Society

Today, answers vary, depending on the debaters, regarding the question of what are the proper roles of the police. When such discussions are summarized in the police science field, there are largely four police role models—namely, the crime-fighter, the emergency operator, the social enforcer, and the social peacekeeper. Each model offers persuasive explanations of the roles and characteristics of the police, yet from human rights perspectives, they have individualized.

(1) The crime-fighter

This is a police model based on perceptions that the police are the experts in fighting crimes. In terms of this police model, fighting against criminals is deemed as “real police” and social situations facing the police are perceived as combat situations; thus, there is a problem that it is easy to form strong dichotomist thinking that divides people into the “enemies” who are either criminals or critics of the police, and “our side,” who are friendly to the police.

Under this black-and-white logic police model, another problem deals with the difficulty of having appropriate perceptions and responses to various groups of people confronted with the police, who are neither the “enemy” nor “our side,” such as negligent criminals, petitioners, demonstrators, and those who are subject to control by the police. Moreover, when the police concentrate on fighting against crimes, there is a possibility that large numbers of innocent victims may be falsely charged, receive brutal treatment, or be wounded when they are near scenes of law enforcement. In addition, although only an extremely small segment of police duties are involved in physical clashes with criminals, the importance of problem-solving functions which account for the most part of police duties, such as crime prevention, responses to petitioners, conflict mediation, and local community peacekeeping, are relatively ignored. Sometimes there are excessive expectations that strengthening of the police force is the solution to solving the problem of crime in society. Thus, if the police force is enhanced through an increase in the number of police officers

and reinforcement of equipment, yet crime occurrence increases, criticism of any perceived inability and inefficiency of the police may increase. And another problem is that it is likely that the tougher the police enforcement methods become, the more brutal crimes become.

This crime-fighter model also has a problem in that it may excessively emphasize masculine aspects in performing police duties such as actions and violence, while overlooking the importance of feminine aspects such as dialogue, mediation and conflict resolution. In addition, affection for colleagues, which is similar to comradeship affection and a loyalty culture may be formed. It may thus be considered a virtue to ignore or embrace their colleagues when police officers witness corruption and human rights violations by colleague police officers.

(2) The emergency operator

This is a police model that views the police as those who keep social peace and replace experts temporarily and as a stop-gap measure at times and places where experts such as doctors, teachers, and lawyers who take care of overall needs of society are not available. Under this police model, the authority and power endowed to the police is the product derived from the 24-hour service system of police organization and regional comprehensiveness that is scattered across the nation, rather than the product of specialized skills.

Under this police model, the own areas of specialization of the police are not recognized and abilities of individual police officers are not perceived as important; thus, education and training for police officers become insufficient and police officers may be degraded into tools or means, thus resulting in low morale among police officers and low professionalism as well as weakened work ethics and work minds. This makes police officers vulnerable to temptations of wrongdoings such as human rights violations and corruption.

(3) The social enforcer

This is a police model that views the police as being endowed with the authority to use force to respond to conflicts and clashes taking place in society. In other words, the police

are considered as those who use physical force and authority to block resistance (demonstrations, strikes, crimes, and disorder) against attempts to resolve social problems such as law enforcement. This model explains various duties of the police, which include not only crime-fighting but also crackdowns and suppression of demonstrations in an integrated manner, and is considered to be a good reflection of the reality where the police take care of all sorts of social problems.

However, this model defines the police as the repository of the community's oppressive force and focuses excessively on the suppressive dimension of police authority, raising a problem that it may reinforce tendencies to resolve problems through force and threats in performing police duties. Under this police model it is easy for police officers to maintain a high-handed attitude toward citizens and practices of using force and threats over mediation and negotiations tend to be formed easily. Also, there is a risk that violence may be justified and human rights violations may be rationalized.

(4) The social peacekeeper

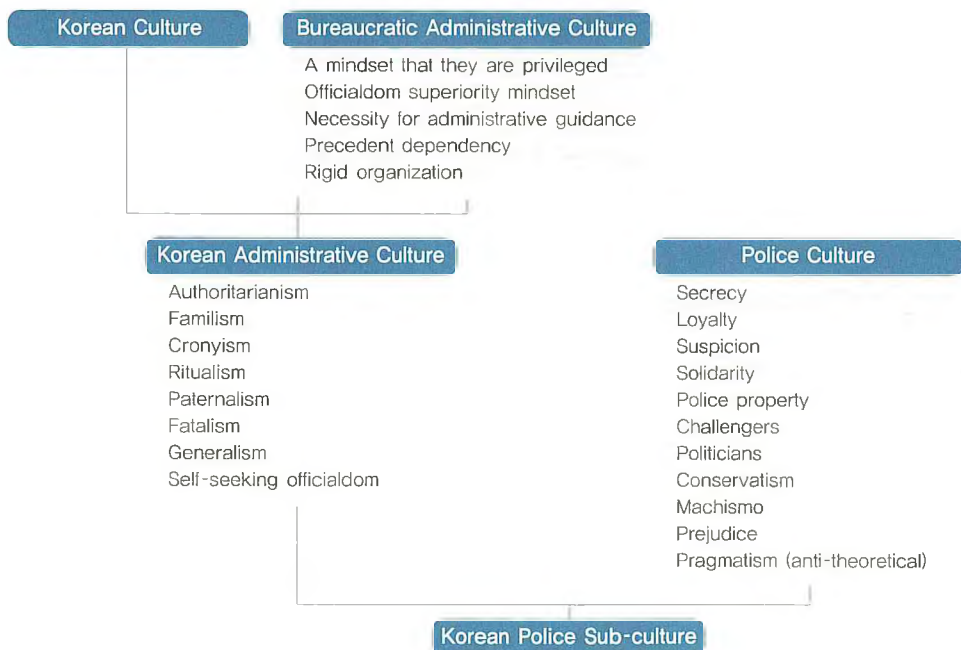
This is the most modern police model. This model views the police as those that execute functions to maintain a state in which obeying laws takes place appropriately to help normal operation of functions of a democratic government, and enabling people to freely pursue their legitimate goals without being threatened with interference. This police model is in line with the police philosophy of Robert Peel who founded the British police. He maintained that "the fundamental reason for the existence of the police is not to suppress crime and disorder and execute strict punishments, but to strive to prevent such situations in advance." Under this police model, it is viewed that the police are able to play proactive, positive, and productive roles that not only control crime and disorder and eliminate fear, but also encourage social trust and cooperation. Moreover, it establishes the identity of police as proactive problem-solvers that not only have reactive functions responding only after crime occurs, but also reduce and eliminate possibilities of problem occurrences. Under this police model, the peaceful nature of police duties is emphasized and it is made clear that force is only the last resort that is used to the minimum. In order to maintain this

police concept, wide discretionary power should be given to individual police officers and their communication and problem-solving abilities should be outstanding.

However, in order to introduce such a modern police model, there are difficulties that the police organizations should reform in a democratic and independent manner. Also, authority should be relegated to field police officers to a great extent, which would require tremendous additional budgetary funding is required for recruitment, education, and remuneration.

3. Police Sub-culture

In order to understand the police, it is essential to understand their culture. As indicated in the following system chart, the Korean police are an amalgam of the nation's social culture, the nation's bureaucratic administrative culture and work culture resulting from the special work environment of the police. Among them, the most representative Korean police sub-culture will be examined as follows :



(1) Authoritarianism

Authoritarianism emphasizes the rule-obeying relations in hierarchical relationships rather than equal relationships. In such authoritarian culture, power is concentrated in the upper ranks and a sense of responsibility for residents is weak.

(2) Familism

This is a mindset to consider a public organization as a type of a family, as if to consider the police station chief as father, department head as mother, and section head as older brother. It emphasizes unity and hierarchical order among organizational members, yet the distinction between the public and the private is not clear.

(3) Cronyism

Cronyism emphasizes exclusive and special relationships such as blood relations, regional relations, and connections from the same school background. Due to such cronyism, conflicts among people from different backgrounds in the organization are serious and doubts and disputes over promotions and transfer always occur.

(4) Ritualism

This is a tendency to cling to forms, procedures, and precedents rather than practical gains. Formal legal responsibility is emphasized over actual responsibility and tendencies to follow the footsteps of precedents are prevalent.

(5) Paternalism

This is a tendency to view human relationships not as calculated interests or work relationships, but as emotional bonds. The relationships between the superior and the junior are considered as person-to-person relationships, not as work-to-work relationships. In policy decisions, subjective emotions and prejudices act more than objective facts.

(6) Fatalism

This is a tendency to consider the success of individuals or organizations to be dependent upon external forces or influences. In such a cultural environment when people fail to be promoted or are unsuccessful, they think that this is due to bad luck, not due to their incompetence, so excuses and transfer of responsibility frequently occur. Due to this, a charismatic leader is more welcome than a leader with scientific and rational thinking.

(7) Generalism

This is a mentality where one thinks one can do everything on one's own. Out of belief that everything in the world can be understood and solved in a general common sense dimension, experts are not respected. As people think that they can take care of everything, transfer of power – or specialization – does not occur easily.

(8) Self-seeking officialdom

This is a tendency to consider the occupation of the police not as a job, but rather as a means for success and promoting self-interest. This is attitude to consider applying for a police force position as it guarantees privileges, unlike other occupations. For those who have such an attitude, the police force becomes a means to expand their personal interests and seek their personal advancement, not as a professional occupation. Therefore, they always engage in competition to find out positions which involve greater self-interest. Those who consider the police as a privileged job have a strong tendency to consider private businesses and other occupations as their preys and a sense of service to the public does not occur easily among them.

(9) Secrecy

This refers to a tendency to expand confidentiality required due to characteristics of police duties into everything related to the police. It tends to view all outside attempts to find out about the internal operations of the police from doubtful perspectives and fear whether what is disclosed may be used to the detriment of the police. This attitude leads to emphasis

on unity among police officers.

