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Trainer's Manual

Proportionate Response Lab

Help prevent radicalisation by learning how to deploy a proportional response against provocations and latent conflicts

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Executive Summary

While a prompt and significant state response is necessary when encountering the phenomenon of radicalisation, random or extremely violent action can, rather, further the process of radicalisation, especially in the case of young people. Several studies (Borum, 2011; Campelo, et. al., 2018; Slooman & Tille, 2006) have shown that a perception of injustice represents one of the strongest factors driving radicalisation. Considering the results of these studies and, in order to avoid radicalisation, it becomes necessary to provide detailed guidelines to practitioners about what are the appropriate boundaries for state action.

This laboratory develops fourteen scenarios, inspired by real cases, in which the state acted in order to combat radicalisation. Participants will be asked to debate whether these actions were proportional or not and to provide reasons for their claims. Such exercises will not only improve participants' knowledge of the issue of state response, but also their critical reading and thinking skills, as well as their ability to speak in public.



Experimental Lab ‘Proportionate Response’

Why teaching proportionate response?

Designing and implementing a proportionate response to security threats at national level might prove an essential skill in the toolbox of policy makers and practitioners that are dealing with the challenge posed by violent extremism and radicalisation leading to terrorism. An analysis of case studies available in the field literature of the past two decades shows that too harsh a response from the state is likely to produce further radicalisation, whereas too hesitant a response can prove ineffective and allow further societal polarisation and discontent. Therefore, learning how to design and implement proportionate measures has become a necessary step forward in efficiently combating radicalisation, a step that we need to encourage and facilitate.

Manual rationale

This manual includes the curricula and the content of the experimental lab dedicated to the idea of proportionate state response and is targeted towards practitioners working with young individuals that are either vulnerable to or in the process of radicalisation. It aims for the transfer both theoretical and practical knowledge on the how the state can deploy a proportional response against provocations and latent conflicts.

Through “the proportionate response to provocation” experimental lab, the ARMOUR project aims to acquaint practitioners with the challenges posed by the interaction between law enforcement officers and people who have been potentially radicalized. While the literature acknowledges that a state response is necessary in cases of radicalization, especially when lives are at risk, most studies (Borum, 2011; Campelo, et. al., 2018; Slooman & Tille, 2006) also emphasize the fact that abusive treatment by the police represents one of the main factors that trigger or increase radicalisation. That is why a good knowledge of the proper action that state institutions can undertake represents a useful capacity-building exercise for practitioners entrusted with combating radicalisation.

For several hours, participants will be asked to imagine that they are lawyers pleading before the European Court of Human Rights. The exercises offer them the opportunity to place themselves in real situations that law enforcement officers have faced and to provide solutions to these cases.

Unlike the law enforcement officers who took part in these actions or the lawyers who adjudicated these cases, participants in the experimental labs will have the advantage of a controlled environment. This will provide participants with the opportunity to make decisions coolly and to judge which the best arguments in favour of a decision are. Although cases are based on real-life situations, they have been adapted to aspects of radicalisation rather than other problems for which police intervened.

The aim of the proportionate response experimental lab is to accustom practitioners with issues related to the way that the state can react when a person is committing or has committed a crime and has not been apprehended. While, according to the literature (Doosje, Loseman, Van Den Bos, 2013), there are many causes of radicalization, studies have shown that negative encounters with police or state representatives more broadly, especially at an early age, help radicalisation to a great extent. That is why, a good knowledge of the limits of state action by security practitioners is crucial when designing interventions that are supposed to stop radicalisation.

The specific objective of the experimental lab is for practitioners to obtain a better knowledge of the arguments that can be brought in favour or against the claim that a particular action was appropriate. This will be achieved by offering them a situation, based on real events, but adapted to their particular field of work and by allowing them to debate and develop arguments on the potential solutions of that case.

Given that each group will be divided into teams and each team will have to argue that the state response in each particular situation was either proportionate or disproportionate, and that these arguments will be further subjected to cross-examination by the opposite group, members will need to address the issues critically and develop defensible interpretations of their views. Those that are supposed to argue that the state's response has been proportionate will need to show how actions considered alternative means and measures to reduce harm. Alternatively, those who will argue that the state's response has been disproportionate will have to show that less intrusive means might have been used and less harm might have been caused had alternative courses of action been pursued.

Further, problem-solving, critical thinking and public speaking capabilities will also be developed through the exercises that will be carried out by the participants. By critically analysing a situation, developing arguments, and extracting relevant evidence in support of one or another view, participants will develop both their reading and their critical thinking skills, as well as their ability to work in teams. Finally, the presentations that they will carry out will help practitioners express themselves better in public.

