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SURVEILLE

Surveillance: Ethical issues, legal limitations, and efficiency

Collaborative Project

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D5.4 Report of final three interactions with law enforcement professionals in a training context

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Executive summary

This deliverable is focused on SURVEILLE interactions with law enforcement officials in a training context. The interactions are based on the cooperation between The Raoul Wallenberg Institute of Human Rights and Humanitarian Law (RWI), which is an independent academic institution and partner of the SURVEILLE consortium, and its external partners. During this reporting period the partners have been the Institute of Police Education at Linnæus University, Växjö, Sweden and the Jordan Gendarmerie Institute for Human Rights and Peace Support Operations Training, Swaqa, Jordan.

During the reporting period the target audiences have been Swedish police and Jordanian Gendarmerie. As was described in the previous deliverable D5.2, entitled “Report of first three interactions with law enforcement professionals in a training context”, the number of interactions achieved during the first period was not the required three but five. During this period there were three interactions which brings the total to eight. This number thus represents three more than is required by the Description of Work. However, the increased number of interactions, especially when it comes to the questionnaires distributed, has allowed us to get a much better basis for the final deliverable by RWI which is a curriculum for police training.

To come now to the details of the three interactions during this reporting period. One is ongoing and was begun during the reporting period but will not be finished until autumn 2014. The first interaction in a training context was held in Växjö, Sweden, at the Institute of Police Education at the Linnæus University. The RWI and the Police institute have a long-standing cooperation and a memorandum of understanding enabling, *inter alia*, the RWI in this case to participate in a training of trainers of Jordanian gendarmerie. During this training we had the opportunity to present the SURVEILLE project and to go through aspects of human rights law and ethical considerations relevant to the project.

The second interaction in a training context during the reporting period was a lecture/seminar with Swedish teachers at the Institute of Police Education at the Linnæus University, police active in the field working with surveillance and with one representative from the Swedish Military police. During the interaction the use of technology in crime fighting and, to a lesser extent, peacekeeping, was discussed, as well as other aspects of human rights law and ethical considerations pertinent to SURVEILLE.

The final interaction in a training context is ongoing and was begun in earnest in June 2014. It is a curriculum development project together with the Jordan Gendarmerie Institute for Human Rights and Peace Support Operations Training. This cooperation was made possible thanks to the first interaction in this report and through research carried out by SURVEILLE. It consists of staff members from the RWI, using *inter alia* knowledge obtained in SURVEILLE, developing a human rights curriculum for Jordanian law enforcements officials highlighting the issues studied in SURVEILLE.

The ultimate purpose of the interactions, other than disseminating the results of SURVEILLE, has mainly been to get information for the preparation of the final deliverable of the RWI which is a course curriculum based on the research results of SURVEILLE. In order to do that successfully an assessment of the level of knowledge among practitioners is needed as well as information on what

is sought in the LEO-community. The interactions have been tailored with this in mind as an overarching objective.

1. Introduction

The bulk of the work done in this deliverable has been focused on interactions with law enforcement officials in a training context. The interactions are based on the cooperation between the Raoul Wallenberg Institute of Human Rights and Humanitarian Law (RWI), which is an independent academic institution, and its partners. During the reporting period the partners have been the Jordan Gendarmerie Institute for Human Rights and Peace Support Operations Training in Swaqa, Jordan and the Institute of Police Education at Linnæus University in Växjö, Sweden.

1.1 Purpose of interactions with law enforcement officials

The SURVEILLE project provides for interactions with law enforcement officials in order to promote the results of the research done in SURVEILLE and to seek feedback for future project research. The interactions function as dissemination and help determine what challenges are facing end users, thus ensuring the relevance of the research done in SURVEILLE, helping us to enable end users to make decisions based on ethical standards and legal requirements under international human rights law. A more specific task has been to gather information for the final deliverable, which is a course curriculum based on the research results in SURVEILLE.

1.2 Methodology of interactions

When creating a method for the interactions it is important to keep in mind the diversity of the target audiences and the diverse knowledge that SURVEILLE offers. The SURVEILLE consortium provides expertise on technical and engineering issues, on global and European legal issues and on ethical and social issues.

The consortium can be said to be an eclectic mix of legal and ethical scholars, engineers and, to some extent through the advisory panel, practitioners, which is perhaps its greatest strength but also makes demands on consistency and coherency in order for it to work effectively. The target audiences too are quite varied in that everyone from police officers working in the field to engineers working on surveillance solutions to law makers and ordinary citizens might benefit from the results of SURVEILLE.