(10) Estrangement from general civil society

Given the characteristics of duties understood as being an observer of human activities—against citizens, rather than being part of them, as the law enforcer—police officers always experience problems with relationships with citizens. They are placed in an environment in which they receive little support from citizens in the course of the law enforcement process, so they complain that when they are placed in a dangerous situation nobody will help them, and they thus easily think that other police officers are the only people they can depend on. In social life and gatherings law violations sometimes occur, and when a police officer is present in such situations, this causes problems not only for the police officer, but for other people. Police officers often discover that due to their occupational knowledge, even social gatherings turn into opportunities for counseling and talking about their dissatisfaction and sometimes such complaints are about the police. Therefore when stories about unfriendliness and corruption among the police are told in social situations, police officers discover that they become the target of hostility from citizens due to acts for which they bear no responsibility at all. For these reasons, many police officers avoid common social gatherings and find that their colleague police officers are less strange, less threatening, and make people more comfortable. Shift-working systems and irregular days-off exacerbate this situation. The police thus acquire a tendency to avoid contact with the local community, which is the very object of their service, and as a result a “siege mentality” and “us vs. them mentality” are generated, and “them” are again differentiated depending on whether they cause some problems against “us” or they offer cooperation in some way. When such “us vs. them” mentality rules, the virtue of loyalty is emphasized; and this may lead to a so-called “code of silence” and “blue wall of silence,” which protects the wrongdoings of colleague police officers.

(11) Cynicism

The police’s experience toward society and the organization often becomes a cause for

generating cynicism. When the police are disappointed with the society which they serve and have perceptions that society is a hostile world dominated by hypocrisy, such cynicism is in place and police officers' cynicism is geared toward the police system and society in general. In particular, when society is full of hypocrisy and the police organization makes excessive demands on low-ranking officers, such cynicism is easily generated. Such cynicism reinforces the importance of loyalty and faithfulness to their colleagues and perceptions like, "For what reasons do I have to criticize and give unfavorable comments about my colleague police officer, who is ready to sacrifice his life for you, only because he gave a few punches to a bad guy?" and "Why should I have to cooperate with high-ranking officers who are only concentrating on their personal success?" Additionally, this can cause the police to distrust other people's motives and honesty and adopt a skeptical attitude toward moral order.

4. Difficulties Experienced by Korean Police

(1) Sorrow of hierarchic society

There is an expression "Ranks are gangs" in police slang, which means that if a person is a high-ranking officer, he or she can do everything and the senior tends to control not only the work of the junior, but also his or her personality. In particular, the so-called non-senior police officers ranging from policemen to assistant inspectors wear badges of rank in the form of a leaf which looks rather "light" (senior officers over the inspectors wear Rose of Sharon-shaped badges). No matter how old they are, they have to patrol carrying batons and residents tend to ignore them due to their low ranks, so there are some police officers who even hide from their children the fact that they are police officers. On the other hand, police officers whose ranks are inspector and higher are in charge of command and planning no matter how young they are and society respects them accordingly. Due to such circumstances, some low-ranking police officers are pessimistic about their situations.

(2) Delayed promotions

It is said that police promotion examinations are more difficult than the notoriously difficult state for recruitment of government officials. This is a phenomenon resulting from the abnormal personnel structure in which 86.4% of the entire 90,000 police officers are non-senior police officers with ranks of assistant inspector and under. The fact that 74% of the entire police retirees between 2000 and 2002 retired as assistant inspectors shows how difficult it is to be promoted to senior police officers of inspectors and over. However, in recent years, the police personnel structure improvement plan has been implemented, as a result of which the numbers of senior positions of inspectors and over have sharply increased. As of 2005, 6,000 senior policemen were promoted to assistant inspectors based on their length of service and 306 assistant inspector-level police stand chiefs were promoted to inspector rank, while 887 inspector-level patrol division police were promoted to senior inspector rank, expanding the width of promotions.

(3) Estranged regional police

Among regional police officers, complaints are often raised that various benefits—such as the number of promoted personnel, prizes, domestic and overseas training, and access to high-tech equipment—are concentrated on the National Police Agency and Seoul police. In particular, senior positions of superintendents, which correspond to department heads at police stations, and over are occupied by police officers who have been promoted in Seoul and they work in regional police stations one or two years and then go back to Seoul and other seniors replace them. Thus, regional police express a sense of estrangement, feeling that they always merely provide support for central and Seoul police. Under such circumstances, some observe that young and competent regional police officers are only seeking opportunities to work for the National Police Agency and Seoul police.

(4) Protesting citizens

Many police officers perceive that, although it was past generation police officers who had suppressed human rights, the backlash is geared toward innocent contemporary police

officers. They express many frustrations, saying that citizens' anger about various social and political problems is projected upon the police, who are seen as the symbol of public force, as indicated by such incidents as non-compliance during spot checkups, protests by drivers who violate traffic regulations, drunken people causing disruptions at police stands, arrested criminals arguing that they received brutal treatment in the arrest process, and police officers, who arrive at the scenes of violence, being ignored and beaten due to limited physical force.

(5) Insufficient education and training

In Korea, newly recruited police officers receive training for six months, as opposed to two years in advanced countries such as the United Kingdom and Germany. Furthermore, even during the training period, the focus is placed on lecture-intensive cramming of laws and theories. Therefore, new police officers are deployed in the field without properly learning practical skills that can be applied to actual policing situations and the ability to respond to various situations that may occur in real-life policing scenes. They also lack training in problem-solving methods. Even after they are deployed in the field, they suffer from lack of confidence due to insufficient scientific and specialized working-level maintenance training in the field. Additionally, when excessive demands and orders for various performances and prompt resolution of incidents are required from the upper level, there are possibilities of human rights violations such as excessive law enforcement, illegal investigation, and over-suppression.



The Police and Human Rights

1. Police Activities and Human Rights

The police are people who perform very difficult tasks of maintaining public well-being and order and at the same time protecting lives and properties of individual citizens. In situations where these two purposes do not conflict with each other, when the police faithfully execute their duties in accordance with laws and regulations, police duties themselves become roles of safeguarding human rights. Patrol activities to protect residents and society from crimes, disasters and accidents and activities to protect missing children and find their parents are a case in point. However, police duties are not always performed in such simple and clear situations, as a considerable part of police duties is comparable to very risky tightrope-walking between law enforcement and human rights violations, as indicated by such instances as when the police suppress agitated offenders and protect victims at scenes of domestic violence and the offender accuses the police of violating human rights. When the police disperse illegal assemblies or block their occupation of roads, to maintain social order, the police are accused of infringing the human rights of demonstration participants. When the police are investigating complaints of sexual violence against children who undermine social order and seriously infringe upon the human rights of individuals, the police are not in a position to deny the demand of the accused for a face-to-face meeting with the victims out of recognition of the accused

persons' right of defense. Therefore, given this nature of a policeman's duties, police officers should possess a higher sensitivity and knowledge of human rights than any one else and should be equipped with high professionalism and skills to effectively enforce their duties without violating human rights.

2. The Korean Police and Human Rights

The Korean police have made concerted efforts to erase the negative image of the police force in the past and to be reborn as democratic police and police that safeguard the human rights of citizens. First of all, the police have adopted a policy to place priority on protection of freedom of assembly and demonstrations, departing from the past policy that focused on suppressing illegal demonstrations. Also, the Investigative Police Service Charter was enacted, stipulating friendliness, prevention of human rights violations, fair investigation, prohibition of brutal acts such as abusive and violent language and violence, guarantee of lawyer participation when investigating the accused, and complying with the Miranda Principle in the case of arrests of the accused, thereby striving to protect the lives and property of citizens and prevent human rights violations. In addition, internal inspection activities designed to prevent human rights violations have been reinforced and the Civil Petition Consultant system has been introduced. Human Rights brochures have been produced and distributed, while human rights classes have been opened in the investigation training curriculum and in collaboration with human rights organizations, human rights experts have been invited to provide lectures to the police, reinforcing human rights education for the entire police force.

However, apart from such efforts, with the advancement in the people's awareness of human rights, the filing of complaints and reports on human rights violations by investigative agencies has increased sharply, and numerous petitions related to the police have been lodged with the National Human Rights Commission. As for the types of human rights violations for which complaints and petitions were lodged, violence and brutal acts

were the most frequently filed, followed by abuse of authority, illegal arrest, and detention.

Types of police-related petitions (Nov. 26, 2001~ Dec. 31, 2003)

Category	Sub-total by year petitions were received			Total
	2001	2002	2003	
1. Excessive spot checks		4	8	12
2. Illegal/unjust tapping of communications		3	1	4
3. Illegal/unjust seizing and searching	1	13	9	23
4. Illegal/unjust surveillance & inspection	6	15	7	28
5. Excessive crackdowns		9	23	32
6. Failure to notify the accused of their rights	1	13	19	33
7. Failure to notify family members			2	2
8. Illegal/unjust arbitrary accompaniment	5	15	10	30
9. Arrest/detention on other charges	1	7	2	10
10. Insufficient grounds for arrest	3	22	31	56
11. Undercover investigation		6		6
12. Excessive use of firearms/restraining gear	1	15	11	27
13. Restriction of right to interviews/counsel		4	5	9
14. Violence	12	132	155	299
15. Brutal acts	12	86	66	164
16. Infringement of personal rights	4	50	77	131
17. Interference/restriction of right to healthcare		9	8	17
18. Insufficient protection measures for socially marginalized/victims		9	10	19

19. Excessive physical checks		2		2
20. Illegal/unjust confinement	2	10	13	25
21. Suppressive/unjust securing of evidence	11	12	15	38
22. Insufficient investigation	17	34	34	85
23. Prejudiced investigations	25	99	75	199
24. Investigation errors	15	26	22	63
25. Abuse of the right of arraignment	4	7	2	13
26. Revealing secret investigations of the accused		7	4	11
27. Non-deletion of criminal records	1	2	2	5
28. Violation of the right to know		2		2
29. Indirect damage	1	1	3	5
30. Others	12	91	88	191
Total	134	705	702	1541

3. Case Studies of Human Rights Violations by the Police

Case studies of human rights violations filed with the National Human Rights Commission are examined as follows :

(1) Human rights violations in investigation activities

o Failure to notify the accused of their rights

- When arresting the accused, the police do not present arrest warrants and make forced arrests without explaining the nature of the crime, the reasons for arrest and the right of the accused

to appoint lawyers.

