Exploring Human Rights in the Police Education
An Icelandic Case Study

Anne-Marie Tremblay-Quenneville

Thesis for a BA degree
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Exploring Human Rights in the Police Education

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Anne-Marie Tremblay-Quenneville

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   Supervisor: Susan Elizabeth Gollifer

Faculty of Education and Diversity
University of Iceland School of Education
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Abstract

Changing demographics combined with the globalization brought new challenges to the Icelandic society. For instance, the new ethnic diversity in the population provoked tensions between police officers and marginalized groups. Almost at the same period, in 2016, the police education moved from the police academy to a university degree, in a program where human rights are a key concept to better the practices. My research questions are how human rights are addressed in the Icelandic police education and how they inform their professional development? The focus was put on examining two courses of the program and Tibbitts Accountability/Professional Development human rights education model. I conclude that the courses include the main features of the model, by amongst other using efficient teaching and learning strategies to help the police officers to protect and reduce human rights violation, but that they would likely gain to include a better critical reflective component. Further research is needed to determine how the new education will influence the professional development of police officers.

Key terms: human rights, police education, accountability, professional development
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Preface

Almost four year ago, I acquiesced to move to Iceland to reunite with my Icelandic partner, whom is a police officer, like I was for 14 years. I was ready for a change, in every aspect of my life. When I started the International Studies in Education, I discover a whole new way to put into perspective my previous professional experiences. Simultaneously, I learned a lot about the political, cultural and social context of my new country as all of these factors are influencing the education system. Researching the topic of my thesis surprisingly added a new way for me to express why I choose Iceland: I can compare the ways human rights are respected and understood. I would like to thank Susan Gollifer to ignite my interest in human rights education and the human rights research field and most of all through and for human rights.

This thesis was written solely by me, the undersigned. I have read and understand the University of Iceland Code of Ethics and have followed them to the best of my knowledge. I have correctly cited to all other works or previous work of my own, including, but not limited to, written works, figures, data or tables. I thank all who have worked with me and take full responsibility for any mistakes contained in this work. Signed:

Reykjavík, ____09__May________________ 2019__

Anne-Marie Tremblay-Quenneville
1 Introduction

Human rights are essential to sustain harmonious relations and cohesion in our society (Starkey, 2012). Yet, since the adoption of the Universal Declaration of Human Rights [UDHR] in 1948 the full respect of those rights by all nations has not yet been realized. Although not legally binding, the UDHR forms the moral base of international human rights and is legally defined by two binding covenants, the International Covenant on Civil and Political Rights and the International Covenant on Social, Economic and Cultural Rights (UN, 2019b). These were formally approved by the United Nations [UN] member states in 1966 and they form what it is known as the International Bill of Human Rights (UN, 2019b). Thus, signatories’ states are the duty-bearers in that they have the responsibility to guarantee the human rights of all members of society.

In our societies, the state has a role to prevent violence and to achieve peace (Bittner, 1970; Kaufman, 1997). To fulfil that role, the government representatives hold the authority or power to restrict the human rights of some individuals to protect the rights of the collective. In fact, the processes of law based on human rights implies that a person’s rights can be denied if they violate the rights of others, for example, the freedom of expression is not absolute (UN, 1948). Government representatives and law enforcement agents, such as judges, army members and police officers, are the executors of that power (DuBois, 1997). Thus, the states must ensure that their representatives are adequately trained to prevent human rights violations and to minimize the impact on people’s human rights when they need to use coercive means. One of the most effective ways to ensure that law enforcement agents are respectful of human rights in the execution of their role is through an effective human rights education [HRE] approach incorporated into their professional development (Kaufman, 1997).

In a democratic society governed by the rule of law, the role of the police can be described according to their function or defined by the ways in which they accomplish their tasks (Bittner, 1970; Karp & Stenmark, 2011). Murdoch and Roche (2013) define the purpose of the police in a democracy governed by the rule of law as follows:

— To maintain public tranquillity and law and order in society;
— To protect and respect the individual’s fundamental rights and freedoms as enshrined, in particular, in the European Convention on Human Rights;
— To prevent and combat crime;
— To detect crime;
— To provide assistance and service functions to the public. (p.7)
Simultaneously, to perform their duties police officers are granted independence from the executive political power and “shall be representative of and responsive and accountable to the community as a whole” (Office of the High Commissioner for Human Rights [OHCHR], 2004, p.4). The accountability to the community is stressed by the OHCHR in the context of a democratic society where the police role is clearly independent of political powers. As for the representation of the community as a whole, diversity within the police force is seen as positive for the community, may increase trust in the police and boost recruitment from the minorities (Wilson, Wilson, Luthar & Bridges, 2013).

I have 14 years of professional experience as a police officer in an urban Canadian context between the years 2001 and 2015. My initial police training, at upper secondary level, addressed human rights mostly implicitly through the study of local laws and explicitly when focusing on specific rights related to police work. For instance, the content of the Canadian Charter of Rights and Freedoms, the Canadian constitution and the Quebec Charter of Human Rights and Freedoms were learned and used to explore the police role in protecting the public from rights abuse from the state, such as intrusive searches. To my knowledge, human rights education for police officers is mainly targeted to the human rights abuse attributed to the police as reported by international organizations including, but not limited to, freedom from arbitrary arrest and detention, freedom of assembly and freedom of discrimination (Lindholt, 2003). Other human rights are addressed indirectly through social studies courses, where the respect for dignity and the promotion of equality are implicit in the exploration of community relation and other subjects.

However, in their role, police officers face complex social problems that are touching on more than a few human rights in their daily functions. They then need to collaborate with a range of professionals that are fighting social inequalities as a result of poverty, discrimination and health conditions, for example. The constant evolution of technologies and the globalization of the society are also source of concern for public safety (Government of Iceland, 2019). These issues and concerns can be understood in terms of human rights. Humans rights provide a language that allows analysis of the complexities involved in ensuring human well-being, human dignity and social cohesion and peace (Osler, 2005; Starkey, 2012). It is important for the police officers to grasp the wholeness and depth of the problems to fulfil their role effectively, thus the role of the Police is more complex than it may seem when viewed as a job rather than a profession.

In response to the increasing complex challenges facing policing, the professionalization of the police has a tendency to gain adepts in the western world, while being far from achieved (Green & Gates, 2014). One of the key steps of this process is the development of university education for police officers (Green & Gates, 2014). Research is not conclusive about the necessity of a college degree, but more European countries are asking their recruits to be
college educated (European Police College [CEPOL], 2006; Rydberg & Terrill, 2012). For instance, England and Wales introduced a comprehensive framework, Policing Vision 2015, towards the development of a professional police force and it can be argued that they will inspire the creation of college degrees for police in other territories (College of Policing, 2019b). Nevertheless, while the respect for human rights underlies the development of policing, little is said about the type of human rights education that should be used in the police education (College of Policing, 2019b).

I think that an explicit and intentional HRE process based on the Accountability/Professional development HRE model, developed by Felissa Tibbitts (Tibbitts, 2017) is a useful frame to guide the way in which police officers should learn to apply their professional judgment and make use of their discretionary powers in regards of human rights violations. This framework will be explained further in Chapter 4.

The purpose of this thesis is to explore the role of human rights education in the context of two courses included in the police training in Iceland. It will also allow me to better understand Tibbitts’ model as well as putting my own training and experience in perspective. In addition, it will help to build up knowledge about HRE in conjunction with the new forms of police education. My research questions are:

- How does the new Icelandic curriculum for Police Science address human rights?
- How do human rights in police studies inform their professional development?

This thesis is divided into six chapters. Chapter 1 of this study is my introduction where I discuss my research questions and purpose. In the Chapter 2, the country context, the Icelandic police context and education are presented. Chapter 3 is a historical and literature review of the modern human rights project since the adoption of the UDHR in 1948 and the subsequent treaties. It includes the definition of HRE, and it will also look at the relevance of HRE for police officers with a focus on the goals of HRE for law enforcement professionals. In Chapter 4, I present the conceptual framework by Tibbitts that I used to analyse two courses of the Icelandic curriculum from the Police Science Department at the University of Akureyri. Chapter 5 is a discussion to respond to the two research questions and, finally, in Chapter 6, a conclusion includes recommendations for the development of HRE and professionalism in the police.
2 The Country Context and the New Icelandic Police Education Curriculum

An important consideration in this study is the status of the police in a country context. Painting a just and nuanced portrait of the Icelandic society would be valuable, as human rights education is there to support diversity and help find ways to live together, especially when conflict arises (Osler, 2005). According to the focus of this thesis, I choose certain data that can affect policing in the context of a changing society. Thus, in this chapter I provide a more general overview of the population in order to paint the context for contemporary policing in Iceland. I then introduce the new Icelandic Police Education curriculum and the two courses I will explore further.

2.1 The Icelandic Population and Society

The total population on 1 January 2019 was of 356 991 and consisted of 49.78% females, 77.3% of people considering themselves with no foreign background, 12.6% as a first- or second-generation immigrants and the rest, 10.1% as having a foreign background, that is one parent of foreign origin (Statistic Iceland, 2018). These numbers represent the steady rise in the immigrant population over the past 20 years given that in 1998, 93% of the population considered themselves without foreign background. In comparison, 20% of the Icelandic police officers were female in 2017 (National Police Commissioner Office, 2019) and as far as I was able to find, there is no statistics were available concerning foreign background. Although it is likely to be close to one percent according to unofficial sources.

Iceland has a strong reputation in terms of gender equality, remaining at the top of the Global Gender Gap Report in 2018 (World Economic Forum, 2018). However, it has been noted that there is always a place for improvement in various spheres of the society (Heinreksdottir, 2004; OHCHR, 2016).

In terms of discrimination faced by minority groups, studies show that the Icelandic society faces challenges with the changing demographics (Pétursdóttir, 2013). People of foreign background expressed that they feel prejudice, racism and discrimination in their everyday life (Pétursdóttir, 2013). Further, according to Statistic Iceland (2019) the average wage earnings of immigrants was eight percent lower than native Icelanders between the years 2008-2017. In terms of policing, adaptation to these new realities brought by the globalisation is needed. For example, despite the fact that the country has one of the lowest incarceration rates of Europe at 46 per 100 000 of the population, the rate of foreigner inmates at 23.9 percent is higher than the European median value at 15.9 percent (Aebi & Tiago, 2018). Likely concerning, a recent demonstration by asylum seekers lead to a parliamentary review to examine the work of the police on that occasion, with critics implying that the law enforcement agents used an excessive force in their response to the protest (Fontaine, 2019; Kyzer, 2019). In 2016, a case where the police arrested an asylum seeker in a
These examples suggest that the human rights focus in the police education maybe justified.

