



EUROPEAN UNION

សហភាពអឺរ៉ុប

EU-Assistance on curbing Small Arms and light weapons in Cambodia

ជំនួយលើការទប់ស្កាត់អាវុធគុនតូច និង សព្វាវុធគុនស្រាលនៅកម្ពុជា

EU-ASAC

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Final Report

on the

**Implementation of the
Capacity Building Project**

**for Community Relations and Code of Conduct
of the Cambodian National Police Force
in Selected Provinces**



December 2003

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Implementation of the Capacity Building Project for Community Relations and Code of Conduct of the Cambodian National Police Force in Selected Provinces

Implementing Agency:	EU ASAC in co-operation with the Training Department of the National Police, Ministry of the Interior (MoI) and following national human rights organisations: Cambodian Human Rights Task Force (CHRTF), Cambodian Human Rights and Development Association (ADHOC) and Cambodian Institute for Development and Human Rights (CIDH)
Funded by:	Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH
Project:	Development Cooperation and Small Arms Control, Supraregional

I. Summary

EU ASAC implements this project in support of its **Voluntary Weapons Collection Programme (VWCP)**. To encourage people to turn in their weapons, the participation and co-operation of the police is necessary. People will be reluctant to turn in their weapons if they do not believe that the police can safeguard their security.



The capacity of the police is very limited.

- With the police often recruited from the military, militias or former Khmer Rouge, their level of education is very low¹ and they confuse their role in society with that of the military.
- The police lack the resources to provide security. Their major needs are transport and communication.²

¹The minimum level of education for a policeman should consist of primary education. In Battambang province, 95% of the police have received training in Human Rights. The 5% that did not receive training did so because they could neither read nor write, according to the Battambang Police Commissioner. In Tasal Chen commune, Oral district, Kampong Speu province, only 3 out of 9 policemen are literate.

- Low salaries³ force the police to search alternative sources of income and nutrition. Therefore, when they are needed for security reasons, they may often be absent, fishing or working in the rice fields.

To remedy these deficiencies, EU ASAC has developed a police assistance project to be tied in with the VWCP. This project consists of three components:

- Police training
- Provision of police equipment, focussing on communications and transport
- Police family assistance.

Of these components, police training carries certainly the highest priority. GTZ was prepared to fund this element nationwide.

II. Objectives

In the areas where EU ASAC implements VCWPs, it hopes to achieve following objectives:

- To improve the relationship between the civil population and the local police
- Improved professional capacity of the police in terms of knowledge and practical ability
- An increase in the number of weapons handed in to the local police
- A decrease in violent and serious crime in the target areas
- The establishment of a sustainable police training framework

III. Preparations for the training project

In the pilot projects in 2001-2002⁴, EU ASAC started police assistance, implementing the three components with financial support from the Netherlands government, the Canadian government and GTZ. The method of implementation of police assistance was amended in 2003, based on the lessons learned from these pilot projects. For police training, EU ASAC has sought to combine the training by the human rights NGOs with the training by the Ministry of the Interior (MoI) and to produce a training curriculum that could be used by the Police Training Department of the MoI for future trainings.

EU ASAC brought together the trainers of the NGOs with the trainers of the Training Department to perform police training as a team. This should pass the message to the trainees that the government is serious about the respect for human rights.

² There are only police posts on commune level. On village level, there is seldom police presence. Distance between commune and villages is a major obstacle to ensure security. Because of the absence of means of communication, the occurrence of crime is discovered far too late to take any significant action.

³ The monthly salary for a policeman is around 70,000 Riel, approx. \$ 18.

⁴ The pilot projects took place in Bakan district in Pursat province and in Snuol district in Kratie province.

A. The production of police training manual and training curriculum

In the pilot projects in 2001, two separate trainings were organised: one about human rights and good governance, trained by trainers of human rights NGOs and one about technical police matters, trained by trainers of the Police training Department. As a result, EU ASAC tried to streamline this training, bringing these elements together in one training curriculum and instigating cooperation between the MoI and the civil society. This solidarity between players that at times have opposed each other was considered as an element of the strategy to improve the relationship between police and civilians.

In 2002, EU ASAC brought representatives from the Police Training Department together to work on the training curriculum. They paid attention to three aspects of EU ASAC's objectives:

- To improve the relationship between the civil population and the local police
- Improved professional capacity of the police in terms of knowledge and practical ability
- An increase in the number of weapons handed in to the local police

As a result, the training curriculum consists of four components⁵:

- Human rights
- Good governance and the role of police in a democratic society (including Code of Conduct for Police)
- The arms law and regulations
- Judicial procedures and criminal investigation

The first two components were trained by the NGO trainers and took up four days. The other components were trained by the trainers from the Police Training Department and lasted six days. All trainers however had to co-operate during the full training as one team.

The working group then drafted a training manual for this training. This training manual was offered to the MoI to take ownership of it. It took the MoI 6 months to scrutinise the contents⁶. Approval arrived shortly before the election period and the manual was printed during the elections. Although this waiting delayed EU ASAC's programme extensively



⁵ For a complete overview of the training curriculum, see Annex 1

⁶ Only one sentence was changed as a result. A statement, claiming that Cambodia had never known real democracy could possibly be considered as an insult to the King, who had ruled the country until Lon Nol's coup, had to be reworded.

and affected its strategy⁷, it made sense to show patience, as this was an important element in allowing the MoI to take ownership of the manual and its contents. The MoI taking ownership ensures sustainability of the programme.

The printing was funded out of a previous GTZ's grant for police assistance.

B. Training of police trainers

Based on the unapproved draft manual, with special permission of General Hok Lundy, Commissioner of National Police, EU ASAC organised a training of police trainers from 10 to 19 February 2003. Two trainers from each of the provinces where EU ASAC planned VWCP efforts, trainers from the Police Training Department and trainers from EU ASAC's NGO partners were brought together in Phnom Penh to participate in the training.