Key competences to be developed

- **Problem solving competences** - the participants and the young people they will subsequently work with will understand how to differentiate between a proportionate and a disproportionate state response
- **Critical reading and thinking** - the participants and the young people they will subsequently work with will be able to approach the problems that a situation poses, dissect the issue, adopt a particular point of view and argue for it
- **Public speaking** - by presenting an argument, for or against an interpretation, participants will be able to better present publicly any position and defend it against criticism



Methodology

This experimental lab aims to develop individual capacity in the face of adverse conditions, to develop community empowerment and to increase resilience to social polarisation, with the aim of combating radicalisation and violent extremism by developing knowledge of proportionate response of the governmental and security institutions against provocations and latent conflicts. The organization of the laboratory is based on developing knowledge and skills through the cognitive-behavioural instructional model and the learning by doing model. Its main aim is to provide trainees with a good knowledge of the real-life application of the principle of proportionality and with a set of arguments to explain why a state action was proportionate or not. The lab is designed to be used as a safe chamber where participants can learn and experiment ways in which Council of Europe member states have reacted to situations and to explore the reasons for which these actions were deemed proportionate or disproportionate.

The experimental lab will allow participants to employ their critical thinking, public speaking and teamwork abilities. They will be placed in a position to understand new material, to formulate arguments in order to support a pre-defined position and to defend it publicly before the assembled group. Furthermore, this method aims to make participants more empathetic to the situations that young people vulnerable to radicalisation face, as well as to the situations, police officers or other security practitioners are confronted with. Finally, this experimental lab aims to make participants understand how the standard of proportionality has evolved through a rational elaboration by a court.

The lab will employ a set of educational techniques meant to accustom practitioners, as well as those they are working with, with the concept of proportionality and with its practical applications in real-life scenarios. It does so by going through a series of exercises, designed from the simpler to the more complex, where participants are exposed to situations that are meant to determine them to develop more and more complex arguments on a position.

Educational techniques	
Instruction	
Demonstration	
Role play	X
Rehearsal in pretend scenarios	X
Feedback	X
Reinforcement	
Extended practice	
Guided discussions	
Cognitive modelling through mentor think-aloud	
Free discussions	X
Covert self-instruction (student inner speech)	

The lab includes:

1. Presentations and clarifications: The trainer presents the aims of the project and the central goal of the activity to the participants. These are briefed on the fact that their participation is voluntary, and that personal data will not be used for other purposes except for reporting to the Commission on the development of the laboratory. Further, the participants are informed on the overall activities of the project and on how the specific activity they are taking part in contributes to the implementation of the project. Finally, an overview of the activities that will take place during the laboratory are included. (10 minutes)
2. Questions and answers: The participants ask questions regarding the development of the lab. (5 minutes)
3. Brainstorming: The group debates the definition of proportionality and find one that is acceptable to all. (10 minutes)
4. Group assignment: Participants are assigned to their groups. The number of groups that are formed is to be decided based on the number of participants in the laboratory. One group should be between 6 and 10 people. Then, each group is sub-divided into two groups, which are separated either in the same room or in different rooms. (10 minutes)



- 5.** Knowing the facts: Participants will read the content of each exercise and will be acquainted with the facts of the case that they will be required to discuss. (10 minutes)
- 6.** Formulating the arguments: Each team will argue in favour of a position about why a particular action by the police was or was not proportional. Then each team will elaborate a series of points to be presented before the assembled group of participants. (20 minutes)
- 7.** Presentation of the arguments: Each team presents their arguments before the assembled participants. Team members choose one spokesperson who will argue the team's position before the group. Participants may use a flipchart and may invite their team-members to help them when they believe an argument must be developed. (30 minutes)
- 8.** Stages 5-7 are to be repeated for each of the exercises. Depending on the organizers and the participants groups can be changed from one exercise to another or they can remain the same.



Experimental Lab Scenario

Theme

In this laboratory, participants will be presented with exercise scenarios which will offer them an opportunity to debate their views of what represents a proportionate state response. They will be asked to read the text of each scenario and to answer the questions provided.

A total of fourteen exercise scenarios have been elaborated.

- Exercises 1-6 are designed for practitioners who have relatively little knowledge of the process of radicalisation and of situations involving the state response to it.
- Exercises 5-8 are designed for practitioners that have some knowledge of radicalisation and of the issues associated with proportionate state response.
- Exercises 9-14 are conceived for participants who have an advanced knowledge of the two aspects. The organizers of each of the experimental laboratories can choose the number of exercises applied, according to the time available (given that one exercise should last about one hour) and the level of difficulty of the exercise, according to the experience of the practitioners included in the particular experimental lab.

