

MODULE 3: COMMUNITY ENGAGEMENT AND HUMAN RIGHTS

Day: 2**Time:** 1.5 Hours**Level of Understanding:** Comprehension

Instructional Strategies:

- Lecture
- Scenario-Based Discussion
- Small-Group Breakouts (Optional)
- Large-Group Discussion

Module Equipment/Facilities:

- Standard Classroom Setup

Participant Materials/Handouts:

- Handout 3.1: Scenario Activity
- Workbook 3.1: Protecting Human Rights

Terminal Learning Objective

By the end of this module, you will be able to explain the importance of community engagement and human rights in deterring terrorism.

Introduction

The purpose of this module is to explain the value of community engagement in countering terrorism. The module explores the relationship between protecting human rights and successful community engagement. It also covers the fundamental beliefs regarding human rights that are shared by countries around the world. The content includes:

- Benefits and principles of community engagement
- A review of the Universal Declaration of Human Rights (UDHR)
- Actions countries take to support these rights

Communities have greater confidence in their public officials and organizations when policies, procedures, and actions demonstrate respect for human rights. This confidence and mutual respect are instrumental to the fight against crime and terrorism.

Module Topics

An outline of key topics and an approximate time plan are shown below.

Topic	Enabling Learning Objectives	Approximate Time
Module Introduction	<ul style="list-style-type: none"> ▪ Not applicable 	5 minutes
Community Engagement	<ul style="list-style-type: none"> ▪ Describe the relationship between community engagement and countering terrorism. ▪ Discuss the principles of successful community engagement. 	45 minutes

Topic	Enabling Learning Objectives	Approximate Time
Human Rights	<ul style="list-style-type: none"> ▪ Discuss universally recognized human rights. ▪ Discuss the role of human rights in building public trust. ▪ Discuss the role of human rights in countering terrorism. 	35 minutes
Module Summary	<ul style="list-style-type: none"> ▪ Not applicable 	5 minutes

The module times are guidelines only. The actual time required may vary based on the experience level and interest of the participants or other factors encountered during the training session.

Key Terms

Key Term	Description
Community engagement	The process of fostering cooperation between community members and local government by establishing dialogue, building rapport, and strengthening relationships to enhance public safety and order
Human rights	Freedoms established by custom or international agreement that impose standards of conduct on all nations
Terrorism	Premeditated, politically motivated violence perpetrated against noncombatant targets by subnational groups or clandestine agents Title 22, Section 2656f(d) of the United States Code
Treaty	A formal agreement between two or more states

Abbreviations/Acronyms

Abbreviation/Acronym	Description
UDHR	Universal Declaration of Human Rights
UN	United Nations

Topic: Module Introduction**5 Minutes****Slide 1 Community Engagement and Human Rights**

- Title Slide

Graphic Description: US flag and ATA seal

Module Preparation

- **Timing and Methods:** Use the suggested time plan at the beginning of the module. As with all modules in this course, read all the content (Facilitator Guide and PowerPoint slides) and familiarize yourself with each facilitator note before class.
- **Preparation:** Be thoroughly prepared for exercises, discussions, or other activities required for the module. Follow all facilitator notes. Use a combination of lecture, large-group discussion, and small-group activities.
- **Advanced Research:** In advance of presenting this module, conduct some research to determine appropriate details for the scenario described in **Addendum 3.1: Scenario Activity**. If possible, add details to make the scenario relevant for the partner nation.
- **Note:** This module is intended to be delivered in a large-group discussion as an exchange of ideas rather than a lecture.
 - Every region has declarations or treaties that are based upon the Universal Declaration of Human Rights to varying degrees. Emphasize the fact that as public service officials, a large part of our commitment is to uphold and promote our country's human rights laws to the best of our abilities.
 - The focus is the role human rights play in community engagement.
- **Facilitators should:**
 - Avoid lecturing on what participants should do; rather, use this time to listen to participants and let them know that we all can learn from one another.
 - Be aware that the module is only 1.5 hours in duration, so be careful not to get sidetracked. Keep the focus on what all countries have in common rather than differences.
 - **Note:** Community Engagement and Human Rights (CEHR) moments are woven throughout the course. In some cases, the module itself will be referenced multiple times. Be aware that in a number of courses, the module may be referred to by its obsolete title — Human Rights and Community Engagement. This will be corrected as these courses are revised.

Orientation to Participant Guide

- Refer participants to the beginning of this module in the Participant Guide.
- Note the list of activities the participants will use during this module.
- Review and refer participants to the key terms and acronyms before beginning the module.