The effect of this was surprising. During the first day, each group sat on a different side of the training class, the police wearing uniform. The second day, the police participants had changed their uniforms for civil clothes and the participants intermingled. A new understanding was born.

The training received support from the highest levels of the Government. The lecture about the arms law was brought by Brigadier-General Ouk Kim Lek, Head of the Fire Arms and Fire Control Department and co-author of the draft law.

This training of trainers was also funded by the previous GTZ grant.

IV. Implementation

A. Co-operation with the Police Training Department

Negotiations with the MoI could start as soon as the training manual was approved. The delays in approval delayed the negotiations until after the July national elections. In August 2003, permission from General Hok Lundy, Commissioner of the National Police, was obtained to negotiate the trainings with Major-General Ma Chhoeun, Head of the Police Training Department.

The Police Training Department expressed the hope to provide training to the police cadres of the police on national and provincial level. This did not correspond to the objectives of EU ASAC to improve the relations of the commune police with the

⁷ For a maximum effect of police training on voluntary surrender of weapons, the training should take place before or in the beginning of the public awareness period, not at the end. However, now there is a system in place for future trainings.

communities they serve. Others had provided training for the cadres already⁸. EU ASAC wanted to reach the grassroots police.

When finally an agreement was reached, another authorisation from the Commissioner of the National Police was needed to discuss the logistics of the training and to work out an acceptable budget for the trainings, allowing to maximise the effectiveness of the project.

On 14 October 2003, this agreement between Major General Ma Chhoeun, Head of the Police Training Department and David de Beer, EU ASAC's Programme Manager, was signed in an official ceremony at the MoI.

B. Participation of Cambodian Human Rights NGOs

EU ASAC co-operates with 4 national NGO partners⁹: Working Group for Weapons Reduction (WGWR), Cambodian Human Rights Task Force (CHRTF), Cambodian Human Rights and Development Association (ADHOC) and Cambodian Institute for Development and Human Rights (CIDH). Three of those organisations are human rights NGOs: CHRTF, ADHOC and CIDH. They are the organisations that provided the trainers for the police trainings.

The participation by the human rights NGOs was considered important because it illustrated to all stakeholders a good co-operation between civil society and authorities for a common purpose. It pointed out that the goals of the human rights organisations and the Royal Government are the same in regard to weapons security.

For the NGOs, it offered the opportunity to work alongside the government. This is a new element in their strategies. In the past, the government has often been considered as the prime adversary. The new strategy offers the NGOs opportunities for more effective actions in support of human rights observance and opens up new channels for communication between the NGOs and the government.

The level of co-operation between the NGO trainers and the trainers from the Police Training Department during the police trainings was an excellent demonstration of team building with trainers from both sides participating in each other's subjects. For the police trainers, it was the first time that they experienced adult education techniques, using questions and brainstorming as means to solicit the answers from the trainees. As a result the MoI requested more training for their trainers.

⁸ The French government has an extensive training programme, aiming only at the cadres, offering refresher courses for existing officers, but mainly aiming at the new recruits. Besides this training, they also offer extensive support to the cultural heritage police.

⁹ LICHADO has also been invited to join as an EU ASAC partner, but LICHADO refused because they would neither co-operate with the other organizations nor with the police. In 2001 and 2002, EU ASAC also co-operated with Cambodian Institute for Human Rights (CIHR). When after a financial scandal, the organisation ceased to exist, the co-operation ended.

C. Trainings

A total of fourteen trainings were organised, twelve of which under funding by GTZ. The UK government provided funding for police assistance in Preah Vihear province, which included police training, provision of police equipment and police family assistance.



The MoI organised the trainings. This is an important factor, because it gives the Police Training Department ownership of the training and this is a factor for the sustainability and follow-up of this project. It also shows to the trainees that this training has to be taken seriously, as it represents the policy of the Royal Cambodian Government and it gives a special sense to the co-operation between human rights NGOs and the MoI trainers.

Following police trainings were organised with EU ASAC support:

1- Kompong Speu Province (Oral and Tpong districts, 15 communes)

Venue : A restaurant close to police commissariat
Date : 20- 29 October 2003
Participants : Police officers of Oral and Tpong districts (60 officers)

2- Pursat Province (Kra Kor and Kravangn districts, 18 communes)

Venue : Provincial police commissariat
Date : 20-29 October 2003
Participants : Police officers of Kra Kor and Kravangn districts (60)

3- Kompong Thom province (Stong district, 13 communes)

Venue : Provincial police commissariat
Date : 20-29 October 2003
Participants : Police officers of Stong district (60 officers)

4- Kompong Cham province (Domber and Chamkar leur districts, 15 communes)

Venue : A school in Pagoda in Kompong Cham
Date : 20-29 October 2003
Participants : Police officers of Domber and Chamkar leur districts (60)

5- Kompong Cham province (Steng Trong districts. 14 communes)

Venue : A school in Pagoda in Kompong Cham
Date : 10-19 November 2003
Participants : Police officers of Steng Trong district (60)

6- Kompot province (Dang Tong and Kompong Trach districts, 08 commune)

Venue : Provincial police commissariat

Date : 10-19 November 2003
Participants : Police officers of Dong Tong and Kg Trach districts (60)

7- Kompong Thom province (Baray district, 18 communes)

Venue : Provincial police commissariat
Date : 10-19 November 2003
Participants : Police officers of Baray district (60)

8- Krong Pailin (Pailing and Sala Kroav, 08 communes)

Venue : Provincial police commissariat
Date : 24 November 2003 to 03 December 2003
Participants : Police officers of Pailing and Sala Kroav (60)