The experimental lab will consist of a series of role-playing situations in which participants will be placed in the position of lawyers arguing before the European Court of Human Rights. At the beginning of the experimental lab, the trainer will ask them to divide into several groups of maximum ten persons. Then, each of these groups will be further divided into two teams. Each of these teams will be tasked with defending a certain position concerning a pre-designed situation. The scenarios below describe situations inspired by real-life cases adjudicated by the European Court of Human Rights on issues such as the right to life and proportionate response. Participants will be tasked with elaborating arguments that support the claim that a certain action by the police has been disproportionate or, conversely, has fulfilled the requirements of proportionality.

This experimental lab will take place over eight hours and will be sub-divided into eight one-hour sessions. At the beginning of each session, the teams will be given 10 minutes to read the facts of the case, which will be followed by 20 minutes to elaborate their arguments. This will be done by designating, for each team, a separate space in the room. In case more space is required, an extra room will be used. Finally, the last 30 minutes of the experimental lab will be dedicated to each team presenting their arguments before the group. It will be crucially important for participants to have an effective time management at this point, given that 4-6 teams might need to present their arguments in a relatively short timeframe. For the purposes of this exercise, they are supposed to train their critical thinking and to provide well-reasoned answers. Participants are strongly encouraged to debate their views and their reasons with the members of their group.

Core questions to be answered

- What is proportionate state response?
- Can the state keep people indefinitely in pre-trial detention?
- Can the state employ torture to find out relevant information?
- Can the state force non-religious education on religious people?
- Can the state use military troops to perform police duties?
- Can the state deport a person to a country where there is a risk of a significant penalty?
- Can parents force minors into indeterminate detention?
- What is the state's responsibility for law enforcement procedures?

Core concepts to be addressed

Proportionate state response, torture, pre-trial detention, compulsory schooling, use of armed forces, internal police organization, use of lethal force, deportation, police equipment, demonstrations, undercover investigations/entrapment, detention of minors for treatment

Key learnings

In this lab, practitioners will be acquainted with the concept of proportionality and with its application in situations. Real-life cases that have been encountered by state practitioners have been adapted to situations of radicalisation. The experimental laboratory aims to equip participants with a better knowledge on the legitimate limits of state response. This will be done through a set of exercises placing practitioners in a 'safe' chamber where real-life situations can be experimented and where arguments for an interpretation can be developed and tested.

Exercises

Types of exercises to be developed:

- Recognize the issue – e.g. (dis-) proportionate responseSpot the problem
- Identify tactics used to solve the problem
- Improve tactics: What was the problem? What was the goal? What was the barrier? How was the problem solved? How could we have solved it better?
- Provide alternative solutions
- Follow up test
-



1

Brainstorming – free associations

Exercise No. 1	Icebreaker – What do we know about proportionality?
Objective	To get a preliminary scan on participants’ beliefs and knowledge on proportionality
Target audience	Age group – adults
Timing	10 minutes
Input	Flipchart, markers and/or computer, video-projector screen, smartphone
Description	<p>Icebreaker 1</p> <p>Trainer asks participants to answer the question “How do I know when I have given a proportionate response?”</p> <p>Then, a 2 minute roundup discussion is used by the trainer to collect possible answers on a flipchart.</p> <p>Icebreaker 2 - What does it mean “proportionate response” when referring to public policies?</p> <p>The question shall be addressed by writing on flipchart the key word (proportionate) and then encouraging participants to brainstorm and give associated words in terms.</p> <p>Then, the trainer uses the words given by participants to summarise the main features of a tentative definition of a proportionate response.</p> <p>Observation → in case the exercise is replicated with young people, it might be helpful to integrate technology into the exercise – e.g., use the www.polleverywhere.com platform to create a word cloud in real time.</p>
Learning method	Guided discussion, covert self-instruction (student inner speech)
Visual support	Flipchart/Word cloud

2

Definition (instruction)

Exercise No. 2	Clarify what proportionate response really is
Objective	To get a better understanding of the concept
Target audience	Age group – adults
Timing	10 minutes
Input	PowerPoint slide and/or handout and/or puzzle chart with parts of definitions to be matched in teams
Description	<p>Clarify what proportionality is:</p> <p>Participants are given a set of statements and are asked to work in pairs to assess the definitions and the way they reflect its characteristics (see below). They are encouraged to discuss which part of the definitions they consider most accurate and relevant. Then, ideas are shared with the whole group. Elements from each definition proposed will be assessed and integrated into a common, final, definition which will represent the basis of the evaluation conducted during the exercises. Establishing a common understanding of the concept is crucial because a shared language needs to be formulated before actual analyses can be performed. This way, real-life situations can be evaluated against a common benchmark and participants can formulate more coherent arguments when arguing for a position related to their evaluation of the cases presented.</p>
Learning method	Guided discussion, cognitive modelling through mentor think-aloud, extended practice, teamwork
Visual support	PowerPoint, handout, cards