Finally, Iceland is a democracy governed by the rule of law. The country has ratified the Covenant on Civil and Political Rights in 1968 and ratified the European Convention for the Protection of Human Rights and Fundamental Freedoms in 1953, which was incorporated it into its national law in 1994 (Heinreksdottir, 2004). Consequently, the country’s laws are in accordance with international treaties in terms of protection of human rights, to some extent. Nevertheless, the changing demographics and the rise in asylum seeker numbers bring new challenges in terms of safeguarding the right of the minorities and preventing discrimination (Heinreksdottir, 2004; Statistics Iceland, 2017).

2.2 The Police Function in Iceland and the Police Act

Being a country without a military, Iceland counts on international agreements for the protection of its territory and on diverse organizations to ensure the protection of the human rights and the security of its population (Government of Iceland, 2019). The State Police, the Coast Guard and the Customs are the main agencies regarding law enforcement. The Ministry of Justice is responsible for the police and the National Police Commissioner’s office for its administration (Ministry of Justice, 2017). In Iceland the police profession is respected, with around 83 % of the population saying that they trust the police (Gallup, 2019). Nevertheless, police work is scrutinized, and human rights violations have been raised against the police in the last few years. Simultaneously, some discrepancy in the respect of individual’s human rights within the police force in Iceland has been noted such gender discrimination and harassment (Steinþórsdóttir & Pétursdóttir, 2017), not unlike other findings concerning the culture in the western police where institutionalized sexism and racism have been questioned (Rowe, 2012; Westmarland, 2017).

The role of the Icelandic police can be understood as inclusive of ensuring protection against human rights violations, to a certain extent. In Iceland the police function includes tasks related to public safety in relations to local and international laws and regulations (Ministry of Justice, 1996). Further they are required to collaborate with other authorities if necessary, to carry out their duties. The police role is defined as follows in the article 1 (2) of the Icelandic Police Act nr.90/1996:
The role of the police shall be:
a. to maintain public safety and uphold law and order, to seek to ensure the security of citizens under the law and protect the right of ownership, the public interest and lawful activities of all types;
b. to seek to prevent offenses and to prevent events that interfere with public safety and the security of the state;
c. to work on the solving of crimes, stop unlawful conduct and pursue matters in accordance with the provisions of the Code of [Criminal] 1) Procedure or other statutes;
d. to be of assistance to citizens as appropriate and to assist them when hazards threaten;
e. to give the authorities protection or assistance with the execution of their functions in accordance with the provisions of the law or tradition, as necessary;
f. to collaborate with other authorities and institutions involved in tasks connected with the duties of the police;
g. to carry out other tasks that are entrusted to them by law or fall to them by tradition

To fulfil their duty police officers have been traditionally educated and trained by the Police Academy. Yet, this has changed as I examine in the next section.

2.3 The Police Education in Iceland

Police education and training, not unlike teacher education, is a very local domain for most countries. The curricula for police education vary according to the level of education required to join the service, the local laws, the function of the police in a given society and is also influenced by the local culture and traditions (Karp & Stenmark, 2011). In Europe the initial police education requirements vary from upper secondary school to bachelor’s degrees (CEPOL, 2006). Most countries provide initial police training at a level comparable to upper secondary education, but there has been a significant increase in the numbers of institutions offering police training in line with the Bologna process since the beginning of the 21st century (CEPOL, 2010).

Overall, in the western world, there is a swing towards increasing professionalism in the police, but not yet a common understanding and desire (Green & Gates, 2014). While in England and Wales, the professionalism of the police is well underway as a result of strong political commitment, in Australia this process has stalled (Green & Gates, 2014; Holdaway, 2017). Green and Gates (2014) enumerate a number of factors explaining the Australian situation including political pressure to reduce costs of policing, a lack of enthusiasm of the police leadership in the face of complex challenges and the lack of evidence supporting the
benefits of the professionalisation to policing. Nevertheless, the main steps or characteristics of professionalization have been identified in research, and these include university-based education (Green & Gates, 2014; College of Policing, 2019).

In 2016, following the recommendation of two working committees, the Icelandic police education was developed into a two years mandatory diploma course, called an associate degree, and transferred from the Police Academy to the University of Akureyri [UNAK]. The diploma course is run in conjunction with the newly formed Center for Police Training and Professional Development [CPTPD] under the National Police Commissioner’s Office (CPTPD, 2016). The discussions concerning the reform of police education started almost ten years previously when the Ministry of Justice formed a committee to make suggestions about starting a law enforcement and security school (Ministry of Justice, 2008). This committee was composed of members from the Ministry of Justice’s office, the Police Union, the Customs, the Police Academy and Keilir Institute of Education. Their recommendations did not include a university education, but a form of Police Academy with added capacity (Ministry of Justice, 2008). These recommendations were not put in place, but the discussion continued in various spheres.

In 2013, a master’s degree paper, researching the foundation for police education at the university, identified the needs of enhanced education coming from the Icelandic police officers themselves: they wanted to have their education recognised, valuable continuous education and specialised education to accomplish their role (Ólafsdóttir, 2013). Shortly after, in 2014, the Parliament passed a law changing the Police Act. In that review, a temporary article stated that the Ministry of Justice should start a working group on the future of the education of police to keep it up to date with the needs of the public safety and at the level of other European countries, specifically the Nordic countries (Ministry of Interior, 2014). A group composed of members from the Police Academy, the Ministry of Education, the Ministry of Interior and the Police Union made a report including the suggestions to move the initial education to university, and a focus on distance learning to attract people from all geographical areas of Iceland in the hope to help staff the smaller communities (Ministry of Interior, 2014). Further, postgraduate education should focus on administration and specialization in cooperation with other Nordic countries (Ministry of Interior, 2014). Finally, in 2015, a new committee including some of the members of the previous one in addition to two elected Members of Parliament recommended the changes in a new report. The goal was to align the Icelandic police education to the one received into the Nordic countries and help the police to fulfil their challenging duties in a changing world (Ministry of the Interior, 2015).

A year later, the introduction of an associate degree, consisting of the two-year diploma and practical training, became mandatory for police students to be able to be formally approved as police officers. It also became possible to complete an additional year, to obtain a
B.A. degree that then opens up opportunities for graduate studies (UNAK, 2019). In a conversation I had with a teacher of the new department at the University of Akureyri, the police science curriculum was developed with human rights at the heart of it, as human rights underpin every aspect of studying for and becoming a police officer in the modern world. It is interesting to note that the new police education and a number of police initiatives regarding the protection of selected human rights are featured in the Human Rights Council’s Universal Periodic Review report on Iceland published in 2016 (OHCHR, 2016). In that report, aimed at assisting states to improve the promotion and preservation of human rights on their jurisdictions, the new police education is described as a device to improve the quality and the capacity of the police (OHCHR, 2016).

Since the University of Akureyri launched its program, the content of the curriculum changed slightly between the first cohort of 2016–2018 and the one starting in the years 2019–2021. For the purpose of the analysis in this thesis, two courses from the most recent curriculum are used. These courses are Diversity, Social Issues and Policing and Human Rights Law. For further reference, the mandatory courses for the associate degree are listed as Appendix A, and the additional year for the B.A. degree is included as Appendix B. In the next section, I describe the two courses in question.

### 2.3.1 Diversity, Social Issues and Policing

The compulsory course Diversity, Social Issues and Policing (complete syllabus in Appendix A) worth six ECTS, is mandatory to follow in the second year for both degrees and the prerequisite course Social Theories need to be achieved before taking it. The course aims at using a sociological perspective to examine social issues, law enforcement and equality and diversity in modern society. The learning outcomes include being able to critically examine key gender equality issues, social problems and power structures and their impact on subgroups through the lenses of sociology theories.

The course objectives for the students are:

- To know the main research areas and subjects that affect the diversity of the community that relate to the policeman’s work;
- To have knowledge of the power connections within the community, privileges and marginalization of certain groups and the importance of the police having such knowledge.
- To have knowledge of ideas about the interplay of gender and other differences, such as sexual orientation, ethnic origin, colour and disability in society and culture.
- Be able to apply their knowledge in the analysis and resolution of police projects
The course is mainly taught online. Yet, the participation is interactive and diversified: there are seven mandatory discussions online about the courses reading topics; a group project and a workshop. In the group work to accomplish during the course, the students choose to a marginalised community they want to study and must interview one of its members. The team must produce a YouTube video where the present a theory related to the interviewees’ situation in addition to the interview and a conclusion. As for the mandatory workshop, immigrants interested in policing in Iceland prepared small interactive activities for the students under the guidance of one of the guest lecturers. The workshop touches aspects about beliefs, security of interaction with immigrants and on the best ways to build conversation, trust and collaboration with immigrant groups.

2.3.2 Human Rights Law

The course Human Rights Law (complete syllabus in Appendix B) is mandatory in the last year of the B.A. degree, worth six ECTS and is taught both to law and police students. A common knowledge is built among the students and a part of the material is specific to their respective field of studies, as is the final paper. The common part of the course addressed the international protection of human rights and the international instruments related to it, whom are the Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights and the Covenant on Economic, Social and Cultural Rights. The European Convention for Human Rights and Fundamental Freedoms and the work of the European Court on Human Rights in Strasbourg are examined along with how human rights reports are prepared and the response to human rights violation are explored. The emphasis is put on the states and NGOs roles and responsibilities in furthering human rights. The Icelandic laws and jurisprudence in link with human rights are examined.

The main learning outcomes for the students are:

- be able to describe the institutional human rights framework of the United Nations within the context of general international law.

- be able to interpret state responsibility for human rights according to the tertiary framework of obligations to respect, to protect and to fulfil human rights.

- be able to explain how and to what extent international human rights laws are implemented domestically

- be able to apply critical and philosophical methods in analysing human rights law.

For the police students, the specialized part addresses the use of force by the police and other law enforcement actors and the moral legitimacy of the police in a democratic society. The students’ participation is highly recommended in one workshop over two days. On that interactive days, there are practical workshops and the implementation of the European
Convention in Human Rights in Iceland is addressed, specifically concerning the rights directly impacted in policing such as detention, torture, the right to life and the duty to protect among others. Finally, the evaluation is divided between an essay on a case study and an exam.