9- Kompong Chnnang province (Samaki Mean Chey and Tek Phos dist, 17 communes)

Venue : Provincial police commissariat
Date : 24 November 2003 to 03 December 2003
Participants : Police officers of Samaki Meanchey and Tek Phos (60)

10- Kompong Cham province (Tbong Kmom, 23 communes)

Venue : A school in Pagoda in Kompong Cham
Date : 24 November 2003 to 03 December 2003
Participants : Police officers of Tbong Kmom districts (60)

11- Preah Vihear province (Kulen and Cheb districts, 14 communes)¹⁰

Venue : Provincial police commissariat
Date : 24 November 2003 to 03 December 2003
Participants : Police officers of Kulen and Cheb districts (60)

12- Kompot province (Chom Kiri districtm 03 communes)

Venue : Provincial police commissariat
Date : 08-17 December 2003
Participants : Police officers of Chom Kiri district (60)

13- Preah Vihear Province (Roveang, and Sre Sen district, 18 communes)¹¹

Venue : Provincial police commissariat
Date : 08-17 December 2003
Participants : Police officers of Roveang and Sre Sen districts (60)

14- Krong Kep (Krong Kep, 3 communes)

Venue : Police commissariat
Date : 22-31 December 2003
Participants : Police officers of Krong Kep (60)

¹⁰ This training was funded by the UK government and includes police equipment support and police family support.

¹¹ This training was funded by the UK government and includes police equipment support and police family support.

Each training lasted 10 days, with a 2-day break in the middle. 4 days were trained under the guidance of the NGO trainers and 6 days under the guidance of the trainers of the MoI. However, all trainers participated and were involved in the group discussions.

The training was limited to 60 participants per training. This number was a trade off between the need to keep the groups relatively small in order to allow the trainers to pay more attention to the trainees and the need to bring the information of the training to as many trainees as possible. Therefore, a selection of policemen had to be made¹². Manuals were made available for those police men who did not have the possibility to join the training and the trainees were requested to pass the information on to their colleagues who were not selected for the training. The provincial police commissioners were responsible for the selection.

Local and national NGOs, involved in EU ASAC's programme were also invited to participate in the first four days of the trainings. This allowed them to relate the event to the communities where they are active.

D. Monitoring

To determine the effect of the trainings on the knowledge, EU ASAC devised a test and has sent a consultant to go from one training to another to report on its progress.

EU ASAC does not expect that this training alone will have changed the behaviour patterns of the police, though the experiences in the pilot projects showed an important improvement in the police community relations. The effect was however enhanced by the two other police assistance components: provision of police equipment and police family assistance.

But a pre-condition to any change is the knowledge about what is expected from the police and about procedures conforming to the law.

Pre-tests, post-tests

The test was developed to compare the trainee's knowledge about the issues before and after the training as a first and quick evaluation of the effect of the training.

The questions of the tests¹³ have been grouped in five categories for easy analysis of the results:

- Good governance and decentralisation
- Democracy and human rights
- Arms law
- Code of conduct
- Criminal procedures.

¹² Except for Kampot province and Krong Kep, where police posts are understaffed. Here, police from other districts have joined in to reach the number of 60.

¹³ For translation of the questions see annex 2

The results¹⁴ were:

Nr	Training province	G Gov		Democr.		Arms law		Code of C		Crim Pro	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	Kampong Speu	33	83	35	80	37	78	30	75	38	73
2	Pursat	25	80	15	78	43	75	45	87	35	70
3	Kampong Thom	35	80	36	75	38	90	34	70	37	70
4	Kampong Cham	25	77	43	62	45	54	15	57	20	55
5	Kampong Cham	47	92	5	88	34	87	23	83	10	75
6	Kampot	20	70	43	65	45	59	35	67	30	65
7	Kampong Thom	26	85	3	77	26	70	11	75	1	75
8	Pailin	8	65	4	64	17	63	15	60	14	65
9	Kamp. Chhnang	30	70	50	90	40	80	45	80	30	85
10	Kampong Cham	47	85	21	87	56	84	37	83	46	67
11	Preah Vihear	18	75	4	64	27	63	17	66	11	65
12	Kampot	48	93	2	80	35	80	20	76	8	80
13	Preah Vihear	16	79	1	76	24	77	7	82	10	80
14	Krong Kep	49	81	14	72	27	60	17	69	19	86
TOTAL		427	1115	276	1058	494	1020	351	1030	309	1011
%		31	80	20	76	35	73	25	74	22	72

Monitoring by independent consultant



Mr. Chou Bounine was EU ASAC's field manager for Kratie during the 2001-2002 pilot projects. His strengths are:

- Very active personality, vigorous in the pursuit of his objectives.
- Good communication, both with the villagers as with the authorities. His age commands the respect of all people.
- Before the Pol Pot period, he was a school teacher, which gives him a special status in the community. People listen to him.

He has a thorough understanding of EU ASAC's objectives and strategies as a former field manager. He participated in and reported on the Training of Police trainers. As such, he was in a good position to monitor the trainings. He travelled to all training sites, participating 2-3 days per training. His schedule was set up in such a way that he covered trainings by most of the trainers, both from the NGOs and from the MoI

His reports focussed on the didactical aspects of the training. His comments can be summarised in four points:

- The need for a good preparation for each lesson.
- The trainers from the NGOs were very proficient. The trainers from the MoI lack experience and need more Training as Trainers.

¹⁴ The numbers in this table represent percentages

- Some of the trainers had problems adapting to the low educational level of some of the trainees to get them to understand the subject.
- Some trainers, though very skilful in explaining the subject, did not interact enough with the trainees by asking questions and making the trainees come up with the answers.

The consultant concluded that there is need for more training of the trainers. Not only the subject of the course should be a matter for the Training of Trainers. He emphasized the need of training in didactical aspects of the training to improve their training capacities.