Definitions

- The concept of proportionality can essentially be defined as choosing the means in such a way as to achieve better than harm when undertaking an action which might have both positive and negative effects.
- To act proportionally, in this context, means to undertake a balancing of the harms and the goods that can be achieved and to choose only those means that do less harm than the good obtained.
- Acting proportionally means acting in such a way as to avoid causing “superfluous injury or unnecessary suffering”.
- A disproportionate action is one which “protects a less important value (e.g., property), at the expense of a more important one (e.g., life)”.
- A policy that is both necessary and commensurate to the aim it wants to achieve.

Group definition:

3

Basic understanding of proportionate response. Torture.

Exercise No. 3	Basic understanding of proportionate response. Torture
Objective	The goal of the exercise is to acquaint practitioners with the idea of proportionate response and with its potential violations in the course of police activity.
Target audience	Age group - adults
Timing	40-60 minutes
Input	Practitioners critically analyse the text and provide arguments for or against the claim that this amounted to a proportionate state response.
Description	<p>A group of people who have shown signs of radicalisation but have not undertaken or planned to undertake violent acts is arrested by the police. After the initial interrogation, police are told that one of them knows the details of a potential plan to commit a terrorist attack by a group of other people that spend time in the same neighbourhood. After freeing the others, police decide to hold that person without an arrest warrant for about two weeks. During this time, he is deprived of sleep, beaten with a metal rod, and held in stressful positions in order to provide the details of the plan and its participants. Realizing that no useful intelligence can be gained from further interrogation, police release the person without charge.</p> <p>Participants in the experimental laboratory are asked to answer the following questions:</p> <ol style="list-style-type: none"> 1. Do you believe that the action of the police was necessary and proportionate? 2. What if the police had genuine knowledge that a terrorist attack is imminent? Do you think this would, in any way, change your previous evaluation of the situation?
Learning method	Critical reading and debate
Visual support	Flipchart

4

Basic understanding of proportionate response. Pre-trial detention

Exercise No. 4	Basic understanding of proportionate response. Pre-trial detention
Objective	The goal of the exercise is to acquaint practitioners with the idea of the proportionality of pre-trial detention
Target audience	Age group - adults
Timing	40-60 minutes
Input	Practitioners critically analyse the text and provide arguments for or against the claim that this amounted to a proportionate state response.
Description	<p>Upon receiving a lead from an informer, the police arrest several young people who are suspected of radical activities. While some of them are guilty of small crimes such as smoking cannabis, vandalism and expressing support for a radical organization online, no evidence of any ongoing or previous plan to commit violent acts is uncovered. However, based on their online professions of dedication to the radical organization, the police obtain an arrest warrant for two of them and hold them in pre-trial detention for over six months. For those that are released, the police withhold their identification documents, making them unable to travel freely or to have a job. At the trial, those arrested are convicted of spreading extremist content and smoking cannabis and are sentenced to community service. The others are acquitted of any charge.</p> <p>Participants in the experimental laboratory are asked to answer the following questions:</p> <ol style="list-style-type: none"> 1. Do you believe that the action of the police to hold the two persons in pre-trial detention for six months was proportionate? 2. What about the decision to withhold the identification documents of the others?
Learning method	Critical reading and debate
Visual support	Flipchart

5

Basic understanding of proportionate response. Religious Freedom

Exercise No. 5	Basic understanding of proportionate response. Religious Freedom
Objective	The goal of the exercise is to acquaint practitioners with debate around the proportionality of decision-making based on secret intelligence.
Target audience	Age groups - adults
Timing	40-60 minutes
Input	Practitioners critically analyse the text and provide arguments for or against the claim that this amounted to a proportionate state response.
Description	<p>In a part of town where no places of worship of that cult exist, a religious community aims to establish a place of worship. In their application, they argue that their closest place of worship for their community is about 30 kilometres away. They acquire a building and obtain the proper fire safety authorizations. Further, they apply for a permit from the local authorities to officially designate their building as a place of worship. Local authorities ask for an advisory opinion from the police and intelligence service, which gives them a report on the aspects within the religious community. It is argued that even though the religion promotes pacifism, and relatively few radical interpretations of the religious texts can be provided, some people from the community have advertised for a more radical approach which favours violence in cases where the survival of the community and of its traditions is threatened. The people favouring such a view represent a small minority of that community. The local authorities then refuse authorization for the place of worship, citing the concerns of the police and intelligence services as a reason.</p> <p>Participants in the experimental laboratory are asked to answer the following question:</p> <p><i>Do you believe that the action of the local authorities was proportionate? Please argue for or against.</i></p>
Learning method	Critical reading and debate
Visual support	Flipchart

