

Council of Europe  
Conseil de l'Europe



0304  
92/2930

Strasbourg, 10 September 1992  
emgeo13.92

MG-EO (92) 13 prov.



COE232535

THE INTEGRATION OF IMMIGRANTS:  
TOWARDS EQUAL OPPORTUNITIES

**MEETING ON POLICE TRAINING CONCERNING  
MIGRANTS AND ETHNIC RELATIONS**

Palais de l'Europe, Strasbourg,  
23-25 September 1992

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**DRAFT REPORT OF THE QUESTIONNAIRE SURVEY**

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## POLICE TRAINING CONCERNING MIGRANTS AND ETHNIC RELATIONS

### Report of Questionnaire Survey

#### 1. Background

The decades since the end of the Second World War have seen unprecedented levels of immigration into European nations. States which have mostly been born of nationalist movements, and many of which have seen themselves as countries of 'emigration', now possess significant minorities within their resident population who are of migrant origin and of different cultural and ethnic identity.

One major strand of this movement has been the migration from countries of southern Europe to those of the north. A second has been the economic migration into Europe from countries of the Third World, in many cases colonial or former colonial territories of European nations. A third and predominantly recent development has been the movement of refugees from many parts of the world into countries in the European domain. These movements have often resulted in tensions between indigenous and migrant groups, characterised in extreme cases by racial and xenophobic violence. In a number of countries these tensions have also extended to relations between groups of migrant origin and the police.

All European nations have been affected to some degree: some earlier and on a more substantial scale, and others only recently and so far to a small extent. However, given the general economic and political pressures towards migration in the modern world, this development may be expected to continue for the foreseeable future. Given also the movement towards increasing economic and political integration in Europe, all countries may be expected to become increasingly involved in this process, which must be regarded as affecting the body of European nations as a whole.

This development has major implications for public service- providing agencies in European countries, most of which have been used to operating within an ethnically homogeneous population. Police forces are no exception to this statement. A process of change is required to enable such agencies to function effectively, both as employers and providers of public services, in what is increasingly a multi-ethnic society. Training, of course, is one of the most important means of achieving the necessary adaptation to these new circumstances.

The aim of the present Council of Europe Meeting is to make a contribution to this process by bringing together persons currently engaged in planning and delivering training on these subjects to police officers. However, no systematic information existed previously on to what extent and in what ways such training had been introduced in the various countries of Europe. In order to obtain such information, it was therefore decided to carry out a small postal questionnaire survey of all Member States prior to the Meeting. This paper reports the results of that survey.

#### 2. The Survey

The survey constitutes an initial attempt to discover the extent and nature of the training being provided in the various countries of Europe to assist police officers to deal with matters concerning migrants and ethnic relations.

The aims of the survey have been:

- (a) to identify particular courses or other training initiatives that could be the subject of presentations at the Council of Europe Meeting;
- (b) to provide an overview of the current state of development of police training on these issues within Europe as a whole, as a general background to examination of particular initiatives at the meeting;
- (c) to provide an information base on current practice in individual Member States, that could assist the development of bilateral contacts and exchanges between those responsible for police training on these matters in individual States.

To achieve these aims, a short postal questionnaire was sent by the Secretariat of the Council of Europe to more than a hundred agencies in Member States which were believed to have a responsibility for the training of police officers. These agencies included the relevant government ministries in all Member States, together with national police organisations and principal training establishments where these were administered independently. In some Member States where policing is organised regionally, questionnaires were sent to policing authorities covering the main multi-ethnic residential areas. In those Member States where there existed a public agency responsible for matters concerning migrants and ethnic relations, a questionnaire was sent to this body also.

Compiling a mailing list of all police training establishments in Member States proved to be a major task. No complete list appeared to exist previously, even for the EC countries. Valuable assistance was given by the Police Study Centre in The Netherlands and by the Police Staff College in Britain in compiling the mailing list. While it is hoped that the mailing covered all relevant agencies at the national level in Member States, resources did not permit the inclusion of all police authorities and training institutions below this level. It should be recognised, therefore, that there may be local or regional initiatives in some countries which the survey may not have discovered.

Fifty-nine agencies had responded to the survey by the time of preparation of this report. The Consultant, on behalf of the Council of Europe, would like to thank all those who took the time and trouble to produce the information that was requested.