V. Teaching methodology



The training uses an interactive methodology, provoking the trainees to come up with definitions through questions and answers. For instance Governance (as in good governance), is explained by splitting up the Khmer word (*Apibalkich*) in its three components (*Api* = grand, superior; *bal* = leadership; *kich* = work, activities). By analysing the word the trainees are brought to formulate a definition of the word.

To bring understanding of the concepts that are the subject of a training, five steps are used:

- The trainer explains briefly the summary of the trained subject, to give the trainees some reference for answering the questions
- Questions are asked to see if the trainees understood the summary. The trainers will concentrate on those trainees that do not participate in the answering, inviting them to formulate their answers.
- These questions are continued until the trainees discover the correct answer. Answers are written on the white board
- The trainees then split in six groups with each a question. Each group writes its answers on a flip chart and makes a presentation on its answers
- A selection is made of the best answers. The trainers then give the final correct answer.

The success of this method depends on the ability of the trainers to ask good questions which lead the trainees to the proper answers. This participation of the trainees in the correct formulation of the concepts gives them a lasting comprehension of the subjects of the training.

This methodology was known and common practice for the police trainers for the NGOs, but for the provincial police trainers, it was completely new. By working in team with the NGO trainers, the provincial police trainers were confronted with this training technique for the first time. This co-operation affected their training capacity in a positive way.

VI. Table of Results

- Curriculum for minimum police training has been defined and a training manual has been developed, printed and presented to the Ministry of the Interior. The production was the result of co-operation between the MoI, national human rights organisations and EU ASAC.
- 25 trainers of the provincial training departments and the Ministry of the Interior and 18 trainers from the EU ASAC partner NGOs have been trained in a ten-day Training of Trainers.
- 840 commune police officers in seven provinces and two kongs¹⁵ have been trained by this training programme. The ideas of this training will be disseminated to approximately the same number of police officers by their colleagues who received training, increasing the number of beneficiaries.
- 1,600 police training manuals have been distributed during the police trainings.
- The professional capacity of trainers increased by practice during fourteen trainings. The skills of the provincial trainers were stimulated by co-operation with trainers from human rights organisations who shared their techniques of adult education with their colleagues from the government.
- Human rights organisations, which considered it as their duty to criticise the government for failures and abuses have co-operated with the government as a team for a specific common goal and a degree of mutual trust has been created.
- 996 weapons have been collected in eight provinces and two kongs. The police training programme enhanced the professional capacity of the police in the communes where EU ASAC collected illegal weapons from the civil population.
- The knowledge which the local police acquired through the trainings has impacted on the relations with the communities in which they operate. The police is now better prepared to provide security and to successfully prepare for prosecution of offenders, in respect for human rights and the laws of the country.

¹⁵ Towns, administratively independent of the province in which they lay. Phnom Penh (in Kandal province), Sihanoukville (in Kampong Som province) and Kep (in Kampot province) were kongs before the Pol Pot period. With the surrender of some Khmer Rouge factions, one more kong, Pailin (in Batambang province), was created to allow former local Khmer Rouge leader, Ieng Sary, to stay in power in the region under his control after joining the government forces.

- The police have also learned about the government policies for decentralisation and about their obligation to co-operate with the decentralised institutions on matters of security.

VII. LESSONS LEARNED

- Weapons security also has a direct bearing on development. Voluntary weapons collection increases the value of other forms of development and should be treated as a form of community participation. But weapons collection should go hand in hand with security sector reform. Without investment in security sector reform, voluntary collection of weapons may make the community more vulnerable to armed attacks from criminal elements, banditry, theft etc.
- Police training plays a significant part in EU ASAC's security sector reform activities. Police training introduces the rural police to the concepts of community policing, defines their role in a democratic society and the expectations which the community may have from their police.
- When the community knows that the local police have been trained and have received other support, this increases the trust of the community in the ability of the police to provide the security. This is essential for their motivation to hand in weapons. It creates expectations by the community in the role of the police. Public awareness trainings about weapons security and about any other form of development should bring a message that shapes those expectations. A partial participation in the police training by the local organisations allows them to bring that message to the population in a well informed manner.
- The visibility which results from transport equipment and in particular from usage of police bicycles is another element that boosts the trust in the capacities of the police to offer more adequate security in the community.
- Co-operation between human rights organisations and MoI enhances the effect of the training. Police realise that the principles of human rights and good governance are not subversive but are part of the government policies.
- There is a need for improvement of the capacity of provincial trainers for techniques for adult education. Co-operation with human rights organisations during the trainings provides the police trainers with experience in adult education
- Such training courses must pay more attention to the presence of semi-illiterate and illiterate police.
- Police training could also meaningfully be provided in areas where EU ASAC worked in 2002, collecting weapons in return for development projects (water wells), but where no police training or other security sector reform activities took place.
- Some errors and additions to manual have been identified. Preparations could be made for a second edition of the training manual, which would include correction of the identified errors and complete the information. The format of the revised manual could also be changed to enhance readability and presentation.