6

Basic understanding of proportionate response. Compulsory schooling

Exercise No. 6	Basic understanding of proportionate response. Compulsory schooling
Objective	The goal of the exercise is to acquaint practitioners with debate around the proportionality of compulsory schooling in religiously diverse environments.
Target audience	Age group - adults
Timing	40-60 minutes
Input	Practitioners critically analyse the text and provide arguments for or against the claim that this amounted to a proportionate state response.
Description	<p>A young couple belonging to a different religion from the majority moves into a neighbourhood where all residents practice the majority religion. There is no school in the vicinity offering religious education or meals acceptable from a religious point of view adapted to the needs of the daughter of the couple. Despite an attempt to mediate between the couple and the school, which is willing to undertake some modifications to its dietary plan but is not willing to introduce religious education suited to the minority religion, the couple refuses to send their daughter to school, thus violating the law according to which all children are compelled to go to school upon turning seven. After a while, the police fine the parents and sentences them to community labour. At the same time, the daughter is compelled to go to the local school, where she is taunted for her different appearance and behaviour.</p> <p>Participants in the experimental laboratory are asked to answer the following questions:</p> <ol style="list-style-type: none"> 1. Do you believe that the action of not including classes of religious education is proportionate? Please argue for or against. 2. Do you believe that the penalties imposed and the fact that the daughter was forced to go to the local school was a proportionate response for the authorities? Please argue for or against.
Learning method	Critical reading and debate
Visual support	Flipchart

7

Medium level understanding of proportionate response. Use of armed forces

Exercise No. 7	Medium level understanding of proportionate response. Use of armed forces
Objective	The goal of the exercise is to acquaint practitioners with debate around the proportionality of the use of armed forces instead of police.
Target audience	Age group - adults
Timing	60-80 minutes
Input	Practitioners critically analyse the text and provide arguments for or against the claim that this amounted to a proportionate state response.
Description	<p>A law enforcement agency receives intelligence that a group of radicalized young people plans to commit a terrorist act which has the potential of harming many people. They are tracked loading an explosive device in a car and departing towards an unknown destination. They are lost from surveillance during the trip and they are re-acquired by surveillance teams in the area of their destination. At this point, they are driving another car than that they were seen loading the explosive devices in. The authorities do not plan to intercept them by regular police, but by specially trained, military-like troops, which have previously been used in war zones and are trained to shoot to kill. The troops are given relatively wide rules of engagement which allow them to open fire if they believe there is a threat to life and can avoid giving a warning if they believe such warnings are impracticable. The group of young people are then intercepted and confronted by these troops. On the belief that they are reaching in their pocket for the trigger of an explosive device, the troops shoot straight for the body and kill all the participants in the group. By inspecting their bodies, it is discovered that none had either a gun or the trigger of the explosive device on them and that the car they are driving was not rigged with explosives. The car where the explosive device was held is found parked 20 km from the place of the shooting.</p>

	<p>Participants in the experimental laboratory are asked to answer the following questions:</p> <ol style="list-style-type: none"> 1. Do you believe that the action of the planners of the operation was necessary and proportionate? Please argue in favour of your response. 2. Do you believe the actions of the troops were necessary and proportionate? Please argue in favour of your response. 3. If you have argued that the actions of either the planners of the operations or of the troops were disproportionate, please describe how the situation would need to change to make the actions of the planners of the operation or of the troops necessary and proportionate.
Learning method	Critical reading and debate
Visual support	Flipchart

8

Medium level understanding of proportionate response. Internal police organization