The practitioners targeted in this deliverable are gendarmes, police officers and police educators. They can be expected to have a good, or at least basic, knowledge of national laws but in some cases a somewhat limited knowledge of technical and engineering issues, of global and European legal issues and ethical and social issues. This becomes even truer when European technology is used outside of Europe and consequently outside of the European legal framework, by those who lack the training that they could be expected to have, had they practiced in Europe.

The above-mentioned factors make it a challenge to create a course curriculum, which is the final deliverable by RWI in this work package, to suit every need. Clearly, what is needed is an assessment of the general level of knowledge among practitioners when it comes to the issues discussed. The interactions have been tailored with this in mind as an overall objective.

In addition to this the methodology chosen for the interactions is governed mainly by the needs and skills of the project partners. The information have consisted mainly of seminars. Lectures, discussions and surveys have also been used and, in addition, in one case, as mentioned above, a joint curriculum developed.

1.3 Target countries; Sweden and Jordan

The target countries have been chosen with regard to where the training programs of the Raoul Wallenberg Institute of Human Rights and Humanitarian Law are held, but also with the help of the partners of the RWI and with the benefit of their networks. This has made it possible to get access to practitioners that would otherwise have been difficult or impossible to get access to.

During the present reporting period focus has been on two countries, Sweden and Jordan. Sweden has been an obvious choice since the RWI is based in Sweden and has a long standing cooperation with the police academy at Linnaeus University, in Växjö. Through the academy we have gained access not only to police students and faculty but also to working police officers facing issues dealt with by SURVEILLE.

Jordan was chosen during this reporting period because of the cooperation between RWI and the police academy at Linnaeus University, which gave us a unique opportunity to interact with the Jordanian Gendarmerie in a training context. Jordan is also a prominent member in the EU Euro-Mediterranean Partnership, functioning as a hub in the region for police training, which could be of additional value for SURVEILLE.

1.4 Target audiences and organizations; Police and Gendarmerie Academies

Law enforcement officials are targeted for the interactions, which during this reporting period have included the following categories of staff; police/gendarmerie cadets/students, police/gendarmerie officers and senior lecturers/academicians at police/gendarmerie academies. All of the target audiences have either direct or indirect experience of how technologies considered by SURVEILLE are applied in practice. They are well placed to provide feedback on how the technologies can be used in accordance with human right standards and to receive information gathered by the SURVEILLE consortium.

During the present reporting period we have been working with the Institute for Police Education at Linnaeus University in Växjö, Sweden and with the Jordan Gendarmerie Institute for Human Rights and Peace Support Operations Training. The latter has opened up a potential for future cooperation since it also trains officers that will be dealing with peacekeeping operations. However, this remains for now a largely unexplored potential because of the focus of SURVEILLE.

1.4.1 Sweden - The Institute of Police Education at Linnæus University

The Institute of Police Education at Linnæus University, was established in 2001.¹ Over the past 10 years it has have been involved in international cooperation/long term projects with police services in Montenegro, Rwanda, Sri Lanka, Nicaragua, South Africa and Kenya. The Linnæus University is also involved in police academy cooperation with several other police institutes within the EU and has frequent student exchanges with police services across Europe and elsewhere.

The Institute of Police Education is a centre for applied police science and higher education for Swedish police officers in addition to the 2 ½ year Police programme for police recruits. The Institute of Police Education covers most aspects of policing in its courses and programmes. The Linnæus University has an extensive experience of education techniques, topic integration and development

¹ <http://lnu.se/schools/institut-of-police-education?!=en>

of curricula related to police training. It also has long experience in Rwanda, Montenegro, RSA, Nicaragua and Kenya. In addition it is familiar with human rights issues and policing and is acquainted with the techniques of e-learning.

About 2,300 police students have graduated from Linnæus University since 2001. The Institute of Police Education at the Linnæus University also has a very active department for research in policing and social sciences.

1.4.2 Jordan - Jordan Gendarmerie Institute for Human Rights and Peace Support Operations Training

The national and regional role of gendarmerie² is to preserve the stability and welfare of citizens through national security policies, taking into account the factors and variables affecting national security. The security strategy takes account of national interests, national goals, and national strategy. The General Directorate of the Gendarmerie is contributing to the comprehensive development of the nation by maintaining safety and security and contributing to overall development through, inter alia, human resources development, including recruitment, training, and economic development by providing security enabling investments and tourism. It is also participating through officers and NCOs in United Nations peace keeping missions.