The responses covered twenty of the Member States. A country-by-country summary of the responses is provided in the Appendix to this paper. Since not all of those contacted have replied, it cannot be guaranteed that these responses represent a complete record of current police training activity on these issues in Europe, even at national level. However, it seems reasonable to assume that those who did not respond either knew others were doing so on their behalf, or else had no responsibility for any activity of this kind. It is likely, therefore, that most (if not all) relevant police training activity in Europe has been identified. However, it is hoped that participants in the Meeting will add further information about any activities not so far included in the report.

### 3. Summary of Findings of the Survey

The survey shows great variation among the Member States as regards the extent and manner of their response to issues concerning migrants and ethnic relations in police training. Some countries do not consider there to be a need to address these issues at all at the present time, while others plan to make adjustments across the police training system as a whole. Some provide training for specialist officers only, while others consider that all officers require training on these issues. Some have introduced specialised training courses in order to meet this need, while others have included the subjects in existing courses in one way or another.

Despite this variation, the survey has found that most countries provide some degree of training for police officers on these subjects. The response from two countries stated that no such training was provided (and it must be remembered that several Member States did not respond to the survey at all). Some, moreover, appear to do so only with regard to entry control or in relation to general issues of human rights. The majority, however, appear to include some kind of specific instruction on immigration and migrant cultures - and perhaps also on prejudice and stereotypes - for some if not all officers. Very commonly this appears to consist of specific lessons which are included within a wider training programme, or within the component which deals with social and psychological issues.

Specialist training courses are less common, but also vary considerably in their format and in the officers who participate in them. A specialist training programme of some kind appeared to be offered in eight countries. However, this did not always consist of a course provided regularly within the police organisation. In France it consisted of a series of distinct events organised by the specialist training centre of the Police Nationale; while in Belgium it consisted of a training programme carried out by the independent Commissariat Royal not only for police but for staff in a variety of public service organisations.

In the four Nordic countries, on the other hand, a specialist course had been devised in each case at the national Police College for delivery on a regular basis to officers whose work brings them regularly into contact with 'aliens'. All the courses have ethnic relations as a major focus. The main Finnish course has a strong entry control component, but is complemented by a shorter seminar on ethnic relations which is incorporated into more general training. The Swedish course (DEFOIR project) was the first to be devised, but does not appear yet to be fully implemented. The Danish course was introduced in 1989, the Finnish course in 1990, and the Norwegian course in 1992.

In The Netherlands and the United Kingdom there are not only specialist courses, but also national strategies to address these issues both in training generally and by other means including recruitment of officers of migrant and minority backgrounds. In The Netherlands, the government has produced a formal 'Positive Action Plan for Police and Ethnic Minorities', and training is the subject of one of the four 'sub-projects' which have been established to implement the plan. This shows a very high public commitment by government and senior police officers to addressing these issues. The general aim is to transform the Dutch police service from a mono-ethnic into a multi-ethnic organisation, which will reflect the multi-ethnic nature of Dutch society. The main emphasis is on increasing recruitment from ethnic minorities, and on creating good staff relations. Alongside internal courses, such as the 'Indian Summer Course' at the national Police Study Centre, outside organisations such as the Amsterdam-based Anne Frank Centre have also undertaken training programmes.

In the United Kingdom, the provision of training on these issues has a long history, especially at the Police Staff College at Bramshill. The current national strategy originates with a report on 'Community and Race Relations Training for the Police', which was published in 1983 following Lord Scarman's Report on the Brixton Disorders of 1981. The report called for all police officers to receive training in these subjects, and for them to be integrated into courses at all levels. It recommended the establishment by the Home Office of an independent training support centre to assist with this process. The present 'Specialist Support Unit' runs courses for trainers and training managers, and undertakes development work with training establishments throughout England and Wales. The aims of the training programme are to eliminate racial discrimination in both employment and service delivery, and to ensure that policing is sensitive to the needs of a multi-cultural society. A wide variety of initiatives have been undertaken by individual training schools. The implementation of the overall strategy is monitored and evaluated by the national Inspectorate of Constabulary.

#### 4. Reasons for Variation between Member States

There are many reasons for these variations in the response of Member States. The most obvious reason is the difference between Member States in the extent to which they have experienced immigration, and the period of time this process has been taking place. It is among those states with the larger and more long-established minorities of migrant origin that the principal initiatives have taken place. Other reasons for the variations include different national policies on immigration and on integration of groups of migrant origin. Differences in the role of the police or of particular police forces, and differences in the design and methods of training may also play a part. Overall, many factors are clearly involved, and it would seem a complex task to provide a full explanation and one which is obviously beyond the scope of this paper.