Exercise No. 8	Medium level understanding of proportionate response. Internal police organization
Objective	The goal of the exercise is to acquaint practitioners with debate around state responsibility for police standard operating procedures.
Target audience	Age group - adults
Timing	60-80 minutes
Input	Practitioners critically analyse the text and provide arguments for or against the claim that this amounted to a proportionate state response.
Description	<p>A young person you are working with is a regular consumer of drugs and sometimes turns to religion to break her addiction to drugs. In the period that she is not consuming drugs, she refuses to go to school, arguing that men and women should not go to the same school, and she is registered in a co-ed high school. You attempt to help her discard his addiction to drugs while taking a moderate view of religion and integrating in society by attending a sports club and going to the high school she is enrolled in. At one point, she consumes cannabis and is apprehended by police. While still on drugs, she escapes in a stolen car and is being chased by many police officers. The police officers on duty do not have a clear chain of command or clear engagement rules regarding the use of firearms situations. While the person driving the car is on cannabis, does not have a driver's license and is driving at high speed, she does not directly aim the car toward particular persons, but, in two cases, forces police roadblocks by ramming them at high speed.</p> <p>Finding an appropriate opportunity, the police shower the getaway car with bullets, firing both at the engine and at the driver. The escapee is severely wounded but succeeds in remaining alive. The police inquiry find that no explicit order was given to fire and that no operational command had been established. Further, it is found that police rules of engagement are weakly defined, and they only mention the need to protect life in general.</p>

	<p>Participants in the experimental laboratory are asked to answer the following questions:</p> <ol style="list-style-type: none"> 1. How would you judge the actions of the police leadership? Please argue in favour of your response. 2. Do you believe the actions of the police officers were necessary and proportionate? Please argue in favour of your response. 3. If you have argued that the actions of either the police leadership or of the police officers were disproportionate, please describe how the situation would need to change in order to make the actions necessary and proportionate.
Learning method	Critical reading and debate
Visual support	Flipchart

9

Medium level understanding of proportionate response. Use of lethal force

Exercise No. 9	Medium level understanding of proportionate response. Use of lethal force
Objective	The goal of the exercise is to acquaint practitioners with the debate around the proportionality of using lethal force despite the absence of an immediate threat to life.
Target audience	Age group - adults
Timing	60-80 minutes
Input	Practitioners critically analyse the text and provide arguments for or against the claim that this amounted to a proportionate state response.
Description	<p>A group of three young people who have been in an out of radicalized milieus have been engaged in a burglary. They are currently being pursued by police, who, have been told that no firearms were identified on the burglars, either before the burglary, or afterwards. The police have not been issued any form of non-lethal weapon and the only weapons they carry are sub-machine guns. They have not been trained on how to use weapons in an urban environment or on how to respond to provocation. Furthermore, due to a lack of ammunition, shooting practice for police officers has been carried out infrequently, while the assessment of physical fitness has been only formal.</p> <p>At a certain point during the chase, a tall fence is encountered. Being more physically fit than the police officers, the youths climb the fence quickly and have a meaningful opportunity to escape. At this point, the police officers fire their sub-machine guns and kill two of the three youth while severely wounding another.</p> <p>The investigation finds that no warning had been given by the police officers nor had warning shots been fired. While the police officers argue that they tried to shoot the escapees in the legs, the investigation cannot assert clearly whether the fatal shots were aimed at the body of the escapees or whether the deaths resulted from a lack of aim or from a low accuracy of the weapons.</p>

	<p>Participants in the experimental laboratory are asked to answer the following questions:</p> <ol style="list-style-type: none"> 1. How would you judge the actions of the police leadership? Please argue in favour of your response. 2. Do you believe the actions of the police officers were necessary and proportionate? Please argue in favour of your response. 3. If you have argued that the actions of either the police leadership or of the police officers were disproportionate, please describe how the situation would need to change in order to make the actions necessary and proportionate.
Learning method	Critical reading and debate
Visual support	Flipchart

10

Medium level understanding of proportionate response. Deportation

Exercise No. 10	Medium level understanding of proportionate response. Deportation
Objective	The goal of the exercise is to acquaint practitioners with the debate around the proportionality of deportation to countries imposing severe penalties.
Target audience	Age group - adults
Timing	60-80 minutes
Input	Practitioners critically analyse the text and provide arguments for or against the claim that this amounted to a proportionate state response.
Description	<p>For the past several years you have been working with a group of young people who are interested in religion, but also integrating in society. They regularly attend a mosque where the prevailing interpretation is one of tolerance and peace with other communities. However, the imam of the mosque has recently been changed and the new imam is preaching a more extreme version of Islam. The current imam has succeeded in drawing the attention of some of the young people you are working with and has convinced them that his interpretation, which justifies violent killing, is the correct one. You take steps to report the imam to the competent authorities who, upon an investigation including a strong intelligence component, decide to arrest and deport the imam. The order of deportation is then challenged in court and upheld after several rounds of appeal.</p> <p>The authorities struggle to find a suitable country to deport the imam to. In his native country, radical Islamists are the target of a violent suppression campaign after having been in power for a brief period of time. This country carries out death penalties and has a very weak judicial system which does not satisfactorily provide for the rule of law. Extra-judicial killings by law enforcement authorities are also common. Another country where the authorities can deport the imam is a great power which is engaged in a global war on terror and sentences people for terrorist crimes. While due process is guaranteed, terrorism trials are held by military tribunals in order to expedite them.</p>