- When the accused are under interrogation, even though the accused requested an arrest warrant examination of the police officer in charge, the officer pressured the accused to give up the right to apply for cross-examination, saying that due to the serious nature of the crime, a cross-examination would be futile. The officer then documented that the accused did not apply for cross-examination.
- The police did not notify family members, who are eligible to apply for arrest warrant examination, of their right to request a warrant examination.

o Human rights violations related to arrests

- Cases where the accused is arrested and taken to the police through arrest without warrant even though there are no concerns about fleeing.
 - Arrest without warrant was made in a situation where the accused was sleeping at 6:30 a.m. without any signs of fleeing
 - Arrest without warrant was made while the accused was working in the district governor's office at 4:30 p.m.
- A case where the accused was arrested without warrant although he was not in flagrante delicto.

o Seize and search without warrant

- Searching home or office of the accused without presenting a seize and search warrant
- A case where the police searched the house with children watching, thus causing fear and removed items from the premises
- The police broke through the front door of the home of the accused using a drill while he was away and conducted a seizure and search.
- The police broke into the offices of the labor association by drilling the steel (iron?) gate and broke the office walls and seized computers, counseling records, and books.

o Investigations of social minorities, including disabled persons

- Disabled persons filed complaint against police station chief and others saying that during demonstrations calling for the guarantee of disabled persons' rights of mobility, they were hurt during violent suppression by the police and when they were taken to the police station, their crutches used to support them were seized and they were forced to be stripped naked and

searched, which was a violation of their human rights.

- Complainants claimed that for disabled persons crutches are like legs of normal persons and seizing crutches amounts to excessive violation of human rights.
- A rape victim who is a hearing and speech impaired person first made statements during investigation without the assistance of the sign language interpreter and later received assistance from the interpreter. However, in the interpretation process the statement became inconsistent and the accused was released, subject to non-prosecution and was later prosecuted after reinvestigation.
- Investigation faces difficulties due to imperfect translation in investigation of foreigners.
- Mentally ill person made confessions following brutal acts by the police.

o Death or injury caused by the use of police equipment such as firearms

- Cases where the police used firearms to capture a fleeing suspect, which led to death or injury of the suspect.
 - A sexual violence suspect was running away avoiding capture by the police and the chasing police officer fired his rifle, and a bullet penetrated the lower abdomen of the suspect. He was taken to hospital and received an operation, yet he died.
- Injuries from teargas fired by the police during demonstrations
- Injuries from being beaten with clubs and shields of the police during demonstrations

o Restriction of the suspect's right to approach counsel with lawyers

- The suspect, who was taken to the investigation agency in the form of arbitrary accompaniment, asked for counsel with the lawyer, yet it was concluded that the suspect did not have the right to approach counsel with the lawyer, thus the counsel was denied.
- Only for a reason that the person in charge was not present, the suspect's right to approach counsel was denied.

o Torture

- Torture involves the destruction of human life and its side effects are tremendous. Thus it has been prohibited for many years.
- The accused received a prison sentence on charge of murder in the first and secondary trials and while he was appealing to the Supreme Court, the real criminal was caught and the accused was released.

- During arrest, the accused, a police officer, was arrested on a charge of murdering his girlfriend and was subject to pacification and threats in a condition where he only slept for three hours in three days and finally confessed. During the Supreme Court trial the actual criminal was caught.
- When physical examination was conducted of a suspect who was indicted for kidnapping and murdering a child, despite a long time lapse, he still had bruises due to handcuffs on both hands, scars from wounds on the inner part of the left knee which was chafed over the floor, and bloody bruises under the toenail of the second toe of the left foot.
- It was petitioned that the criminal was manipulated to falsify confess by means of torture during the investigation process and following physical verification by the judiciary, torture was confirmed and the accused was declared innocent.

o Illegal acts during investigation process

- During the investigation process, such cases occur where illegal acts such as coercive investigation, all-night investigation, pacification and threats are committed, thus violating human rights.
 - Cases where in summer the accused was investigated until 1:00 a.m. in an unairconditioned investigation room and was summoned again early in the morning, which made it virtually impossible for the accused to sleep ; or with investigation continuing throughout the night with shifts of investigators, making it impossible for the accused to sleep.
 - The accused was seated on a chair and not allowed to stand up all day long.
 - Investigators threatened to arrest people known to the accused unless he or she made statements.
 - Investigators appeased the accused, saying that they would release the wife of the accused and her sister if the accused confessed.
- Despite a doctor's opinion that the accused needed absolute rest due to cirrhosis and if investigation proceeded without allowing the patient to rest, his life would be in jeopardy, investigators proceeded with investigations with the patient unhospitalized ; even after he was transferred to a detention center, he was not allowed to be taken to hospital.
- Investigation was forced upon a patient who found it difficult to stand or walk due to a chronic lower back disk ailment even on normal occasions and was unable to lie down at the time of investigation ; and proper hospital treatment was not allowed, exacerbating the disease.
- Although the medical team and the lawyer visited the accused for an interview, the meeting was not allowed.

o Human rights violations due to public disclosure of the fact that he is a suspect

- In a case where the criminal, who was a high school student, raped his tutor, in his bedroom and killed her by strangling her and stabbing her in front of the rooftop entrance, before throwing her body into an empty lot next to the apartment, investigators showed the statement records of the complainant to journalists. This led them to write sensational articles dubbed as "the Korean version tutor scandal" that distorted the facts, thereby defaming the victim and the bereaved family.
- Human rights violations of the accused due to public disclosure of the fact that a person is a suspect.

o Unfair investigation and insufficient protection of human rights

- Police officers beat a person, who had a fight with a bar owner and reported the owner to the police at an unlicensed bar, took him to a police station, distorted statements by witnesses and forced the person to give a thumb print even when the records were not prepared. They also applied psychological pressure by falsely declaring that his wife had written a statement saying her husband beat police officers.
- University students and an organized gang were involved in a bar fight where the students were beaten with baseball bats and injured. Some were kidnapped, imprisoned and beaten.
 - After being arrested, the senior member of the gang threatened the students in a police station saying "When I am sentenced to prison, I will order my juniors to kill you with a knife." However, the police did not receive the victims' statements properly and showed a lukewarm attitude towards arresting the offender. They dropped the kidnapping charge and detention of the students in the records, raising suspicions that the police were trying to conceal and scale-down the incident.
- The police induced mutual agreement by feeding fear of the victim with unnecessary cross-examination.
- The police did not take any protection measures for victims who were trembling with fear and revealed their addresses, telephone numbers, names and faces, raising concerns over retaliation against the victims.
- The police ignored the victims' requests for protection measures.
- In the investigation over a traffic accident, the police handled the case only with one-sided statements by the offender and after reinvestigation, the police officer in charge was punished.
 - Despite the request for witness examination, the police did not accede to the request, raising suspicion that the case was unilaterally concluded.

- As a result of a joint reinvestigation by Road Traffic Safety Authority, the National Police Agency and Seoul Metropolitan Police Agency, it was found that the driver had violated traffic signals, causing the accident.

(2) Human rights violations in policing activities

o Illegal use of police power during demonstrations and protests

- In the process of dispersing demonstrations, the police who were ordered to disperse the demonstrators by the police station chief notified the demonstrators of the dispersion order and after a mere five minutes the police launched armed suppression with shields and clubs.
 - In the process, the majority of workers in their 50s were injured by shields and beaten with clubs.
 - A citizen and two female demonstrators were sexually harassed by riot police.
 - Citizens who did not participate in the demonstration and merely watched it were taken away with demonstrators by the riot police.
- In the process of dispersing a demonstration against eviction reported to the police, not only suppression using clubs and shields, but also kicking, punching, and suppression with sand and water was used.
 - During the process many people were injured.
 - One was injured to an extent that two teeth had to be extracted after he was beaten in the face.
 - The skull of a demonstrator was cracked after he was beaten with clubs, and he was taken to the hospital immediately.
- During the investigation process, the suspect exercised his right to silence and did not reveal his identity and he was forcibly handcuffed. Five or six combat police held him by the limbs and lifted him off the ground, taking his fingerprints and conducted an identity check.
- As the investigation time permitted was almost expiring, the demonstrators were forcibly taken out and subjected to coercive and forced investigation.
- None of the demonstrators were informed of the Miranda Principle.

o Violation of privacy, including illegal tapping of communications

- With the increase in lawful telephone tapping, cases of violation of privacy are on the rise through illegal tapping and camera surveillance.

- Concerning student demonstrations, tapping devices were discovered in the room of a suspect student's girlfriend
- During the trial, the prosecutor disclosed the tapping.
- Illegal tapping takes place in incidents where evidence is difficult to secure.

o Questioning by spot check patrol police and arbitrary accompaniment by the police

- The police blocked a student entering the university and asked him to present his student ID card. When the student refused, surrounding riot police forcibly took him away and opened his bag and searched his personal belongings inside.
- Students who refused the questioning itself in protest of the police' spot checks and students who staged a campaign to oppose spot checks were subjected to arbitrary accompaniment by the police and were released within six hours, which is the maximum time allowed for arbitrary accompaniment by the police.
- Citizens and students, who were forcibly removed by the police due to their involvement in a pan-national rally held at Seoul National University in August 1999, filed a collective lawsuit.
 - The majority of them were mountain hikers and there were even pregnant women.
- The practice of the so-called arbitrary accompaniment by the police was commonly used, by which complainants are taken to the investigation agency without warrant after seeking consent from the complainant and detained in the agency until the investigation was over.
 - In many cases the consent of the complainant was obtained through coercion by the investigative agency ; and in fact there were cases where people were taken away as if being kidnapped, yet they pretended to have sought the consent of the complainant.

(3) Human rights violations related to detention

o Illegal use of restrictive devices

- The use of restrictive devices by the police has been raised as an issue as in some regions shackles were used on complainants, giving them a sense of humiliation.
 - Shackles and steel chains with locks were used not only for felonious criminals who committed murder and robbery, but also negligent criminals and first-time offenders including county council members who posed no risk of fleeing.
 - The accused, who ran for local council member election and was arrested on charges of violation of the Public Office and Election Malpractice Prevention Act, was shackled during

interviews, making him feel deeply humiliated.

- Another suspect, who was engaged in a fight with the victim in a car accident and was arrested on charges of violation of the Act on the Punishment of Violence, etc. and later released, was taken to the prosecutors with his ankles shackled.

o Human rights violations in operation of police station detention rooms

- The facilities in the detention rooms within police stations are also a problem. Petitions were even filed over bedding that was unsanitary.
- The conditions of toilets in detention rooms is humiliating, violating human rights.

o Strip searches of suspects

- Strip searches were conducted on females who were arrested on charges of violation of election laws and laws on demonstrations and protests under the pretext of searching for self-injury devices.
- Excessive searches of suspects who are arrested on trivial charges and are highly unlikely to be in possession of firearms
- Three female workers were arrested without warrant on charges of violating election laws, while delivering Korea Confederation of Trade Unions newsletters to the union leaders. After simple searches, they were detained in the detention room. After having an interview with the lawyer, body searches were performed again before they entered the detention room.
- In the process, they were instructed to take off their tops and pull down their pants and underwear to knee-level and repeat standing and sitting to prevent self-injury acts for body search.

