



## ICT4COP

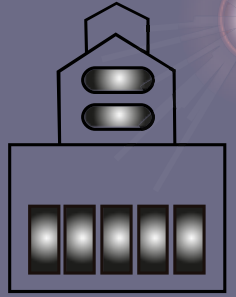
### **The Road Ahead: A preliminary insight into the workings of Police Experts Networks in Post-Conflict Societies.**

**Jai Ganapathy** *Associate Professor:  
Norwegian Police University College*

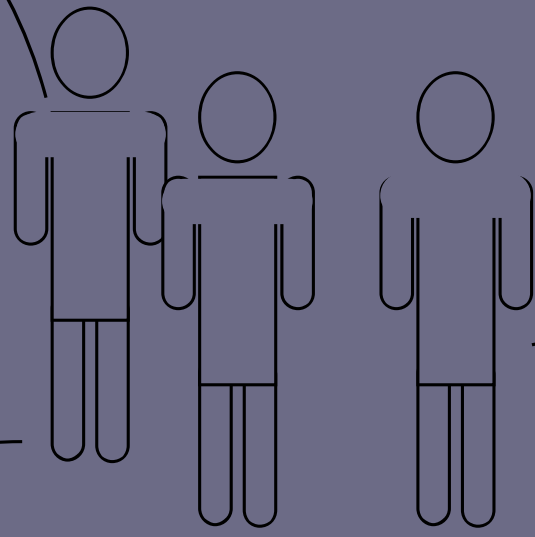
**Tor Damkås** *Chief superintendent: Norwegian  
Police University College*

# 15 INSTITUTIONS

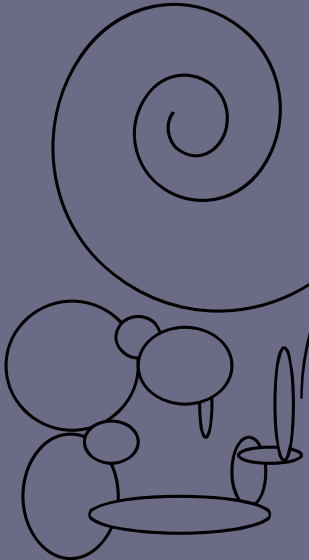
10 EUROPEAN  
5 REGIONAL



# 35 RESEARCHERS

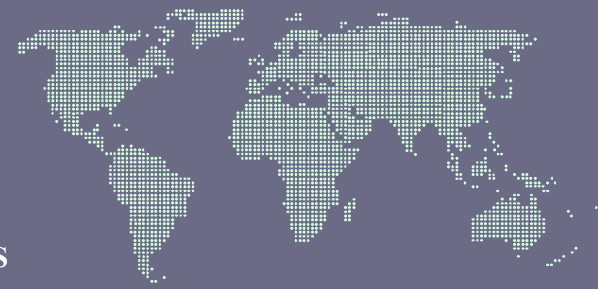


Anthropologists  
Development Studies Researchers  
Lawyers  
Criminologists  
Political Scientists



## EXTENDED POLICE EXPERTS NETWORK

International Police  
National Police  
Police Educators  
Civil Society Experts



## STUDY REGIONS

SOUTH ASIA: Afghanistan, Pakistan  
AFRICA: South Sudan, Somalia, Kenya  
SOUTH EAST EUROPE: Kosovo, Serbia, Bosnia-Herzegovina  
CENTRAL AMERICA: Guatemala, El-Salvador, Nicaragua

Funded by the European Commission's Horizon 2020 Research & Innovation Program

Project Coordinator: The Norwegian University of Life Sciences



## Background of why Police reform

- Police reform in post-conflict societies has been increasingly gaining importance in international peace support operations.
- Post-conflict situations are complex and therefore **addressing issues of security and insecurity are challenging.**
- Police service - As an institution they are **providers of security and justice** for the people and thereby crucial to **government legitimacy**
- Within the security sector police reform is essential in developing a professional, accountable and representative police that can work with and **serve communities in a democratic way.**

## Local ownership; the key to sustainability

- A recurrent theme in post-conflict police assistance is the perennial challenge of sustainability
- **Sustainability in the context of police reform:** ‘Evaluates the ability of the **police service to sustain itself** and its capabilities without international donor support and guidance’ (Bjaraktari et al., 2006: 08).
- The responsiveness and **participation of all local actors** is of crucial importance and a critical prerequisite for bringing about a long-term effect on police/community relations and building a capable, effective and trust-based institution.



## Sustainability: Donor perspective

- Training courses, plans, concepts, policies and procedures **come from abroad** and often translated into local language in the name of ‘local ownership’.
- Another barrier that research points to is a **lack of contextual knowledge** of the ways in which **human security issues affect the local livelihoods** of women, men and children. This can affect progress towards sustainable police reform.
- Bayley argues that international police reform focuses on issues **that are beneficial to donor countries** rather than recipient countries (Bayley 2005).