In order to put these two courses and Tibbitts’ model in context, I start by providing in the next chapter the history of human rights and human rights education, and their importance for law enforcement. Following, I present the second phase of the UN World Programme for Human Rights Education started in 2010 that was focusing on human rights education and training for professionals (OHCHR, 2012b).
3 The history and a literature review of Human Rights and Human Rights Education for law enforcement

3.1 The Emergence of the Modern Human Rights Project and the Birth of Human Rights Laws

Although the history of human rights can be traced back to the 6th Century, it is generally accepted that the creation of the United Nations [UN] in 1946 and the General Assembly adoption of the Universal Declaration of Human Rights [UDHR] in 1948 marks the emergence of modern human rights (Georgi & Seberich, 2004; Osler, 2005; UN, 1948). After the Second World War, the creation of the UDHR was deemed essential to prevent the reoccurrence of the horrors of the war (UN, 2019a). With the participation of persons from diverse cultural backgrounds, from various parts of the world and under the leadership of Eleanor Roosevelt, it was decided that the primacy of human dignity would become the cornerstone to ensure a life free from injustice (UN, 2019a). The member States agreed on a final document that would be the moral foundation for binding treaties to ensure "freedom, justice and peace in the world" for all regardless of any personal status (UDHR, 1948, Preamble). In conjunction with the International Covenant on Civil and Political Rights and the International Covenant on Social, Economic and Cultural Rights they form what it is known as the International Bill of Human Rights (Office of the High Commissioner for Human Rights [OHCHR], 2019). Since this time, many other conventions have been created and regional and national laws also been to incorporate international legally binding articles into their legislative framework. This reflects the spirit of the UDHR to form a web of “comprehensive legally binding systems for the promotion and protection of human rights” (UN, 2019b).

The core principle of the UDHR, that is the universality of human rights, and can be found in the preamble and in article 1: "All human beings are born free and equal in dignity and rights" (UN, 1948). Drawing from Starkey and his interpretation of the European Convention on Human Rights and Fundamental Freedoms (ECHR), Osler (2005) explains that “democracy and freedoms alone are not enough to guarantee justice and peace, since unrestricted freedom could lead to chaos: equality, rights and dignity are also in place, in tension with freedoms” (p.11). Therefore, security depends on the human rights’ universality, indivisibility, reciprocity and solidarity to ensure that diversity coexists in peace in a democratic multicultural society (Osler, 2005). To enforce security, the police force must work with procedural values towards peaceful resolution of conflicts where individuals show respect, tolerance and engage in dialogue (Osler, 2005).

The UDHR is a declaration that is not legally binding unlike the additional two bonding treaties that make up the International Bill of Human Rights and ratified by a number of member states. In adhering to the bounding treaties, “States assume obligations and duties
under international law to respect, to protect and to fulfil human rights” (UN, 2019b). Therefore, governments must respect human rights; they should protect the people from human rights abuses; and they must take the means to fulfil the enjoyment of human rights in, for instance, passing bills or creating ways to ensure the four freedoms: freedom from want and fear and freedom of speech and worship (Osler and Starkey, 2010). However, it is important to remember that these rights are not absolute. Laws may create reasonable limitations, like in the case of policing, to maintain public order in a democratic society. However, other rights, such as the right to be free from torture or to be held in captivity are absolute (UN, 1948).

In summary, the States are the duty bearers to guarantee human rights respect for their population; the police officers, as representatives of the government, are the guardian of those rights in many respects. In order to promote the universal respect of human rights by the member state, and the development of a universal culture of human rights, the educational dimension of human rights was included in the UDHR (UN, 1948). This aspect proves necessary for law enforcement to fulfil their role adequately as they have to abide by the UDHR in their professional standards (College of Police, 2019; Iceland Ministry of Justice, 1996; Tibbitts, 2017). I will now discuss the human rights education [HRE], including HRE specific to law enforcement in the next section.

3.2 Human Rights Education

The educational aspect takes two main forms in the UDHR. The preamble states that everyone, including single citizens and organizations, should commit to the promotion of the rights and freedoms through education to ensure their application (UDHR, 1948). It is possible here to interpret that the duty or responsibility to learn about human rights is shared by all. In addition, in the second paragraph of the article 26, it is specified that the education shall promote the respect of human rights and fundamental freedoms in the objective to achieve the maintenance of peace (UDHR, 1948). In this respect, human rights education can be understood as a human right. As the first paragraph of the same article stresses access to free and compulsory education, it can be argued that the education for human rights is mostly a state responsibility (UDHR, 1948). While police officers are not educators in their main role, both as members of the society and as government representatives they should facilitate the recognition and the respect of human rights.

After many years, and despite the ratification of bounding treaties, the human rights violations are still numerous around the world. In recognition of continued violations, in 1989 a call was made for UN members to hold a conference on human rights (Andreopoulos & Claude, 1997). As Andreopoulos (1997) suggests, the link between insecurity at every level (extra and intra-national) and the violations of basic human rights was put forward to boost
the interest of the states to promote the respect for human rights. In 1993, the World Conference on Human Rights was held in Vienna where a plan of action was established to move forward the respect of human rights and their protection by the member States. In the Vienna Declaration and Programme of Action, emphasis was placed on education as a means to promote international cooperation for socioeconomic development and human rights achievement. The actors involved should be the States, non-governmental organizations (NGO) and the civil society, with the States being the leaders in order to fulfil their legal obligations (OHCHR, 1993).

Following the Vienna Conference, the United Nations Decade for Human Rights Education [HRE] was launched between the years 1995–2004. After a rather pessimistic report on the state of HRE in the world, a recommendation was made to create an international convention on human rights education (OHCHR, 2004). Some of the main shortcomings and challenges found in the 2004 report are:

- The need for long-term framework, HRE is nor achievable in one decade;
- The content of human rights education activities needs to stress the indivisibility of human rights;
- The need for appropriate methodology to match the learner’s life and tools to assess the impact;
- Some school systems based on knowledge are not prone to integrate the transformative views necessary for human rights education (OHCHR, 2004).

The World Programme for Human Rights Education has been ongoing since 2005 and in 2011 the United Nations Declaration on Human Rights Education and Training [UNHRET] was adopted. The programme was divided in consecutive phases to concentrate the educational efforts on specific sectors, starting with primary and secondary students between the years 2005–2009, continuing with the second phase in 2010–2014 that was aimed at HRE for the professionals, including law enforcement roles, and moving on to its third phase between 2015 and 2019 where in addition to reinforcing the first two phases the focus was also on media professionals and journalists (UN, 2019c). The section below describes what is HRE according to the UNHRET.

3.2.1 What is in Human Rights Education?
The early Human Rights Education field of research and practices suggests that there was a lack of a theoretical base in terms of how HRE was understood. Three main educational stakeholders were identified as working with HRE in different ways to suit different agendas (Flowers, 2004). Flowers (2004) has categorized HRE into governments, NGOs and academic
responses. However, the common United Nations definitions of HRE, as stated in article two of the UNDHRET (2011), is as follows:

Article 2
1) Human rights education and training comprises all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for an observance of all human rights and fundamental freedoms and thus contributing, inter alia, to the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding and developing their attitudes and behaviors, to empower them to contribute to the building and promotion of a universal culture of human rights.
2) Human rights education and training encompasses:
   a) Education about human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanism for their protection;
   b) Education through human rights, which includes learning and teaching in a way that respects the rights of both educators and learners;
   c) Education for human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others. (p.3)

The key elements here are enhanced knowledge combined with the empowerment building of individuals, thus giving the learners agency to promote and protect their own and the human rights of others (Tibbitts, 2017). Kirchschlaeger (2017) argues that HRE for all is justified “because it enables and encourages the holders of human rights and the duty bearers to contribute to the realization of human rights” (p110). Moreover, the action promoted through HRE can be viewed as a response to the stagnation of the realization of the human rights seen since the adoption of the UNDHR, despite human rights protection codified by law.

The police officers are vulnerable to abuse human rights due to the nature of their role as we saw earlier. It is thus important that their training follows the principles of HRE to prevent human rights violations and in the next section I explored how it has been addressed.

3.2.2 The Development of the Human Rights Education for Law Enforcement
According to Andreopoulos and Claude (1997) the police profession has been quite slow to integrated HRE into their initial and in-service education if compared to, for example, the lawyers’ community that started human rights clinical projects in the 1960s in the United States. In 1978, the United Nations Educational, Science and Cultural Organization [UNESCO] recommended specialized human rights training for the police and that was reinforced in 1993
in The Montreal Declaration (Andreopoulos & Claude, 1997). The Montreal Declaration is in fact a plan of action on human rights education and democracy aimed at “translating human rights, democracy and concepts of peace, of sustainable development and of international solidarity into social norms and behaviour” and education of specific groups like police was listed in means to achieve it (OHCHR, 1993). Simultaneously, police training for human rights was developed through country initiatives and in many instances, countries were guided by United Nation’s publications on human rights (Kaufman, 1997). These publications included courses for the military, the police and prison officials altogether, but later moved on to include specialized approaches for the different professions (Kaufman, 1997).

In 1997, Kaufman argued that: “Emphasis on intellectual development and critical thinking skills needs to be accompanied by job-oriented instruction, especially relating to the limits of legitimate law enforcement tasks of the holders of the instruments of state violence” (p. 281). The critical thinking skills gained are valuable as HRE aims at strengthening democracy through the empowerment of individuals to participate fully in society (UNHRET, 2011). Kaufman’s emphasis on training oriented on work tasks supports Tibbitts’ (2017) views on the importance of having trainers from the same professional group as the students, and on providing a comprehensive HRE integrated into the regular curriculum to validate the learning (Kaufman, 1997; Tibbitts, 2017). Accordingly, Karp and Stenmark (2011) suggests that police students give more attention to their police teachers than academic ones. Complementary, the European Union Agency for Fundamental Rights [FRA] highlights the importance of not making human rights education in isolation and to make it count by making sure human rights are embedded in the structure of the organizations (FRA, 2013)

3.2.3 The Second Phase of the UN World Programme for Human Rights Education

The second phase of the UN World Programme for Human Rights Education started in 2010 and was focusing on human rights education and on human rights training for professionals including law enforcement officials at all levels (OHCHR, 2012b). The Plan of Action launched for the second phase included numerous recommendations about specific strategies and training processes for better HRE for police (OHCHR, 2012b). The evaluation report made by the OHCHR in 2015 lists the good practices currently in use in the police training in diverse countries. These include:

- The basic curriculum in police academies included human rights as a subject;
- The training is practical and based on actual cases that police encounters locally;
- Learning from peers is crucial and efforts are made to have trainers from within;

This list shows good practice in isolation. As they are not universally adopted, some recommendations are made in the evaluation report to improve the practices for professional
training in the police through (a) the advance of cooperation and networking between services (b) the sharing of good practices (c) applying proper training methodology and (d) “fostering integration of human rights education and training into schools and training curricula” (OCHR, 2015, p.16). The type of schools the report refers to varies in each country, as police education is not at the same graduation levels globally. Similarly, the Bayley (2015) suggests the international reforms to advance the respect of human rights by the police on the global scene have proofed insufficient. According to the author, perhaps no more than 25 to 40 countries worldwide have police that adhere to recognize human rights standards, with another 75–80 allowing some progressive reform (Bayley, 2015).