Ten Days Training Program Strengthening the Capacity of the Community Policing

Annex 1

Time	Topic	Methods/Actives	Materials	Expectation
30 min	- Registration	- Registration instruction - Contribution participation materials	Registration list Pens	All the participants are registered after 15 minutes
30 min	- Opening training - Speech of training organizer - Speech of presiding training officers	- Assign announcer - Organize training class - Prepare drinking water and coffee	Loud speaker Banner Flowers	all key points related to the training topics are recorded for discussion during the training session
30 min	- Introduce trainers - Introduce trainees	- Trainers present their name and write contact address on the white board together with her or his HP - The trainees present their name, position in work place etc.		All trainees know each other
270 min	<p>Governance</p> <ul style="list-style-type: none"> - General idea of the governance - Definition of governance - Characteristic of governance - Concept of participation - Accountability - Transparency - Predictability - participation <p>Small Group Discussion</p> <ul style="list-style-type: none"> - Review the Good Governance - What is the benefit of good governance? 	<ul style="list-style-type: none"> - Trainees receive the handouts on the topic - The question will be asked to level off the understanding of the concept of governance - Summary the definition of governance - Question and Answer to clarify about the governance - Trainer will use the flip chart to demonstrate the meaning of key words - The trainees divided into group to identify the benefits of people participation before going to discuss on the question of what is the benefit of good governance? - Each group will present from what they found during the plenary - Other groups are entitled to add some comments. 	<p>Overhead projector, if needed</p> <p>Loud speakers</p> <p>Marking pen</p> <p>Big white paper</p> <p>Adhesive tapes</p>	<p>The participants actively participated in the discussion and are able to analyze the concept of transparency and accountabilities.</p> <p>They will also able to identify the principles of democratic regime, which is of the people, by the people and for the people.</p> <p>Participants realized that people participation is the key area for improving the country.</p>
360min	<p>Decentralization</p> <ul style="list-style-type: none"> - Definition of decentralization - Political decentralization - Administrative decentralization - Inventory decentralization 	<ul style="list-style-type: none"> - The training will use combined methods-lecture and flip chars to support explanation of each sub-topic. - Trainer will use questions to ensure the message provided are understandable. 	<p>Mark-pens</p> <p>Big white paper is needed for the small group discussion.</p>	The participants are able to differential and classify the decentralization processes and proposed key improvements to support the decentralization mechanism.

	<p>Small Group Discussion</p> <ul style="list-style-type: none"> - Identify the ways to support the decentralization process in the community. 	<ul style="list-style-type: none"> - Participants are divided into groups to come up with different ways to support the decentralization process in the community. - Each group assigns a facilitator and recorder. - The other members in different groups are entitled to ask questions to clarify or comments for the group. 		<p>The participants are able to identify key responsible areas of the commune council members.</p>
360min	<p>Human Rights and Democracy</p> <p>1) Human Rights</p> <ul style="list-style-type: none"> - Definition of what is human rights? (<i>Human Rights are the rights of man which make man human. These are the rights which preserve and promote dignity and value of a person to live as a human being. To preserve and promote the dignity and value of a human person, a set of rights is agreed by the UN which is now called Human Rights</i>) <p>2) Rights and Responsibilities</p>	<ul style="list-style-type: none"> - Trainers provide brief summary about human rights declaration 10/12/1948 at Geneva. - Trainers use mind mapping method to come up with some crucial ideas of the word human rights and then relate these ideas to the definition set by trainers. - Trainers will use the question, “Are rights importance for people and police?” and “What are you going to do when a person calling for help as you are a police?” - Trainer ask participants about their felling to the words ”rights and responsibilities” and ask question of what are they going to do when a group of people is beating a person in front of them Trainers should connect this question to the duty of police. 	<p>Mark pen</p> <p>Flip charts of the definition of human rights.</p> <p>Big white paper</p> <p>HR pictures</p>	<p>Participants are able to realize that human rights are universal and belong to every person and should not be confiscated.</p> <p>The participants are able to identify their legal rights guaranteed by the constitution and also understand who will promote and protect all these legal rights.</p>
90min	<ul style="list-style-type: none"> - Rule of law - Autocracy - Bureaucracy - Democracy - Decision of State - Constitution is a top decision of the people. 	<ul style="list-style-type: none"> - Trainers start demonstrating the meaning of each sub-topic and summarize them using prepared flip charts. - Trainers will use question and answer methods in order to clarify the meaning of each sub-topics. - Question and Answer method is needed to clarify each sub-topic. 	<p>Handouts</p> <p>Flip charts</p>	<p>The participants are able to describe the genuine democratic governance, especially the full meaning of Rule of Law.</p> <p>The participants realize that improper decision-making of the state will of the people.</p>
	<ul style="list-style-type: none"> - Decision of legislative - Decision of the court - Decision of executive - How to choose leader 	<ul style="list-style-type: none"> - Demonstrate the meaning of each sub-topic through the prepared flip charts 	<p>Mark pen</p> <p>flip charts</p> <p>Handouts</p>	<p>The participants are able to identify the different powers and limitations of each branch of the government structures and actively discuss the current situation.</p>