4. Human Rights Dilemma Situations Related to Police Duties and “Ten Human Rights Guidelines for Police Officers”

In many cases human rights violations occurring in the course of execution of police duties are related to conflicts inadvertently caused in the process of achieving the purpose of executing their duties rather than flagrant, malicious acts. In order to make correct pro-human rights decisions and carry out such actions in such conflicts, improved awareness of

human rights by individual police officers is, needless to say, important. However, the existence of “clear principles” is just as important. The “Ten Human Rights Guidelines,” which have been established to reflect the characteristics of the realities of police duties after careful consideration and discussion among various international organizations and groups over a long period, present clear principles for dilemma situations facing the police concerning human rights. For the most part, the “Ten Human Rights Guidelines” are in agreement with Korea’s existing laws in force. They are considered to be acceptable to police officers with few objections. However, Human Rights Guideline 5, which stipulates that the use of firearms is prohibited, with the exception of cases where the lives of police officers are under threat, does not coincide with Korea’s current law in force (Police Duties Execution Act), which permits the use of firearms when criminal complainants, who are deemed to be sentenced to three and more years of imprisonment, protest or flee. Thus, opposition by some police officers may be expected. However, even in this case, the restrictions on the use of firearms in Korean laws are stipulated to abide by the principle of police proportionality and the principle of subsidiarity. Therefore, it can be understood as being fundamentally in agreement with the spirit of human rights guidelines. Needless to say, it is assessed that conditions and criteria for the use of firearms in Korean laws should be revised to meet international standards in a clearer manner. The following introduction to the Human Rights Guidelines has been structured to provide a more vivid understanding through relevant case studies.

(1) A case study of the president of a small business and a migrant worker

- A president of a small business took a migrant worker to the police station and reported him for violation of the Immigration Act (illegal worker) saying that he had caught a foreigner who had attempted to unlawfully enter his factory. On the other hand, the migrant worker argued that he had worked at the factory for one year and did not receive any wages and suffered violence and maltreatment, and when he asked the president to give him wages, he one-sidedly fired him.

The owner of the small business emphasized that the migrant worker’s argument was not

reliable and pointed out that he was a citizen of the Republic of Korea who had worked hard for the national economy under difficult conditions and asked the police to take the troublesome worker to the Immigration Office and force him to leave the country on charges of violation of the Immigration Act, to protect the national economy and the citizens.

The police officer in charge felt on the one hand a conflict between the fraternal love that the police are the public servants for Korean citizens, not the guardians of foreigners, while on the other hand, the fact that police work ethics require the police to be impartial law enforcers and defenders of universal human rights.

- What is desirable to ask police officers in such cases is whether they believe that Korean citizens (including families and relatives of the police officers) receive unfair treatment by foreign police in foreign countries (as indicated by cases in Mexico, the United States, China and Japan.)
- The Ten Human Rights Guidelines, which have been drawn up on the basis of the Universal Declaration of Human Rights, the universal regulations for police activities, and the U.N. Code of Conduct for the Police, can help provide answers to such feelings of conflicting interests.



Police officers should keep in mind that all people are entitled to rights not to be punished and to receive same protection of laws without discrimination for any reason. In particular, they should in a clear and proactive manner protect those who are under threat of violence and facing threats. Police officers should provide in a more proactive manner special protection for those who have a high likelihood of being exposed to violence and threats, such as children, the elderly, refugees, runaways, and social minorities.

(2) Arrogant sexual violence victim Miss Z

- An unemployed girl in her 20s charged Mr. A, a middle-aged senior businessman with sexual assault. However, the woman who argued that she was sexually assaulted was bold enough to visit an obstetrician's office alone and collect evidence and receive

doctor's opinions, and responded with questions of the police officer in a defiant manner. She even showed hysterical responses, asking whether the police officer sided with the man. However, the police officer in charge had doubts regarding whether she was in fact a genuine victim.

The situation at the time of the incident was that the victim Miss Z was sitting alone on the street at 2 a.m. when the accused Mr. A discovered her and offered to help her. After they went to a motel together, Mr. A strongly argued that she consented to sexual intercourse, but changed her mind later by asking for money. The detective police officer who had no sympathy toward her due to her careless conduct and arrogant attitude toward the police felt a sense of moral conflict. However, he decided that although he had handled the incident based on principles and let the final decision be made by prosecutors and judges, he would nonetheless contact a journalist to talk about the incident, thus making sure that Miss Z received social judgment and criticism through media reports.

- As indicated in the Human Rights Guidelines, victims of crimes should be protected and respected as victims, regardless of their personalities, behaviors, appearance, and attitudes and police officers' personal feelings. Judgment should be kept to themselves, and offenders should never allow such personal feelings interfere with their duties.



Police officers should treat victims of crime with compassion and respect and should particularly protect their safety and privacy.

(3) Drunken persons' commotions at a police station

- Four drunken persons were engaged in a fight and visited a police station to find out who was right. They engaged in violence again, creating a commotion and an assistant inspector who was in charge of civil petitions, in his early 50s, was beaten by the drunken men and office appliances were broken. The police thus called for emergency support from the Patrol Division Police Station. The drunken men shouted, protested and created commotions even after six officers arrived and the police officer in charge of civil petitions was lying on the floor with blood smeared on his head.

A brief conflict occurred between policeman Kim and senior policeman Park who argued that the drunken persons had to be beaten up, as they had assaulted a police officer in a police station and broken equipment. But senior policeman Lee argued that appropriate punishment would be given later after investigation, although they were angry and dumbfounded, saying that it would be better to control and sedate the drunken men with superiority in numbers and physical force should not be used as much as possible.



Police officers should use physical force only in cases when it is absolutely necessary and allowed by laws. If they have to use force, minimum force depending on situations should be used.

(4) Illegal demonstrations

- Illegal demonstrations were held in front of a foreign embassy where the national flag of the foreign country was burned. The police was dispatched to the scene and tried to disperse the demonstrators, who in turn threw sewage at police officers and violently protested, which may have caused social disorder and diplomatic problems.

In such cases is it a justifiable police activity to promptly crack down on demonstrators by using police equipment such as clubs and shields in an aggressive and active manner to the maximum? Or, if it is not a situation that may lead to serious threats to the lives and properties of other people, should the police exert patience and attempt to control the situation by persuading them to abide by the laws and disperse voluntarily – even though they are illegal and rather violent?



The police should not use physical force if possible when they control illegal, yet peaceful demonstrations and rallies. When dispersing violent rallies, the police should use minimum physical force necessary.

(5) Vehicles that refuse spot checks and flee

- During checkups for drunken driving, a passenger car ignored the police officer's instruction to stop and fled the scene at fast speed. In this case, should the police officer open fire and arrest the driver, or should the officer ask for assistance and take measures to search for the driver?



Police officers should not use weapons of destruction such as firearms, except in absolutely necessary situations where they have to protect their lives and those of themselves and others.

(6) Those who are suspected of participating in demonstrations and flee from spot checks

- Illegal violent demonstrations calling for anti-U.S. and anti-government slogans were anticipated and the police ordered riot police to carry out scouting operations and checks. During the checks a person suspected of being a demonstrator, given his clothes and behavior, and of possessing demonstration goods in his bag refused to be checked, protesting instead about why the police were blocking the street, after which he fled the scene. Can the police arrest him?



Police officers should not arrest anyone without legal grounds and when arresting people, they should abide by legal procedures.

(7) The arrested person who asked for contacting his family

- The police arrested a person with three past criminal records on charges of robbery and rape and tried to press him to talk about the whereabouts of personal belongings of the victim, which were important pieces of evidence. At that very moment, the accused asked to be connected to his family by phone. However, the police officer in charge did not want to allow him a phone conversation with his family as the time was running out to investigate and he had to secure evidence within 48 hours, which is the duration of arrest

without warrant. Yet in a world emphasizing human rights, the officer appeased the prisoner with good words saying that after the investigation he would allow not only a telephone conversation with his family but also a meeting with the family, and he tried to continue the investigation.



The Police should allow the arrested person to contact his family and lawyers immediately after the arrest and if necessary should allow the accused to receive medical care.

(8) A kidnapping complainant

- After a six-year-old girl was kidnapped, calls demanding ransom were made on several occasions. The police hunting down and arrested the suspect who was making a call in a telephone booth two days after the incident. However, the suspect denied committing the crime and did not disclose the whereabouts of the kidnapped child, making family and relatives of the child, who were concerned about her safety, uneasy. The situation reached a stage where journalists covering the incident met with the senior police detective and requested him to pressure the suspect to disclose the child's whereabouts, even by using inappropriate brutalities, by saying that they would pretend not to know about the brutalities and not cover them.



All arrested and detained persons should receive humane treatment. Police officers should not, in any case, commit, encourage or overlook torture or brutal acts and should refuse any such order and instructions.

(9) State emergencies

- The police arrested a key member of an anti-government organization who was wanted on a charge of violation of the National Security Law. The member refused to cooperate with the investigation such as providing information on the organization's leaders, but

rather chanted slogans praising the North Korean regime and threatened to disclose classified information that threatened national interests. In the meantime, an officer from a security agency called and asked the police officer to discard all records on the leftist criminal and transfer the criminal to a riverside rendezvous that night. This is a case that does not occur any more now, but took place in former, less-democratic times.



Police officers should not perform illegal executions and allow people to go missing and should not give such instructions or conceal them. Moreover, they should refuse any such instructions and orders.

(10) Human rights violations by colleagues

- The Human Rights Guidelines clearly stipulate how to respond to acts of human rights violations by not only police officers themselves but also other members of the police.



When discovering acts violating the above basic human rights guidelines, police officers should report such acts to senior officers, prosecutors or the National Human Rights Commission and should take all measures possible within their power to encourage investigations into such violations take place.

Human Rights Protection Programs

In Part 2 six human rights programs for the police, which take into account the different areas of police duties, are presented in order to offer opportunities for police officers to reflect on their roles and internal practices of the police and promote a fresh understanding of people police encounter in the course of performing their duties. The success of operating the programs is totally in the hands of the moderator. Such adages as “Education progresses as much as the teacher progresses” and “The messenger is the message” highlight the importance of the moderator. The moderator is expected to approach participants first, and open their minds and ears and listen to their verbal and non-verbal languages. And if all of the moderators keep in mind the advice of seniors “Education starts even before the class commencement bell rings” and the fact that the level of achieving goals differs depending on the degree of preparation on education, they will surely be able to offer excellent human rights education in which fun and acquisition of knowledge occur at the same time.