In the second phase of the UN World Programme for Human Rights Education a number of handbooks have been published by international organizations to influence local policies about human rights education in the police such as the Fundamental rights-based police training by the European Agency for Fundamental Rights (2013) and The European Convention on human rights and policing: A handbook for police officers and other law enforcement officials (Murdoch & Roche, 2013). These publications contain valuable recommendations. However, none of them include a complete framework to implement a holistic human rights-based curriculum taking into account the many factors influencing professional police education (Karp & Stenmark, 2011). In the absence of an international framework either for the education or the professionalization of the police (Green & Gates, 2014), I have chosen to work with Tibbitts’ Accountability/ Professional development HRE model which includes comprehensive recommendations on HRE for law enforcement. I use it as a conceptual framework to inform the analysis of my data, as I will discuss in the next chapter.
4 Conceptual Framework

In this chapter, I explain Tibbitts’ Accountability/Professional Development HRE model as the theoretical and conceptual framework for the analysis of the selected course of the new Icelandic police education curriculum.

4.1 The Accountability/Professional Development Model

Felissa Tibbitts revised in 2017 the HRE models that she has been developing over several decades, informed by a grounded theory approach (Tibbitts, 2017). Her three models are aimed at various types of learners. The Value and Awareness/Socialization Model is mostly used in formal education where the learners are students and sometimes the general public. Her Accountability/Professional Development model is specifically targeted for use in initial or in-service training of professionals in health, law enforcement, education, journalism and for religious leaders. The Activism/Transformation model addresses the needs of marginalized populations and youth. There are overlaps between these models in terms of methodologies; however, my focus in this thesis is on the Accountability/Professional Development model.

Table 1 summarizes these key features and concepts that constitute the interrelated components of Tibbitts’ (2017) educational model. Overall, some of the features can be better used to analyze a complete HRE framework within an institution, but most of them are applicable to specific courses or training. The key points address the sponsors, the kind of learner participation, the education sector, the common target audiences, the incorporation of a critical stance, the orientation, the key content, the treatment of human rights norms and standards, the teaching and learning strategies, and the strategy for reducing human rights violations. In the following paragraphs these are explored further.
Table 1. The Key Features of the Accountability/Professional Development Model

<table>
<thead>
<tr>
<th>Model Features</th>
<th>Accountability/ Professional development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sponsors</strong></td>
<td>Government and/or civil society organizations</td>
</tr>
<tr>
<td><strong>Kind of learner participation</strong></td>
<td>Voluntary and involuntary</td>
</tr>
<tr>
<td><strong>Education sector</strong></td>
<td>Formal and non-formal sector</td>
</tr>
<tr>
<td><strong>Common target audiences</strong></td>
<td>Law enforcement officials, lawyers and judges, civil servants, health and social</td>
</tr>
<tr>
<td></td>
<td>workers, educators, journalists, religious leaders</td>
</tr>
<tr>
<td><strong>Incorporation of critical stance</strong></td>
<td>Critical view of one’s professional role in relation to prevention of HR violations</td>
</tr>
<tr>
<td><strong>Orientation</strong></td>
<td>Development of capacities related to work roles and responsibilities</td>
</tr>
<tr>
<td><strong>Key content</strong></td>
<td>HR content relevant for group, with links to national protection systems and professional codes of conduct</td>
</tr>
<tr>
<td><strong>Treatment of human rights norms and standards</strong></td>
<td>Selected as relevant for professional group; may include appeal to personal value systems</td>
</tr>
<tr>
<td><strong>Teaching and learning strategies</strong></td>
<td>Participatory/interactive and/or empowering</td>
</tr>
<tr>
<td><strong>Strategy for reducing human rights violations</strong></td>
<td>Active/agency: application of human rights values and standards within one’s professional role</td>
</tr>
</tbody>
</table>

*The sponsors* in this model are the institutions behind the development of the HRE program in question. These can be from either or both government bodies or civil society groups. Tibbitts (2017) argues that the identity of the learning institution and of the trainers facilitates the validation of the learnings. The degree of the validation will vary according to the interpretation of the learners as regards to the credibility of the teachers, what the goals are and if the sponsor embraces the norms promoted in its teaching (Tibbitts, 2017). For instance, the HRE should be included in the regular curriculum and classes should be carried out by staff members of the faculty or by peers in cases of in-training service (Tibbitts, 2017). It is suggested that trainers with the same professional background help their understanding of the conditions of the practice and that they focus on a practical and applicable HRE. Accordingly, the sponsors should explicitly embrace human rights through a published policy on HRE including teaching methods (Tibbitts, 2017). The learner should be regarded as both a right holder and the duty bearer instead of being treated solely as a professional law enforcement agent. To sum up, the perception of how human rights are promoted by the sponsors and its employees play a role on how the trainee will endorse the HRE received.
The kind of learner participation, voluntary or involuntary, depends on the education sector that is if the HRE is given as a mandatory part of the initial educational, the formal sector, or as part of in-service training, the non-formal sector. For instance, the self-selection of the students suggests a personal alignment with the human rights values. Regardless, the learners are not a homogenous group, although they share commonalities. For example, the common target audience of this model is further divided by Tibbitts (2017): law enforcement officials are categorized together with other professionals that need to abide by human rights norms in their professional standards such as civil servants and health and social workers. It is expected that the learners in this group are directly involved in the protection of the rights of the people they have responsibility. Moreover, like leaners of the other models, the participants come with personal predispositions, either their values or their experiences that influence their attitude towards the learning. It is thus crucial to adapt the teaching to the audience in order to maximize the participation and the outcomes.

The incorporation of critical stance implies a “critical review of one’s professional role in relation to the prevention of human rights violations” (Tibbitts, 2017, p.88). It also embraces a critical approach to the society around the profession. The orientation of this HRE model towards improved capacities in the learners’ professional role is equally important to support the goals of HRE. This skills-oriented approach aims at changing the learners’ behaviour to reduce the human rights violations. Therefore, the key content should be relevant to the participants, address the background of human rights and make links with the national protection system and the local professional culture and norms.

The treatment of human rights norms and standards applied in the model are those relevant for the learners, though they may include appeal to their personal values system. Together with the critical stance, the treatment of human rights norms may trigger personal reflection on one’s own norms and experience in terms of being a victim of violations or at the opposite an oppressor.

Altogether, the learning and teaching methods should be adapted to the targeted professionals: participatory/interactive and empowering, although limited to work related agency, are the methods suggested by Tibbitts in this model (Tibbitts, 2017). The author mentions other strategies such as didactic methods and transformative methods, but while not being excluded, these are more widely associated with her other models. She suggests the participatory/interactive methods to foster motivation, active engagement in the learning and critical thinking. Their purpose is to bring the learner to understand better the human rights and apply them to real situations or problems. However, this kind of strategy does not support agency as the themes are discussed putting one’s own experience into perspective without promoting transformative or social activism (Tibbitts, 2017). Consequently, empowering methods are applicable to reinforce the learner’s agency. These methods ask the participants
to develop leadership capacities and the skills needed to implement human rights practices in the professional space (Tibbitts, 2017).

The increased agency is likely to influence or generate some thoughts from the learners on their personal values (Tibbitts, 2017). Although, Tibbitts (2017) suggests that knowledge is a form of empowerment in itself when combined with practical issues or assessed via one’s own experience. Yet, in this model, the importance of the educational context cannot be neglected to reinforce the recognition of the human rights values.

The Accountability/Professional Development Model *strategy for reducing human rights violations* lies in how it supports agency in the professionals. The agency consists in inciting the learners to use human rights values and standards in the exercise of their work and to be able to critically analyze their national context, their personal and their professional role in the protection of human rights in order to eliminate violations carried out by self and other.

In the next chapter, I discuss the content of the two courses I presented against the features of the Accountability/Professional Development Model to find how and where the human rights are addressed and if this will inform the professional development of the future police officers.
5 Discussion

In this chapter I examine the content and the requirements for the two courses I selected, Diversity, Social Issues and Policing and Human Rights Law, in the light of the key features from Tibbitts’ Accountability/Professional Development model in order to provide an answer to my research questions.

How does the new Icelandic curriculum for Police Science address human rights?

How do human rights in police studies inform their professional development?

My review provides some answers on how the students gain further knowledge and skills in relation to the protection of human rights and how it informs their professional development. I found that the courses I selected are to a certain extent addressing human rights in different ways while respecting most of the principles put forward by Tibbitts. As for the professional development, my research does not paint a just picture of the sum of all the courses in the police education, but some inference can be made. For instance, the key content and the learning and teaching strategies used in the courses suggest that empowerment related to work roles and responsibilities is triggered by the content. However, more research is needed to find out how these are expressed in the professional life of the future officers.

In the next section, I explore further the two courses and their relations to the key features of Tibbitts’ model. I regrouped certain features to highlight the fact that, on the one hand, they are interrelated by being part of a process for change, and, on the other hand, the features are not representing steps to follow, but general principles that can be better explain in the analysis of a whole context by opposition to a single course.

5.1 The Key Content and the Treatment of Human Rights Norms and Standards

In Tibbitts’ model the relevance of the human rights education to the professional role is a key aspect to engage the leaners and change behaviors. Tibbitts highlights the importance of adapting the content to the learners to maximize the outcomes. In addition, the human rights treated in the training should be the one most relevant to the profession.

In the course Diversity, Social Issues and Policing, human rights that are addressed implicitly and explicitly concern the rights of the marginalised and their vulnerability to discrimination based on race or gender, the freedom of religion and the right to asylum among others. Given the absence of diversity in the Icelandic police force in terms of ethnicity and language, this course is surely important for the learners to come in contact and perhaps understand the reality of the people that do not share their culture. Further, the relevance of the human rights examined in this course to the Icelandic police work is direct to their professional involvement with asylum seekers, with the fact that there is a higher rate of resident of foreign origin in the country and an inexplicable high rate among them in prison.
Besides, the content of the course includes the treatment of human rights within the police force, being consistent with the learners’ need to be treated like right holders. This focus increases the chances to engage the learner and maximize the outcomes according to Tibbitts (2017).