	- Democratic mechanism			
180min	<p>Law that Regulate the Use and Possession of Weapons and Its Corresponding Penalty</p> <ul style="list-style-type: none"> - Sub-Decree No. 38 - New draft law 	<ul style="list-style-type: none"> - Trainers demonstrate the law and regulation have used in Cambodia, such us: Decree-Sub-Decree, UNTAC criminal law and new draft law. - Discuss the reasons to have a weapons law. Trainer will demonstrate the benefit having weapons law - Discuss some benefit to the new draft of weapons law. Trainer will use question and answer discussion. - Small group discussion on the question of why the royal government establishes the weapons law what is its benefits to the people? 	<ul style="list-style-type: none"> Mark pens Handouts flip charts Big white paper 	<p>Participants are able to analyze the new draft law on prohibition and control of the control of the use and possession of weapons and explosives in the country.</p> <p>The participants are able to understand the importance of having weapon law, especially in promoting human rights and democracy in the country.</p>
180min	<p>Police Behavior Towards the Civil Population (Extracted from Code of Conduct for the Armed and Security Forces)</p> <ul style="list-style-type: none"> - Role and Duties of Police - Mission statement of Police - Mission for Operation of police(8 points) 	<ul style="list-style-type: none"> - Trainers demonstrate the word Code of Conduct and then ask the question what is the importance of Code of Conduct for police to serve its people? and as we are the national police local authorities what are our role and duties? - Question and Answer - Trainer asks the question of what is the mission of national police? Prevention and intervention - What is the prevention and intervention mean? 	<ul style="list-style-type: none"> Handouts Flip charts Mark pens 	<p>The participants are able to analyze the sense of their mission and make commitment to carry it out successfully with good discipline and understanding of the law.</p>
450min	<p>Criminal Procedures</p> <ul style="list-style-type: none"> - Criminal procedure - Police power before arrest suspects - Police duties before arrest suspects - Arrest the suspect 	<ul style="list-style-type: none"> - The trainers distribute the handout on criminal procedures and ask the common understanding of the meaning of criminal procedures. Trainers demonstrate the police power and duties before and during the arresting of the suspects. The two articles 18-19 of UNTAC law should be demonstrated. 	<ul style="list-style-type: none"> Mark pens Handouts Flip charts 	<p>The participants are able to identify what is right and wrong, do's and don'ts in implementing the procedures, especially in carrying out their duties.</p>
	<ul style="list-style-type: none"> - Search - Seizure 	<ul style="list-style-type: none"> - Trainers demonstrate the different techniques in searching, for example body 	<ul style="list-style-type: none"> Mark pens 	<p>The participants are able to identify the powers and limitations before taking any action against</p>

	<ul style="list-style-type: none"> - Power of entry - Handcuffing - Presumption of innocence 	<p>search, vehicles search and hours search etc. and use the article 20 of UNTAC law as guideline for discussion. The trainers should bear in mind that all the suspects are not the prisoners.</p>	<ul style="list-style-type: none"> Flip charts Big white paper 	<p>the suspects.</p>
	<ul style="list-style-type: none"> - Interrogation - Rights of accused during the interrogation - First appearance 	<ul style="list-style-type: none"> - The trainers demonstrate the proper ways of conducting ways of conducting the interrogation of the suspects and the right of accused during the interrogation, for example right to have lawyer, right not to have torture and right not to answer to question. - Trainers demonstrate the timeframe for the first appearance of the suspect. - Trainers use question and answer method to come up with actual experiences of the participants in conducting interrogation and treating the suspects during the time. 	<ul style="list-style-type: none"> Mark pens Flip chart Big white paper 	<p>The participants are able to identify proper way in conducting interrogation of suspects, legally and ethically.</p>
	<ul style="list-style-type: none"> - Consequence of detention or pretrial release - Criminal investigation - Court proceeding - Release - Rights of appeal 	<ul style="list-style-type: none"> - The trainers explain the difficulties of the pretrial detention and pretrial release due to the present criminal law. - Trainers demonstrate the timeframe for sending the suspects to the court. - Trainers demonstrate the court proceeding in Cambodia; provincial and municipal courts should have a judge, prosecutor, clerk and 2 lawyers. 	<ul style="list-style-type: none"> Mark pens Flip charts Big white paper 	<p>The participants are able to identify the weak and strong points in the Cambodian legal system.</p> <p>The participants are able to identify proper actions in handling cases.</p>
450 min	<p>Basic Investigation for Police</p> <ul style="list-style-type: none"> - Aim of investigation <ul style="list-style-type: none"> • Find evidence • Define crime • Determine suspects • Punishment - Consequences on investigation - importance of investigation 	<ul style="list-style-type: none"> - Trainers demonstrate and explain the aims of investigation, what evidence should be collected, define crime, suspects and punishment. - Trainer explains the consequences on the investigation and the importance of investigation. - The trainers ask the question what is the difficulty and importance of an investigation? 	<ul style="list-style-type: none"> Mark pen Big white paper Flip charts 	<p>The participants are able to determine clearly the aims of investigation and especially about the evidences to be collected.</p> <p>The participants are able to identify what proper actions should be taken.</p>

	<ul style="list-style-type: none"> - Qualification of investigation - Major events in the investigation of a crime <ul style="list-style-type: none"> • Hot search • Warm search • Cold search <p>Data gathering techniques (5Ws+1H)</p>	<ul style="list-style-type: none"> - Trainers demonstrate and explain the major event of a crime such as, hot search, warm search and cold search. - Trainers explain the steps of data gathering (5Ws+1H) 	<p>Mark pens</p> <p>Flip chart</p> <p>Big white paper</p>	<p>The participants are able to collect complete information using the data gathering techniques.</p>
	<ul style="list-style-type: none"> - Weakness of report <ul style="list-style-type: none"> • Inconsistency • Misleading information • lying - Stage of writing report <ul style="list-style-type: none"> • Collection of information • Information processing • Report writing - Principle of report writing <ul style="list-style-type: none"> • Accuracy • Completeness • Brevity 	<ul style="list-style-type: none"> - Trainers demonstrate and explain step by step to the key points that make the report weaker. - Trainers demonstrate and explain in each stage of collecting information. - Trainers demonstrate the accuracy, completeness of the information and how to make brevity of the information. 	<p>White board markers</p> <p>Flip chart</p> <p>Big white paper</p>	<p>The participants are able to analyze true or false information and identify concrete evidence to be collected to support the report</p> <p>The participants are able to follow the principles of writing complete report.</p>
360min	<ul style="list-style-type: none"> - Forms of report <ul style="list-style-type: none"> • Title page • Detail • Undeveloped leads • Conclusion • Witnesses • Properties damaged • List of evidence - Preliminary Investigation Report - Progress report - Closing report 	<ul style="list-style-type: none"> - Trainers use explanation technique to demonstration the reporting format. 	<p>White board markers</p> <p>Flip chart</p> <p>Handouts</p> <p>Big white paper</p>	<p>The participants are able to organize the information chronologically to be presented in the report.</p>
360min	<ul style="list-style-type: none"> - The Rules of Evidence 	<ul style="list-style-type: none"> - Trainers demonstrate each of the rule of 	<p>White board markers</p>	<p>The participants are able to identify the different</p>