The General Directorate of the Gendarmerie is also involved in providing protection to embassies and diplomatic delegations. It contributes to running elections and deals with security during demonstrations. It also has responsibility for responding to armed terrorism, threats to national unity and migration.

The Jordanian Gendarmerie Institute for Human Rights and Peace Support Operations Training³ prepares and trains Jordanian and foreign officers for the above responsibilities. Included in this training is a three-week course on Human Rights in which we have been asked to provide input on the curriculum. Research conducted in SURVEILLE is highly relevant in this context and has successfully been presented to representatives for the Jordanian institute at a seminar in Sweden. With regard to peacekeeping it is worth mentioning that Jordan provides a substantial part of all UN peace-keeping officers, approximately 1,800 out of a total of 13,000.

1.5 Forms of and places for interactions

During this reporting period the interactions have consisted of seminars and written and oral exchanges about the curriculum for Jordanian gendarmerie. Two of the interactions have been held in Sweden at the Institute of Police Education at Linnæus University; the third is the ongoing development of the curriculum, which has been carried out via e-mail, phone and with the help of the RWI field office in Amman, Jordan.

² www.jdf.gov.jo/en/content/104

³ <http://jogihpt.jdf.gov.jo>

2. Status report on ongoing and finished work

Under this heading the work done so far is described, as is the ongoing final interaction. The seminars have been held under the Chatham House rule⁴ in order to facilitate candid discussions. Names of participants, other than those representing SURVEILLE, have been left out for security reasons. The total number of participants was approximately in all of the interactions forty five police officers/gendarmes and/or trainers of the mentioned groups. The Linnæus University police academy admits between seventy five to two hundred students per year depending on the need of the police force. The Jordan Gendarmerie Institute for Human Rights and Peace Support Operations Training is a relatively new entity but has the capacity to train four hundred cadets per course.

2.1 Interactions accomplished by country

During this reporting period the interactions have taken place in Sweden and in Jordan (ongoing).

2.2 Sweden

Thanks to RWI partner the Institute of Police Education at Linnæus University in Växjö, with whom the RWI has a memorandum of understanding regarding international police training, we were able to arrange for two interactions in a training context at their premises at Linnæus University.⁵

2.2.1 Seminar with representatives from the Jordan Gendarmerie Institute for Human Rights and Peace Support Operations Training

This seminar was held during a Jordanian delegation visit to Växjö in May as part of the EU-financed cooperation between the Institute of Police Education at Linnæus University and the Jordan Gendarmerie Institute for Human Rights and Peace Support Operations Training.

RWI was asked to hold a seminar/lecture on human rights. This was an opportunity to interact in a training session with practitioners. We arranged with the Institute of Police Education at Linnæus University to have an introductory lecture on May 8 on the European human rights system and followed by a presentation of SURVEILLE and a seminar on the topics that concern SURVEILLE. The whole event lasted a full day.

Participating from SURVEILLE was Dr. Karol Nowak who was the seminar leader. Representing the Police Education at Linnæus University was Mr. Rolf Landgren, Director of International Studies. The Jordan Gendarmerie Institute for Human Rights and Peace Support Operations Training was represented by eight gendarmes active in the peacekeeping training centre in Swaqa, Jordan, including the head of the peacekeeping training centre. The seminar was held in English without the assistance of an interpreter. All participants spoke good English, however this cannot be taken for granted and the proposed curricula changes, if accepted, will be translated into Arabic by either the RWI field office or the Gendarmerie Institute itself.

Since the Chatham House Rule was applied only a general description can be given on what transpired. Suffice to say there was a great deal of interest in the technologies researched by SURVEILLE, and especially the research dealing with risks of using surveillance technologies and

⁴ www.chathamhouse.org/about/chatham-house-rule

⁵ On a side note it might be worth mentioning that the Police education in Växjö has extensive international collaboration, much of which is funded by the EU. The potential synergies with SURVEILLE and projects like it might be worth exploring further.

monitoring crowds. The benefits as well as the risks with such technologies were highlighted. It was felt that SURVEILLE had much to contribute with when it comes to warning users about the risks involved when it comes to ethical and human rights standards.

