DECISION 35/2015/GB

OF THE GOVERNING BOARD OF THE EUROPEAN POLICE COLLEGE

ADOPTING THE EUROPEAN POLICE COLLEGE'S

CURRICULUM ON DISASTER VICTIM IDENTIFICATION FOR PRACTITIONERS, COORDINATORS AND TRAINERS (VERSION 1)

Adopted by the Governing Board
on 18 November 2015

CEPOL - CURRICULUM ON DISASTER VICTIM IDENTIFICATION FOR PRACTITIONERS, COORDINATORS AND TRAINERS (VERSION 1)

THE GOVERNING BOARD,

Having regard to Council Decision 2005/681/JHA of 20 September 2005 establishing the European Police College (CEPOL)[1] and in particular Article 7(b) thereof;

Having regard to the summarised outcomes of the 32nd GB Meeting, 11-12 November 2014, in particular the proposal of Belgium (under AOB);

Having regard the proposal of the Director;

Whereas it is for the Governing Board on the basis of Article 10(9)(a) of Council Decision 2005/681/JHA to adopt Common Curricula.

HAS ADOPTED the curriculum on Disaster Victim Identification for Practitioners, Coordinators and Trainers (Version 1) as detailed in the Annex to this Decision.

Done in Luxembourg, 18 November 2015

For the Governing Board

Christian Gatti
Chair of the Governing Board

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[1] OJ L 256, 1.10.2005, p. 63. Decision as amended by Regulation (EU) No 543/2014 (OJ L 163, 29.5.2014, p. 5)

CURRICULUM

DISASTER VICTIM IDENTIFICATION (DVI)

INTRODUCTION TO THE CURRICULUM

In November 2014, in response to a proposal by Belgium, the Governing Board supported the establishment of an Expert Group to draft a curriculum on Disaster Victim Identification in order to bring the European DVI Units to a similarly high standard of professionalism and to allow them to work together in an efficient and effective way.

By means of a nomination procedure a group of experts chaired by Belgium was established from Denmark, France, Greece, Luxemburg, Poland, Spain, and the United Kingdom, and also Switzerland put an expert at our disposal. It was the mandate of this group to draft a Common Curriculum on Disaster Victim Identification.

The final version of the Curriculum on Disaster Victim Identification is therefore the work of the national experts listed below:

Belgium – Christian Decobecq (Chair)
Denmark – Alf Topp
France – Jean-Marc Paris and Emmanuel Gaudry
Greece – KonstantinaTsekoura
Luxemburg – Christian Kruchten
Poland – EwaKartasińska
Spain – Ana María GarcíaRojo Gambín
Switzerland – Rolf Hallauer
United Kingdom – Howard Way

The Expert Group met twice to draft the curriculum and to discuss further possibilities to support the enhancement of cooperation between DVI Units, e.g. a discussion platform on CEPOL's e-Net was created.

The draft document was also forwarded to all the Member States via the national CEPOL Units for comments on its content prior to handing over the final document to the Governing Board. Five Member States reacted to the request.

All the comments were taken into consideration and integrated into the Curriculum and the final draft was presented to the Governing Board for adoption in November 2015.

RATIONALE

When assessing the situation throughout the European countries with regard to units or structures tasked with Disaster Victim Identification (DVI), whilst acknowledging the internationally accepted Interpol DVI Standards, we do not find consistency in training or capability in regard to DVI. In some countries, even if they do have personnel capable of DVI, there are no officially structured DVI Teams, and in many more there is no training on the topic as a regular element in law enforcement training. Here and there this may be due to a lack of funds, either for training itself or also for sending personnel abroad to attend international training.

Training young law enforcement officers, new to the field, can naturally also be done by the more experienced officers in the field. However, when they leave the service, this also entails a loss of the body of knowledge they dispose of. If this knowledge is not stored anywhere or passed on, the loss for the service is significant.

Another aspect to consider in the context of a gap analysis is also the fact that identification of all types of victims has shown itself to be a matter that goes beyond national borders. The freedom of movement stipulated within the Schengen Area, the advancing technology on the level of (low-cost) means of transport, and criminal phenomena like terrorist attacks, to only name a few, are all factors potentially facilitating disastrous events which then require a cross-border cooperation response. Evidence that this need has already been recognised even at global level can be found in the resolutions taken by Interpol to create a Standing Committee on DVI.

In order to close at least part of this gap it has been decided that a curriculum be drafted by a group of European experts, which could then be used to organise DVI training activities at national and / or international level. This will then be made available online on CEPOL's website for DVI trainers, and thus it can be ensured that this body of knowledge on DVI matters can be secured, maintained and updated as necessary and depending on further developments. Furthermore, training material in form of multimedia presentations, templates, lists for further sources of information and case studies can be collected and also be made accessible through CEPOL's Learning Management System (LMS) on its website[2]. A platform for DVI experts and trainers on the CEPOL website will provide an opportunity for developing a community of practice and sharing good practice.

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[2] www.cepol.europa.eu – for access to the LMS it is necessary to register first.

The purpose of this curriculum is to provide suggestions for training of a variety of target groups who work in the area of DVI and identification of all types of victims, e.g. missing persons. It will on the one hand feed into a programme for a CEPOL course as part of the

Annual Work Programme offering a learning opportunity to DVI personnel in the Member States and beyond; on the other hand it can be used for national training, and in particular also in case a country intends to set up a DVI Unit. As such the curriculum aims at improving the situation by providing training standards, by harmonising and enhancing knowledge on DVI in the different countries and by supporting the installation of DVI structure where they have been lacking.

The curriculum proposes courses for three types of target groups: DVI practitioners, coordinators and trainers. It is of course possible to use the modules separately for individual shorter or longer training activities. Nevertheless, we strongly recommend that the members of the target groups go through the entire DVI training proposed for them.

PART A

DISASTER VICTIM IDENTIFICATION

PRACTITIONERS TRAINING

A.1   TARGET GROUP

The proposed curriculum has been primarily designed to meet the needs of

➢ Law enforcement personnel at practitioner level from either an investigative or a forensic background. They can already have some knowledge on dealing with human remains and identification processes.

> It is recommended that participants of target group A should be aware of the Interpol DVI Forms[3].

General Remarks:

In the context of national training it is recommended to include non-police specialists, such as pathologists, odontologists, anthropologists etc. as considered appropriate.

It is recommended that trained DVI personnel are subject to a refresher programme or exercising at least every two to three years.

A.2   LEARNING OUTCOMES

Learning outcomes need to be differentiated for each individual target group as they have different tasks and require a different level of knowledge and skills.

Upon completion of this course for the target group described above the course participant will be able to:

1)   To define DVI and explain its principles;

2)   To recognise the investigative process that needs to take place in the scene, in any place of interest outside of the scene and in the mortuary following an incident that results in fatalities;

3)   To define team roles and responsibilities as well as documentation including administration and national / international coordination for all personnel involved in the operation;

4)   To apply the Interpol Identification Standards;

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[3]The participants should be asked before attending the training activity to consult the Interpol website and look at the DVI documentation. They are not asked to read all the regulations but they will have to know where to find the relevant documents and what they are about.

5) To identify the risks of misidentification and to distinguish any errors made by any persons involved in the identification process;

6) To display an awareness of the sensitivities required when dealing with relatives and friends and to communicate information to relatives and friends in an appropriate way.

A.3 CONTENT

The following main topics are proposed for this target group as a minimum level of knowledge as required for cross-border police work in this area and for the different levels:

1. Introduction to Disaster Victim Identification

2. Scene Management and Recovery

3. Ante-Mortem Investigative Process

4. Post-Mortem Investigative Process

5. Reconciliation Investigative Process

While it is of course possible to use the modules separately for individual shorter or longer training activities, it is strongly recommended that DVI staff go through the entire DVI training.

Below are listed the sub-topics for each main topic and each module.

1. INTRODUCTION TO DVI
A/ Law enforcement personnel at practitioner level from either an investigative or a forensic background
- Definition and history of DVI and of the development of DVI guidelines - Role of Interpol and its approach - Distinction between closed and open disasters - Cooperation structures: ante-mortem, post-mortem units and reconciliation units as well as units / persons with a coordinating task[4]

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[4]In some cases / countries this will be a back office or an information management centre, in others it could be just the coordinating person.