## Sustainability: Recipient perspective

- Eric Scheye outlines four levels of ownership: national government and elite, local government and elite, justice and security service providers, and customers of the goods delivered.
- In many cases, **political elites may be neither representative nor enjoy widespread legitimacy, with the resulting gap between government ownership and national ownership.**
- Local spoilers who can disrupt progress towards sustainability: **political actors in the form of corrupt ministries, economic actors such as criminal groups that wish to protect their activities, and institutional actors such as the military that are afraid of losing their sphere of power, authority and influence in the new scheme of things. (Mani, 2003)**

## Challenges and obstacles to post-conflict police reform

- Taking a short-term rather than a long-term approach to institutional capacity building is one of the barriers to achieving the expected impact.
- Example of Afghanistan; ad hoc decisions, training vs education
- Can involve problems of coordination and collaboration between organisations - overlap, confusion and incoherence in police assistance
- Example from Timor-Leste shows how lack of coordination between donor countries caused confusion. Different training models were applied depending on their own national background and training. Lack of uniformity



# Community Policing Education; Afghanistan: MoI Vision 1392-1402 (2013 -23) Part 1.

## •EUPOL–Kabul City Police and Justice Program

Trainer's Guide and Based on the "train the trainer" concept

Duration: 7 days and 7 hours/day

Module and topics, with elaboration Good introduction towards community policing

## •However:

Generalized. Not facilitated for illiteracy!

No acknowledgement of local factors as;

Clans - Religion - Culture --23

Taliban, ISIL and other challenges for security not mentioned





# Community Policing Education; Afghanistan:

## • UNDP - LOTFA

Modules and topics described with a Core curriculum

- 5 Different courses according to target level in police.
  - Police officers; ground level (3.5 days)
  - Police chiefs; ground level (16, days)
  - Police chiefs; district level (16 days)
  - Police commanders; province level (16 days)
  - Presentation seminars and Train the Trainers courses.

## • Local ownership observed:

Facilitates for illiteracy – Local culture covered ( Religion-  
Clan – Terrorism – Female police officers – Gender – Youth)  
«What Sharia says» «HR and Afghan Law/Culture»

«Examples of good practices in Muslim countries world wide»



# **Community Policing; South Sudan.**

- **Community Policing means a system or method of policing that requires that the police and the community to work in partnership in the provision of police service.**

*Police Service Act (2009)*

- **CoP is system of professional policing that is designed to meet the needs and expectations of the people of South Sudan and is delivered within a framework of national standards, law and values.**
- **It acknowledges and works with Traditional Authority and customary law, and works in partnership with local communities, government and other agencies.**

# Community Policing Education; South Sudan

**4 Module Education program developed by SSNPS IG  
July 2013.**

- Module 1;                    2 days introduction.
- Module 2;                    10 days education.
- Module 3;                    4 days education.
- Module 4 ;                    1 day Workshop “Practical Partnership”

# Community Policing; Education, South Sudan.

- ❑ The Practical Partnership Workshop !  
Local community Engagement - A base for Networking.
- ❑ Real problems in communities seemed to be avoided.  
Livestock thefts – Tribal tensions – Cultural challenges
- ❑ The Training manuals are general and can “Fit in anywhere in the world”. (*The Lifeboat Exercise*)
- ❑ Sustainability?

# UN Protection of Civilians South Sudan

- Within a failed state when SSNPS deny and/or fail to take responsibilities.  
WHAT TO DO?

- **Community Watch Groups**

- 3, 5 days introduction course, developed by UNMISS



# Community Policing Education; Kosovo



**Kosovo Police,  
Training Division -  
General Police  
Basic Training**

**□ 8 Modules in total 28 Hrs Training**

**What are Communities (2)**

**Principles of CoP (2)**

**Partnership Building CoP (5)**

**Problem solving SARA (6)**

**Diversity Awareness (4)**

**Intelligence led Policing (2)**

**CoP implementation (2)**

**CoP Strategy & Action plans (5)**

# Community Policing Education; Kosovo



“SARA” model created in 1987;  
Newport Police Department, USA

Intelligence Led Policing, Kosovar-  
Serbs

Instructors guide: Mainly one  
reference; OSCE –Mission in  
Kosovo.

## Education of;

- Civil community members
- Municipal Community Safety Councils (MCSC).
- Local Public Safety Committees (LPSC).



**And Now! Q & A? Comments ??**

## **ACKNOWLEDGMENT**

*This project as part of  
Community based  
Policing and Post  
Conflict Police Reform  
(ICT4COP) has  
received funding from  
EU, Horizon 2020*

THANK YOU FOR YOUR  
ATTENTION.

JAISHANKAR GANAPATHY

**e-mail: [jaigan@phs.no](mailto:jaigan@phs.no)**

TOR DAMKAAS

**e-mail: [tordam@phs.no](mailto:tordam@phs.no)**