	<p>A sentence of life imprisonment is highly expected for the imam, while the same charges would lead to a 6-7-year jail term in your country. The authorities decide to extradite the imam to the second country.</p> <p>Participants in the experimental laboratory are asked to answer the following question:</p> <p><i>Do you believe that the decision to extradite the imam was correct? Please argue in favour of your response.</i></p>
Learning method	Critical reading and debate
Visual support	Flipchart

11

Advanced-level understanding of proportionate response. Police equipment

Exercise No. 11	Advanced-level understanding of proportionate response. Police equipment
Objective	The goal of the exercise is to acquaint practitioners with the debate around state responsibility for the equipment of police.
Target audience	Age group - adults
Timing	60-80 minutes
Input	Practitioners critically analyse the text and provide arguments for or against the claim that this amounted to a proportionate state response.
Description	<p>A radical preacher has been fired from the mosque where he used to preach and is now preaching on the street. Regularly, a crowd gathers to listen to him, and he incites jihad against the nationals of the country where he resides in. While his sermons become more and more radical, no incidents have been caused by his followers. However, at his last lecture a group of police officers was ordered to arrest him on the charges of inciting terrorism. The police officers were not offered adequate training on how to deal with crowds or with people resisting arrest nor have they been issued with anything but batons and pistols.</p> <p>When attempting to arrest the preacher at the end of his sermon, a disturbance occurs due to the fact that many civilians are protecting the preacher. The police officers are surrounded by a larger crowd and in the heat of the moment, they employ their batons indiscriminately causing bruises to the civilians. Further, in the heat of the moment, the preacher attempts an escape and, while struggling to get away, he is caught by the police officers, severely beaten with the batons and placed in a life-threatening chokehold until reinforcements arrive.</p> <p>Participants in the experimental laboratory are asked to answer the following questions:</p> <ol style="list-style-type: none"> 1. How would you judge the actions of the police leadership? Please argue in favour of your response.

	<p>2. Do you believe the actions of the police officers were necessary and proportionate? Please argue in favour of your response.</p> <p>3. If you have argued that the actions of either the police leadership or of the police officers were disproportionate, please describe how the situation would need to change in order to make the actions necessary and proportionate.</p>
Learning method	Critical reading and debate
Visual support	Flipchart

12

Advanced-level understanding of proportionate response. Demonstrations

Exercise No. 12	Advanced-level understanding of proportionate response. Demonstrations
Objective	The goal of the exercise is to acquaint practitioners with the debate around the proportionality of breaking up demonstrations.
Target audience	Age group - adults
Timing	60-80 minutes
Input	Practitioners critically analyse the text and provide arguments for or against the claim that this amounted to a proportionate state response.
Description	<p>As a result of the publication of illustrated articles which provide satirical representations of the belief system of the young people you work with, a large-scale demonstration has been assembled during which no significant violence has been detected. However, the demonstrators have shouted insults at law enforcement authorities and have trampled/set fire to the national symbols of the country you are representing. The demonstration is spontaneous and has not been approved by the police authorities, even though the law currently in force mandates that this must be done. Furthermore, occasionally, the demonstrators have blocked one of the city's main roads but have withdrawn after being requested.</p> <p>At one point during the demonstration, a compact group of the demonstrators break apart from the non-violent protesters and begin setting fire to a shop and throwing stones at law enforcement. Riot police are deployed armed with both riot control gear and lethal weapons. Due to a recent and very quick increase in their numbers, most of them have not been adequately trained on how to appropriately use their equipment, nor on proper tactics for riot control.</p> <p>The riot police begin indiscriminately attacking the crowd and injure several demonstrators. Some of these react violently towards the riot police and, a group of the latter, when surrounded, discharge their pistols after issuing several warnings and firing warning shots and</p>

	<p>kill three protestors. The investigators find that the protestors were unarmed but were throwing stones at the surrounded police officers. Participants in the experimental laboratory are asked to answer the following questions:</p> <ol style="list-style-type: none"> 1. How would you judge the actions of the police leadership? Please argue in favour of your response. 2. Do you believe the actions of the police officers (both those beginning the attack and those that discharged their pistols) were necessary and proportionate? Please argue in favour of your response. 3. If you have argued that the actions of either the police leadership or of the police officers were disproportionate, please describe how the situation would need to change in order to make the actions necessary and proportionate.
Learning method	Critical reading and debate
Visual support	Flipchart