- Multidisciplinary character of DVI and the challenges combined with this
- Importance of cooperation at local, national and international level
- Importance of dealing with the relatives and friends of the victim
- The use of an intranet or secure communication channels for the exchange of information

2. SCENE MANAGEMENT AND RECOVERY

A/ Law enforcement personnel at practitioner level from either an investigative or a forensic background

- Requirements for scene management / emergency response
- Liaison with other services involved, e.g. emergency services, bomb squad, local authorities etc.
- Reminder of the steps to be followed for communication and reporting
- Mass fatality scenario
- Search (buildings, vehicles, vessels etc., urban area, rural area)
- Composition and roles of the Disaster Victim Recovery Team
- Procedures required for pronouncing someone dead
- Marking the scene
- Documentation and labelling
- Photographing
- Forensic assessment
- Intelligence of identity on the scene
- Closing / sealing the bag for integrity
- Removal of the body/ies and / or body parts from the scene
- How to deal with property found at the scene
- What to do if the bodies were already moved
- Numbering system
- Victim holding area and storage units
- Release of the scene

3. ANTE-MORTEM INVESTIGATIVE PROCESS

A/ Law enforcement personnel at practitioner level from either an investigative or a forensic background

- Composition of and roles within an Ante-Mortem Team
- Structure of the ante-mortem investigative process

- Sources of ante-mortem data
- Ante-mortem DVI forms
- Dealing with relatives to obtain reliable data and samples
- Dealing with other professionals and obtaining data from them, including from dental and medical records
- Obtaining data from national databases, e.g., DNA, fingerprints (ridgeology) etc.
- Quality check: unequivocal labelling
- Acting as a contact point for relatives and friends, if applicable[5]
- Announcement of the "bad news"(victim's death or identification)
- Release of the personal belongings of the victim
- What is the next step?

4. POST-MORTEM INVESTIGATIVE PROCESS

A/ Law enforcement personnel from either an investigative or a forensic background

- Composition of and roles within a Post-Mortem Team
- Briefing about what to do concerning the post-mortem procedure, e.g. autopsy, movement of bodies, DNA sampling, mortuary lay-out etc.
- CT Scans / radiology, if available and required
- Check body bag seal number
- Check body bag and body PM number
- Use of Interpol Post-Mortem Forms
- Photography and labelling of photos (unique PM number)
- Labelling of items
- Stripping and searching (live exercise possibly with live actors[6])
- Issues concerning clothing (packaging, previously removed clothing, loose items in the bag, cleaning)
- Reminder of the primary identifiers
- Anthropology
- Pathology
- DNA
- Odontology
- Ridgeology (fingerprints)
- Chain of custody
- Packaging of exhibits
- Importance of highlighting intelligence of identity

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[5]Who is responsible for this task can be different per country. The usual procedure should be explained.

[6]Depending on the national legislation on ethics, in some countries it is possible to use dead bodies; otherwise live actors or dummies can be an alternative.

- Arrangements for temporary mortuaries
- Arrangements for the body when a victim dies in a hospital
- Family viewing arrangements
- What is the next step?

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5. RECONCILIATION INVESTIGATIVE PROCESS

A/ Law enforcement personnel from either an investigative or a forensic background

- What is reconciliation and what is it for?
- Composition of the Reconciliation Team
- Comparison between the AM-Form and the PM-Form for matching
- Use of different sources of information and different tools for reconciliation (Software)
- Compiling an evidential report and comparison reports
- Contributing evidence to the ID Board
- What is the next step?

A.4 TRAINING MODULES

The following proposals are meant to serve for the design and organisation of training activities for the following target group:

A. Law enforcement personnel at practitioner level from either an investigative or a forensic background. They can already have some knowledge on dealing with human remains and identification processes.

MODULE A/1: INTRODUCTION TO DVI	
TARGET GROUP	**Law enforcement personnel at practitioner level from either an investigative or a forensic background**
LEARNING OUTCOMES	➢ To define DVI and explain its principles (1)
DELIVERY METHOD	<u>Film</u> about a local incident involving fatalities. <u>Discussion</u> about the content of the film. This can be a guided discussion with questions to be addressed. It is important to entice the attendants to share their experience and knowledge on the matter. <u>Multimedia Presentation</u> on the topics listed under "Content".

CONTENT	- Definition and history of DVI and of the development of DVI guidelines - Role of Interpol and its approach - Distinction between closed and open disasters - Cooperation structures: ante-mortem, post-mortem units and reconciliation units as well as units / persons with a coordinating task[7] - Multidisciplinary character of DVI and the challenges combined with this - Importance of cooperation at local, national and international level - Importance of dealing with the relatives and friends of the victim[8] - The use of an intranet or secure communication channels for the exchange of information	
DURATION	**MODULE 1**	**1.5 hours**
	Film	5 mins
	Discussion	25 mins
	Multimedia Presentation	60 mins
MATERIAL	Laptop; projector; flipchart; hand-outs	
RECOMMENDA-TION TO COURSE MANAGER / TRAINER	It is recommended for the choice of film to use an incident that can be continued throughout the course as a case study. It could be a fake incident or a real one. The incident could be local but may have international implications (foreign nationals involved etc.) Hand-outs As seems suitable. Interpol forms should be distributed at a later stage. Websites During the presentation the following websites can be shown: - CEPOL website - Interpol website - National DVI websites	

MODULE A/2: SCENE MANAGEMENT AND RECOVERY	
TARGET GROUP	**Law enforcement personnel at practitioner level from either an investigative or a forensic background**
LEARNING OUTCOMES	➢ To recognise the investigative process that needs to take place in the scene, in any place of interest outside of the scene and in the mortuary following an incident that results in fatalities (2)

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[7] In some cases / countries this will be a back office or an information management centre, in others it could be just the coordinating person.

[8] http://ec.europa.eu/justice/criminal/victims/index_en.htm

	➤ To define team roles and responsibilities as well documentation including administration and national / international coordination for all personnel involved in the operation (3) ➤ To apply the Interpol Identification Standards (4) ➤ To identify the risks of misidentification and to distinguish any errors made by any persons involved in the identification process (5) ➤ To display an awareness of the sensitivities required when dealing with relatives and friends and to communicate information to relatives and friend in an appropriate way (6)
DELIVERY METHOD	**THEORY** 1) <u>Film</u> showing a scene with bodies, e.g. Tsunami 2) <u>Plenary Discussion</u>: facilitated plenary discussion. Possible questions to ask: How would you recover the body; what would you do with body parts; what would you do first etc. 3) <u>Multimedia presentation</u> about the content described below. The presentation should include an overview of different types of cases. It could also contain a specific case description. 4) <u>Plenary Discussion</u>: Did you learn anything new and what? What do you think about this case; did you notice any mistakes, etc.? 5) <u>Multimedia presentation and Documentation Exercise</u>: use of the booklet and completing documents.
	PRACTICAL EXERCISE A scene needs to be created, if possible near the classroom for the participants to practice scene management and recovery including briefing. Dummies / mannequins to be prepared as well as the material listed below. Please see recommendations.
CONTENT	- Requirements for scene management / emergency response - Liaison with other services involved, e.g. emergency services, bomb squad, local authorities etc. - Reminder of the steps to be followed for communication and reporting - Mass fatality scenario - Search (buildings, vehicles, vessels etc., urban area, rural area)

	- Composition and roles of the Disaster Victim Recovery Team	
	- Procedures required for pronouncing someone dead	
	- Marking the scene	
	- Documentation and labelling	
	- Photographing	
	- Forensic assessment	
	- Intelligence of identity on the scene	
	- Closing / sealing the bag for integrity	
	- Removal of the body/ies and / or body parts from the scene	
	- How to deal with property found at the scene	
	- What to do if the bodies were already moved	
	- Numbering system	
	- Body storage at the scene	
	- Release of the scene	
DURATION	**MODULE 2**	**6 hours**
	THEORETICAL PART	
	Film	15 mins
	Plenary Discussion	15 mins
	Multimedia Presentation	60 mins
	Plenary Discussion	30 mins
	DOCUMENTATION	
	Multimedia Presentation about the documentation	20 mins
	Practical documentation exercise	40 mins
	PRACTICAL PART	
	Exercise	180 mins
MATERIAL	**THEORETICAL PART** Laptop; projector; flipchart; hand-outs **PRACTICAL PART** Dummies / mannequins; material to make a grid (cordon tape); body bags, booklets; samples of personal property and bags to collect the property; body sheets and tape, cameras (one per team); stretchers; Personal Protective Equipment (PPE).	
RECOMMENDA -TION TO COURSE MANAGER / TRAINER	If no film with an example is available for the entire course it is of course possible to use different cases. If on the theoretical part of this module some time remains, it would be possible to invite a speaker to talk about the way of working in their country or about the role of other emergency services. **PRACTICAL EXERCISE:** • Divide the participants into teams of 4-6 persons with each one	

	team leader.
	• The team members could be encouraged to rotate in the role of the team leader.
	• Include some diversity and obstacles in the scene, including body parts and personal belongings.
	• The scene should be set in advance but it is also possible to task the participants to make the grid.
	• If the boundaries are already set the trainers assigns the teams to the sectors and invites them before starting to work on the bodies to get engaged in a brainstorming / briefing about how to plan the work.
	• Include some time for a debriefing at the end in a plenary session.