#### 5. Stages of Development of Police Training Response

It seems possible, nonetheless, to distinguish five stages in the development of the response of police training to issues concerning migrants and ethnic relations. These are not always clear-cut, but the scheme may be useful in understanding the development of the training response in different Member States.

##### A. No explicit coverage of issues in training

The issues are not recognised as needing to be addressed, or are considered to be covered under broader headings such as 'human rights' or 'general psychology'.

##### B. Training provided for specialist officers

The issues are recognised, but the training need is considered to be confined to officers responsible for entry control, or to specialist contact officers in areas of immigrant settlement.

##### C. Specific topics included in general training courses

It is recognised that the issues are relevant to all officers, but the response is solely to add the topics into existing training programmes. This usually takes the form of information-provision (e.g. about minority cultures), without addressing attitudes or skills.

#### D. Specialist training provided for all officers

It is recognised that the topics are sufficiently important for all officers to receive special training to bring the whole organisation to a new level not just of knowledge, but also of awareness and skill. This may take the form of free-standing courses, or special projects within general training programmes.

#### E. Issues integrated thematically into all training programmes

It is recognised that in a genuinely multi-ethnic organisation, these issues are central and must be built into the whole fabric of the organisation and its ongoing training programmes. Ideally, the issues have become so well integrated that specialist courses may no longer be required.

It is open to question whether all countries do need, or will in future need, to progress through these various stages. In any event, it must be acknowledged that the model is a simplified one. Nonetheless, the model may be useful both to identify the stage of development of the police training response in different Member States at the present time. It may also suggest directions in which the future development of training in particular countries may need to move as police authorities come to recognise the implications of the multi-ethnic dimension in European society.

For example, in Britain (as in The Netherlands) it is now recognised that Stage E needs to be the goal of training development programmes which are concerned with these issues. However, the work of the national Specialist Support Unit for training in this area (referred to earlier) is at present mainly engaged with the task of achieving Stage D. Police training in Britain has in fact already moved through the earlier stages, with courses for specialist officers being introduced during the 1970s (Stage B), and insertions into general training being made increasingly during the 1980s (Stage C). During the 1970s, however, the need for a more fundamental and extensive training response was not foreseen. Today, with hindsight, one can appreciate that it would have been desirable to put the present programmes into operation many years earlier. Perhaps, therefore, it may be possible for other Member States in Europe to learn from the British experience, and move more quickly to the level of training response that will be appropriate for policing Europe's increasingly multi-ethnic society.

### 6. The Nature of the Problem for Police Training

One further aspect of this development process needs to be mentioned. The definition of the problem to be addressed tends to change as experience of tackling these issues in training progresses. In many countries the earliest initiatives emphasise mainly the need for knowledge about migrant and refugee groups - for providing information about their history and cultures. It is the groups themselves that are often seen as 'the problem': creating problems for entry regulation perhaps, or being associated with particular forms of crime (e.g. drugs, juvenile gangs). As experience in this field increases, so it becomes recognised that 'the problem' also lies in the majority or indigenous population, and in the agencies themselves. It is a problem not just of information, but also of attitudes that are prejudiced or ethnocentric, and of lack of skills to listen and communicate effectively where cultural differences are involved.

The more developed training programmes, therefore, recognise that it is the police themselves who need to change some of their attitudes and behaviour, and ensure that modern professional standards take account of the racial and cultural diversity of the communities that police officers serve. Such programmes therefore tend to focus more on preventing discrimination in police behaviour towards some sections of the public - whether it be discrimination resulting from personal prejudices and stereotypes, or whether it be unintended 'institutional discrimination'

resulting from outmoded and ethnocentric practices of a mono-ethnic past. Once again it may be said that, in Britain, it has taken many years for these lessons to become fully appreciated. In this respect too, by learning from previous experience it may be possible for other Member States to move more quickly to defining the 'training problem' in a more accurate and effective way.

## 7. Some Specific Initiatives

In addition to the various courses and other aspects of curriculum design that are discussed above, it may be useful to draw out examples of certain other kinds of specific initiatives that have been taken in police training on these subjects in Member States. Five areas of initiative have been distinguished, but this list is not exhaustive, and not all initiatives are covered. Fuller details are included in the Appendix.