Slide 2 Terminal Learning Objective

- By the end of this module, you will be able to explain the importance of community engagement and human rights in deterring terrorism

Graphic Description: Law enforcement officers being welcomed by community members

- Briefly discuss the terminal learning objective.
- Tell the participants that the information in this module is an introduction to the principles of community engagement and human rights.
- Refer the participants to the terms at the beginning of the module. Briefly review the terms. Draw the participants' attention to the definition of terrorism. Note that for the purpose of this course, terrorism is defined as premeditated, politically motivated violence against noncombatant targets.
- Ask the participants: **Ultimately, if we are successful at our jobs, what is the end result?** First encourage the participants to answer. If the participants do not respond, encourage discussion by explaining why you participate in the ATA Program and your profession. Explain that success is creating safer and more secure communities. Encourage the participants to add their perspectives on how their job functions support this goal.
- Note that later modules build on these important principles.

Topic: Community Engagement

45 Minutes

Enabling Learning Objectives:

- Describe the relationship between community engagement and countering terrorism.
- Discuss the principles of successful community engagement.

Slide 3 Value of Community Engagement

- It is not the police and the intelligence services who will defeat terrorism; it is communities who defeat terrorism.
London Metropolitan Police Commissioner
Sir Ian Blair

Graphic Description: Law enforcement officer collecting information from a community member

- Refer the participants to the quote on the slide.

Slide 4 Discussion Questions

- Think about the quote. How does it apply to your job responsibilities?
- What are some examples of successful community engagement?

Graphic Description: No Graphic

- Encourage a discussion by asking the participants: How does this quote apply to your job responsibilities?
- *Acknowledge participant responses. If not mentioned, add that lessons learned from multiple terrorist attacks indicate that someone in the community saw something suspicious before the attack. Emphasize that when we are not inclusive of others and try to do it alone, we do not succeed.*
- Explain the need for law enforcement officers to partner with communities to prevent terrorist attacks. Neighbors, store clerks, landlords, and other community members may become aware of operational planning activities, including:
 - Purchasing bomb-making components and firearms
 - Acquiring training
 - Conducting surveillance
- Discussion Question: **What are some examples of successful community engagement?** To encourage participants to provide examples, present the following example: In July 2011, an alert store clerk in Texas called the local police after a man who came into the store to buy smokeless powder was acting suspiciously. Officials located the individual and, after questioning him, learned he was planning to detonate an improvised explosive device and conduct an armed assault against a local restaurant popular with soldiers from a nearby fort. The clerk's situational awareness and his decision to call the police likely saved many lives.
- *Acknowledge participant responses. Summarize the discussion by explaining that communities are highly motivated to confront the threat because terrorism or criminal activities may be directed at their children, families, and neighbors. Note that most members of the community do not agree with extremist activities, and their cooperation is essential in revealing those elements to law enforcement.*
- Explain that the next part of this module uses a scenario-based activity to explore how the community can help counter terrorism.

Slide 5 Scenario (1 of 3) (Handout 3.1)



- Pre-Event
 - City planned an event expected to attract large crowds
 - Officials developed joint plans for traffic and security

Graphic Description: Crowds attending a public event

- **Present the Scenario:** Refer the participants to **Handout 3.1: Scenario Activity**. Add details to make the scenario relevant to the class. For example, the event could be an Independence Day celebration; a health fair at a major hospital; a public day at a seaport, airport, or other transportation hub; a holiday celebration; a sporting event, etc. Emphasize that this is a fictional scenario. Review the key points from the scenario.
 - A major city administration planned an event to occur in a commercial sector popular with tourists. Officials expected the event to draw large crowds, with high use of public transportation. To manage the event, officials planned to close several streets, causing disruption to traffic.
 - To plan for this event, city officials worked closely with the police, first responders, and other public safety personnel to develop traffic and security plans.

Slide 6 Scenario (2 of 3) (Handout 3.1)

- Few Days Before the Event
 - Community members announced plans for a peaceful protest against a controversial government policy
 - A radical group from outside the community posted materials on social media sites encouraging violence and threatening to disrupt the event

Graphic Description: Crowds attending a public event

- Continue presenting the scenario by explaining that although no specific threats had been identified, organizers were monitoring the following activities:
 - Community members announced plans for a peaceful protest against a controversial government policy. (Note: Research policies that could be presented in class. One example might be an increased tax on certain agricultural products.)
 - A radical group from outside the community posted several messages on social media sites encouraging people to use the event to instigate violence against the government.