MODULE A/3: ANTE-MORTEM INVESTIGATIVE PROCESS	
TARGET GROUP	**Law enforcement personnel at practitioner level from either an investigative or a forensic background**
LEARNING OUTCOMES	➢ To recognise the investigative process that needs to take place in the scene, in any place of interest outside of the scene and in the mortuary following an incident that results in fatalities (2) ➢ To define team roles and responsibilities as well documentation including administration and national / international coordination for all personnel involved in the operation (3) ➢ To apply the Interpol Identification Standards (4) ➢ To identify the risks of misidentification and to distinguish any errors made by any persons involved in the identification process (5) ➢ To display an awareness of the sensitivities required when dealing with relatives and friends and to communicate information to relatives and friends in an appropriate way (6)
DELIVERY METHOD	**THEORETICAL PART** 1) <u>Multimedia presentation</u> about some of the content described below: the AM Team, the structure of the process, sources of AM data, collecting samples, precautions, labelling, family work, next step

	2) <u>Plenary Discussion</u>: Did you learn anything new and what? What do you think would be good sources of reliable fingerprints, what is the role of a forensic person, what is important to verify when you have secondary sources, why is psychological assistance to families important etc.? 3) <u>(Multimedia) presentation and Documentation Exercise</u> completing AM Forms.
	PRACTICAL PART The same scenario can be used as in the previous module. The material required is listed below. For further details please consult the recommendations.
CONTENT	- Composition of and roles within a Ante-Mortem Team - Structure of the ante-mortem investigative process - Sources of ante-mortem data - Ante-mortem DVI forms - Dealing with relatives to obtain reliable data and samples[9] - Dealing with other professionals and obtaining data from them, including from dental and medical records - Obtaining data from national databases, e.g., DNA, fingerprints (ridgeology) etc. - Quality check: unequivocal labelling - Acting as a contact point for relatives and friends, if applicable[10] - What is the next step?

DURATION	MODULE 3	6 hours
	THEORETICAL PART	
	Multimedia presentation	60 mins
	Plenary discussion	30 mins
	Multimedia presentation on Documentation	30 mins
	Practical Documentation Exercise	60 mins
	PRACTICAL PART	
	Exercise	180 mins
MATERIAL	**THEORETICAL PART** Laptop; projector; flipchart; hand-outs **PRACTICAL PART** Samples of personal property as a source of data (e.g. tooth and hair	

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[9] http://ec.europa.eu/justice/criminal/victims/index_en.htm

[10]Who is responsible for this task can be different per country. The usual procedure should be explained.

	brushes, lipsticks, photos etc.); x-rays; medical and dental information; DNA kit; fingerprints; gloves; bags for samples and objects; AM forms and pens.
RECOMMENDA -TION TO COURSE MANAGER / TRAINER	**PRACTICAL EXERCISE:** ▪ Divide the participants into new teams of max. 4 persons, while two are playing the interviewing law enforcement officers and the other two play the relatives / friends. ▪ Roles should be swapped after a given time. ▪ The trainer goes from group to group and observes their work. ▪ Include some time for a debriefing at the end in a plenary session: this should cover the different steps that should have been done, were done and also those that were left out. Other questions: How did you feel in your role? What were the difficulties from the perspective of the interviewer / relative? How to explain why you are asking which questions so that relatives understand. Highlight and discuss (potential) mistakes and their consequences.

MODULE A/4: POST-MORTEMINVESTIGATIVE PROCESS	
TARGET GROUP	**Law enforcement personnel at practitioner level from either an investigative or a forensic background**
LEARNING OUTCOMES	➢ To recognise the investigative process that needs to take place in the scene, in any place of interest outside of the scene and in the mortuary following an incident that results in fatalities (2) ➢ To define team roles and responsibilities as well documentation including administration and national / international coordination for all personnel involved in the operation (3) ➢ To apply the Interpol Identification Standards (4) ➢ To identify the risks of misidentification and to distinguish any errors made by any persons involved in the identification process (5) ➢ To display an awareness of the sensitivities required when dealing with relatives and friends and to communicate information to relatives and friends in an appropriate way (6)
DELIVERY	**THEORETICAL PART**

METHOD	1) <u>Multimedia presentation</u> about the content described below
	2) <u>Plenary Discussion</u>: Did you learn anything new and what? Work arrangements with tables? Cleaning and repairing? Etc.
	3) <u>(Multimedia) presentation</u>: completing PM Forms.
	PRACTICAL PART The same scenario can be used as in the previous module. The material required is listed below. For further details please consult the recommendations.
CONTENT	- Composition of and roles within a Post-Mortem Team - Briefing about what to do concerning the post-mortem procedure, e.g. autopsy, movement of bodies, DNA sampling, mortuary lay-out etc. - CT Scans / radiology, if available and required - Check body bag seal number - Check body bag and body PM number - Use of Interpol Post-Mortem Forms - Photography and labelling of photos (unique PM number) - Labelling of items - Stripping and searching (live exercise possibly with live actors[11]) - Issues concerning clothing (packaging, previously removed clothing, loose items in the bag, cleaning) - Reminder of the primary identifiers - Anthropology - Pathology - DNA - Odontology - Ridgeology (fingerprints) - Chain of custody - Packaging of exhibits - Importance of highlighting intelligence of identity - Arrangements for temporary mortuaries - Arrangements for the body when a victim dies in a hospital - Family viewing arrangements - What is the next step?
DURATION	**MODULE 4** **8 hours**

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[11]Depending on the national legislation on ethics, in some countries it is possible to use dead bodies; otherwise live actors or dummies can be an alternative.

	THEORETICAL PART	
	Multimedia presentation	60 mins
	Plenary Discussion	30 mins
	Presentation of the documents	30 mins
	PRACTICAL PART	
	Exercise	360 mins
MATERIAL	**THEORETICAL PART** Laptop; projector; flipchart; hand-outs **PRACTICAL PART** Dummies / mannequins; tables; booklet (PM numbering); personal belongings and documents; camera; PPE; fingerprint material; medical and dental information; water and recipient for washing; ladder for photographer; DNA kit; body bags and bags to collect clothes etc.; measuring tape; PM forms and pens.	
RECOMMENDA -TION TO COURSE MANAGER / TRAINER	**PRACTICAL EXERCISE:** ▪ Divide the participants into three teams of approx. 7-8 persons ▪ Trainers or participants will play the roles of non-law enforcement specialists, pathologist, dentist, anthropologist; ▪ Tasks will need to be distributed: one officer taking protocol, PM team leader, fingerprint expert, photographer, 1 officer describing the personal belongings ▪ An alternative is to have a PM chain where each group works around a table on one activity, e.g. taking fingerprints etc.; each of these groups will include one officer to take protocol and a PM team leader. ▪ The trainer needs to ensure that labelling and numbering is done for each item correctly in accordance with the booklet. ▪ Include some time for a debriefing at the end in a plenary session: this should cover the different steps that should have been done, were done and also those that were left out. Other questions: How did you feel about working in a mortuary? Why was it necessary for you to remain clean in one task and not in another? The same for cleaning the body? Why is it so important to label and number correctly? Why is the chain of custody important? Highlight and discuss (potential) mistakes and their consequences. ▪ A decision must be made beforehand whether participants should also wash the clothes or not in the training environment.	

MODULE A/5: RECONCILIATION INVESTIGATIVE PROCESS	
TARGET GROUP	**Law enforcement personnel at practitioner level from either an investigative or a forensic background**
LEARNING OUTCOMES	➢ To recognise the investigative process that needs to take place in the scene, in any place of interest outside of the scene and in the mortuary following an incident that results in fatalities (2) ➢ To define team roles and responsibilities as well documentation including administration and national / international coordination for all personnel involved in the operation (3) ➢ To apply the Interpol Identification Standards (4) ➢ To identify the risks of misidentification and to distinguish any errors made by any persons involved in the identification process (5) ➢ To display an awareness of the sensitivities required when dealing with relatives and friends and to communicate information to relatives and friend in an appropriate way (6)
DELIVERY METHOD	**THEORETICAL PART** <u>Multimedia presentation</u> concerning the principles of reconciliation and the means used for this, e.g. the software. It is also important to explain the terminology and the primary identification standards (possible, probably, established).
	PRACTICAL PART Participants are split up in teams of approx. 6, and they are given a number of weak cases and a pile of AM and PM forms in the wrong order. They distribute the cases amongst each other to work in smaller groups and are tasked to match AM and PM data based on secondary identifiers and supporting information. Present the evidence to the plenary, which can for example act as the ID Board.
CONTENT	- What is reconciliation and what is it for? - Composition of the Reconciliation Team

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Comparison between the AM-Form and the PM-Form for matching
Use of different sources of information and different tools for reconciliation (Software)
Compiling an evidential report and comparison reports
Contributing evidence to the ID Board
What is the next step?

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DURATION	**MODULE 5**	**1.5 hours**
	THEORY	
	Multimedia presentation	30 mins
	PRACTICAL PART	
	Group work	60 mins
MATERIAL	**THEORETICAL PART** Laptop; projector; flipchart; hand-outs of the presentation	
	PRACTICAL PART Completed AM and PM forms	
RECOMMENDA-TION TO COURSE MANAGER / TRAINER	It is important to inform the participants at the beginning of the exercise that, although they are tasked to match the secondary identifier, it is not their task to match AM and PM data on primary identifiers; it is their job to find secondary or supporting evidence to support the identification.	