### (a) Training Materials

In several Member States, video programmes have been prepared or adapted for use in training on these subjects. Some provide audio-visual information about migrant or ethnic groups, or about particular problems or localities. Others are designed as 'triggers' for exploring attitudes within the training group, or to assist in skills exercises concerned, for example, with multi-cultural communication. Video programmes of the latter kind have been produced in both the Netherlands and the UK.

Many different kinds of written materials have also been produced. Some simply provide detailed information on these subjects for students to read. In Britain, much use has been made in police training of extended 'case-studies' based on real incidents, on which a wide-ranging programme of learning can be developed. Case-studies have been prepared, for example, on incidents of racial violence against minorities. In London's Metropolitan Police, a comprehensive handbook of information and exercises on these subjects has been produced to accompany the 20-week training programme for recruits.

### (b) Community Involvement

Learning through personal contact about the experiences and cultures of members of migrant and minority ethnic communities is rightly considered to be of great importance in a number of Member States. Visits to local community or religious centres, and talks from representatives of community groups or anti-racist organisations are used in many training establishments. Contact with young people of migrant origin through sport is also used, especially by the Berlin police. In London's Metropolitan Police College, a specialist 'Community Involvement Unit' brings in members of local communities to meet recruits for two days of role-play and discussion. Similar events have been organised for more experienced officers at community venues. At the Marseilles Training School, students undertake their own studies in the multi-ethnic city. In Britain, the 'Specialist Support Unit' arranges for students to stay for a weekend with a minority ethnic family. These examples show some of the many different ways in which members of local communities may contribute to police training, and may of course gain in knowledge and understanding about the police in return.

### (c) Specialist Training Advisers

In most police training establishments, there are unlikely to be staff with specialist knowledge and skills for addressing these issues. Many training schools invite outside experts to give lectures, or to run short courses on their behalf (e.g. the programmes of the Police Nationale in France). Although the quality of these programmes may be high, they do not necessarily bring

the issues into the mainstream programme of work of the training school. If the issues are to become an integral part of police training, then specialist staff or training advisers may need to be appointed. In the Netherlands and Britain, several police forces or training establishments have followed this practice, usually appointing someone with both expertise and a background in one of the minority ethnic communities. The appointment may be full-time or part-time. The British Home Office also has a full-time consultant who advises on these issues in police training, as well as in other areas of government responsibility.

#### (d) Specialist Training Unit

Both the British and Dutch experience suggest that if Member States are serious about their commitment to address these issues in police training, then voluntary measures or local discretion are likely to produce slow progress at best. A clear policy commitment implemented through central direction or strategic planning would appear necessary if the police training systems of Member States are to respond at all rapidly to the increasingly multi-ethnic character of European society. Expert advice and support needs to be available at a national level for such a process to be effective. The Dutch Positive Action Plan adopts precisely this national approach, and has established a special 'sub-project' to implement the training aspects. In Britain, the Home Office-sponsored 'Specialist Support Unit' plays a similar developmental role. In both countries, the specialist unit is seen as a temporary device, whose task is equip the training schools to take responsibility for these issues themselves. Other Member States too may wish to consider the benefits of establishing specialist training units of this kind.

#### (e) Tackling Racist and Xenophobic Violence

A special concern of both the European Parliament and the Council of Europe has been the rise of racist and xenophobic violence across Europe in recent years. This takes many forms, and its direction and extent varies between countries, but there are also themes and tendencies which are common to Europe as a whole. Responsibility for dealing with this problem lies substantially, though by no means solely, with the police. It is therefore an important subject for police training.

Although there was no direct question on this subject in the survey questionnaire, its relevance was mentioned in the covering letter. However, only three countries specifically mentioned this topic, and even in these cases it was unclear whether it was included in regular training. Specific initiatives included seminars on the subject in Germany (Hamburg, Berlin), and written and video-based training materials on the subject in Britain. It is of course accepted that the survey would not necessarily reveal all instances where this topic is covered in training. However, there was no sign that the topic is currently receiving the attention in police training that it would appear to deserve. This particular subject area, therefore, is surely one which would warrant further consideration among Member States.



## APPENDIX

### SUMMARY OF RESPONSES TO QUESTIONNAIRE SURVEY

This Appendix summarises the responses to the questionnaire survey on a country-by-country basis. In a few cases the responses are supplemented by information obtained from direct enquiries.