01 Are the Police the Judiciary of the Street?	72
02 Human Rights of the Accused in Investigations	78

01

Are the Police the Judiciary of the Street?

o Program overview

Police officers are placed in an environment where it is easy for them to consider their role as the “judiciary of the street.” There are many cases among human rights violations committed by police officers caused by their “excessive sense of justice,” out of belief that the role of police officers is to act as the judge who hunts, disciplines and punishes bad people and that this is the destiny given to the police.

o Education program outline

Stage	Major Programs	Duration
Introduction	Sentence puzzle utilizing OHP	5 min.
	Defense game : Defend Hong Gil-dong!	30 min.
Development	Break	10 min.
	Lecture : The Roles of Police Officers	15 min.
Conclusion	Discussion	30 min.
		Total : 90 min.

o **Purpose of the education**

- To analyze the distorted role model that “the police are the judiciary of the street”
- To confirm that the police investigate relevant facts and submit data that may be useful evidence for trials.
- To reinforce perceptions that the role of sentencing who is the guilty or innocent or executing punishment is not the roles of the police

Applicable case study

A 16-year-old boy, a child from an affluent family, went to the United States to study and returned to Korea during vacation. He dropped by a street vendor's tent bar with two friends. Upon hearing from the owner, who was in his 50s, that he could not sell liquor to minors, he assaulted the owner, injuring him and destroying some of the vendor's property, so he was arrested on such charges.

In a police station, the accused used impolite language mixed with English and defied the investigator Lee by saying, "I can settle on an agreement by paying for the vendor's medical fees and compensation," adding, "Why is a police officer treating me so roughly? My father's friend is a prosecutor." When the boy picked up the telephone and tried to make a phone call, investigator Lee tried to take away the telephone and the boy roughly resisted, using abusive languages and shouting. Outraged, Lee, who is usually full of chivalrous spirit, hit the boy on the cheek twice, and reprimanded him, saying, "You have to be polite to adults."

- Goals**
- To induce concentration of participants within a relatively short time.
 - To be fun-making
 - To naturally draw the attention of participants to education themes

Procedure and methods

1. The lecturer shows the prepared OHP to participants. (If the OHP is not available, write the details on a large sheet of white paper and present it.) On the OHP film single or several sentences, which include the lecture theme, purposes, and key phrases, should be mixed randomly on word or letter level.

related facts The police
those who
investigate
to submit
trials
materials are
reference

[An example of the sentence puzzle]

2. Initially, display it for 5-10 seconds and conceal the content. Ask participants what they saw and what the sentence stated. Participants will say they have no idea what the content is and ask the lecturer to show it again.
3. Then, show the content for a very short time, about 5-8 seconds, and conceal the content again and ask the same questions.
4. When this process is repeated, participants will be able to memorize the sentence, which is the theme of this class, within five minutes.
5. This is a game where the group of participants that assembles the sentence the quickest wins.
6. It is possible to do sentence puzzles about three times during five minutes.

Required items : OHP and OHP film

- Goals**
- To form bonds among participants through group activities
 - To open the minds and voices of participants
 - To analyze the distorted role-model of the police as the "judiciary"
 - For participants to analyze themselves in terms of the "judiciary of the street" model

Procedure and methods

1. Group formation and creating pleading stage

- Form groups in 10-member units.
- Distribute "The Story of Hong Gil-dong" (a fictitious character like Robin Hood) attached to the moderator's teaching material as well as the procedure order.
- Each group reads "The Story of Hong Gil-dong" and share ideas based on their childhood memories about the story.
- During discussions, create the pleading of a lawyer to defend Hong Gil-dong and *Hwalbindang* (outlaws who rob the rich in order to help the poor) in an interesting, satirical, or imploring tone.
- Each group makes a presentation on their pleadings and holds a general class discussion on new aspects highlighted through pleadings.

2. Presentation stage

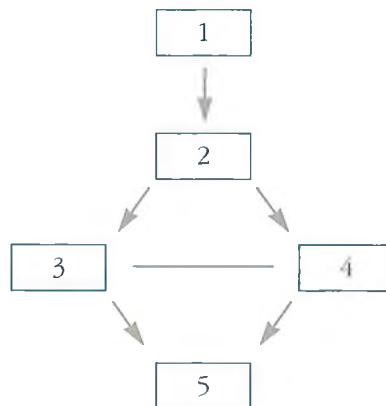
- Select 3-5 groups and let them make presentations.
- If the lecturer wants to give presentation opportunities to all groups, write down the presentation content on a large sheet of paper and tell participants to read it simultaneously.

Required items: Teaching material (The Story of Hong Gil-dong, procedure), large sheet of paper, markers

- Goals**
- To clearly raise issues for the education program within a short period of time
 - After raising issues, the lecturer explains his or her point of argument and position and presents proper role models for a police officer

Procedure and methods

1. Beginning with introduction/the general theme : Briefly mention “judiciary of the street” model
2. Present certain special opinions : Introduce the role model for the police that the lecturer really desires
3. Present reason 1 for the presented role model
4. Present reason 2 for the presented role model
5. Requirements : Discuss what changes need to be made from now on, and what needs to be cautioned and what police officers need to prepare in order to become a presented role model



[Lecture flowchart]

Required items : None

- Goals**
- To summarize ideas on role models for the police through discussions
 - By making a defense of human rights violations by police officers, participants can objectify their fixed ideas and have a proper understanding of the “judiciary of the street” model in the process.

Procedure and methods

1. **Group formation stage** : Form three-member groups. The person sitting in the middle plays the role of the “judge,” while the person sitting to the right plays the role as the “lawyer of the police officer” who is accused on charge of human rights violations, and the person sitting to the left plays the role of the “lawyer of the person” who claims that he or she had their human rights violated.



[An example of seat placement]

2. **Pleading stage (10 minutes required)** : The lawyers on the side should present their arguments in given time to persuade the judge.
3. **Giving a verdict stage (5 minutes required)** : After 10 minutes, the judge in each group delivers a verdict based on the argument of which side is more logical and reasonable.
4. **Free discussion (10 minutes required)** : This is a time where participants hold free discussions on what they want to say. A right to say is given to participants who raise their hands and any content of their talk is acceptable. Yet, caution should be given to prevent one participant from having the right to say too long.
5. **Conclusion stage (5 minutes required)** : The lecturer summarizes the educational materials and adds his or her final requests.

Necessary items : None



Human Rights of the Accused in Investigations

○ Program overview

Police officers, who deal with various brutal and infamous criminals who committed such crimes as robbery, rape, murder, and fraud, may easily develop an idea that if they protect the human rights of the accused, human rights of victims may be infringed and social justice might not be respected. Accordingly, cases may arise where legal procedures to guarantee human rights of the accused are ignored.

○ Education program outline

Stage	Major Programs	Duration
Introduction	Drawing mind map	10 min.
Development	Decision game : AIDS	40 min.
	Break	10 min.
Conclusion	Discussion and lecture : Investigation and protection of human rights	30 min.
		Total : 90 min.

o **The purposes of education**

- To make police officers realize that for police officers, fixed ideas and preconceptions like “this person is a criminal” are like tinted glasses, distorting colors of all objects and encouraging hasty judgments, making them only see the outward appearances, without seeing the internal aspects and actual facts.
- To form perceptions that no matter how criminally low-quality the criminal might be, he or she has dignity as a human being and basic rights and that investigation into criminal acts and personal judgments and feelings toward the individual criminal should be separated.

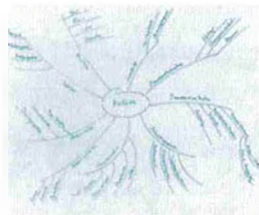
Applicable case study

Serial sexual abuse and robbery took place in areas under the jurisdiction of Police Station A. All the incidents took place in quiet residential alleys at night and perplexed victims did not remember the appearance of the criminal and there was no physical evidence left. Good news came, however, to the detectives of the police who were anxious amid pressure and criticism of the media against them. A 35-year-old man named Kim Beom-dol who had against him four criminal records, including theft and violence, was arrested in random checks, while holding a woman's wallet. Despite continuous questioning and appeasement by Detective Lee, who was certain of Kim's guilt, Kim Beom-dol claimed that he just picked up the wallet on the street, insisting that he was innocent. Meanwhile, victims said that the criminal looked similar to Kim Beom-bol. Detective Lee shouted at Kim and bullied him into making a confession, so Kim filed a complaint against Detective Lee with the National Human Rights Commission.

- Goals**
- To acquire a better understanding of oneself
 - To let participants realize that all persons have dignity as human beings

Procedure and methods

1. **Distribute Mind Map** :Distribute a sheet of Mind Map paper to all participants (the mind map paper is attached in Teaching Material 1).
2. **Introduce "Mind Map"** :The lecturer shows his or her own mind map which has been prepared in advance. (The Mind Map is produced on OHP film, a large sheet of paper or in the form of power point when beam projector is available.)



[Examples of Mind Map]

3. **Introduce procedure rules** :Introduce procedure rules attached in the Teaching Material 2 section. If the class is too big, or the OHP or beam projector is not available, the rules may be written down on a large sheet of paper or photocopied and distributed to participants. The order is roughly as follows :
 - Put the paper on the desk horizontally.
 - Let students write down their names below "Who am I" written in a speech bubble drawn in the center of the paper. Make sure that no specific rank should be placed before names.
 - Let students write down large categories to which one belong such as home, at workplace, and in society in circles that are branched out from the title in the center.
 - Let students draw small branches from the large categories and write down sub-names that belong to each large category, such as "the eldest son," "father," "youth guidance member." There is no need to write in letters. If possible, drawing pictures is in fact even

better. This is called "Mind Map" as producing it is like drawing a map.

- If there are several items that belong to the little branches or the little branches may be divided into more detailed ideas, participants may branch out further.
- Find relationships among branches. Such relationships may be expressed using arrows, spirals, and stairs. And when ideas related to a branch done previously pop up suddenly in one's mind, participants may go back to the branch and link the branch or add the new ideas using other methods.

4. **Conclusion stage** : It should be noted by all that this Mind Map should be well preserved as it is used again during the lecture and discussion session that comes after the decision game.