	<ul style="list-style-type: none"> • Evidence • Proof • Testimony • Admissibility • Relevance • Materiality • Competence of evidences • First knowledge • Presumption • Burden of proof • Burden of going forward • Preponderance • Type of Evidence • Confession-Admission and plead Guilty 	evidence and the questions and answers are need in order to clarify them.	<p>Flip chart</p> <p>Big white paper</p>	types of evidences and this will help them in the future to collect appropriate evidences.
360min	<p>Practice Report Writing</p> <ul style="list-style-type: none"> - Drug abuses - Killing case - Physical assault - Robbery 	<p>- Trainers devise trainees into group them ask them to choose one of the given items to prepare the report.</p> <p>- Each group assign facilitator to present the report.</p>	<p>Mark-pens</p> <p>Big white paper</p>	The participants are confident in preparing the completed report

Annex 2

Pre and Post training tests for the police officers at the grass-roots level

Police commissariat, province:.....district:.....village:.....

1- What does “Good Governance” mean for you?

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2- What is public service good governance?

- It is the power used to control people
- It is a point of view stating that the government is formed to serve its people
- Don't understand at all

3- Does the provision of governance give any benefits to people?

- No benefits because it consists only of good intentions
- Provides some benefits
- It is very beneficial because it is a management of a country based on the laws

4- How do people participate in public administration?

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.....

5- What do you think about the word “Decentralization”?

- It is a process of transfer of power to grass-roots level administration, which was selected by people.
- It is a process of transfer of power to ordinary people so that they can make decision.
- It is a process of transfer of power to the government so that the government can make decision.

6- What will you do if your neighbour has a firearm?

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7- What do you think about people who possess weapons?

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8- Do you need a firearm? Why?

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.....

9- What must you do if you find a firearm?

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10- Why do we need laws? What are the laws for?

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11- What are duties of police?

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12- What do you do to convince people to trust you (if you are a policeman)?

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13- What is “Rule of law”?

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.....

14- Why do we need “Rule of law”?

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15- What is “Democracy”?

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.....

16- To build a fully democratic country, what factors do we need?

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17- Among the three power of the government (legislative power, executive power and judicial power), which one is the most powerful?

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18- Procedures of home search

- 06.00 a.m. to 06 p.m.
- 07.00 a.m. to 07 p.m.
- Search can be conducted with a court warrant if it is a flagrante delicto offence
- Search can be conducted without a warrant if it is a non-flagrante delicto offence
- Search can be conducted unless a court issued a warrant if it is a non-flagrante delicto offence.

19- In the criminal offence case, what are the aims of investigation?

- To find out whether the offence really happened? Identify the suspect and then arrest him.
 - If a suspect has to be punished, evidence has to be collected to reduce his accusation.
 - To help the government accuse the party that was charged with an offence.

20- Definition of “Criminal Procedures”

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21- A person had been seen commit a flagrante delicto offence and was captured by justice police. The complaint against him was sent to the court. When will the hearing take place after the arrest of offender?

- In 04 months after the arrest
- In 06 months after the arrest
- In 08 months after the arrest

22- What is a suspect?

.....
.....

23- A case considered as a flagrante delicto offence if:

- A suspect is seen committing an offence or being chased
- A suspect is identified after few days
- A suspect is indicated by witness or victim at the scene. Or when the suspect is trying to escape from the scene.

24- When a criminal offence happens, what kind of law will be used?

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.....

25- Name three cases of felony and three cases of misdemeanour?

a- Felony:

1-.....

2-.....

3-.....

b- Misdemeanour

1-.....

2-.....

3-.....

26- Who are the representatives of the prosecution?

- Trial judge
- Investigation judge and clerk
- Prosecutor and his deputy

27- Value of note:

- It is only information and judge cannot be forced to believe it
- Note will be kept as an original document and is believable if it is made by justice police and without evidence against what stated in the note.

28- Definition of "Arrest"

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29- Weakness in report writing

- At least two points of information of a report are contradictory in meaning
- Sufficient evidence for charging an offender, the written information is simple and understandable. No misleading information
- The report is full of untrue and deceitful information

30- Rights of an accused during interrogation:

- Right to find lawyer
- Right to be free from torture
- Right to ask not to be accused
- Right to say nothing

Annex 3

A Logical Framework for the Weapons for Development Police Training Component

	Intervention Logic		Indicators	Source of information	Assumptions
Overall Objective	Improve police-community relations in selected provinces through police capacity building and weapons collection thereby increasing security		Instability and insecurity in many provinces are prevalent, shown by high instances of weapons related violence, a lack of effective service provision by law and order institutions and a resultant lack of police – civil community trust	Civil society organisations contracted by EU ASAC, participants in EU ASAC public awareness workshops, national civil society organisations, EU ASAC Field Managers	The police in the target area are unable to provide an acceptable level of security to the civil population due to a lack of training, resources and motivation. The police in the target area are amongst the poorest members of their community
Project Purpose	<ol style="list-style-type: none"> 1. To improve the relationship between the civil population and the local police in the target areas 2. To improve the professional capacity of the local police in the target areas through training courses. The focus of this training will be on improvement of community relations, good governance and human rights and knowledge of relevant laws. 3. To increase the number of weapons voluntarily handed in to the police in the target areas 4. To decrease violent and serious crime in the target areas and / or an increase in rate of successful investigation by the police. 5. To establish a sustainable training framework which the Cambodian Ministry of Interior can use to implement similar training programmes in areas outside the EU ASAC target areas. 		<ol style="list-style-type: none"> 1. Improved relations between the civil population and the local police 2. Improved professional capacity of the police in terms of knowledge and practical ability 3. An increase in the number of weapons handed in to the local police 4. A decrease in violent and serious crime in the target areas 5. The establishment of a sustainable police training framework 	<ol style="list-style-type: none"> 1. Reports (written and verbal) from police, civilians, village / commune leaders, civil society organisations, EU ASAC field managers, provincial authorities 2. Reports (written and verbal) from police, NGOs, EU ASAC FM 3. Written reports from the police and local NGOs contracted by EU ASAC in the target areas 4. Police reports and reports from National Civil Society organisations (LICADHO and ADHOC) 5. Cambodian Ministry of Interior 	<ol style="list-style-type: none"> 1. The Ministry of Interior will provide utmost cooperation in the planning and implementation of a training programme and will accept the involvement of civil society groups in it. 2. There exists a lack of trust between law and order authorities and the civil population in the target areas. 3. The civil population continue to retain illegal weapons due to the inability of the police to provide security. 4. Whilst the capacity of the police will increase, violent crime cannot be expected to disappear completely. 5. The Ministry of Interior is committed to increasing the capacity of its rural officers, though its resources remain limited.