A.5 DURATION AND PROGRAMME

The course for the Practitioners is meant to last five days; this includes a total of 23 hours of content training plus the welcome session, the conclusions and the feedback session. The sessions in the programme below are in line with the duration given in each module (see Part A, Chapter 4).

	C O U R S E P R O G R A M M E

DISASTER VICTIM IDENTIFICATION - PRACTITIONERS

	Day 1	Day 2	Day 3	Day 4	Day 5
09:00 - 10:30	Welcome Logistics Tour de Table CEPOL Awareness Presentation	*Module A/2 Practical* Scene Management and Recovery *(Exercise)*	*Module A3 Practical* Ante-mortem Investigative Process	*Module A4 Practical* Post-mortem Investigative Process *(Exercise)*	*Module A5 Theory +Practical* Reconciliation Theory *(Presentation, group work)*
10:30 - 11:00	*Coffee Break*				
11:00 - 12:30	*Module A/1* Introduction to Disaster Victim Identification *(film, discussion, presentation)*	*Module A/2 Practical* Scene Management and Recovery *(Exercise)*	*Module A3 Practical* Ante-mortem Investigative Process	*Module A4 Practical* Post-mortem Investigative Process *(Exercise)*	Wrap up Feedback Certificates Closure
12:30 - 13:30	*Lunch Break*				

13:30 - 15:00	*Module A/2 Theory* Scene Management and Recovery *(Film, Discussion, presentation)*	*Module A3 Theory* Ante-mortem Investigative Process *(Presentation, discussion)*	*Module A4 Theory* Post-mortem Investigative Process	*Module A4 Practical* Post-mortem Investigative Process *(Exercise)*	**Departure of Participants**
15:00 - 15:30	*Coffee Break*				
15:30 – 17:00	*Module A/2 Theory + Documentation* Scene Management and Recovery Continuation *(Theory: discussion)* *(Doc:presentation, exercise)*	*Module A3 Documentation* Ante-mortem Investigative Process *(Exercise)*	*Module A4 Documentation* Post-mortem Investigative Process *(until 16:00)* *Free time*	*Module A4 Practical* Post-mortem Investigative Process *(Exercise)*	
19:00 – 21:00	*Dinner*				

PART B
DISASTER VICTIM IDENTIFICATON
COORDINATORS TRAINING

B.1   TARGET GROUP

The proposed curriculum has been primarily designed to meet the needs of
➢ DVI trained personnel with coordinating / management tasks.

Participants of target group B must have experience / knowledge on DVI work on the basis of their work experience or of their participation in a basic DVI course.
This training activity can also be useful for DVI Commanders or Head of DVI Units to attend.

B.2   LEARNING OUTCOMES

Learning outcomes need to be differentiated for the three target groups mentioned above as they have different tasks and require a different level of knowledge and skills.

Upon completion of this course the course participant will be able to:
1)   To set up a DVI Team

2)   To improve the DVI capabilities in their country

3)   To provide an overview of the different tasks and requirements within all stages of the DVI process, with a specific focus on the multidisciplinary dimension;

4)   To maintain a high level of quality assurance across the entire operation;

5)   To apply the Interpol DVI Standards;

6)   To manage political and media pressure;

7)   To organise and coordinate a methodical recovery of human remains and personal belongings as well as scene management;

8)   To handle human remains and / or personal belongings in a dignified way and take care of their release;

9)   To organise and coordinate the ante-mortem investigative process;

10) To organise and coordinate the post-mortem investigative process;

11) To organise and coordinate the reconciliation investigative process.

12) To organise and coordinate the Identification Board and the subsequent release of human remains and personal belongings.

B.3   CONTENT

The following main topics are proposed for this target group as a minimum level of knowledge as required for cross-border police work in this area and for the different levels:

6.   Introduction to Disaster Victim Identification (DVI) Management

7.   Management of Scene Management and Recovery

8.   Management of Ante-Mortem Investigative Process

9.   Management of Post-Mortem Investigative Process

10. Management of Reconciliation Investigative Process

11. Set-up of a DVI Team

While it is of course possible to use the modules separately for individual shorter or longer training activities, it is strongly recommended that DVI staff go through the entire DVI training.

Below are listed the sub-topics for each main topic and each module.

1.   INTRODUCTION TO DVI MANAGEMENT
B/ DVI trained personnel with coordinating / management tasks including DVI Commanders or Heads of DVI Unit
- Interpol Identification Standards (Interpol DVI Guide): development and application - Role of Interpol and its competent organs (the DVI Steering and Standing Committee and the DVI Working Groups) - Different structure models in European DVI Teams - Multidisciplinary character of DVI and the challenges combined with this at managerial level - Coordinating ante-mortem, post-mortem and reconciliation units in a DVI Team - Good practices and challenges while coordinating DVI operations at local, national and international level - Inspiring the personnel and establishing the importance of dealing with the relatives and friends of the victim - Managing the flow and dissemination of information at different stages of the DVI procedure including the use of an intranet or secure communication channel - Deal with political pressure and handling the media - Importance of obtaining a reliable and definitive list of missing persons - The role of contractors and NGOs

- Briefing and debriefing and lessons learned

2. SCENE AND RECOVERY MANAGEMENT

B/ DVI trained personnel with coordinating / management tasks including DVI Commanders or Heads of DVI Unit

- Getting a general survey of the situation
- Ensuring health, safety and welfare of personnel
- Creation of a coordination centre in the field
- Organisation on logistics needed on the scene
- Options for storage of human remains and personal belongings
- Dignified handling and storage of human remains
- Documenting the scene by photography, filming or 3D-scanning
- Creation of forensic pathway to prevent loss or damage of evidence
- Segmenting the scene in various sectors
- Identification of the main sectors and labelling /codification
- Segmenting the main sector in work scenes
- Identification of lateral sectors
- Segmenting the lateral sectors in work scenes
- Creation of recovery and search detachments and associated documentation
- Assignment of the work scenes in the main sector to the recovery teams
- Assignment of the work scenes in the lateral sectors to the search detachments
- Transfer to the mortuary and chain of custody
- Cooperating with other agencies

3. MANAGEMENT OF THE ANTE-MORTEM INVESTIGATIVE PROCESS

B/ DVI trained personnel with coordinating / management tasks including DVI Commanders or Heads of DVI Units

- Management of the coordination and cooperation with other administrations / institutions at a national or international level
- Ensuring of health, safety and welfare of personnel
- AM planning / logistics
- Reception facility for families and friends
- Appointment of liaison officers for families and friend and / or other contact persons
- Ensure a reliable and definitive list of missing persons is available and maintained

- Number and composition of AM teams / contact lists / position and coordination between teams
- Providing clear communication channels and content in AM investigation context
- Confidentiality versus media
- Creation of AM files and allocation of numbers
- Data sources and gathering of AM information at national and international level
- Quality assurance throughout the entire process
- Submission of AM forms to the Reconciliation Unit
- Representation in the ID-board depending on the scale of the incident
- Dignified handling of personal belongings

4. MANAGEMENT OFTHE POST-MORTEM INVESTIGATIVE PROCESS

B/ DVI trained personnel with coordinating / management tasks including DVI Commanders or Heads of DVI Unit

- Ensuring of health, safety and welfare of personnel
- Investigative process that needs to take place in the mortuary and in other key areas
- Composition, roles and responsibilities of Post-Mortem Investigation Teams
- Determination of resources and infrastructure required to perform the PM work
- Providing clear communication channels and content in the PM investigation context
- Documentation including administration
- Coordination of work of national / international personnel involved in the operation
- Structure and use of relevant Interpol DVI Forms and other relevant documentation
- Computer software to aid DVI operations
- Quality assurance and risks during the PM process
- Ensuring process are in place to share intelligence that will aid identification
- Arrangements for handling and storage of evidential items
- Dignified handling, reuniting and storage of human remains and personal belongings
- Representation in the ID-board depending on the scale of the incident
- Viewing arrangements and release of human remains and the associated sensitivities

5. MANAGEMENT OF THE RECONCILIATION INVESTIGATIVE PROCESS

B/ DVI trained personnel with coordinating / management tasks including DVI Commanders or Heads of DVI Unit

- Definition of the Reconciliation Investigation process
- Composition of the Reconciliation Investigation Team
- Ensuring of health, safety and welfare of the Reconciliation Investigation Unit

- Evidential and documentation standards for comparison of ante mortem and post mortem data
- Options and tools for Reconciliation Investigation (including software)
- Composition of an evidential report to support identification
- The Identification Commission or Board, its set up, purpose and standards
- Judicial requirements
- Cultural and religious considerations
- Release and Repatriation of human remains and personal belongings
- Confidentiality and management of information as well as liaison with other jurisdictions involved
- Coordination of and representation in the ID-board

6. SET UP OF A DVI TEAM

B/ DVI trained personnel with coordinating / management tasks including DVI Commanders or Heads of DVI Unit

- Defining the purpose, the mandate and the tasks of a DVI team (DVI-Guidelines)
- Determination of the necessary organisational units (organisational chart)
- Leading the national DVI team: roles and responsibilities
- Standards and legal frameworks
- Recruitment, coordination and funding of (external) specialists and experts
- Logistics
- Organisation and coordination of the training of the DVI-members
- Ensuring of health, safety and welfare of DVI Team personnel
- Prepare DVI Team personnel of deployment abroad
- Financing DVI
- Differences in operations at home or abroad

B.4 TRAINING MODULES

The following proposals are meant to serve for the design and organisation of training activities for the following target group:

B. DVI trained personnel with coordinating / management tasks including DVI Commanders or Head of DVI Units

NOTE: This training proposal also contains a Module showing how to set up a DVI Team where this does not yet exist. While it is up to the discretion of the country who to send to such type of training, it would be useful to delegate staff who will be involved in such a set

up.