Required items : Teaching material 1, teaching material 2, writing instruments

- Goals**
- To develop decision-making capabilities in consideration of situations through a game
 - To let participants realize how to carry their decisions through the community
 - To provide an opportunity for participants to consider the importance of information

Procedure and methods

The AIDS game comprises group formation stage, situation explanation stage, introduction of game rules, first round, second round, third round, and assessment and discussion stage.

1. **Group formation stage** : Form groups depending on the size of participants. Five to eight members per group are suitable. If groups of more than 10 members should be formed, select the leaders.
2. **Situation explanation stage** : The lecturer briefly introduces the decision-making game to participants and shows PowerPoint material. In the presentation the situation is explained first. The lecturer explains the following situation. It is recommended that the lecturer should introduce the situation with a serious voice and attitude to help participants be immersed in the situation. The time allotted for this stage is approximately five minutes.

AIDS cure is invented!

- "New Medicine of Miracle" laboratory has developed a cure to heal AIDS patients.
- However, there is only one patient who can receive the treatment.
- Now you have to make a decision on the only one person who will save their life with the new medicine among seven patients.

Slide

3. **Introduction of game rules** : When the explanation of the situation is completed, introduce game rules. As for game rules, show slide 3 and 4 and distribute leaflets, which contain the content attached to the moderator's teaching materials, each group to facilitate proceedings.

Rules of the Game

- When seven patients are introduced, you have to choose one patient alone. There should be a clear reason for the choice.
- Then, compare the choices of group members and jointly select one patient. Here, don't force your choice upon others. Forget about your ranks! One should argue with logics.
- Participants should not have an attitude of abandonment, such as "I will do so without any apparent reason" to seek unanimity or avoid conflict.
- Support the opinions of others only when you think the opinion is sufficiently convincing.
- Do not follow the decision by majority or barter trading like "If you follow my opinion this time, I will follow yours next time" in this game.
- Although the opinion of others may appear to be wide of the mark in the beginning, take an open-minded attitude and consider it constructive.

Slide No.3

Slide No.4

4. **The first round** : The time allocated for the first round is 10 minutes. When 10 minutes elapse, immediately move onto the second stage without asking the reasons for decision-making.

Seven patients are introduced to you.

1. Trader
2. Homosexual
3. Bachelor
4. Single woman
5. Baby
6. 15-year-old girl
7. Doctor

Slide No.5-1

- Do not move onto the next slide before the first round is finished.

5. **The second round** : The time allocated for the second round is 7-10 minutes. When 10 minutes elapse, immediately move onto the second stage without asking the reasons for decision-making.

Seven patients are introduced to you.

1. Trader	1. Married with 3 children
2. Homosexual	2. Hemorrhagic patient
3. Bachelor	3. Unemployed
4. Single woman	4. The route of the infection unknown
5. Baby	5. Orphan
6. 15-year-old girl	6. Thai prostitute
7. Doctor	7. Alcoholic

Slide No. 5-2

- Do not move onto the next slide before the second round is finished.

6. **The third round :** The time allocated for the third round is 7-10 minutes. Do not relax the tempo of the proceedings to prevent concentration of participants from declining.

Seven patients are introduced to you.

1. Trader	1. Married with 3 children	1. Had sexual intercourse with a prostitute during a business trip.
2. Homosexual	2. Hemorrhagic patient	2. Transfused with infected blood
3. Bachelor	3. Unemployed	3. Drug user
4. Single woman	4. Route of infection unknown	4. Expert who conducts research to develop lymph to treat AIDS
5. Baby	5. Orphan	5. Resides in the African wild and has low possibility of survival.
6. 15-year-old girl	6. Thai prostitute	6. Her parents sold her to a pimp
7. Doctor	7. Alcoholic	7. Infected while treating patients.

Slide No. 5-3

7. **Presentation and discussion :** When the final round is completed, each group makes a brief presentation on who is the chosen patient and what are the reasons for such choice. Finally, the lecturer briefly mentions how critical the new information added by each round was in making different choices and gives a break time.

Required items : Beam Projector, PC, PowerPoint, the moderator's teaching materials

- Goals**
- To use the time for general summary and closing comments.
 - To be able to draw up proposals on ways to protect human rights during investigations
 - To deliver in detail the education purposes in a relatively short time

Procedure and methods

The discussion and lecture session comprises exchanging and viewing mind maps ; proposals on ways to protect human rights during investigations ; and exploration of model case studies.

1. Exchange and view mind maps

- Four members who are sitting closest together constitute a group.
- Share and view mind maps produced in the beginning of the program
- Discuss new aspects about other members and new information.
- Let participants find common denominators among the four members.
- Conclude that the common denominators of the four members are that all of them are human beings with dignity and that, despite their differences, they are entitled to rights to be respected as humans.

2. Proposals on ways to protect human rights during investigations

- Deliver a lecture on such themes as breaking perceptions that guaranteeing human rights undermines the efficiency of investigations ; pursuing efficient investigation through proactive protection of human rights ; and establishing investigation practices that rely on evidence, not forcing confessions.

3. Exploration of model case studies

- Again the four members constitute a group.
- Share and summarize among group members whether they know case studies in which wrong judgments were made due to fixed ideas and preconceptions based on assuming "this person is a criminal," and if so, what cases they were. One or two case studies are sufficient for a group.
- Make a presentation about the summarized one case study per each group. Brainstorm about ways to safeguard human rights and alternatives. If participants are not familiar with how to brainstorm, photocopy the "Moderator's teaching material 4" and use it for class.
- Confirm the theme and goals of the lecture one last time and closes the entire education program.

Required items : The moderator's teaching materials

3

Part

Human Rights Sensitivity Enhancing Programs

Five education curriculums introduced in Part 3 are aimed at cultivating human rights sensitivity of different people, organizations and groups in this society, which includes police officers who are the learners. In curriculums 1 and 5, opportunities to reflect on to what extent human rights of the police are protected and how much they are respected as humans at home and in the workplace are offered to help police officers to cultivate the ability to respect human rights. In education curriculums 2, 3, and 4, programs help learners empathize with and better understand citizens, especially the socially disadvantaged, including socially marginalized minorities, exploited women, juveniles, foreigners, and migrant workers, to cultivate learners' human rights sensitivity toward them.

01 My Work as a Police Officer Together with People	87
02 Respecting Diversity and Difference	95

01

My Work as a Police Officer Together with People

o Program overview

In this program participants are encouraged to reflect on why they have chosen to become police officers, whether this job suits them well, and whether this job is worth their enthusiasm and passion, thereby confirming that the occupation of a police officer matches his/her goals and missions in life. With such goals in mind, participants are encouraged to pledge that they will respect human rights and practice etiquette and affection toward other people, despite difficulties in the course of performing their duties and environmentally difficult situations. Moreover, participants are aimed to widen and deepen their understanding of people to promote friendly relationships with them.

o Education program outline

Stage	Major Programs	Duration
Introduction	The peaking	10 min.
	My passion, my job : the police	10 min.
	Review cases of the police organization where human rights are respected or violated	40 min.
Development	Glaring police officers	40 min.

	Citizen 1 who causes disturbances	20 min.
	Citizen 2 who protests	20 min.
Conclusion	We will handle it this way	10 min.
		Total : 150 min.

○ **Purpose of the education**

- To let participants perceive that duties of the police are related to people. Let them reflect on the importance of being treated, respected and taken consideration of as human beings with dignity in their own experiences to interact better with other people. Through such learning, participants will gain peace of mind and learn tolerance toward other people.

Goals – To break the ice and create a friendly atmosphere.

Procedure and methods

1. Explain how to play the game.
2. Distribute five peas or candies.
3. This is a game in which a person who gives only short answers like “yes or no,” “let me see…” or “I don’t know” loses. The loser should give the other participants a pea or a candy.
4. About 10 minutes are allowed for this game.
5. The person who has the largest number of peas or candies becomes the winner. It is also recommended that score grades are divided and groups with similar scores share their common experiences.

Caution : This game is aimed at familiarizing participants with one another, so it should not be played in an overly competitive manner.

Required items : Five peas or candies per learner

- Goals** – To examine the degree of the learners' self-satisfaction on the job as a police officer, thereby creating an atmosphere where participants can reveal the police organization's respect for or violation of human rights.

Procedure and methods

1. Distribute the moderator's material and the learners individually work on the material.
2. 2-3 members sitting nearby share their thoughts about scores they have acquired.

Please rate career satisfaction as follows :

- | |
|--|
| <p>① Very unsatisfactory
② A little unsatisfactory
③ Average
④ A little satisfactory
⑤ Very satisfactory</p> |
|--|

1. People with whom I work ()
2. The nature of the work itself ()
3. Time required for performing duties ()
4. Social value of my work ()
5. Motivation system depending on duties ()
6. Wage ()
7. Bonuses and prizes ()
8. Promotion policy and practices ()
9. Work environment and conditions ()
10. Opportunities for professional development ()
11. Support of computerized system ()
12. Assistance of administrative staff ()
13. Management support ()
14. Recognition and understanding ()

Total score : _____

[The moderator's material]

Required items : None

- Goals**
- To let learners realize that human rights violations are a personal matter by letting them reveal their experience of human rights violations in the field.

Procedure and methods

1. Explain that this session will proceed in the form of a metaplan.
2. Distribute five pieces of A4-sized paper cut half vertically and a marker per learner.
3. Participants write down an issue per paper in large letters and gather the papers and submit them to the moderator.
4. The moderator reads the papers one by one and classifies issues.
5. Form groups depending on issues that members of each group wish to deal with.
6. Each group seeks solutions and the moderator may explain the SWOT analysis given in the moderator's materials.

Caution : As it is possible for participants to think that this may reveal weaknesses of their organization to the external moderator, the moderator emphasizes that he or she will guarantee anonymity and this is a safe method that does not cause any disadvantages. For instance, although it is difficult to understand a problem written by one of the learners, the moderator should not ask the class who wrote this problem. In order to prepare for such situations, the moderator makes it sure that the learners should not answer such questions by the moderator or other learners when he or she explains the program.

Required items : Paper, markers, adhesive tapes, teaching material 1, teaching material 2

- Goals**
- To enhance understanding of the diversity of citizens and civic society that may frequently cause situations of human rights violations due to characteristics of duties of the police.

Procedure and methods

1. Form six-member groups.
2. Distribute a large sheet of paper and markers.
3. Place the police in a central circle and draw 2-3 circles in the vicinity and produce the list of all citizens ranging from those who are close to those who are far from the police.
4. In the list, mark citizens who appear to be potential criminals in red, customers in blue and citizens who have little interest in yellow.
5. Discuss ways to make the police deal with citizens, who are seen as potential criminals, like customers instead.