The course Human Rights Law addresses applicable human rights differently: the participants learn explicitly about the human rights by taking a deeper look at the international and the local laws and then to the consequences to the police work. Both the absolute and non-absolute rights are studied, such as the right to life or the right to freedom. It seems that these are systematically put into perspective with the police role. Yet to engage the learners further in their reflection and motivate them to modify their behaviour, the teaching and learning strategies have to be adapted to the goals of the HRE.

5.2 The Teaching and Learning Strategies

The usage of participatory/interactive or empowering methods, as suggested by Tibbitts, are not explicit in the syllabus of the two courses but can be deduced when looking into the activities and sessions. The purpose of the participatory strategies is to bring the learner to understand better the human rights and apply them to real situations or problems, while the empowering strategies aim at developing agency related to work (Tibbitts, 2017). In the Human Rights Law at the B.A level, it is possible that the format of the workshop days fosters interactive participation. The other classes, especially if given online, seem more axed on didactic methods. However, knowledge can also be a source of empowerment when combined with practical applications (Tibbitts, 2107). In that course, the policing focus gives plenty of examples from police work. Nevertheless, as it is manly taken by and design for police officers with some experience, the syllabus does not seem to allow much space for reflection on one’s own expertise.

As for the compulsory course Diversity, Social Issues and Policing, the online sessions also seem more axed on didactics. Yet, the learners must interact in the discussion forum by writing a comment under each of the seven sessions, as they are graded. Further, students are mandated to interview and research a minority group in their community to explore their realities. That specific activity incorporates a participatory aspect that may foster agency towards their future responsibility to protect the rights of vulnerable populations (Tibbitts, 2017). In addition, the themes studied such as gender and social inequalities may certainly trigger personal reflection for some students. Still, it is not explicit in the syllabus if that critical personal reflection is required.

The teaching and learning strategies are not complete without a critical reflective component to internalize the learning and transform the behaviors, and this can be done
through critical reflection (Gordijn, Eernstman, Helder & Brouwer, 2018). To some extent, Tibbitts includes that reflection in her model.

5.3  The Incorporation of a Critical Stance

The incorporation of a critical stance refers to having a critical view of one’s own professional role in relation to the prevention of human rights violations. Both courses address clearly the roles of police officers in respecting human rights. In both Diversity, Social Issues and Policing and the Human Rights Law, case studies related to violations of human rights by the police are used by the learners to critically examine the police professional role. This critical stance should support each student to internalize the principles learned on the way they carry their professional tasks to minimize the impacts they have on human rights, or even more important that their colleagues have. In spite of it, it is not implicit in any of the curriculum if there is space for critical evaluation of the learners’ personal experience. This should be applicable as the courses are taken in the second or third year, after practical internships or even years of practice for some.

5.4  Strategy for Reducing Human Rights Violations

The strategy for reducing human rights violations refers to active/agency in how the learners will use their competence in carrying their professional roles in order to eliminate human rights violations carried out by self and others. According to Tibbitts, the explicit outcome of HRE in the Accountability/Professional Development model aims at improving the capacities relevant to avoid human rights violations in one’s own activity and promote their application and protection in standards and policies in their field of work (Tibbitts, 2017). In the course Human Rights Law, the responsibility of the police in relation to human rights protection is mainly stressed through the international, regional and local laws. In the course Diversity, Social Issues and Policing, the appeal to the responsibility of the police towards safeguarding human rights is made as a consequence of social roles, moral values, reflection and laws. Further research is needed to find correlation between these strategies and their application on the field.

5.5  The Sponsors, the Educational Sector, the Audience and the Kind of Learner Participation

I regrouped these last features, are they have in common that they are also better understood in the greater context. The courses are embedded in a university degree, mandatory for the future officers and influenced by these exterior factors. The courses are part of a formal education context, and the sponsor being the Icelandic government through the employees of the University of Akureyri. Tibbitts highlights the importance of the sponsors’ adherence to human rights principles as it influences the validation of the learning. The Icelandic
government by its local laws and its status of a signatory state of the international human rights instruments clearly supports the human rights principles. However we saw that there is a place for improvement and not all of the governmental bodies’ decisions make consensus as for their respects of human rights, for example the stance on asylum seekers (Fontaine, 2016; Heinreksdottir, 2004). The sponsors are also the trainers in the institutions, and it is yet to determine if the UNAK has a teaching policy on human rights and if it supports the learning adequately.

The targeted audience for the courses Diversity, Social Issues and Policing is exclusively for police officers as suggested by Tibbitts, but mixed with lawyers for the course Human Rights Law. Initially Tibbitts model targets both groups, and the fact that there are two paths in that class demonstrated acknowledgement of different professional realities. In that respect, I do think that fostering inter-professional relations in mixed classes with future police officers and lawyers may have positive impacts for both groups.

Finally, the police students must take part in the course Diversity, Social Issues and Policing in their initial mandatory training, thus their participation is at first sight involuntary. As for Human Rights Law, it is part of an optional year, but there again mandatory to achieve the B.A. level. Tibbitts (2017) suggests that the type of learners participation influence the process, as some may come with their values mostly align with the human rights values. However, research is needed to know if the learners selecting the diploma and the B.A. degree have values that are aligned with the human rights scheme before enrolling.

To summarize, I found that the courses Diversity, Social Issues and Policing and Human Rights Law are to a certain extent addressing human rights in respecting most of the features put forward by Tibbitts in the model Accountability/Professional Development. The relevance of the key content and the human rights put forward are adapted to the police professional role. The learning and teaching strategies are appropriated by being participative/interactive and perhaps empowering. It is important to see human rights education as a process to change the behaviors, and in this respect the courses aim at giving critical tools to the learners. Although it is not clear if the new curriculum triggers enough, the agency of the participants to change their own professional behaviors and influence their colleagues' attitudes. Thus, some more research is needed on the educational context as a whole, with its many factors. In the concluding chapter, I make some recommendation in the light of this discussion.
6 Conclusion

These words by Kirchschlaeger (1997) summarize the importance of human rights education for all:

Without HRE, human rights declarations and treaties run the risk of remaining wonderful piece of paper without any impact on the reality of the lives of humans who are actually human rights holders and duty-bearers. (p. 110)

The United Nations multiplies the efforts to highlight the great need to continue the education about, for and through human rights to improve peace and build a society based on a culture of human rights, as the respect of their values is also a key to a peaceful society (Starkey, 2012; UNDHRET, 2011).

The rapid demographic change and globalization brought new challenges to the society and improvement is needed in Iceland in terms of human rights violations (Fontaine, 2019; Heinreksdottir, 2004; Steinbórsdóttir & Pétursdóttir, 2017). As representative of the State, law enforcement officers have an important role to play to promote human right and prevent violations (Murdoch and Roche, 2013). Police work is scrutinized and attract the population attention and demand for accountability (Fontaine, 2019).

The Icelandic police needs to address human rights protection and violation by its members to improve its relationship with the community. Besides the advancement of the professionalism, one answer can be the development of a human rights culture in the police (Lamb, 2008). Consequently, providing comprehensive human rights education in the initial training and in-service training may prevent human rights abuse and prevent police from singling out minorities (Lamb, 2008). Similarly, Tibbitts (2017) suggests that an explicit and intentional HRE have an impact on preventing human rights violations.

In examining the development of the new police science education at the University of Akureyri, human rights have been found as the underlying principle for the development of the program. Further, in the two courses I examined, implicit participatory and empowering teaching and learning strategies support a form of HRE adapted for the police role and responsibilities. Therefore, it seems that the police education allows the police officers to build what Hargreaves and Fullan (2012) call the human capital, that is the knowledge and the competences to address the needs of a diverse community. Still, there is the possibility to further that knowledge to progress towards the gain of professional capital via the development of their social and decisional capital (Hargreaves & Fullan 2012).

In the light of my exploration, I can recommend few possible steps to support the strengthening of the HRE framework in the program and its appeal to professional development. Firstly, this thesis underlines the need to make explicit the skills gained by the
police officers in relation to the prevention of human rights violation. Adding a reflection session to both courses may ensure that the learning will be carried out to the work place and will be reflected in professional attitudes and behaviors (Gordijn, Eernstman, Helder & Brouwer, 2018). Moreover, reflection sessions are more than ways to incorporate the knowledge and experience of the learners to their practice. They show that the participants are right holders and they enable them to be critical of their own experience (Tibbitts, 2017). As I did not explore the full content of the other courses in the program, it is still to be determined if this suggestion is not already implemented in some other course touching professionalism and ethics.

Next, regular follow-up in the in-service training/professional development scheme can be a way to maintain and develop human rights standards for the learners. HRE is a process and by doing follow-up sessions or training days, it could create a space for the police officers to build their social capital by participating in ongoing dialogue with colleagues and the community. These sessions would address their professional experience of vulnerabilities and marginalization. In creating relations with other professionals, the police officers are not only improving their social capital, that is the capacity to communicate effectively and collaborate with peers, they also practice and improve their professional judgment (Hargreaves & Fullan, 2012).

Finally, the thesis draw attention for future research on the pertinence of college education for police officer and its correlation with human rights abuse reduction. Few words addressed the debate around the professionalization of the police force. However it is crucial to understand that college education and its pertinence is embedded in that framework, making the need greater for further research to understand all the factors influencing the police science education. While the research results are not conclusive of the necessity of higher education for police officers to improve performance and behaviour, some results seem to support the shift towards college education. For instance, Rydberg and Terrill (2010) suggest that college-educated police officers are significantly less likely to use force compared to agents without a college degree. However, when asked, active police officers do not think that a degree is necessary for the employment. These conflicting views are not uncommon, and the mitigated results of research may explain why 90% of the police department in the USA only ask for a high-school degree (Bruns & Magnan, 2014; Rydberg & Terrill, 2012). Nevertheless, in Europe there is a steady increase in numbers of police institutions asking for some college education for their police officers and there is a growing interest for professionalization. The debate remains around the subjects that should be included in the police science and the pertinence of the adoption a human rights education framework (College of Policing, 2019b; European Police College, 2006; Green & Gates, 2014).
Lastly, writing this thesis helped me to familiarise myself with the new forms of police education and with the model Accountability/Professional Development for HRE by Tibbitts. Equally important, I was able to put my own educational and professional experience into perspective: it made me reflect on how human rights were implicitly and explicitly guiding my professional practice and how they guide my personal journey.
References


Appendix A: Diversity, Social Issues and Policing

Fjölbreytileiki, félagsleg vandamál og löggæsla FFV0176170 (6e)

Námskeið: Fjölbreytileiki, félagsleg vandamál og löggæsla. FFV0176170
Kennslustofa: L203
Tímar: Fimmudagar kl. 10:00 – 12:30 Umsjónarkennari:
Eyrun Eyþórsdóttir, aðjúnkt Tölvupóstur: eyruney@unak.is
Skrifstofa: A211
Viðtalstímar: Eftir samkomulagi
Vinnusími: 460 - 8678

Aðrir kennarar í námskeiði:
Finnborg Salome Steinþórsdóttir, nýdoktor í kynjafræði. Tölvupóstur: finnborg@hi.is
Randi W. Stebbins, er með yfir tíu ára reynslu í að vinna með samfélagsshópum í súttasamningum sem tengjast réttætismálum, í lögfræði tendri mannúðarlögum og réttindum innflytjenda. Forstöðumaður ritvers menntavísindasviðs HI.