Each entry consists of two parts: (1) the agencies which responded to the survey; and (2) a summary of the activity reported. Activities which are asterisked are the subject of a presentation at the Meeting.

#### AUSTRIA

1. Federal Ministry of the Interior (two departments); Federal Police.

2. The topics of immigration and minorities, and of discrimination and xenophobic violence and intimidation, are included within initial and further training for all officers. The Vienna Police Training School has held several events on these subjects, including a seminar on multi-cultural issues in October 1991.

#### BELGIUM

1. Gendarmerie; Ministry of Justice/Police Judiciaire; Ministry of the Interior/Police Generale de Royaume; Commissariat Royal à la Politique des Immigrés.

2a. In collaboration with the Ministry of the Interior, specialist training has been provided since 1990 by the Commissariat Royal (\*) to instructors and to police and gendarmerie officers in several regions including Brussels, and is being extended into other regions. It covers history of immigration, migrant cultures and religions, prejudice and stereotypes, and relationships with migrant groups (including local visits).

2b. The Gendarmerie does not yet have a course specifically on the subject of multiculturalism, but links are made with this subject in other courses (e.g. on legislation, communication). In 1992, instructors trained by the Commissariat Royal are delivering a four-hour session to familiarise all operational personnel with these subjects, and attitude training will follow in 1993. A multi-disciplinary unit is being formed to study problems of youth and public order. A national campaign to recruit naturalised immigrants is also being planned.

2c. The training of the Judicial Police includes coverage of racism within the subject of human rights. There is a plan to introduce a course on relations with migrants and ethnic groups in the near future.

#### CYPRUS

1. Ministry of Interior/National Police.

2. The subject is not included as there are no groups of migrant origin in Cyprus.

## DENMARK

1. National Police School.

2. A four-week Specialist Course on "Police Activities towards and among Aliens" was introduced in 1989 (\*). The subjects of migrants, refugees, ethnic groups are included in the social studies components of basic and further training. Course evaluations show positive effects.

## FINLAND

1. National Police Academy, Espoo; National Police School, Tampere.

2. A two-week specialist "Aliens Course" (with follow-up course) was introduced in 1990 (\*). Its main focus is on entry controls and police relations with aliens. These topics are also included in general training. One/two day seminars on migrant issues and other cultures were introduced in 1991 into both basic and leadership training.

## FRANCE

1. Ministry of Interior/Police Nationale (Centre National d'Etudes, Institut National de Formation); Commission Nationale Consultative des Droits de l'Homme.

2a. The subjects are included in the training of officers of all ranks and specialisms in the Police Nationale. Topics covered include the following: the law relating to foreigners, immigration, cultural differences and modes of communication, forms of social exclusion (intolerance, discrimination, racism), youth problems, and the ethics of a multi-cultural society. The newly created police training school at Marseilles has undertaken initiatives in this area, including involvement of representatives of local associations concerned with these issues in the training programme.

2b. Specialist courses on these subjects are provided at the Centre National d'Etudes et de Formation de la Police Nationale, at Gif-sur-Yvette (\*). A variety of short courses have been held in recent years, using expert outside speakers. For example, a six-day awareness course on groups from the Maghreb, Black Africa and South-East Asia was organised in conjunction with L'Agence de Developpement des Relations Interculturelles in late 1991. Summer Schools held in Marseille in 1990 and 1991, and at Gif in 1992, have focused on issues concerning young people of immigrant origin. A multi-agency study day on the same theme has been held for police officers and colleagues from other social agencies. Extensive documentation on these courses has been produced.

2c. The 'Commission Nationale Consultative des Droits de l'Homme', an advisory body to the Ministry of the Interior, does not undertake any training itself. However, as part of its work in tackling racism and xenophobia, it reviews the action taken in police training and makes recommendations accordingly.

## GERMANY

1. Police Academy, Munster; Bundeskriminalamt; Federal Interior Ministry/Federal Border Guards; State Interior Ministries: Hesse, (Berlin); State Police: Hamburg, Berlin; Berlin Ombudsman for Foreigners; Frankfurt Multi-Cultural Office

2a. The major part of police training in Germany is conducted by the individual Land (State) police forces. Of the two federal police forces, the Federal Border Guards and the Bundeskriminalamt, neither undertakes specific training on issues of migrants and ethnic groups. The central Polizei-Fuhringsakademie at Munster, which is responsible for the training of senior officers, does not provide coverage of these subjects either.