Caution : As the concept of “customers” may have a nuance related to receiving bribes, the moderator informs that here the concept of the “customer” is used in the sense that today even state organizations, public service organizations and non-profit organizations should empathize with and respect the interests of citizens.

Required items : Large sheets of paper, markers, crayons, and adhesive tapes

Goals – To practice dilemma situations where conflicts with citizens are inevitable with episodes

Procedure and methods

1. Tell about the moderator's episodes.
2. Inform participants of standards of conflict situations and let them learn key concepts.
3. Discuss what to do to comply with human rights guidelines.
4. Distribute the moderator's material and discuss whether such skill training is possible.

Required items : The moderator's material

Goals – To practice with episodes dilemma situations where conflicts with citizens are inevitable.

Procedure and methods

1. Tell about some of the moderator's episodes.
2. Inform participants of standards of conflict situations and let them learn key concepts.
3. Discuss what to do to comply with human rights guidelines.

Required items : The moderator's material

02

Respecting Diversity and Difference

o Program overview

This program is designed to foster a spirit of tolerance toward diverse ideas and attitudes existing in Korean society. In particular, it is designed to enhance understanding of migrant workers who are vulnerable to human rights violations.

o Education program outline

Stage	Major Programs	Duration
Introduction	The way we are	20 min.
	The death of a young lady	30 min.
Development	Foreigners in Korean society	30 min.
	You also have to live in a foreign country!	30 min.
	"Hey you jerk! and English teachers	20 min.
Conclusion	Police officer! You should be on our side!	20 min.
		Total : 150 min.

○ **Purpose of education**

- It is aimed at helping the growth of perceptions of police as residents of the global village which are increasingly required in Korean society as well amid trends of globalization. It is designed to help participants have open-minded ideas and attitudes toward diverse people, people with different tastes, and diverse ethnicity in Korean society.

- Goals**
- To help participants realize how similar and yet different they are as the same police officers and familiarize with one another

Procedure and methods

1. Distribute the material.
2. Answer questions in the "me" column and find a partner who has written the same answer and receive his or her signature.

Nice to meet you! Let's find our partner.

Write answers in the "me" column for 10 minutes. And then find a partner who has written the same answer and receive his or her signature in the "my partner" column. Continue to find your partner who has written the same answer and receive their signatures per each question. Receive one signature per question.

Questions	Me	My partner
1. What occupation are you involved in?		
2. Favorite hobby/interest		
3. The reason why my current place of living is the best		
4. Favorite music		
5. Distance between home and work		
6. Favorite book		
7. Favorite movie		
8. Favorate person		
9. Favorite food		
10. Language one can speak other than Korean		
11. The most difficult aspect in social life		
12. Favorite color		
13. Favorite place		
14. If you can go anywhere today, where would you wish to go?		

Required items : None

Goals – To confirm through activities to reach agreement that various values exist within us.

Procedure and methods

1. Form 6-member groups.
2. Distribute the material and explain it while letting participants read it
3. Each participant individually ranks who is responsible the most for the “death of a young lady” and reach agreement by groups.
4. Let each group make a presentation on how the discussion proceeds.
5. The entire class reaches consensus again.

Caution : Emphasize that consensus should undergo the process of democratic discussions. In other words, do not allow consensus to be reached by votes, or the logic of age, ranks, and power. The moderator should call participants’ attention to make them seriously, not jokingly, engage in the activity.

Required items : The moderator’s material, large sheet of paper or OHP film, adhesive tape, markers

- Goals**
- The image is a very important element that determines one's attitude or behavior. All of us individually have certain images on certain concepts, countries, or cultures. In this program reveal and objectify the images and examine how they have been formed.

Procedure and methods

[Process 1] Concerning foreigners

1. The moderator shows a sentence "A foreigner passes by over there" to participants and asks them what kind of person is instantly visualized in their minds.
2. Distribute five pieces of paper cards and let participants record what they are reminded of.
3. Collect the cards and classify them into categories.
4. Examine the results and divide stories.

[Process 2] Watching a movie

1. Watch "Never Ending Peace and Love" among the movie series "If You were Me" together.
2. Share feelings about the movie.
3. Select the most touching scenes and conduct a sticker survey.

[Process 3] Associated images

1. Let participants individually write down visual images or words they are reminded of from the movie and collect them all together and calculate the frequencies.
2. Think about whether there are elements that are considered unharmonious or contradictory among the images and how such incongruous elements relate with one another.
3. Analyze how such images have been formed in the minds of each of the participants or participants as a whole.

Required items: "If You were Me" (NHRC video), paper cards, markers, stickers, large sheet of uncut paper

Goals – To understand how discrimination is felt.

Procedure and methods

1. Ask whether participants know any foreigner and if they have, let them tell from which country he or she comes from.
2. Let a volunteer recite a poem written by a teenage girl who has immigrated to the United States.
3. Share feelings about the poem. In particular, let participants think about what would have happened to her after she wrote this poem.
4. Assume that she is one of the classmates in the class, let participants write a letter to her or to any foreigner living in Korean society.

Required items : Blackboard, chalks, letter paper, ballpoint pens, the moderator's material

Goals – To have an empathetic understanding of the situation of migrant workers.

Procedure and methods

1. Point out what work migrant workers are engaged in.
2. Point out that foreign English teachers are also migrant workers.
3. Share experience about Korean workers who have migrated to other countries.
4. Conduct a pros and cons discussion on migrant worker policy.

Required items : The moderator's material

Goals – To think about what position the police should take toward migrant workers.

Procedure and methods

1. Distribute reading material.
2. Participants read it and present their opinions.

An owner of a small firm and a migrant worker

An owner of a small firm accused a migrant worker who had been working for his company on charges of violation of the Immigration Control Act (an illegal overstayer). The migrant worker claimed that he had not been paid over the past year and suffered various violence and abuse and finally was fired, thus he demanded the owner should settle the unpaid wages, but the owner filed a charge against him. The Korean owner emphasized to the police officer in charge that migrant workers are not reliable and that he was a citizen of the Republic of Korea who had been working hard as a business owner for the sake of the national economy despite difficult situations. He asks the police officer to transfer the migrant worker to the Immigration Office and charge him with violation of Immigration Control Act and force him to leave the country to protect the national economy and the nation's citizens. The police officer has conflicting ideas, thinking on the one hand, "The police are the public servants of citizens, not guardians of foreigners," yet on the other hand, he thinks "the police as the fair law enforcer and the guardian of universal human rights should tell right from wrong, regardless of nationalities."

In order to resolve such a conflict, put yourself in another's shoes, imagining if Korean citizens (family members and relatives of police officers) are treated unfavorably by foreign police when they are overseas?

Conflict Resolution Ability Improvement Programs

The police are easily placed in conflict relationships amid various interactions with different groups of people as they are endowed with certain authority and enforce law to maintain public well-being and social order. Therefore, improving their ability to resolve conflict in order to solve conflicts in performing police duties is an ability required for carrying out work efficiently and smoothly resolving conflicts. In addition, in order to establish a policing system for the 21st century that places top priority on human rights and realization of law enforcement, improving conflict resolution ability may serve as the foundation for human rights education as a way for solving problems before the police violate human rights in their relationships with all the people they encounter in the course of performing their duties.

Improving the conflict resolution ability program proceeds in the form of a participatory learning method in which participants improve their understanding of others, not merely receiving knowledge, naturally changing their value systems, thereby changing their attitudes and behaviors, which will be more effective education methods than one-sided lectures for the police who are engaged in active duties.

01 Communication Skills

104

02 Negotiations

112

01

Communication Skills

o **Program overview**

Police duties involve a succession of interpersonal relationships and the majority of them are meeting petitioners who want problem resolution and those who are involved in various incidents. Therefore, if communication between the petitioner and the accused involved in the incident does not take place smoothly, it may act as an obstacle to efficient resolution of the incident. Moreover, the lack of communication may lead to lack of understanding of the other party, thus in the course of law enforcement, the police may violate human rights.

Therefore, communication skills are necessary to enhance efficiency and prevent even minimum human rights violations from occurring in the policeforce's execution of their duties. Moreover, they play an important role in exposing and solving problems when negotiations and mediations, which are direct skills for conflict resolution, take place. Moreover, learning communication skills may become a basic ability to improve human rights sensitivity.

○ Education program outline

Stage	Major Programs	Duration
Introduction	I am an excellent ().	20 min.
	Having a dialogue – in police life	30 min.
Development	“Me” delivering methods – at the police station 1	20 min.
	Speaking in a different language – at the police station 2	30 min.
	Making dialogue more communicable – suspicions of unjust investigation	60 min.
Conclusion	What stage have I reached in my awareness of human rights?	10 min.
		Total : 170 min.

○ The purposes of education

- To improve the ability to express oneself to deliver what one wants to convey properly.
- To accurately understand what others, including the petitioner and the accused, intend to say, thereby broadening the understanding of others.
- To accurately understand expressions of others and properly deliver one’s intentions, thereby preventing human rights violations that are caused by bad communication.

- Goals**
- To provide opportunities for participants to think about their identities and values
 - To learn the ability to introduce oneself positively
 - To foster the ability to express oneself

Procedure and methods

1. The moderator distributes a printout on which "I am an excellent ()" is written for participants to complete.
2. Let participants write down 10 things including their characteristics and talents in "I am an excellent ()."
3. Each participant introduces himself or herself in the form of "I am an excellent ()."
4. After introductions, if there are more for participants to know about each other, allocate time for sharing their ideas.

Required items : The moderator's teaching material (I am an excellent ()), writing instruments

- Goals**
- To experience that active listening involves respecting the other party
 - To reflect on one's habits when having a conversation in everyday life
 - To gain an understanding of ways of conversation in which interaction takes place well

Procedure and methods

1. Divide the participants into two equal groups and let them stand in two lines of circles.
2. Let participants in the inner circle and the outer circle gather together separately and provide Assignment 1.
3. As instructed in the assignment, participants do a role play for 3 minutes.
4. Change the roles of participants in the inner circle and the outer circle and give them Assignment 2.
5. As instructed in the assignment, participants do a role play for 5 minutes.
6. Without making any comments, participants return to their seats and write down what have felt during the role play on colored paper.
7. The team who played the roles of the inner circle and the team who played the roles of the outer circle attach their colored papers on a separate sheet of paper.
8. Share opinions on what are the problems of this "dialogue" activity.
9. Participants think about and discuss dialogues in which interaction takes place.