Námskeiðslýsing:
Markmið námskeiðsins er að nýta félagsfræðileg取暖 síðan sér á félagsleg vandamál, löggæsli, jafnrétti og fjölbreytileika í nútímasamfélagum. Fjallað verður um þá hópa sem búa við undirskipun í samfélaginu og leitað verður eftir að auka skilning á því hvernig valdakerfi virka og sjónum verður einkum beint að kynhlutverkum, kynheing, kynþaflum, stétt, fátekt og samspili þessara þátta sem oft á tíðum leía til félagslega vandamála. Lögd verður áhersla á skilgreiningar á félagslegum vandamála, kenningalega grunn slikra skilgreininga og hvaða áhrif þau eru talin hafa á hópa og einstaklinga í nútímasamfélagi.

Hæfniviðmið:
Að námskeiðinu loknu skal nemandinn:
- Þekkja helstu tegundir félagslegra vandamála í nútímasamfélagum og hvaða áhrif valdakerfi hafa á öll hópa og einstaklinga í samfélaginu.
- Geta beitt félagsfræðilegu sjónahorni á helstu jafnréttismál, valdastrúktúr og félagsleg vandamál með gagnrýnum hætti.
- Hafa öðlast skilning á kenningarlegum grunni félagsfræðinnar á jafnrétti, valdi og félagslegum vandamálum.

Markmið
Að loknu námskeiði á nemandi að:
- Kunna skil á helstu rannsóknarsviðum og viðfangsefnun sem snerta fjölbreytileika samfélagsins sem tengjast starfi lögreglumánsins
- Hafa þekkingu á valdatengslum innan samfélagsins, forréttindum og jafarsetningu ákveðinna hópa og mikilvægi þess að lögregla búi yfir slíkr þekkingu.
- Hafa þekkingu á hugmyndum um samspil kyns og annarrar mismunar, svo sem kynheingar, þjóðernisuppruna, litarháttar og fótulunar í samfélagi og menningu.
Gerta hagnýtt þekkingu sína við greiningu og úrlausn lögregluverkefna

Námsefni:
Lesefnið finnið þið á hlöðunni, og/eða hlekkjum sem vísað er á eða á pdf skjölum á vefsvæði námsefnið á moodle.unak.is nema annað sé sérstaklega tekið fram.

Sjónvarps- og útvarpsþættir (ítarefni):
Seven seconds (Netflix) Flint
town (Netflix)

Hvers er að vænta?
Petta námsefið er hannað fyrir staðarnema sem og aðra: Fyrirlestrar verða haldhir með hefðbundnum hætti í kennslustofu en verða jafnframt teknir upp og gerðir aðgengilegir á heimasvæði námsefnið á Moodle. Allir nemendur þurfa að heimsækja heimasvæðið reglulega.


Hvers þú mátt vænta af umsjónarkennara: Auk þess að kenna námsefnið mun umsjónarkennarinn fylgja með umræðum, svara fyrirspurnum og tölvupóstum innan sólarhrings, veita tímanlega endurgjöf og leggja sig fram við að byggja þekkingarsamfélag. Almennum fyrirspurnum um námsefið skal varpa fram á viðeigandi spjallbordi (sjá „Almennar spurningar um námsskeiði“ á Moodle). Spurningar sem varða einstaka nemendur eða eru trúnaðarmál skal senda beint á tölvupóst umsjónarkennara (eyruney@unak.is).

Moodlheimasvæði námsefið
Opinbert heimasvæði námsefnið er á Moodle. Þar verður námsefnið aðgengilegt, svo sem upptökur af fyrirlestrum, fræðigreinar, bókarkaflar, myndsefi, ítarefni og annað tengt námsefið. Ennfremur munu umræður í námsefið eiga sér stað í heimasvæðinu á þar til gerðu spjallbordi.

***

Námsmat
Umæður (15%) 

Hópaverkefni (25%) – (Unnið með vinnustofu í lotu – samtals 35%)
4-5 nemendur mynda hóp og vinna sameginlega að verkefni. Verkefnið á að vera upplýsandi umfjöllun, byggð á fréðilegu efni, um afmarkað efni sem snýr að lögreglu í fjölbreyttu samfélagi g tengjast beim „hópum“ sem tilgreindir eru hér að nýða. Höpaverkefninu skal skila sem youtube myndband, inn á umræðurverfi í moodle, og vera minnsta lagi 10 mínútur. Í myndbandinu þarf að koma fram fréðileg umfjöllun (vísá í heimildir), viðtal og níðurstæða.

Með verkefninu þarf að skila stuttri skýrslu um framlag hvers og eins í verkefninu.

Hópar“ sem hægt er að taka viðtal við:
- No Borders samtökkin
- Soliaris samtökkin
- Rauði kross Íslands
- Heimsök í mosku t.d. fóstudagsbæn (+ viðtöl). Félag múslíma á Íslandi, Ahmadiyya múslímar á Íslandi, Menningarsetur Múslíma eða Stofnun múslíma á Íslandi
- Samfélag gyðinga á Íslandi (ræða t.d. við rabbín)
- Lögreglumenn sem vinna með útlendingastofnun (Hjördís Sigurbjartsdóttir og Gestur Pálason)
- Lögreglumenn sem vinna við að flytja hælisleitendur „heim“ (t.d. stoðeild RLS)
- Lögreglumenn af erlendum uppruna
- Lögreglumenn sem hafa starfað í fríðargæslu
- Stígamót/Affið/Sólstafir/Drekaslóð
- Kvænnatvargarfið
- Konukot, athvarf fyrir heimilislausar konur
- Gístskýlð áðingholsstræt, úrræði fyrir heimilislausar karla
- Samtökkin 78
- Trans Ísland
- Kynsegin Ísland
- Interssex Ísland
- Ásár á Íslandi
- Pólverjar búsettir hérlandis (t.d. Project polska)
- WOMEN, félag kvenna af erlendum uppruna.
- Tabú, femínísk hreyfing fæltaðra kvenna
- Flóttafólk / hælisleitendur + jádarsettir
- Klautur
- Metoo höpurinn –konur af erlendum uppruna (í samráði við kennara námskeiðs)

Annað skal valið í samráði við umsýnarkennara

Skiladagur höpverkefnis er 11. nóvember.

Vinnustofa í lotu (10%) – (unnið með höpaverkefni)
Lokapróf (50%)


Námsmat

Nemendur skulu ná lágmarkseinkunn (5,0) í öllum hlutum násmats. Lágmarkseinkunn til þess að standast námsmat eða námsmatshúð í námskeið er að þjafnaði einkunnin 5 og getur aldrei orðið lægri. 

Endurtaka: Ef nemendur standast ekki einstaka verkefnahluta þau kost á að taka upp þá þætti með því að skrifa 4000 orða heimildargerð og/eða þreyta heimapróf. Ef nemandi stenst ekki þætti þá að taka upp þá þætti þá að taka 60% próf í upptökuprófatið.

Vinnustofa: Vinnustofan er sérsniðin að nemum í lögreglu- og löggaðslufræði og verður aðeins í boði í eitt skipti. Mæting og þátttaka í vinnustofunn er gefin einkunnin (10%) af lokaeinkunn. Ef nemendur forfallast og geta ekki tekið þátt í vinnustofu hefur viðkomandi möguleika á því að skila inn 4000 orða heimildargerð um að skapa og víðhalda tengslum lögreglu og innflytjenda byggð á ritráðum þræðilegum heimildum sem nemandinn finnur sjálfur. ATH. að í lokaprófi verður spurt um efni/innihald vinnustofunnar.

Lokaeinkunn

Lokaeinkunn í námskeiðinu er gefin í heilum og hálftum tölum frá 0–10 svo sem hér segir:

<table>
<thead>
<tr>
<th>Námsmat</th>
<th>Gefur Einkunnina 5,0</th>
</tr>
</thead>
<tbody>
<tr>
<td>97,5–100%</td>
<td>10,0</td>
</tr>
<tr>
<td>92,5–97,4%</td>
<td>9,5</td>
</tr>
<tr>
<td>87,5–92,4%</td>
<td>9,0</td>
</tr>
<tr>
<td>82,5–87,4%</td>
<td>8,5</td>
</tr>
<tr>
<td>77,5–82,4%</td>
<td>8,0</td>
</tr>
<tr>
<td>72,5–77,4%</td>
<td>7,5</td>
</tr>
<tr>
<td>67,5–72,4%</td>
<td>7,0</td>
</tr>
<tr>
<td>62,5–67,4%</td>
<td>6,5</td>
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<tr>
<td>57,5–62,4%</td>
<td>6,0</td>
</tr>
<tr>
<td>52,5–57,4%</td>
<td>5,5</td>
</tr>
<tr>
<td>47,5–52,4%</td>
<td>gefur einkunnina 5,0</td>
</tr>
<tr>
<td>37,5–42,4%</td>
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<td>32,5–37,4%</td>
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<td>22,5–27,4%</td>
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<td>17,5–22,4%</td>
<td>2,0</td>
</tr>
<tr>
<td>12,5–17,4%</td>
<td>1,5</td>
</tr>
<tr>
<td>7,5–12,4%</td>
<td>1,0</td>
</tr>
<tr>
<td>2,5–7,4%</td>
<td>0,5</td>
</tr>
<tr>
<td>0–2,4%</td>
<td>gefur einkunnina 0,0</td>
</tr>
</tbody>
</table>

STEFNA

Við berum virðingu hvert fyrir öðru. Námskeiðið sækja ólíkir einstaklingar, með ólíkan bakgrunn, reynslu, skoðanir o.fl. og þar með ólíka sýn á samfélagið. Í námskeiðinu fjöllum við um niðurstöður ýmissa rannsókna, kryfjum hugmyndir og hugtök sem yta við skilningi okkar á samfélaginu og
gangverki þess. Það reynist okkur miserfitt og mikilvægt að við leggjum okkur fram um að hlusta á sjónarmáð hvers annars, lesum vel fyrir tíma og verðum tilbúin að taka þátt í umræðum um viðfangsefni hverju sinni. Það má einnig taka fram að starfandi lögreglumadur þarf að geta farið inn í allskyns aðstæður, þar sem folk getur verið fjölbreytt og ólíkt lögreglumannahjálfum. Það er skylda hvers lögreglumans að koma fram við alla þegna samfélagssins með sömu virðingu. Skilningur á þessu, strax í náminu, mun gera þig að betri lögreglumanni í framtiðinni!