Slide 7 Scenario (3 of 3) (Handout 3.1)

- Day of the Event
 - Crowds were larger than anticipated and transportation systems were overwhelmed
 - Protesters were initially orderly, until an unruly group appeared and started chanting antigovernment slogans
 - Crowd began throwing rocks and bottles at law enforcement personnel

Graphic Description: Event becoming violent

- Explain that on the day of the event:
 - Crowds were much larger than anticipated. Public transportation systems became overwhelmed.
 - A small number of community members gathered to express their opposition to the proposed government policies. The number of protesters expanded rapidly.
 - Suddenly, three men started an antigovernment chant. They began shouting and giving signals for the crowd to move outside the approved demonstration area.
 - The scene became more chaotic, and someone within the crowd began throwing rocks and bottles at law enforcement personnel.

Slide 8 Discussion Questions (Handout 3.1)

- How could officials engage with the community to de-escalate the situation?
- What could officials do to prevent future conflicts?
- How do these strategies relate to countering terrorism?

Graphic Description: No Graphic

- **Large-Group or Small-Group Discussion:** Depending on time and the types of participants, facilitators may conduct this activity as either a large-group or a small-group discussion. When possible, facilitators should use small groups to increase the interactions among participants and help them become more engaged in the discussion.
- Tell the participants to take a few minutes to answer the questions that appear in **Addendum 3.1: Scenario Activity**. Give the participants time to answer the questions. Next, facilitate a discussion by asking each question.
 - **How could officials engage with the community to de-escalate the situation? (Consider the local business community, transportation officials, residents, the protest organizers, and others.)** *Possible answers include: (1) keeping the public informed about the actions being taken to de-escalate the conflict; (2) asking for public cooperation with continuing street closures, curfews, or other actions taken to restore order; (3) coordinating with the hospital to prevent continuing violence from occurring there; and (4) keeping the media informed so that accurate information is disseminated rather than rumors.*
 - **What could officials do to prevent future conflicts?** *Potential answers include: engaging the community to solve problems, increase dialogue, and prevent violence by (1) conducting forums/meetings, (2) making public safety officials a more visible part of the community, (3) working with formal and informal community leaders to exchange information, and (4) implementing law enforcement actions to maintain control while protecting human rights.*
 - **How do these strategies relate to countering terrorism?** *Potential answers include: Community engagement (1) strengthens social bonds and informal social control within communities, which can prevent crime and help counter extremism; and (2) improves relations between officials and the public, increasing public trust. Trust is needed to encourage information sharing about potential terrorist threats.*

Slide 9 Successful Community Engagement (1 of 2)

- Law enforcement and government officials:
 - Provide a needed public service and protect the community
 - Remain visible and accessible to all community members
 - Are accountable to the law and the public

Graphic Description: Law enforcement officer and community member giving a presentation

- Explain that the factors listed on the slide promote community engagement.
- Make the following points:
 - When communities perceive that officials are providing a service, they are more willing to participate. Officials must be seen as part of the community, performing a valuable social function.
 - When officials are highly visible and accessible, they are more likely to form partnerships within the community.
 - Trust is enhanced by being accountable to the law and the public.

- Note that all the factors on the slide relate to building trust. Ask the following discussion question: **What would be the best way to build trust with your community?** *Acknowledge the responses.*

Slide 10 Successful Community Engagement (2 of 2)

- Law enforcement and government officials:
 - Offer easy ways for the community to provide input
 - Respect and value all community members
 - Are fair and protect human rights

Graphic Description: Law enforcement officer and community members

- Continue explaining the factors that promote community engagement.
- Summarize the following key points:
 - Common methods for getting community input include meetings, community boards, recreational events, volunteering, etc.
 - Mutual respect requires officials to listen to, understand, and act on experiences different from their own.
- Explain that when law enforcement and other officials respect human rights, they can more effectively deter and investigate crimes and maintain public order. When officials defend human rights, public confidence is enhanced and community cooperation is fostered.
- Note that the next section reviews human rights.

Topic: Human Rights

35 Minutes

Enabling Learning Objectives:

- Discuss universally recognized human rights.
- Discuss the role of human rights in building public trust.
- Discuss the role of human rights in countering terrorism.

Slide 11 Universal Declaration of Human Rights

- Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice, and peace in the world

Graphic Description: Globe representing universal human rights

- Begin by asking the participants to think about someone they treasure. It can be a parent, child, cousin, spouse, or close friend. Tell the participants to picture that person. To encourage the process, share your example with the class. Next, ask the participants to picture this person interacting with others during the course of the day. Ask the class: **How would you like to see that person treated?** Encourage the participants to answer. *If not mentioned, add that you hope the person you are thinking*

about is treated with dignity and respect. Note that this is the everyday definition of human rights.