MODULE B/1: INTRODUCTION TO DVI MANAGEMENT	
TARGET GROUP	**DVI trained personnel with coordinating / management tasks including DVI Commanders or Head of DVI Units**
LEARNING OUTCOMES	➤ To provide an overview of the different tasks and requirements within all stages of the DVI process, with a specific focus on the multidisciplinary dimension (2) ➤ To explain the importance and the rationale of the Interpol DVI Standards (4)
DELIVERY METHOD	1) <u>Multimedia Presentation(s)</u> on the topics listed under "Content" while using the website of Interpol to show the DVI guide and forms. 2) <u>Icebreaker discussion</u> asking participants to share their experience showing differences in different countries.
CONTENT	- Interpol Identification Standards (Interpol DVI Guide): development and application - Role of Interpol and its competent organs (the DVI Steering and Standing Committee and the DVI Working Groups) - Different structure models in European DVI Teams - Multidisciplinary character of DVI and the challenges combined with this at managerial level - Coordinating ante-mortem, post-mortem and reconciliation units in a DVI Team - Good practices and challenges while coordinating DVI operations at local, national and international level - Inspiring the personnel and establishing the importance of dealing with the relatives and friends of the victim[12] - Managing the flow and dissemination of information at different stages of the DVI procedure including the use of an intranet or secure communication channel - Deal with political pressure and handling the media - Importance of obtaining a reliable and definitive list of missing persons - The role of contractors and NGOs

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[12] http://ec.europa.eu/justice/criminal/victims/index_en.htm

	- Briefing and debriefing and lessons learned	
DURATION	**MODULE 1**	**1.5 hours**
	Multimedia Presentation(s)	60 mins
	Discussion	30 mins
MATERIAL	Laptop; projector; flipchart; handouts including the presentations and the DVI forms in the correct colours.	
RECOMMENDA-TION TO COURSE MANAGER / TRAINER	The intention here is to give the participants a general idea of DVI and to start the interaction between them for the rest of the course. All topics listed above are to be addressed but details will be discussed in the other modules. Examples of notable incidents can of course be mentioned. It is not necessary to go through the Interpol Guide in detail; the purpose of this module is to give participants an idea of the importance of the Guide, why it was drafted and how it is to be used. Another important issue to be addressed is the role Interpol can play within DVI.	

MODULE B/2: MANAGEMENT OF SCENE MANAGEMENT AND RECOVERY	
TARGET GROUP	**DVI trained personnel with coordinating / management tasks including DVI Commanders or Heads of DVI Unit**
LEARNING OUTCOMES	➢ To organise and coordinate a methodical recovery of human remains and personal belongings as well as scene management (6) ➢ To maintain a high level of quality assurance across the entire operation (3) ➢ To manage political and media pressure (5) ➢ To handle human remains and / or personal belongings in a dignified way (7) ➢ To apply the Interpol DVI Standards (4)
DELIVERY METHOD	**THEORY** Multimedia presentation reminding participants about the principles of scene recovery and management. **PRACTICAL EXERCISE** Participants are invited to form small groups of max. 4 persons and draw the different zones on graph paper or on an aerial photograph of a specific area and plan for areas entry and exit points, temporary

	storage of human remains; furthermore they should draft a plan how to deal with human remains, how they will ensure health and safety for personnel, discuss options for recording the scene; make up the structure of the DVI team and assess which other agencies might need to be involved. At the end four groups out of all are asked to brief the others in a plenary session what their plan is for the incident. The remaining groups are asked to comment on the briefing thus showing the outcomes of their own group work.
	CASE EXAMPLES After the briefing session examples of real cases are given while making reference to what was presented by the groups in order to put that in context with real operations.
CONTENT	- Getting a general survey of the situation - Ensuring health, safety and welfare of personnel - Creation of a coordination centre in the field - Organisation on logistics needed on the scene - Options for storage of human remains and personal belongings - Dignified handling and storage of human remains - Documenting the scene by photography, filming or 3D-scanning - Creation of forensic pathway to prevent loss or damage of evidence - Segmenting the scene in various sectors - Identification of the main sectors and labelling /codification - Segmenting the main sector in work scenes - Identification of lateral sectors - Segmenting the lateral sectors in work scenes - Creation of recovery and search detachments and associated documentation - Assignment of the work scenes in the main sector to the recovery teams - Assignment of the work scenes in the lateral sectors to the search detachments - Transfer to the mortuary and chain of custody - Cooperating with other agencies

DURATION	**MODULE 2**	**4.5 hours**
	THEORETICAL PART	

	Multimedia presentation	30 mins
	PRACTICAL PART	
	Practical exercise (incl. briefing at the beginning and the group briefing at the end)	3.5 hours
	Case examples	30 mins
MATERIAL	**THEORETICAL PART** Laptop; projector; flipchart; hand-outs of the presentation **PRACTICAL PART** Graphic paper or aerial photograph and pencils / pens; blank paper for lists and plans.	
RECOMMENDA -TION TO COURSE MANAGER / TRAINER	It is recommended to make the training session as practical as possible meaning that participants should be invited to go outside and walk through a fictitious scene, e.g. on the ground of the academy, and draw a plan. The briefing is done by only some groups, e.g. four. This is to save time in case there are too many groups to present their outcomes. This is thought to be at the same time a presentation of outcomes as an exercise in briefing people. Group representatives are therefore asked not to make an extensive presentation of group outcomes but rather to brief the audience as if they are briefing relevant people involved in the scene.	

MODULE B/3: MANAGEMENT OFTHE ANTE-MORTEM INVESTIGATIVE PROCESS	
TARGET GROUP	**DVI trained personnel with coordinating / management tasks including DVI Commanders or Heads of DVI Unit**
LEARNING OUTCOMES	➢ To organise and coordinate the ante-mortem investigative process (8) ➢ To maintain a high level of quality assurance across the entire operation (3) ➢ To apply Interpol DVI Standards (4) ➢ To manage political and media pressure (5) ➢ To handle personal belongings in a dignified way and release them (7)
DELIVERY METHOD	**THEORETICAL PART** <u>Multimedia presentation</u> reminding participants about the principles and different steps necessary for AM coordination.

	PRACTICAL PART
	Participants are asked to form small groups of max. 4 members. They are given some data about (the same) fictitious mass disaster and they are asked to write a strategy how to coordinate the AM investigative process. They will be challenged to think of all the aspects they will have to consider, data they will have to collect, tasks they will have to distribute, contacts they will have to establish etc.
	They are given the AM forms, some of which are completed in the wrong way, and they are asked to check the quality of the information in the forms, to make a list of the errors found and to propose measures to correct them.
	They will be asked to prepare a flipchart or a PowerPoint presentation to show to the plenary and discuss. The other participants will be encouraged to comment on the presented outcomes so that mutual learning will take place.
	At the end the conclusions are compiled into a "Paper of Good Practice".
CONTENT	- Management of the coordination and cooperation with other administrations / institutions at a national or international level
	- Ensuring of health, safety and welfare of personnel
	- AM planning / logistics
	- Reception facility for families and friends
	- Appointment of family liaison officers for families and friends and / or other contact persons
	- Ensure a reliable and definitive list of missing persons is available and maintained
	- Number and composition of AM teams / contact lists / position and coordination between teams
	- Providing clear communication channels and content in AM investigation context
	- Confidentiality versus media
	- Creation of AM files and allocation of numbers
	- Data sources and gathering of AM information at national and international level
	- Quality assurance throughout the entire process
	- Submission of AM forms to the Reconciliation Unit
	- Representation in the ID-board depending on the scale of the

	incident - Dignified handling of personal belongings[13]	
DURATION	**MODULE 3**	**4.5 hours**
	THEORETICAL PART	
	(Multimedia) presentation	30 mins
	PRACTICAL PART	
	Group work	3.5 hours
	Plenary presentation of work outcome and compilation of "Paper of Good Practice"	60 mins
MATERIAL	**THEORETICAL PART** Laptop; projector; flipchart; hand-outs of the presentation. **PRACTICAL PART** Completed AM forms, some completed in the wrong way.	
RECOMMENDA-TION TO COURSE MANAGER / TRAINER	It is recommended to use the same fictitious case throughout all the course so participants have the chance to practice all steps in the same fictitious environment like in reality. Furthermore, a Paper of Good Practice will serve as course output. It will compile a selection of the best outcomes of the modules 3, 4 and 5. **PRACTICAL EXERCISE:** It is possible to let the group simply work and then present their outcomes. Another option is to let them work for 45 or 60 minutes and the one group representative joins another group to learn about their way of handling the case and to let them know how their own group had done this so far. After half an hour they return to their group to report about their findings concerning the way of handling the case of the host group. While this persons switches groups, the groups simply continue working on their case without being disturbed. The "guest" is also allowed to comment on the work of the "host group". The representative of group A goes to group B, while the group B representative joins group C etc. The trainers need to pay attention that all relevant issues the participants have to consider in their group work are discussed, at the latest in the plenary during the outcome presentations.	