<table>
<thead>
<tr>
<th>Dagsetning</th>
<th>Viðfangsefni</th>
<th>Verkefni/leslisti</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ítarefni:</strong></td>
<td>Lög um mannrétindasáttmála Evrópu 62/1994 <a href="https://www.althingi.is/lagas/124/1994062.html">https://www.althingi.is/lagas/124/1994062.html</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Samningur gegn pyndingum og annarri grimmilegri, ómannilegri eða vanvirðandi meðferð eða refsingu,</strong> 1996 nr. 19 25. október</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Sköða eftirfarandi:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mannréttindadómsstóll Evrópu</td>
<td>ECRIP</td>
</tr>
<tr>
<td></td>
<td>ODHIHR</td>
<td>FRA</td>
</tr>
<tr>
<td>Þessi kennslustund verðu adýsins á moodle – panopto vegna viðveru kennara í lotu hjá MSL í Rvík.</td>
<td>Stofnanarasími</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Title</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------</td>
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</tr>
<tr>
<td>16 Sept</td>
<td>Vikulegt umræðukorn inn á moodle 1. Skila þarf fyrir miðmætti.</td>
<td></td>
</tr>
<tr>
<td>3 Vika</td>
<td>Fimmtudagur 20. sept</td>
<td>Hreyfanleiki / fjölmenning, mæri og að tilheyra</td>
</tr>
<tr>
<td>23 Sept</td>
<td>Vikulegt umræðukorn inn á moodle 2. Skila þarf fyrir miðmætti.</td>
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</tr>
<tr>
<td>4 Vika</td>
<td>Miðvikudagur 27. sept</td>
<td>Kynþáttafordómar í þátið og nútíð</td>
</tr>
<tr>
<td>Vika 5</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>Fimmtudagar 4. okt</td>
<td>Þessi kennslustund verðu aðeins á moodle – panopto</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kynjakerfið og jafngréttileikans í „jafngréttisparadis“: Valdatengsl sem lögreglan þarf að vera meðvituð um? (Finnborg)</td>
<td></td>
</tr>
<tr>
<td>Vika 6</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Fimmtudagar 11. okt</td>
<td>Stofa: L203</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hinsegin í samfélagi hyggðu á gagnkynhneigðu regluveldi (Finnborg)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Title</td>
<td>Details</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Vika 7</td>
<td>Stöðalota</td>
<td>Fimmtudagur 18. okt Vegna þess að um er að ræða verklega þjálfun verður efnið ekki tekið upp og sett á moodle</td>
</tr>
<tr>
<td></td>
<td>Vinstufa (hópaverkefni)</td>
<td>3 klst. verklaga vinstufa undir leiðsögn Randi W. Stebbins</td>
</tr>
<tr>
<td>Vika 8</td>
<td>Islamfóbía, Islam og múslímar í Evrópu</td>
<td>Fimmtudagur 25. okt Stofa: L203 Pjöðernispopulismi og uppgangur hægri ófgafla</td>
</tr>
<tr>
<td></td>
<td>Göngutúr í Molenbeeck, hluti 1 og 2 (ruv.is). Sótt af:</td>
<td><a href="http://www.ruv.is/thaettir/thraedir-molenbeek-hverfid-i-brussel">http://www.ruv.is/thaettir/thraedir-molenbeek-hverfid-i-brussel</a></td>
</tr>
<tr>
<td>Sunnudagur 28. okt</td>
<td>Vikulegt umræðukorn inn á moodle 5. Skila þarf fyrir miðmætti.</td>
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</tr>
<tr>
<td>Vika 9</td>
<td>Kynjuð valdatengsl og vinnumenning: Upplifun lögreglumanna (Finnborg)</td>
<td>Fimmtudagur 1. növ Þessi kennslustund verðu aðeins á moodle – panopto</td>
</tr>
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</tbody>
</table>

**Vika 10**

<table>
<thead>
<tr>
<th>Fimmtudagur 8. nóv</th>
<th><strong>Hatursglæpir og haturstjánning</strong></th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Sunnudagur 11. nóv</th>
<th>Skila hópaverkefni inn á moodle – fyrir miðmætti</th>
</tr>
</thead>
</table>

**Vika 11**

<table>
<thead>
<tr>
<th>Fimmtudagur 15.nóv</th>
<th><strong>Fólk sem leitar alþjóðlegar verndar og lögregla</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DeBono, D (2013) 'Less than human': the detention of irregular immigrants in Malta. <em>Race and class</em> 55(2) bls. 60-81</td>
</tr>
</tbody>
</table>

**Ítarefni:**
| Vika 12 | Fundamental rights report 2018 (FRA) Asylum, visas, migration, borders and integration  
Mannréttindaskrifstofa Íslands. Hvað er flóttamaður og hælisleitandi.  
http://www.humanrights.is/is/mannrettindi-og-islend/mannrettindi-akvedinna-hopu/flottamenn-og-haelisleitendir  
Heimasiða útlendingastofnumnar  
http://utl.is/index.php/haeli-og-althjodhleg-vernd |
| --- | --- |
| Fimmtudagur 22. nóv  
Þessi kennslustund verðu aðeins á moodle – panopto | Samstarf lögreglu og samfélags á Íslandi og framtíðin?  
Loftsdóttir, Kristín (2017) Being „the damned foreigner“ Affective National sentiments and Racilization of Lithuanians in Iceland. Nordic Journal of Migration research vol7(1) bls. 70-78  
Skýrsla ECRI um Ísland 2016, fimmta eftirlitslota:  
https://rm.coe.int/fifth-report-on-iceland-icelandic-translation-16808b581e  
Ítarefni:  
Aðrættar ECRI skýrslur um Ísland |
| Sunnudagur 25. nóv | Vikulegt umræðukorninn á moodle 7. Skila þarf fyrir miðmætti. |
| Vika 13 |  
Fimmtudagur 29. nóv  
Stofa: L203 | Yfirferð og undirbúningur fyrir próf |
Appendix B: Human Rights Law

RÉT0276
Human Rights Law
- Syllabus

Teachers:
Supervising teacher: Rachael Lorna Johnstone
Telephone: 460 8666
Email: rlj@unak.is

Additional teachers: Andrew Paul Hill, Davíð Þór Björgvinsson
Telephone: 460 8676
Email: andyhill@unak.is

Office hours and inquiries: Students should contact the instructor either in class, or by email and we will make an appointment.

COURSE DESCRIPTION
This course deals with the following: the international protection of human rights, giving an overview of the Universal Declaration of Human Rights and the main UN human rights conventions, such as the International Covenant on Civil and Political Rights and the Covenant on Economic, Social and Cultural Rights. The preparation of human rights reports is described, as well as the UN system for monitoring the implementation of human rights and the possibilities of response to human rights violations. Also the principal regional conventions on human rights are introduced, with emphasis on the implementation of the European Convention for Human Rights and Fundamental Freedoms and the work of the European Court on Human Rights in Strasbourg. State sovereignty is discussed and the responsibilities of states according to international law, as well as the role of non-governmental organizations in furthering human rights.

Finally, the influence of international human rights law on Icelandic law and jurisprudence are examined and discussed.

LEARNING OUTCOMES
On completion of the course the student shall:
• be able to describe the institutional human rights framework of the United Nations within the context of general international law.
• be able to explain the main principles and monitoring processes of the major international human rights treaties of the United Nations and the European Convention on Human Rights and Fundamental Freedoms.
• be able to interpret state responsibility for human rights according to the tertiary framework of obligations to respect, to protect and to fulfil human rights.
• be able to explain how and to what extent international human rights laws are implemented domestically.
• be able to independently find and interpret primary and secondary sources on human rights law.
• be able to apply critical and philosophical methods in analyzing human rights law.
TRIGGER WARNING
We will be dealing with sensitive topics in this class, including real cases of domestic violence, homicides, and torture.
If you have concerns about this and believe it will be difficult for you, please contact the student counselling service so that we can discuss options for you to complete this course with a minimum of distress.

- radjof@unak.is
- Olina@unak.is
- Arnythora@unak.is
- Solveig@unak.is (currently on leave)

PROFESSIONAL HELP AND SUPPORT
- Family doctor (heimilislæknir): please note – there is no need for the incidents causing you concern to be recent.
- Crisis helpline (Red Cross): 1717
- Domestic violence and sexual violence (Akureyri): Aflið: http://aflidak.is/ Sími: 461 5959; 857 5959
- Sexual violence and abuse Stígamót: https://www.stigamot.is/ Sími: 562 6868; 800 6868
- Suicidal feelings counselling: https://pieta.is/ Sími: 552 2218

CLASS ATTENDANCE AND RECORDINGS
Students are always welcome in class, whether they are registered as onsite or distance students. Students should check ugla shortly before the class begins to confirm the classroom as these are sometimes changed without notification. Students can also view the classes (aside from those during the intensive week) on the panopto software. Links to each class will be posted on the moodle course page.

COURSE PLAN
COMMON PART (24 hours)
7th and 9th January
4 hours: The origins and basic principles of human rights law; introduction to the relevant international frameworks and instruments for protecting human rights in Iceland (United Nations, European Convention of Human Rights)

14th, 16th, 21st and 28th January
8 hours: the core UN human rights treaties and the protected rights, with special emphasis on rights relating to investigation, arrest, detention and prosecution (e.g., privacy, information, torture or inhuman and degrading treatment, habeus corpus, fair trial, judicial independence, appeal, etc.); the right to life and the duty to protect.

30th and 31st January (NB: Class on 31st Jan is at 14:25-16:05)
4 hours: the principles of equality and non-discrimination and their application

Lotavíka: 20th – 22nd February
Please note: Students should attend in person on these days. Students who do not attend will be given a written assignment
21st February: 4 hours: practical group activity
22nd February: 4 hours in class plus 4 hours recorded: the European Convention on Human Rights and its implementation in Iceland, with special emphasis on rights relating to investigation, arrest, detention and prosecution (e.g., privacy, information, torture or inhuman and degrading treatment, habeus corpus, fair
trial, judicial independence, appeal, etc.); the right to life and the duty to protect; with Davíð Þór Björgvinsson, former Judge on the European Court of Human Rights.