Results	1 Improved relations between police and local community	2 Improved professional capacity of the police	3 Increase in number of illegally held weapons confiscated by the police or voluntarily handed in to them by the civil population	4 Decrease in weapons related violence and serious crime	5 Establishment of a sustainable police training framework
Indicators for results	1.1 Local civil population will increasingly turn to the police to assist them in dealing with security issues. 1.2 Local population will have increased positive contact with the police. 1.3 Increased cooperation from civilian population in investigating crimes. 1.4 Police will cease to loan their weapons, uniforms to friends / relatives and engage in less protection of favoured individuals / groups.	2.1 Police will successfully investigate more crimes. 2.2 Police will be better able to react to security situations by being better able to coordinate their work. 2.3 Police will have higher motivation and morale through their ability to better carry out their duties. 2.4 Police will have greater knowledge and respect for Cambodian laws and human rights.	3.1 Civilians will voluntarily hand over considerable numbers of weapons and report weapons caches to the police. 3.2 The police will seek and confiscate more illegally held weapons from the civilian population.	4.1 Fewer local civilians will be victims of weapons related violence. 4.2 There will be fewer instances of serious crime in the target areas	5.1 Similar training course implemented outside EU ASAC target areas upon successful completion of the initial training programme 5.2 Use of training materials devised for this project in other police training courses
Source of information	Reports (written and verbal) from police, local NGOs, local civil leaders, EU ASAC field managers, civilians and provincial authorities.	Reports (written and verbal) from police, local NGOs, local civil leaders, EU ASAC field managers, civilians and provincial authorities.	Written Reports from police, local NGOs, EU ASAC field managers, provincial authorities.	Reports (written and verbal) from police, local NGOs, local civil leaders, EU ASAC field managers, civilians, provincial authorities, National NGOs, local doctors	Reports from Cambodian Ministry of Interior

Approach in steps (Activities) step 1	1.1 Working meeting with Ministry of Interior, EU ASAC, national NGOs to plan training framework for district and commune level police officers. Focus to be on target areas and organising split-level trainings.	2.1 Implementation of EU ASAC Weapons for Development public awareness workshops in target areas. Workshops to include presence of local police as well as local civil population	3.1 Working meeting between EU ASAC, Ministry of Interior and NGOs to organise specific framework of monitoring and evaluating the impact of the trainings
	Outputs: Three national human rights NGOs and the MoI have jointly worked out a planning for the implementation of 14 police trainings in 7 provinces and 2 kongs.	198 public awareness workshops in 26 districts in 7 provinces have been organised for the local population with presence of local police and civil authorities. Over 12,300 people attended the workshops	Agreement on co-operation between supervisors from the MoI and the consultant from EU ASAC. MoI and EU ASAC shared reports.
step 2	1.2 Training of district and commune level police officers by provincial level officers and representatives of national NGOs. Training split to ensure that target areas not left without police presence.	2.2 Local civil population will be encouraged by the training of the police and the workshops to voluntarily hand in their illegally held weapons to the local authorities	3.2 Monitoring of trainings conducted by EU ASAC, Ministry of Interior and NGOs.
	Outputs: 840 police have been trained by provincial level training officers and trainers from national NGOs	996 weapons were handed in during the VWCP organised by EU ASAC in the target communes, the police force of which received training	All trainings were monitored. EU ASAC received copies of all reports
step 3	1.3 Training observed by commune chiefs and representatives of local NGOs contracted by EU ASAC to conduct public awareness workshops.	2.3 EU ASAC will arrange for the collected weapons / explosives to be destroyed in a local flame of peace or the police will arrange for the collected weapons to be transported to a suitable district storage facility.	3.3 Impact of training on local situation monitored and reported on by EU ASAC, Ministry of Interior and NGOs
	Outputs: Attendance of the training during the first 4 days by local NGOs co-operating with EU ASAC's VWCP.	Flames of peace organised in Kampot, Kampong Thom, Preah Vihear. Governors in other provinces agreed to destroy the collected weapons	to be implemented in Feb-Apr 2004.
step 4	1.4 Follow up monitoring and assessment of police training by provincial level officers, EU ASAC and NGOs.	2.4 The destruction of the collected weapons will be used by EU ASAC field managers, local police, provincial authorities, civil society and religious leaders to encourage the further hand over of weapons by civilian population.	3.4 Follow-up evaluation on impact of training to be conducted at the end of 2003.
	Outputs: Reports from supervisors from the MoI, from the 3 national human rights organisations and from EU ASAC's consultant.	This information will be used in the 2004 projects.	to be implemented in April 2004.