MODULE B/4: MANAGEMENT OFTHE POST-MORTEM INVESTIGATIVE PROCESS

TARGET GROUP	**DVI trained personnel with coordinating / management tasks**

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[13] http://ec.europa.eu/justice/criminal/victims/index_en.htm

	including DVI Commanders or Heads of DVI Unit
LEARNING OUTCOMES	➢ To organise and coordinate the post-mortem investigative process (8) ➢ To maintain a high level of quality assurance across the entire operation (3) ➢ To apply Interpol DVI Standards (4) ➢ To manage political and media pressure (5) ➢ To handle human remains and personal belongings in a dignified way and release them (7)
DELIVERY METHOD	**THEORETICAL PART** Multimedia presentation reminding participants about the principles and different steps necessary for PM coordination.
	PRACTICAL PART Participants are asked to form small groups of max. 4 members and are taken to a mortuary or a place that could be used as such. They are given some data about (the same) fictitious mass disaster and they are asked to consider the logistics, lay-out and personnel required for PM activities. They are asked to consider how they would coordinate the PM investigative process. They will be challenged to think of all the aspects they will have to consider, which personnel they will have to deploy and which mix of skills and expertise they will need, which data they will have to collect, tasks they will have to distribute, contacts they will have to establish etc. They are given the PM forms, some of which are completed in the wrong way, and they are asked to check the quality of the information in the forms, to make a list of the errors found and to propose measures to correct them. They will be asked to prepare a flipchart or a PowerPoint presentation to show to the plenary and discuss. The other participants will be encouraged to comment on the presented outcomes so that mutual learning will take place. At the end the conclusions are compiled into a "Paper of Good Practice".
CONTENT	- Ensuring of health, safety and welfare of personnel - Investigative process that needs to take place in the mortuary and in other key areas - Composition, roles and responsibilities of Post-Mortem Investigation Teams - Determination of resources and infrastructure required to perform the PM work - Providing clear communication channels and content in the PM

	investigation context - Documentation including administration - Coordination of work of national / international personnel involved in the operation - Structure and use of relevant Interpol DVI Forms and other relevant documentation - Computer software to aid DVI operations - Quality assurance and risks during the PM process - Ensuring process are in place to share intelligence that will aid identification - Arrangements for handling and storage of evidential items - Dignified handling, reuniting and storage of human remains and personal belongings - Representation in the ID-board depending on the scale of the incident - Viewing arrangements and release of human remains and the associated sensitivities

DURATION	MODULE 4	4.5 hours
	THEORETICAL PART	
	(Multimedia) presentation	30 mins
	PRACTICAL PART	
	Group work	3.5 hours
	Plenary presentation of work outcome and compilation of "Paper of Good Practice"	60 mins

MATERIAL	**THEORETICAL PART** Laptop; projector; flipchart; hand-outs of the presentation. **PRACTICAL PART** Completed PM forms, some completed in the wrong way.

RECOMMENDA-TION TO COURSE MANAGER / TRAINER	It is recommended to use the same fictitious case throughout all the course so participants have the chance to practice all steps in the same fictitious environment like in reality. Depending on the available facilities the participants could be taken to an existing mortuary or another building /room which could be adapted, e.g. the gym of the academy. There they can be invited to consider the logistics and lay-out required for PM activities. Furthermore, a Paper of Good Practice will serve as course output. It will compile a selection of the best outcomes of the modules 3, 4 and 5. **PRACTICAL EXERCISE:** It is possible to let the group simply work and then present their outcomes. Another option is to let them work for 45 or 60 minutes and the one group representative joins another group to learn about their way of handling the case and to let them know how their own group

	had one this so far. After half an hour they return to their group to report about their findings concerning the way of handling the case of the host group. While this persons switches groups, the groups simply continue working on their case without being disturbed. The "guest" is also allowed to comment on the work of the "host group". The representative of group A goes to group B, while the group B representative joins group C etc.
	The trainers need to pay attention that all relevant issues the participants have to consider in their group work are discussed, at the latest in the plenary during the outcome presentations.

MODULE B/5: MANAGEMENT OF THE RECONCILIATION INVESTIGATIVE PROCESS	
TARGET GROUP	**DVI trained personnel with coordinating / management tasks including DVI Commanders or Heads of DVI Unit**
LEARNING OUTCOMES	➢ To organise and coordinate the reconciliation investigative process (11) ➢ To organise and coordinate the Identification Board and the subsequent release of human remains and personal belongings (12) ➢ To maintain a high level of quality assurance across the entire operation (4) ➢ To apply the DVI Standards (5) ➢ To manage political and media pressure (6) ➢ To handle human remains and / or personal belongings in a dignified way and take care of their release (8)
DELIVERY METHOD	**THEORETICAL PART** <u>Multimedia presentation</u> reminding participants about the principles and different steps necessary for set up and coordination of the reconciliation unit.
	PRACTICAL PART Participants are asked to form small groups of max. 4 members and are taken to a mortuary or a place that could be used as such. They are given some data about (the same) fictitious mass disaster and they are asked to consider the logistics, lay-out and personnel required for reconciliation activities. They are asked to consider how they would coordinate the reconciliation investigative process. They will be challenged to think of all the aspects they will have to consider, which personnel they will have to deploy and which mix of

	skills and expertise they will need, which data they will have to manage, tasks they will have to distribute, contacts they will have to establish etc. They will be asked to prepare a flipchart or a PowerPoint presentation to show to the plenary and discuss. The other participants will be encouraged to comment on the presented outcomes so that mutual learning will take place. At the end the conclusions are compiled into a "Paper of Good Practice".
CONTENT	- Definition of the Reconciliation Investigation process - Composition of the Reconciliation Investigation Team - Ensuring of health, safety and welfare of the Reconciliation Investigation Unit - Evidential and documentation standards for comparison of ante mortem and post mortem data - Options and tools for Reconciliation Investigation (including software) - Composition of an evidential report to support identification - The Identification Commission or Board, its set up, purpose and standards - Judicial requirements - Cultural and religious considerations - Release and Repatriation of human remains and personal belongings - Confidentiality and management of information as well as liaison with other jurisdictions involved - Coordination of and representation in the ID-board

	MODULE 5	3 hours
	THEORY	
	Multimedia presentation	30 mins
	PRACTICAL PART	
	Group work	2 hrs
	Plenary presentation and discussion of outcomes	30mins

MATERIAL	**THEORETICAL PART** Laptop; projector; flipchart; hand-outs of the PowerPoint Presentation
	PRACTICAL PART Note paper, flipchart (laptop)
RECOMMENDA -TION TO COURSE MANAGER / TRAINER	If there are some participants who have not attended the Practitioners Training the course manager will have to pay attention how these can be involved in the learning. Possibly the delivery method of the Practitioners Course may help to adapt the practical exercise to their needs while ensuring that the previously trained participants also

	receive sufficient opportunity for learning at a higher level.

MODULE B/6: SET UP A DVI TEAM	
TARGET GROUP	**DVI trained personnel with coordinating / management tasks including DVI Commanders or Heads of DVI Unit**
LEARNING OUTCOMES	➢ To set up a DVI Team (1) ➢ To improve the DVI capabilities in their country (2)
DELIVERY METHOD	**THEORETICAL PART** Multimedia presentation reminding participants about the principles and different steps necessary for setting up of a DVI Team.
	Interactive discussion about how participants can improve the DVI capability in their country and how they can obtain support (from trainers or co-participants, e.g. through the CEPOL Exchange Programme).
CONTENT	- Defining the purpose, the mandate and the tasks of a DVI team (DVI-Guidelines) - Determination of the necessary organisational units (organisational chart) - Leading the national DVI team: roles and responsibilities - Standards and legal frameworks - Recruitment, coordination and funding of (external) specialists and experts - Logistics - Organisation and coordination of the training of the DVI-members - Ensuring of health, safety and welfare of DVI Team personnel - Prepare DVI Team personnel of deployment abroad - Financing DVI - Differences in operations at home or abroad
	THEORY	
	Multimedia presentation and / or discussion	90 mins
MATERIAL	**THEORETICAL PART** Laptop; projector; flipchart; hand-outs of the PowerPoint Presentation	
RECOMMENDA -TION TO COURSE MANAGER / TRAINER	It is possible instead of a presentation to simply initiate a discussion inviting participants to think about what they have learnt throughout the course and which conclusions they draw from that for improving their DVI capabilities in their countries.	