2b. Some coverage has been introduced in police training at Land level. Issues such as prejudice and discrimination are included in the psychology component of training. In Hamburg, special seminars have been held on the problem of racist and xenophobic behaviour. Although in Hesse no special training provision is made on these subjects, the Multi-Cultural Office of Frankfurt reports that it is planning to offer training for police officers in the near future.

2c. Berlin appears to be the Land which has been most active in this field. Although no specialist course is provided, there have been a number of activities on this subject (\*). General training includes the following topics: prejudice, Berlin as a multi-cultural city, minority cultures and religions, and foreigners and crime. Training for both middle and higher-level officers includes a special component of 'behaviour-training', which covers prejudice and communication towards foreigners. Strong emphasis is placed on 'reciprocal contact', with visits to a mosque and football matches between trainees and Turkish youth. Special seminars have been held on foreigners in Berlin, asylum-seekers, and violence against minorities. The Berlin Ombudsman for Foreigners has spoken at these seminars. Separately from training, a police project 'KICK- Sport against youth delinquency' is addressing similar issues.

## GREECE

1. Ministry of Public Order/Hellenic Police.
2. The subject is covered in a course on 'International Public Law', and in a seminar on matters relating to control of aliens which is attended by all officers.

## HUNGARY

1. Ministry of Interior/Department for Refugees.
2. Legal and social issues relating to migrants and refugees are taught in basic and further training, and to officers from the 'aliens police'. There is also a special project (no details provided).

## IRELAND

1. Garda Siochana College.
2. The topics of prejudice and discrimination against minority ethnic groups are included in the Social Psychology programme within initial training.

## ITALY

1. Ministry of Interior/State Police.
2. Training covers application of the regulations concerning foreigners, in the light of safeguarding human rights.

## LUXEMBOURG

1. Ministry of Interior; Gendarmerie Grand-Ducal; Direction de la Police.
2. Training does not include coverage of issues concerning relations with migrants and ethnic groups.

## NETHERLANDS

1. National Police Coordinating Board; Police Study Centre, Warnsveld; Positive Action-Plan: Training Sub-Project; Municipal Police: Rotterdam.

2a. The main training initiative in this field in The Netherlands forms part of the "National Positive Action Plan: Police and Ethnic Minorities", published in 1988 by the Home Affairs Ministry, and implemented in 1989. The main objective of this plan is to increase recruitment of minorities and to transform the police from a mono-cultural to a multi-cultural organisation. The police forces of Amsterdam, Rotterdam, The Hague and some smaller police forces are currently participating in the project, which will finish in 1996.

2b. A 'Training Sub-Project' based at Rotterdam Police (\*) provides training for trainers, managers, personnel officers and others to support the implementation of the Plan. The main topics covered in training include: the need for positive action, dealing with resistance to positive action, cooperation among multi-cultural staff, cultural differences, relations with migrant communities.

2c. Already before 1988 the subjects of migrants and ethnic relations had been included in training courses, especially in the four largest municipal forces. Also, the Home Affairs Ministry established a 'Training, Advice and Course Team' (TACT) at the Anne Frank Centre, Amsterdam, which carried out a major police training programme in support of positive action between 1986 and 1990 (\*). Other organisations have also assisted, including a theatre production company which devised role-plays, and a company (CIRCON) which has produced videos for use in training on these subjects.

2d. The Police Study Centre at Warnsveld provides training for senior managers on these subjects in a specialist 'Indian Summer Course' (\*). This is designed to assist them to develop a 'top-down' strategy for changing their organisation into a multi-cultural police force, in accordance with the Positive Action Plan.

## NORWAY

1. National Police College.
2. A specialist course for officers in immigration control departments of local police forces was introduced in 1992 (\*): topics include migration, cultural differences, and cross-cultural communication. Some local police forces include matters concerning migrants and ethnic relations in their own programmes.

## POLAND

1. Ministry of Interior/Adviser for Migration.
2. Issues relating to migrants and refugees in Poland are covered in senior officer training. A project to extend this provision is in preparation.

## PORTUGAL

1. Ecole Superieure de Police; Institut National de Police et Sciences Criminelles/Judicial Police; National Republican Guard.

2. In the Ecole Superieure, these issues are approached within the study of human rights and international law. The National Institute of Criminal Science includes the topics of immigration, prejudice and stereotypes within its training programme. On the whole, however, it is considered that circumstances in Portugal do not at the present time require these issues to be introduced into police training generally.