13

Advanced-level understanding of proportionate response. Undercover investigations/Entrapment

Exercise No. 13	Advanced-level understanding of proportionate response. Undercover investigations/Entrapment
Objective	The goal of the exercise is to acquaint practitioners with the debate around the proportionality of undercover investigations.
Target audience	Age group - adults
Timing	60-80 min.
Input	Practitioners critically analyse the text and provide arguments for or against the claim that this amounted to a proportionate state response.
Description	<p>A person you are working with has recently been arrested for posting online propaganda in favour of a radical organization. When the case is brought to trial, it is discovered that that person was a member of an online group radical group which aimed to convert young people to commit violence based on radical ideologies. However, during the trial, those convicted find out, to their surprise, that one of their leaders was an undercover police officer for some time. Some of the people in the group posted radical propaganda out of their own will, while others were convinced by the “leader” to share radical messages. The person you are working with is in the second category and he provides written logs of conversations where the “leader” of the group was inciting him to post the radical messages despite him offering, in return, some of the arguments that you offered him during his de-radicalization program.</p> <p>Furthermore, the trial reveals that the superiors of the police officer did not have in place a proper procedure for authorizing his most significant actions and that, while he sought guidance on how to proceed upon having infiltrated the “radical group”, not enough was given. Thus, not only that he allowed some of the group members to post radical propaganda but also shamed others, less inclined to do so, into posting it. The Court finds all defendants guilty but sentences the person you were working with to a lesser sentence.</p>

	<p>Participants in the experimental laboratory are asked to answer the following questions:</p> <ol style="list-style-type: none"> 1. How would you judge the actions of the police leadership? Please argue in favour of your response. 2. Do you believe the actions of the undercover police officer were legitimate? Please argue in favour of your response. 3. If you have argued that the actions of either the police leadership or of the police officer were proportionate, please describe how the situation would need to change in order to make the actions necessary and proportionate.
Learning method	Critical reading and debate
Visual support	Flipchart

14

Advanced-level understanding of proportionate response. Detention of minors for treatment

Exercise No. 14	Advanced-level understanding of proportionate response. Detention of minors for treatment
Objective	The goal of the exercise is to acquaint practitioners with the debate around the proportionality of detention of minors with parental consent.
Target audience	Age group - adults
Timing	60-80 minutes
Input	Practitioners critically analyse the text and provide arguments for or against the claim that this amounted to a proportionate state response.
Description	<p>In the centre that you are working for, due to the high number of young people, one of your colleagues has attempted a more unconventional approach. Rather than keeping to the prescribed schedule of meetings, she has decided to enter into an agreement with the families of the radicalized people to subject them to a “shock therapy”. This involves them being held in a hotel room for several days and being talked to by a psychologist and a personal counsellor, with the aim to determine them to give up their radical ideas.</p> <p>The people from the centre are locked in their rooms by their family who argue that they are mentally unable to function in normal society. When they try to escape, the families call the police and claim that the young people are radicalized, they pose a threat to society and are undergoing a de-radicalisation program which involves this form of shock therapy. When the police question the youths, they seem to be perfectly aware of what is going on and claim that they have not consented to this “shock therapy” and are being held hostage against their will. However, they express a desire to return to their usual de-radicalisation program that you were handling, and which relied on them being free, having weekly conversations, engaging in group activities and going to their regular schools.</p> <p>The police choose to believe the parents of the youths and willingly participates in keeping them locked up in their rooms for four further</p>

	<p>days. These are very intense, and they are visited by different counsellors, who tell them that, on rejecting their previously held radical views, they can gain their freedom. After publicly denouncing their radical opinions, the youths are freed. They then file a complaint against their parents and the police officers who held them captive for several days.</p> <p>Participants in the experimental laboratory are asked to answer the following questions:</p> <ol style="list-style-type: none"> 1. Do you believe the actions of the family was legitimate? Please argue in favour of your response. 2. Do you believe the actions of the police officers were proportionate? Please argue in favour of your response.
Learning method	Critical reading and debate
Visual support	Flipchart



Further resources

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Logistics

- Working space description: video projector and screen, laptop, chairs that can be placed flexibly around the room, flipchart, markers, cards, puzzle, white paper sheets, scissors, smartphones to access <https://www.polleverywhere.com/>
- Lab support: Internet access, links indicated (see above)



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