B.5   DURATION AND PROGRAMME

The course for the Coordinators is meant to last four days; this includes a total of 19.5 hours of content training plus the welcome session, the conclusions and the feedback session. The sessions in the programme below are in line with the duration given in each module (see Part B, Chapter 4).

C O U R S E   P R O G R A M M E

DISASTER VICTIM IDENTIFICATION - COORDINATORS

	Day 1	Day 2	Day 3	Day 4
09:00 - 10:30	Welcome Logistics Tour de Table CEPOL Awareness Presentation	*Module B/2 Practice* Scene Management and Recovery *(Group work; briefing; case studies)*	*Module B/4 Theory + Practice* Post-mortem Investigative Process *(presentation, group work)*	*Module B/5* Reconciliation Investigative Process *(group work + plenary presentation)*
10:30 - 11:00	Coffee Break			
11:00 - 12:30	*Module B/1* Introduction to Disaster Victim Identification *(presentation, discussion)*	*Module B/3 Theory + Practice* Ante-mortem Investigative Process *(presentation, group work)*	*Module B/4 Practice + Documentation* Post-mortem Investigative Process*(Group work)*	*Module B/6* Set-up of a DVI-Team *(presentation)*
12:30 - 13:30	Lunch Break			

13:30 - 15:00	*Module B/2 Theory + Practice* Scene Management and Recovery *(presentation, group work)*	*Module B/3 Practice + Documentation* Ante-mortem Investigative Process *(Group work)*	*Module B/4 Practice + Documentation* Post-mortem Investigative Process *(Group work and plenary presentation)*	Wrap up Feedback Certificates Closure
15:00 - 15:30	*Coffee Break*			
15:30 – 17:00	*Module B/2 Practice* Scene Management and Recovery *(Group work)*	*Module B/3 Practice + Documentation* Ante-mortem Investigative Process *(Group work and plenary presentation)*	*Module B/5 Theory + Practice* Reconciliation Investigative Process *(presentation, group work)*	**Departure of Participants**
19:00 – 21:00	*Dinner*			

PART C
DISASTER VICTIM IDENTIFICATON
TRAIN THE TRAINERS

C.1   TARGET GROUPS

The proposed curriculum has been primarily designed to meet the needs of
➢ Law enforcement personnel with extended DVI knowledge who will be responsible for training DVI personnel.

It would be advantageous if they had previous experience or a qualification in training.

C.2   LEARNING OUTCOMES

Learning outcomes need to be differentiated for the three target groups mentioned above as they have different tasks and require a different level of knowledge and skills.

Upon completion of this course the course participant will be able to:
1.   Explain the components of the learning environment and how they influence the effectiveness of training

2.   Select the learning methods appropriate for both target group and content

3.   Apply Bloom's taxonomy in writing course objectives

4.   Explain the purpose of course evaluation

5.   Judge the suitability of different delivery methods in the context of DVI training

C.3   CONTENT

The following main topics are proposed for this target group as a minimum level of knowledge as required for cross-border police work in this area and for the different levels:

1)   Learning environment

2)   Adult learning

3)   Writing course objectives in accordance with Bloom's Taxonomy

4)   Educational evaluation

5)   Different approaches to learning

6. LEARNING ENVIRONMENT

C/ Law enforcement personnel with extended DVI knowledge who will be responsible for training DVI personnel.

- The components of the learning environment:
  - Aim of the course
  - Learning outcomes
  - Participants (learners)
  - Trainers
  - Learning methods
  - Content
  - Material conditions
  - Organisational conditions

- Course design including all the components of the learning environment

7. ADULT LEARNING

C/ Law enforcement personnel with extended DVI knowledge who will be responsible for training DVI personnel.

- Difference between adult's and children's learning
- Characteristics of adult learning
- Purpose of adult education
- Principles of adult learning
- Lifelong learning
- Adult education in the context of DVI Training

8. WRITING COURSE OBJECTIVES IN ACCORDANCE WITH BLOOM'S TAXONOMY

C/ Law enforcement personnel with extended DVI knowledge who will be responsible for training DVI personnel.

- Principles of Bloom's Taxonomy
- Purpose of educational objectives
- Cognitive, affective and psychomotor domains
- Levels of learning
- Application of Bloom's taxonomy in the context of DVI training

9.   EDUCATIONAL EVALUATION
C/ Law enforcement personnel with extended DVI knowledge who will be responsible for training DVI personnel.

- The importance of educational evaluation
- Different ways to obtain feedback
- Levels of educational evaluation (Donald Kirkpatrick)
- Evaluation tools
- Possible consequences of outcomes in the context of DVI training

10. DIFFERENT APPROACHES TO LEARNING
C/ Law enforcement personnel with extended DVI knowledge who will be responsible for training DVI personnel.

- Learning styles and modalities (visualising, auditory, tactile)
- Learning models, e.g. Kolb's model and / or Honey and Mumford Stages (Activist, reflector, theorist, pragmatist)
- Information processing
- Delivery methods in relation to learning styles
- Course preparation including every learning style
- Relevance of learning styles and delivery methods in the context of DVI

C.4 TRAINING MODULES

The following proposals are meant to serve for the design and organisation of training activities for the following target group:

C. Law enforcement personnel with extended DVI knowledge who will be responsible for training DVI personnel.

NOTE: It is highly important that the participants are not given the DVI curriculum in advance or during the training as that would prematurely provide them with all the answers. If it cannot be avoided as participants may have downloaded the curriculum, they should be asked to not use it during the course.

	MODULE C/1: LEARNING ENVIRONMENT	
TARGET GROUP	**Law enforcement personnel with extended DVI knowledge who will be responsible for training DVI personnel.**	
LEARNING OUTCOMES	➢ Explain the components of the learning environment and how they influence the effectiveness of training (1)	
DELIVERY METHOD	1) <u>Interactive Presentation</u> about the content as described below. 2) <u>Group work</u>: participants are divided in small groups of 4-5 persons. They are tasked to discuss the relevance of the different components of the learning environment in the context of DVI training and how they influence the effectiveness of training. They are tasked to list their discussion outcomes on a flipchart. 3) <u>Presentation outcomes in plenary</u>**:** For each group one speaker is invited to present and explain their outcomes. The trainers will facilitate this by asking targeted questions and giving feedback.	

CONTENT	• The components of the learning environment:
	  - Aim of the course
	  - Learning outcomes
	  - Participants (learners)
	  - Trainers
	  - Learning methods
	  - Content
	  - Material conditions
	  - Organisational conditions
	• Their relevance for course design and training in the context of DVI	

DURATION	**MODULE 1**	**1.5 hours**
	Multimedia Presentation	15 mins
	Group work	30 mins
	Presentation of outcomes and feedback by trainers	45 mins
MATERIAL	Laptop; projector; flipcharts; hand-outs with tasks	
RECOMMENDA-TION TO COURSE MANAGER / TRAINER	It is recommended to formulate the group tasks in such a way that the groups are made to think about the learning environment specifically in the context of practitioner training and / or coordinator training. It might be good to have a few groups working on this topic focusing on one target group and the other groups on the other target group; in the plenary presentation it will then be	

	possible to compare, if there are any differences and why.

MODULE C/2: ADULT LEARNING	
TARGET GROUP	**Law enforcement personnel with extended DVI knowledge who will be responsible for training DVI personnel.**
LEARNING OUTCOMES	➢ Explain the components of the learning environment and how they influence the effectiveness of training (1) ➢ Select the learning methods appropriate for both target group and content (2)
DELIVERY METHOD	1) <u>Interactive Presentation</u> about the content as described below. 2) <u>Group work</u>: participants are divided in small groups of 4-5 persons. They are tasked to consider how they can apply the principles of adult learning when planning individual DVI training sessions while paying particular attention to the different needs in the different target groups. They are tasked to list their discussion outcomes on a flipchart. 3) <u>Presentation outcomes in plenary</u>: For each group one speaker is invited to present and explain their outcomes. The trainers will facilitate this by asking targeted questions and giving feedback.
CONTENT	- Difference between adult's and children's learning - Characteristics of adult learning - Purpose of adult education - Principles of adult learning - Lifelong learning - Adult education in the context of DVI Training

DURATION	MODULE 2	1.5 hours
	Multimedia Presentation with discussion	30 mins
	Group work	30 mins
	Presentation of outcomes	30 mins
MATERIAL	Laptop; projector; flipchart; hand-outs with the tasks or case studies	
RECOMMENDA -TION TO COURSE MANAGER / TRAINER	It is recommended to give each group a different module of practitioners and coordinators training and ask them to consider which delivery methods are most suitable for the specific topic. Each group is asked to consider this for both target groups. In the plenary presentation it will then be possible to compare, if	

	there are any differences and why.