## SPAIN

1. Ministry of the Interior/National Police.

2. The subjects are covered in general training as part of instruction on ethics and human rights received by all officers. Frontier control and problems of aliens and refugees are covered in courses run by the Centre for Development and Specialisation, and also in development courses at the Centre for Promotion. The seminar "Police in the European Community" studies social questions including racism, xenophobia and migration.

## SWEDEN

1. National Police College; Ombudsman Against Discrimination.

2. A specialist training programme (DEFOIR: Democracy, Human Rights and Inter-Ethnic Relations) has been developed but not yet fully implemented (\*). Understanding of foreign cultures is included in basic training. Special seminars are also arranged. Police training generally is under review. The Swedish Ombudsman Against Discrimination has given talks to police officers.

## SWITZERLAND

1. Institute Suisse de Police; Conference des Commandants des Polices Cantonales; Federal Aliens Office.

2. Training on control of foreigners and policy relating to refugees and asylum-seekers is given to officers with specialist responsibilities for these matters. The subject is also included in the pre-entry training for police candidates. Most police training is carried out by autonomous cantonal police services (not contacted individually in this survey). The canton of Zoug is planning seminar in 1993 on police relations with foreigners (including topics of prejudice, communication, etc.).

## UNITED KINGDOM

1. Home Office; Association of Chief Police Officers (England & Wales, Scotland); Police Staff College, Bramshill; Scottish Police College; Central Planning and Training Unit, Harrogate; Specialist Support Unit, Turvey; individual police forces - Derbyshire, Manchester, Metropolitan/London (Equal Opportunities Unit, Recruit Training School), West Midlands, West Yorkshire; Commission for Racial Equality.

2a. Training on these issues forms part of a national strategy to promote equal opportunities in employment in the police, and to improve relationships between the police and minority ethnic communities (\*). The Home Office, which is responsible for overall training policy, sponsors various initiatives in this field. Special emphasis is placed on tackling the problem of racial attacks and harassment, and a training video has been produced. The national Inspectorate of Constabulary has a senior police officer responsible for overseeing implementation of policy on these issues.

2b. An independent 'Specialist Support Unit', established by the Home Office in 1989, assists police training schools to integrate 'community and race relations' issues into their training curricula, and runs a six-week training course for instructors on this subject (\*). This includes a weekend spent in the home of a minority ethnic family. Courses are also run for managers who are responsible for developing training on these subjects. A four-phase training programme on these issues to be delivered to police officers throughout the country has been planned and is in process of implementation. The Commission for Racial Equality is represented on the Unit's management board.

2c. The Police Staff College at Bramshill runs specialist courses on 'Police and Visible Minorities' and 'Equal Opportunities', and also includes these issues in its management training courses (\*). The national Central Planning and Training Unit, which is mainly concerned with training up to Inspector rank, integrates these issues throughout its training programmes and is currently developing this process further.

2d. London's Metropolitan Police have given these issues a high profile since the early 1980s. Training initiatives are coordinated by the Equal Opportunities Unit. A programme of 'Fair Treatment Training' for trainers and managers has been in operation since early 1990, with emphasis on combatting racial and other forms of discrimination in employment. At the Metropolitan Police College at Hendon, the Recruit Training School deals with these issues both as specialist topics and by linking them into other subjects in the basic training curriculum. In addition, the 'Reciprocal Training Scheme' enables members of local community groups to become involved in training activities. A comprehensive handbook giving information about legislation, migration and minority communities in London accompanies the course.

2e. The training schools of other police forces have also undertaken many initiatives, as well as integrating these subjects into general training. The following are examples. Derbyshire police run a one-week 'National Race Relations Course', and a four-week course for specialist 'Community Liaison Officers'. West Yorkshire police training school has a officer with special responsibility for these issues, and engages outside contributors from local communities to help deliver training on them. West Midlands police have developed a special training package based on an incident of racial violence which occurred locally; they also provide access training for potential ethnic minority recruits. Northumbria police appointed a civilian Race Relations Adviser of Asian background to assist with training on these subjects.

2f. Police training in Scotland is organised independently of England and Wales. At the Scottish Police College, initial training includes coverage of immigration, racism, discrimination, and minority cultures and religions. Further training courses also include some coverage of ethnic relations. Individual police forces also provide training for officers working in local areas with substantial minority ethnic populations, and in some cases use civilian race relations specialists to assist with such training.