- Transition from the discussion by referring to the slide. Explain that the text on the slide is from the preamble to the Universal Declaration of Human Rights.
- Explain that this document is:
 - A nonbinding declaration adopted by the United Nations General Assembly in 1948.
 - A central component of international customary law that urges member nations to promote a number of human, civil, economic, and social rights, asserting these rights are part of the “foundation of freedom, justice, and peace in the world.”
- Present the following points about human rights:
 - Are universal legal guarantees protecting individuals and groups against actions by governments that interfere with fundamental freedoms and human dignity. Human rights law obliges governments to do some things and prevents them from doing others. Denying human rights undermines our humanity.
 - Establish the foundation for freedom, justice, and peace in the world.
- Summarize the discussion by noting that this declaration is a set of values. It is a promise we made to each other to ensure that we treat each other with dignity. Relate this concept to the previous discussion on how we hope the ones we care about are treated each day.

Slide 12 Regional Human Rights Treaties (1 of 2)

- African Charter on Human and Peoples’ Rights
- American Convention on Human Rights
- Arab Charter on Human Rights
- Association of Southeast Asian Nations Human Rights Declaration

Graphic Description: Globe covered with multiple country flags

- Explain that most countries have ratified additional treaties that build upon the Universal Declaration of Human Rights. These treaties reflect particular human rights concerns for their region and provide for specific mechanisms of protection. (Because the treaties are tailored to the specific regions, do not conduct an in-depth discussion on them.)
- Research the treaty that pertains to the partner nation. Point out the relevant treaty. If time permits, mention something significant from the treaty relevant to the participants.

Slide 13 Regional Human Rights Treaties (2 of 2)

- European Convention on Human Rights and Fundamental Freedoms
- Pacific Plan Initiative 12.5

Graphic Description: Globe covered with multiple country flags

- Continue reviewing the treaties.

Slide 14 Why Are Human Rights Important?

- To deny people their human rights is to challenge their very humanity.
- Nelson Mandela

Graphic Description: Nelson Mandela

- Refer to the quote on the slide.
- Note that when officials violate human rights, the challenging task of keeping the community safe and secure becomes more difficult. When officials fail to protect human rights, the result is an assault on human dignity, on the law itself, and on all public institutions.

Slide 15 Protecting Human Rights (Workbook 3.1)



- Review the human rights in Workbook 3.1
- Select one human right you feel is most significant
- Describe one action you can take in your work to protect this right

Graphic Description: No Graphic

- **Large-Group or Small-Group Discussion:** Depending on time and the types of participants, facilitators may conduct this activity as either as a large-group or small-group discussion. If this activity is done as a small-group activity, ask each group to select one human right.
- Tell participants that **Workbook 3.1: Protecting Human Rights** presents information about the Universal Declaration of Human Rights.
- Ask the participants to:
 - Take a few minutes to review the addendum.
 - Select one human right they feel is most significant.
 - Describe one action they can take in their work to protect this right.
 - Encourage participation by sharing the right that is special to you and explaining why.
- Facilitate a discussion by having each group (or selected participants):
 - **Present and explain the most important right.** *Acknowledge the responses and note the different rights selected. Explain that depending on our experiences, these rights have different meaning to each of us. Emphasize that supporting all of the human rights equally for everyone is important.*
 - **Identify actions they would take to protect this right.** *Acknowledge responses.*
- Continue facilitating the discussion by asking the participants to imagine that their selected right was denied to individuals because of their age, ethnicity, gender, or other factors. Next ask: **How would preserving these rights motivate individuals to partner with officials to help defeat terrorism and other crimes?** *Refer them back to the discussion earlier about community engagement. Emphasize that protecting human rights:*
 - *Improves public confidence and trust.*
 - *Encourages a partnership between the community and officials who provide public services. This partnership helps to counter terrorism and other crimes.*

- *Creates a stable and inclusive society.*

Topic: Module Summary**5 Minutes****Slide 16 Module Summary**

- Human rights
- Community engagement
- Countering terrorism

Graphic Description: Diagram showing the relationship between human rights, community engagement, and countering terrorism

- Briefly summarize the module by emphasizing that all individuals working in an official capacity have the responsibility to engage the community and fulfill the duties imposed upon them by the laws of their country, based upon its support of the Universal Declaration of Human Rights. By continuously promoting and enforcing these human rights, public service officials can begin to develop a relationship with the community that will be mutually beneficial.
- Ask whether there are any questions about the contents of this module.
- Transition to the next module.