SPECIAL PART: BA in law (12 hours) (2 ECTS):*
Please note: BA students in law take a dedicated 6 ECTS course on the European Convention on Human Rights. This is also an optional course for police studies students.

4th and 6th February
4 hours The United Nations treaty monitoring system

11th, 13th 25th and 27th February
8 hours: The rights of indigenous peoples

SPECIAL PART: Police Studies (12 hours) (2 ECTS) 4th and 6th February
The use of force by police officers and other law enforcement actors

11th, 13th 25th and 27th February
The moral legitimacy of the police in a democratic society (Legal & Moral Boundaries)

COURSE READINGS

Students should also refer to Jacobs, White and Ovey, The European Convention on Human Rights, 7th ed., (Oxford: Oxford University Press, 2014), ISBN: 978-0198767749 (also available as Ebook). It is available from the University of Akureyri library. BA students in law will need it for the class on the European Convention on Human Rights in any case. 5th and 6th editions are also acceptable.

On Moodle, students will find many links to the research materials including: Office of the High Commissioner for Human Rights; the various treaty body committees; their general comments; and general research databases, heinonline and leitir.is. Some printed materials that are not easily obtainable are also replicated on Moodle.

The library contains a number of useful texts, in particular, Steiner & Alston, International Human Rights in Context, (3rd ed., 2007 & 2nd ed., 2000; use the more recent as much as possible). Whilst not necessary for this course, these texts are strongly recommended to students wishing to delve further in human rights law, in particular, those considering writing their B.A. thesis in this field.

Students should also be familiar with the home page of the office of the high commissioner for human rights www.ohchr.org All the treaties, treaty body reports, communications, general comments and supporting material are on this site. Direct links to the general comments of the Human Rights Committee and the CESCR are on Moodle.

The European Court of Human Rights also possesses a case database which you should browse and learn how to find cases: http://hudoc.echr.coe.int/eng#

You are expected to know how to use these databases and should definitely, by the end of the course, know how to locate the main human rights documents from the UN and the ECHR. Law students should also be becoming more and more proficient at finding sources through heinonline (which will be essential for the preparation of a quality BA thesis in due course

ASSESSMENT
Rules of Assessment:
Students need to get an average of 5 to pass the course. Students do not need to pass each individual assessment.
Students who fail to obtain an average of 5 overall must register formally for a resit which will take the form of a 100% exam during the resit period in January. (Exceptions to the 100% resit may be permitted by the teacher if good cause is shown, in which case, a student may be permitted to resit only one assessment element. The teacher’s decision shall be final.)

Students who have obtained an average of 5 overall are not permitted to resit part or all of the course solely to increase their grade.

**ASSIGNMENTS:**

All students: Exam: 60%

All students take a 3 hours exam in the regular examination period.

All students: Attendance requirement during lotavíka (intensive teaching week). Students who cannot attend this week must submit a 5000 words written essay on the implementation of the European Convention on Human Rights in Icelandic law and the influence of the European Convention on Icelandic policing and criminal process. The essay will be assessed on a pass/fail basis. The essay may be submitted in English or Icelandic.

BA law students: Essay: 40%

BA students in law complete an essay examining the interrelationships between human rights and the rights of indigenous peoples and explain how they are protected within the UN system. Essays shall be submitted in English.

Police studies students: Essay 40%:

Students in police studies complete a written essay, a critical analysis of a case — Icelandic, Scandinavian or other high-profile case where questions of police legitimacy and the use of force have come to light. Essays shall be submitted in English.

Students unable to complete the take home assignments within the deadline should contact the instructor as soon as possible. An extension may be offered if good cause is shown; otherwise the student must register formally for a resit.

**LAW DEPARTMENT’S RULES ON PLAGIARISM**

[http://english.unak.is/static/files/with_am_757_2006.pdf](http://english.unak.is/static/files/with_am_757_2006.pdf)

**CLASS TOPICS AND PRELIMINARY READING MATERIAL**

Please note that this list is not exhaustive or final. Further readings are likely to be added as the course progresses.

The origins and basic principles of human rights law

- Pre – WWII
- UN Charter
- UDHR
- U.N. Charter bodies:
  - Human Rights Council
  - General Assembly
  - Security Council
- Sources of international law: treaties, custom, general principles, case-law and publicists
- Customary international law and human rights
- State responsibility in human rights law
- Iceland and the Universal Periodic Review

Readings:

- Smith, International Human Rights Law, chapters 1-4
- Browse: [https://www.ohchr.org/EN/pages/home.aspx](https://www.ohchr.org/EN/pages/home.aspx)

- The Universal Declaration of Human Rights 1948 (also in Icelandic)
- Goekce v Austria, CEDAW Committee Views, 2007
- Yildirim v Austria, CEDAW Committee Views, 2007

The core UN human rights treaties and the protected rights

- The international Bill of Rights
- Distinguishing “generations” of rights
- Criticisms of the “generations” approach
- Hierarchy of human rights norms
- Treaty interpretation
- ICCPR
- ICESCR
- CAT and customary law against torture
- The right to life
- The right to security of the person
- The right to habeus corpus
- The right to privacy
- Why special treaties for particular groups?
- Reservations
- Recent reports on Iceland

Readings:

- Smith, International Human Rights Law, chapters 11-16, 19-20, and 22
- The International Covenant on Civil and Political Rights 1966
- The International Covenant on Economic, Social and Cultural Rights 1966
- The Convention on the Elimination of All Forms of Racial Discrimination 1965
- The Convention on the Elimination of All Forms of Discrimination Against Women 1979
- The Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment 1985
- NOTE: Icelandic translations of all the core UN treaties are available from mannrétindaskrífstofa íslands

Equality and non-discrimination and their application

- Non-discrimination or equality?
- The UN non-discrimination treaties
- Discrimination based on “other status”
- Avoiding discrimination in practice
- Objective and reasonable justifications
- Discrimination and protection of Indigenous Peoples and Minorities
- Linguistic minorities

Readings:

- Smith, International Human Rights Law, Chapter 12
Icelandic Human Rights Centre, The Right to Equality and Non-Discrimination

The European Convention on Human Rights (with Davíð Pór Björgvinsson)
- General introduction (overview of institutions and rights protected under the ECHR; incorporation in Icelandic law)
- Use of force, right to life and inhuman and degrading treatment (case law): (Article 2 and 3).
- Habeas corpus (personal freedom, detention, prison etc.).
- Investigative measures (right to privacy tel. tapping, search and seizure etc.)

Readings:
- The European Convention on Human Rights (in Icelandic)
- First Optional Protocol to the European Convention on Human Rights (in Icelandic)
- Smith, International Human Rights Law, Chapters 6 & 7
- Mannréttingaákvæði íslensku stjórnarskrárinnar (Moodle)
- Greinarferð með frumvarpi til breytingarlaganna 97/1995 (Moodle)
- Skýrsla Stjórnlaganeðnar 2011, 2. bindi, bls. 166-215 (Skýringar með mannréttingaákvæðum stjóknarinnar) (Moodle)
- Skýrsla forsætisnefndar um tillögar stjórnlagarðaðum um breytingar á stjórnarskrá Íslands. (Bls. 39-93 og 192-197) (Moodle)
- Greinarferð með frumvarpi til laga 62/1994 um lögfestingu MSE (Moodle)
- Davíð Pór Björgvinsson: Lögfesting Mannréttingaákvæðum stjóknarinnar Íslands í lögfestingu MSE (Moodle)
- Davíð Pór Björgvinsson. Staða dóma MDE í íslenskum landsréttum. (Moodle)
- Davíð Pór Björgvinsson. Beiting Hæstaréttar Íslands á lögum um MSE. (Moodle)

The United Nations treaty monitoring system (BA law students)
- H.R. Committees
- Functions
- Processes
- Problems
- Reform

Readings:
- Smith, International Human Rights Law, Chapters 10 and 23.
- ICCPR OP1
- OP-ICESCR
- UNGA Status of the human rights treaty body system, Report of the Secretary- General, 2016

The rights of indigenous peoples (Law students)
- Identifying indigenous peoples and minorities
- Colonialization and the limits of decolonization
• Introduction to indigenous rights in the UN system (including ILO)
• ILO Convention 169
• UNDRIP 2007
• The American Declaration on the Rights of Indigenous Peoples 2016
• Monitoring and Implementation of Indigenous Rights
• ICCPR Article 27 and jurisprudence
• Jurisprudence from the Regional Human Rights Courts

Readings:
• Smith, International Human Rights Law, Chapter 21;
• GA Resolution 1514 (Independence of Colonial Peoples, 1960);
• GA Resolution 1541 (Principles which should guide states on non-self-governing territories, art. 73, 1960);
• A Circumpolar Inuit Declaration on Sovereignty in the Arctic, 2009, Inuit Circumpolar Council
• The Concept of Indigenous Peoples: Background paper prepared by the Secretariat of the Permanent Forum on Indigenous Issues
• Overview of Indigenous rights in the ILO available here:
• Overview of indigenous peoples’ rights at the UN available here:
• ILO Convention No. 169 1989
• UN Declaration on the Rights of Indigenous Peoples 2007
• American Declaration on the Rights of Indigenous Peoples 2016
• Committee on the Elimination of Racial Discrimination, General Recommendation XXIII
• Committee on Economic, Social and Cultural Rights, General Comment No. 21
• Petition to the Inter American Commission on Human Rights seeking relief from violations resulting from global warming caused by acts and omissions of the United States, submitted by Sheila Watt-Cloutier, with the support of the Inuit Circumpolar Conference, on behalf of all Inuit of the Arctic regions of the United States and Canada, Petition No. P-1413-05, 7 December 2005.
• Saramaka People v Suriname, Case of the (Preliminary Objections, Merits, Reparation and Costs) Petition 12338, Inter-American Court of Human Rights Series C No 172 (28 November 2007).
• Rachael Lorna Johnstone, Offshore Oil and Gas Development in the Arctic under International Law. Risk and Responsibility, Ch 5 (moodle).
• Centre for Minority Rights Development (Kenya) and Minority Rights Group International on behalf of Endorois Welfare Council v Kenya, Communication 276/2003 (25 November 2009) AHRLR 75

The use of force by police officers (Police studies students)
• Proportionality, Lawfulness, Necessity in Context
• Abuse of force and accountability
• Using Force in the era of the cameraphone and YouTube

Readings:
• Concluding Observations of the UN Committee Against Torture on the State Report of Iceland, 2008.

The moral legitimacy of the police (Police studies students)
• Compliance with the law and policing by consent
• Procedural Justice in a democratic society
• Ethical Policing and Human Rights

Readings:

END