The inadvisability of monitoring places of prayer with technology considered in SURVEILLE was discussed, and alternative measures such as networks of informants were mentioned. It was felt that preliminary investigations of suspected crimes should draw on various networks of informants rather than through use of technology. In this context it might be worth pointing out that European models for finding criminals might not be efficient to the same extent in the Middle East as they are in Europe, at least not without certain modifications. The nature of Jordanian society and the way it is organised also means the legislative measures only go so far to instil confidence among the populace. Other things such as an even recruitment of people for the gendarmerie from major social and ethnic groups is just as important, if not even more important, so as to gain the trust of the population.

The special character of the gendarmerie as a semi-military police force also means that legal challenges are somewhat different from those faced by either a pure police or military force. International law generally governs one or the other. In cases when gendarmerie are involved the lines can become somewhat blurred which in turn risks creating unfortunate instances of unclear regulations. SURVEILLE will at least be able to highlight necessary ethical considerations which might be able to some degree alleviate the problems.

A general observation was that there are several European countries using gendarmes but that that particular form of policing presents its own challenges when it comes to the legal and technological aspects studied by SURVEILLE. This became especially clear during our discussions when comparisons were made with the Swedish system, which does not make use of a gendarmerie but differentiates quite strictly between the powers of the police and the military.⁶

The discussions also addressed the right to privacy, freedom of movement and the right to a fair trial, all of which were approached via research done in SURVEILLE. Finally there was a brief discussion of accountability mechanisms. This is something that we will return to in the final interaction with the curricula.

It is fair to say that the seminar was a success and it has, amongst other things, enabled us to cooperate more with the Jordan Gendarmerie Institute for Human Rights and Peace Support Operations Training regarding the development of a human rights curriculum to be used in their training, see chapter 2.3.1.

2.2.2 Seminar with representatives from the Institute of Police Education at Linnæus University

On June 10 a seminar in Växjö was arranged with, amongst others, representatives from the Institute of Police Education at Linnæus University. There were approximately thirty participants which is a majority of the teaching staff at the police education. There were also representatives from the Swedish military police and senior police officers in charge of clandestine surveillance in Sweden. Dr.

⁶ There are a few very special exceptions, but they were not discussed during the seminar.

Karol Nowak participated from SURVEILLE and was the seminar leader. The seminar was held in Swedish under the Chatham House Rule. The use of the Chatham House rule was perhaps particularly important here since discussions sometimes revolved around open actual crime investigations.

The purpose of the seminar was to disseminate and develop the research done by SURVEILLE, as well as provide the participants with information on relevant current legislation. There was a discussion relevant to training and field operations about what could/should and could/should not be regulated.

The technological awareness in the Swedish police is quite up to date, and the police make use of a whole range of sophisticated equipment, much of it unknown to the public. There seems to be an agreement that the technologies used are efficient but there seems also to be a certain lack of information about the risks. It was pointed out that criminals are mastering the technologies too and that there was a constant race between those being watched and those conducting the surveillance. In this respect it was felt by those participating that the legislation both in a domestic, as well as in a European context, is lagging behind, due mainly to two reasons.

Firstly, the laws have almost all been written during a time when today's technological developments could not have been foreseen. This in turn means that many, if not all of the laws, give quite a large discretion to the operators. Thanks to today's technologies this discretion has been much expanded upon in a way that in most likelihood was not foreseen by the legislators. A point in case might be increased effectiveness of facial recognition programs that greatly enhance the effectiveness of video surveillance but of course at the same time pose a threat to privacy.

Secondly, the restrictions on what technology can be used for surveillance are not very realistic given what is easily commercially available. It was found odd that the police are not allowed to use tools that anybody can buy in the open market. This means, incidentally, that it is quite easy to circumvent laws by asking a private contractor to do surveillance on behalf of the police. Obviously this practice is avoided and would be illegal but the point was made, and examples were given of how easy it would be to do.

The participants seemed to agree that current regulation is lacking and out of date but also in that it might prove very difficult to regulate such a rapidly moving field in a meaningful way. Here it seemed that the ethical and risk assessing elements of SURVEILLE might have a valuable function to fulfill which we plan to incorporate into the final curricula.