Caution: The moderator may choose different contents for the Assignment 1 and the Assignment 2 in consideration of characteristics of participants.

Required items: Space in which participants can stand in two lines of circles, the moderator's teaching material (assignments for "having a dialogue" activity), different colored paper, markers, writing instruments

- Goals**
- To express my feelings, wishes, needs, concerns, interests, and situation by using "I" as the subject without criticizing others. My feelings and situations are properly delivered to the other party.

Procedure and methods

1. Distribute ways to deliver "me" practice scenario to participants and let them change into proper expressions in accordance with the "me" delivery methods.
2. Explain specific acts that have caused problems.
3. Explain detailed and visible results of the problem.
4. Let participants make a presentation on sentences corrected in accordance with the "me" delivery method and create proper expressions through discussions.

Required items : The moderator's teaching materials ("What are communication skills?" and me delivery method practice scenario and answers), writing instruments.

- Goals**
- Change words that evoke negative emotions to objective language that helps one clearly focus on the problem
 - Fully explain what one intends to convey to the other party

Procedure and methods

1. Distribute the practice scenario to participants and express the content of the scenario by in words understandable to the listener.
2. Do not make any judgment or assessment but rather speak in a neutral and unexaggerated manner.
3. Place the focus on the speaker and speak in changed words and expressions.
4. Speak about both factual and emotional aspects.
5. Speak in changed language not to blur the focus of the discussion.
6. Let participants present changed words and expressions and create proper words and expressions through discussions.

Required items: The moderator's teaching material ("Change and speak" practice scenario and answers) and writing instruments

Goals

- Replace confrontational and emotional dialogue with interactive dialogue of problem resolution, thereby confirming the importance of dialogue in the peaceful conflict resolution process
- To learn dialogue methods in which interaction takes place well

Procedure and methods

1. Two participants form a team and learn the content of the dialogue practice scenario.
2. Each team discusses which parts constitute problems in the dialogue practice scenario.
3. Let teams perform a role play that changes the content of the dialogue practice scenario to a desirable dialogue.
4. Select a few teams and let them perform role plays.
5. Share opinions on the performed role plays.
6. Discuss what dialogue with good communication is like and to what extent it is possible.

Caution : Usually, when participants are instructed to change the scenario to a good dialogue, they merely focus on changing the atmosphere by making their voice gentler and making their attitude more polite, despite the fact that the content is still uncommunicative or confrontational. Moreover, they tend to replace the dialogue toward making a compromise by listening carefully to the other party. Therefore, the instructor should give a clear explanation that a good dialogue is one in which good communication takes place.

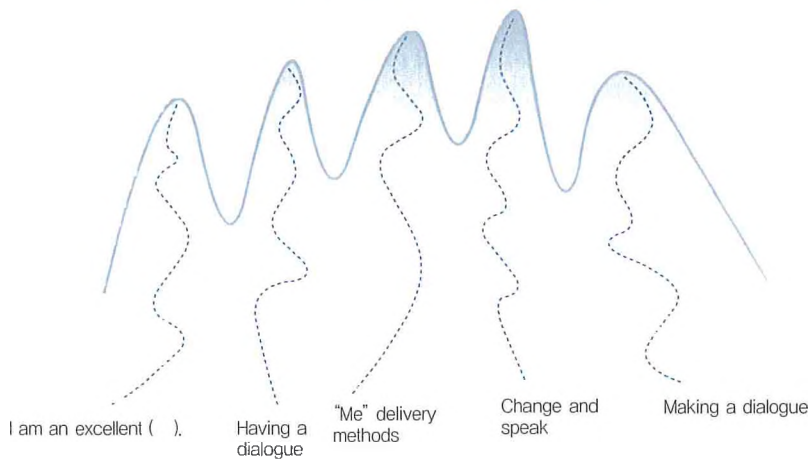
Required items : The moderator's teaching material ("Making dialogue" practice scenario—Suspicions of unjust investigation)

- Goals**
- To examine the effect of having participated in the communication skills learning program.
 - To assess what progress has been made in the learner's communication skills.
 - To be able to take an overview of the assessments made by all the participants on the program.

Procedure and methods

1. With the mountain summit as the goal, participants attach stickers to the point where they think they have reached on the mountain after participating in the program.

[Mountain-climbing assessment]



Required items : Mountain-climbing assessment sheet, stickers with different colors

02

Negotiations

o Program overview

Negotiation is a way of resolving conflicts between two parties and is a basic means to acquire what one wants from others. In other words, the negotiation is a dialogue that pulls and pushes to reach an agreement when one party encounters conflicting interests with the other party, although he or she has common interests.

The police use negotiation skills in handling petitions and resolving incidents in relationships with petitioners, the accused, and victims. Therefore, acquiring negotiation skills will help the police smoothly perform their duties and serve as a stepping stone in minimizing the issue of human rights violations that police officers may confront in performing their duties.

o Education program outline

Stage	Major Programs	Duration
Introduction	Draw human rights pictures	20 min.
Development	A test on types of interpersonal conflicts	60 min.
	Understanding negotiations	20 min.
	Negotiation practice-Disputes over illegal acts during the investigation process	60 min.
Conclusion	How is my negotiation weather?	10 min.
		Total : 170 min.

o Purposes of the education

- To learn principles and skills of problem resolution that can be used in relationships with petitioners, the accused, and victims in handling petitions and resolving incidents.
- To examine how one reacts when conflict situations occur and learn skills to prevent human rights violations which may occur due to one's behaviors during negotiations?
- Learn how to negotiation with the scenario that is prepared on the basis of problems that can occur during duty execution and foster the ability to peacefully resolve problems.

- Goals**
- To objectify images one is harboring regarding human rights by visually expressing human rights.
 - To reflect on one's ideas on human rights
 - To view expressions of others and think about diversity of people's viewpoints on human rights

Procedure and methods

1. Let participants draw the image that arises in their mind when they hear the word "human rights."
2. Attach the completed pictures on the blackboard or walls.
3. While viewing the pictures, discuss the overall image experienced by participants.
4. Select pictures recommended by participants and listen to feelings of others as well as the persons who drew them and compare each other's ideas.
5. Discuss various viewpoints on human rights.

Required items: Drawing paper (one piece per participant), crayons, pastels, colored markers, markers, adhesive tape

- Goals**
- To objectify how one reacts to conflict situations through a test
 - To examine types of conflict response
 - To understand strengths and weaknesses of different types of conflicts
 - To discuss responses that can satisfy both human relationships and actual interests in conflict situations

Procedure and methods

1. Distribute test sheet on types of interpersonal conflicts to participants.
2. Each participant takes the test using the sheet.
3. Let participants write down each result on the score table. Write down scores and types from up to down in the order of the highest scores. The type with the highest score is one's conflict response type.
4. Attach the sheet of paper on which types of conflict response are presented in a chart.
5. Distribute cards with two different colors to participants and let them decide on the colors of calm and of excitement respectively.
6. Divide the test results into two colored stickers referring to calm and excitement, respectively, and attach the stickers to the whole uncut paper with a chart of conflict types.
7. While viewing the chart on conflict response types, discuss characteristics of response types of groups.
8. Form teams by five types. Create teams based on even distribution of calm and excitement. If there is a case where among the five types, there is a type to which no one belongs, do not form a team for the type.
9. Select three strengths and three weaknesses of the types by teams and select the types which can resolve conflicts most efficiently and types which are obstacles in resolving conflicts. Discuss the reasons.
10. Let each team summarize what has been discussed and make a presentation and the moderator writes it down on the blackboard, the sheet of paper, or the OHP film.
11. Allow time for participants to listen to the opinions of other teams and present other opinions.
12. Discuss ways to respond to conflicts in a more judicious manner.

Required items: The moderator's material (test sheet on types of interpersonal conflict response, responses on conflicts, the sheet of paper with a chart on types of conflict response, two colored stickers, markers, colored markers, crayons, the OHP projector, the OHP film, the OHP pen

- Goals**
- To enhance understanding of negotiation—to improve the ability for conflict resolution
 - To learn how to negotiate, which is one of the ways to resolve conflicts, based on principles.
 - To understand the actual reality of negotiations to prevent human rights violations by the police in the field.

Procedure and methods

1. Introduce the purpose and need of negotiations among ways to resolve conflicts.
2. Introduce ways to resolve conflicts.
3. Introduce four principles.
4. Have a Q&A session on the lecture.

Caution : The program proceeds in the form of lecture, yet in order to help participants think and answer, actively utilize questions and answers.

Required items : The moderator's teaching material (Four principles of negotiations), beam projector or the OHP projector

- Goals**
- To foster the ability to resolve conflicts based on principles of negotiations
 - To cultivate confidence on the possibility of conflict resolution with negotiations by actually practicing negotiations through role plays.

Procedure and methods

1. Divide participants into two-member groups.
2. Give the two members scenarios with different interests and demands and let them decide on which role each of them will play and learn the scenario.
3. The two members negotiate upon their roles in disputes occurring during the investigation process.
4. Demonstrate their negotiation process before other participants regardless of whether the team succeeded or not in the negotiation.
5. Participants ask questions and offer advice to teams who demonstrated negotiations.
6. Discuss desirable negotiations.

Caution : Never show the scenario content to the other party. The scenario contains the background and interest of the party, which may play an important part in the negotiation process. And the background and interests are aspects one can discover through understanding of the other party if the principles of problem resolution are followed. Therefore, they are the aspects that one has to discover independently during the negotiation process and only when this occurs, can one master the negotiation ability to peacefully resolve problems.

As for the practice scenario, it is more desirable for the moderator to create new ones after understanding the tendencies of participants and utilize them for practice, rather than only resorting to the attached moderator's teaching material.

Required items : The moderator's teaching material (Negotiation practice scenario)

- Goals**
- Participants examine how much their negotiation ability has improved independently of others.
 - While viewing the assessment of other participants, they can visibly see the overall assessment of all the other participants.

Procedure and methods

1. Assess how much their negotiation ability has improved after participating in the program.
2. Participants attach stickers symbolizing “clear,” “cloudy” and “moderate” on the sheet of paper which specifies the names of the programs.
3. Check the assessments by other participants and guess the overall assessment of all the participants.

Required items : The sheet of paper with names of programs on it, stickers indicating weather conditions such as “fine” “cloudy,” and “moderate” and adhesive tape.

Methodology for Human Rights Education for the Police