	MODULE C/3: WRITING COURSE OBJECTIVES IN ACCORDANCE WITH BLOOM'S TAXONOMY	
TARGET GROUP	**Law enforcement personnel with extended DVI knowledge who will be responsible for training DVI personnel.**	
LEARNING OUTCOMES	➢ Apply Bloom's taxonomy in writing course objectives (3)	
DELIVERY METHOD	1) <u>Multimedia Presentation</u> about the content as described below. 2) <u>Individual and group work</u>: participants are given "wrong" learning outcomes for different DVI modules and for both target groups. They are then invited to discuss their findings in small groups: tasked to review the learning outcomes and to list them on a flipchart. 3) <u>Presentation outcomes in plenary</u>: For each group one speaker is invited to present and explain their outcomes. The trainers will facilitate this by asking targeted questions and giving feedback.	
CONTENT	- Principles of Bloom's Taxonomy - Purpose of educational objectives - Cognitive, affective and psychomotor domains - Levels of learning - Application of Bloom's taxonomy in the context of DVI training	
DURATION	**MODULE 3**	**1.5 hours**
	Multimedia Presentation	30 mins
	Individual work and working groups	30 mins
	Presentation of outcomes	30 mins
MATERIAL	Laptop; projector; flipchart; hand-outs with a list of measurable action verbs and hand-outs with wrong learning outcomes for specific modules.	
RECOMMENDA-TION TO COURSE MANAGER / TRAINER	It is recommended to prepare wrong learning outcomes for different modules both for practitioners and coordinators training. Participants are asked to review them individually and after approx. 15 minutes organise themselves in groups (with the same module) and discuss and revise them together.	

MODULE C/4: EDUCATIONAL EVALUATION	
TARGET GROUP	**Law enforcement personnel with extended DVI knowledge who will be responsible for training DVI personnel.**
LEARNING OUTCOMES	➢ Explain the purpose of course evaluation (4)
DELIVERY METHOD	1) Multimedia Presentation about the content as described below. 2) Group work: The groups are given "fake" evaluation outcomes and are tasked to make an analysis and propose improvements for the DVI curriculum. Each group can do this for a specific module in the curriculum. 3) Presentation outcomes in plenary: For each group one speaker is invited to present and explain their outcomes. The trainers will facilitate this by asking targeted questions and giving feedback.
CONTENT	- The importance of educational evaluation - Different ways to obtain feedback - Levels of educational evaluation (Donald Kirkpatrick) - Evaluation tools - Possible consequences of outcomes in the context of DVI training

DELIVERY METHODS	MODULE 4	1.5 hours
	Multimedia Presentation	30 mins
	Group work	30 mins
	Presentation of outcomes	30 mins
MATERIAL	Laptop; projector; flipchart; hand-outs with examples of feedback forms and hand-outs with "fake" evaluation outcomes (course feedback).	
RECOMMENDA-TION TO COURSE MANAGER / TRAINER	It is recommended to prepare fake evaluation outcomes (course feedback from imagined participants) for different DVI modules both for practitioners and coordinators training.	

MODULE C/5: DIFFERENT APPROACHES TO LEARNING	
TARGET GROUP	**Law enforcement personnel with extended DVI knowledge who will be responsible for training DVI personnel.**

LEARNING OUTCOMES	➢ Explain the components of the learning environment and how they influence the effectiveness of training (1) ➢ Judge the suitability of different delivery methods in the DVI environment for learning (6)
DELIVERY METHOD	1) <u>Multimedia Presentation</u> about the content as described below. 2) <u>Group work</u>: Each group is given the content of a curriculum (either practitioners or coordinators and they are invited to take one module for which they will assess which delivery methods are most suitable. They must also draft a proposal (module). 3) <u>Presentation outcomes in plenary</u>**:** For each group one speaker is invited to present and explain their outcomes. The trainers will facilitate this by asking targeted questions and giving feedback.
CONTENT	- Learning styles and modalities (visualising, auditory, tactile) - Learning models, e.g. Kolb's model and / or Honey and Mumford Stages (Activist, reflector, theorist, pragmatist) - Information processing - Different delivery methods in relation to learning styles - Course preparation including every learning style - Relevance of learning styles and delivery methods in the context of DVI

DURATION	**MODULE 5**	**3 hours**
	Multimedia Presentation	60 mins
	Group work	60 mins
	Presentation of outcomes	60 mins

MATERIAL	Laptop; projector; flipchart; hand-outs with the module topics and content for both target groups.
RECOMMENDA-TION TO COURSE MANAGER / TRAINER	This module is meant to enable the participants to use all the knowledge gained to prepare one or more DVI training module(s). This includes the connection of learning outcomes with the delivery methods for each (sub-)topic. It is important that the participants are only given the content for each module. They should be encouraged to make a PowerPoint presentation in order to practice also this as a delivery method.

C.5 DURATION AND PROGRAMME

The course for the Trainers is meant to last 2 days; this includes a total of 9 hours of content training plus the welcome session, the conclusions and the feedback session. The sessions in the programme below are in line with the duration given in each module (see Part C, Chapter 4).

COURSE PROGRAMME

DISASTER VICTIM IDENTIFICATION - TRAINERS

	Day 1	Day 2	Day 3
09:00 - 10:30	Arrival of participants	*Module C/2* Adult Learning *(presentation, group work, presentation of outcomes)*	*Module C/5* Different approaches to learning *(group work presentation of outcomes)*
10:30 - 11:00		Coffee Break	
11:00 - 12:30		*Module C/3* Course Objectives in accordance with Bloom's taxonomy	Wrap up Feedback Certificates Closure
12:30 - 13:30	Lunch Break		
13:30 - 15:00	Welcome Logistics Tour de Table CEPOL Awareness Presentation	*Module C/4* Educational evaluation *(presentation, group work, presentation of outcomes)*	
15:00 - 15:30	Coffee Break		

15:30 – 17:00	*Module C/1* Learning Environment *(presentation, group work,* *presentation of outcomes)*	*Module C/5* Different approaches to learning *(presentation, group work)*	
19:00 – 21:00	*Dinner*		

DELIVERY METHODS

Summarise the range of delivery methods used e.g. case study, group discussion, visit, self-directed learning (with or without online learning modules).

Link the delivery methods used to the learning outcomes/competencies and then justify why you have chosen to use these methods to deliver the content.

This curriculum favours a blended learning approach using a mix of delivery methods. This will allow the trainer / expert to fine tune their communication of content to the individual learning styles of participants. Utilising interactive techniques as well as a mix of training methods maximises adult education learning. While the delivery methods proposed in the Modules are only suggestions, the trainer / course designer will ensure him/herself that an appropriate balance is achieved in line with the aim of the course and the target audience. Participants will be encouraged to take responsibility for their own learning

Facilitated Lectures
Lectures will provide a means for communication between presenters and participants. When knowledge-based, they will provide the students with the necessary information required enabling them to enhance their specialised roles. When skills-based they will equip the participants to carry out practical exercises from which they will gain hands-on experience. The presenters will provide one-to-one support where appropriate and implement differing approaches to assist effective learning.

Practical Work
Participants should engage, where possible, in some scenario-based / practical work. This will enable the participants to relate theoretical concepts to practical exercises. Case studies were included in Annex I to be used by the trainers; also cases prepared by participants can be used for work in small groups; this can promote their learning as adults relate better to content that is known to them from personal and professional experience.

Directed Learning
Participants are guided and actively encouraged to read widely to develop a broader appreciation of the identifying concepts and principles in the programme content. In some areas it is highlighted that an element of recommended reading may be necessary. Through doing so participants will develop their understanding and knowledge of some of the issues and concepts involved prior to course attendance.

Teaching and learning methods used during this programme should vary in accordance with the requirements of each topic. Deliverers are recommended to be in close working contact with the Course Manager to implement the training objectives and to adopt the most suitable methods with a view to achieving the best desirable results for that/those specific topic/s.

The use of the appropriate teaching methods should result in the theoretical and practical aspects being comprehensively covered, and should stimulate the audience to (inter)active participation, motivating course participants to share the knowledge and experience gained in their home countries.

The conclusions of each session will thus be shared with the audience, with a view to harmonising the information and experience of course participants, bridging any gaps and attempting to make them confident and proficient in their respective areas of specialisation.

To give the best account of the course content and to accomplish the objectives of the course, the following delivery methods and techniques are proposed:

- Pre-reading material or web-based training
- Lectures
- Group discussions
- Case studies
- Practical exercises
- A victim's story (face-to-face, recorded, real or simulated)
- Role playing
- Debate
- Brainstorming
- PowerPoint Presentation / Presentation
- Short interactive overviews