Another issue that was discussed is the fact that the trailing regulation might lead to what best could be described as grey area in which a certain use of technologies that might conceivably be regarded as prohibited nevertheless is not banned outright. This in turn may mean that it can and will be used by the police. Historical examples were given of technologies such as GPS trackers that most of us today take for granted and that are now regulated but that only ten years ago were known by no more than a handful of experts, not regulated and used in way that could give rise to ethical

questions. The existence of such grey areas creates problem for both those targeted by and using these technologies. Neither has recourse to a clear legal framework.⁷

2.3 Jordan

Work towards this deliverable, although targeted at the Jordanian gendarmerie and to a large extent conducted in Jordan, has also been implemented in Sweden at the RWI. This work was started at the end of May and is scheduled to be completed in the autumn of 2014.

2.3.1 Curricula development with the Jordan Gendarmerie Institute for Human Rights and Peace Support Operations Training

As a result of the contacts established during the first interaction described in this report with representatives for the Jordanian gendarmerie, we were able to move on with the third interaction: a curriculum development project with the Jordan Gendarmerie Institute for Human Rights and Peace Support Operations Training.

We were asked by the Jordan Gendarmerie Institute for Human Rights and Peace Support Operations Training following our seminar in Växjö to help with the development of a curriculum for a three-week human rights course that they will provide for peace keepers and gendarmes. They have provided us with a draft curriculum and are seeking our expertise on human rights issues.

As our third deliverable in SURVEILLE (D5.7) should develop our own curriculum proposal for law enforcement officials, this was seen both as an opportunity for a third interaction during this reporting period and a starting point for the upcoming deliverable. Even though the draft curriculum provided for us by the Jordanian institute is on general human rights education, it contains many aspects that are directly relevant for the work done by SURVEILLE, and we are therefore able to provide useful input in those areas as well. This is especially true for the gendarmes since their mandate (see under heading 1.4.2) encompasses counter-terrorism.

The bulk of the work is done by Dr. Karol Nowak and Mr. Mikael Johansson, Adviser for Strategic Planning and Quality Assurance at the RWI, Mikael has extensive experience working internationally with curricula and LEOs with the facilitation by Ms. Carla BouKheir, Head of the RWI Middle East and North Africa Office in Amman, Jordan.

The work is ongoing and at the time of writing we have exchanged information and training materials for police and on human rights and the public texts produced by both SURVEILLE and DETECTER. We are moving forward with our analysis and of drafting an amended curriculum to be sent for review by the Jordan Gendarmerie Institute for Human Rights and Peace Support Operations Training.

The curriculum we were sent is rather traditional; highlighting the content of the laws without providing in depth ethical discussion or practical examples from the field. We plan to suggest a slimmed down curricula removing some of the more peripheral components such as those dealing with state responsibility rather than the responsibility of officers in the field. We will suggest focusing more on the aspects covered by SURVEILLE dealing with risk and responsibility. We will of course at the same time be suggesting that basic legal material on human rights is included, but with more of

⁷ The interactions were evaluated using university and SIDA questionnaires as well as thru discussions with participants and seminar organizers.

the practical context described. There is a plenitude of material available produced by, e.g., the RWI and the ICRC. There also seems to be room for an improved pedagogy using real-life examples in smaller groups for instance. It must be stressed that it is early days yet and that this is a collaborative project, which of course means that things might change as work progresses. Nevertheless, the area covered by SURVEILLE was found to be of interest by the Jordanian gendarmes and we have been given a go ahead to implement it in the draft curriculum.

The work is being done mainly in five stages:

1. Initial discussions on what is required and setting out the details of the cooperation.
2. Exchange of materials, literature, suggested readings, draft curriculum, information on number of students etc.
3. Analysis by the RWI of the Jordanian draft curriculum.
4. Suggestions for amendments of the draft curriculum.
5. Agreement on a final curriculum.

Finally, but not as part of the cooperation, we aim to use the experience gained during this cooperation and use in our final deliverable D5.7 (see below).

3. Lessons learned through all interactions in a training context

For the RWI and the SURVEILLE consortium the main purpose of the interactions has been to assess the level of knowledge of the technological, ethical and legal issues discussed in SURVEILLE. The benchmark has been the research done in SURVEILLE and encompasses legal, ethical and technological aspects on clandestine surveillance. This has been assessed using, where suitable, questionnaires, interviews with participants and course evaluations.

The final deliverable D5.7 by the RWI in SURVEILLE Work Package 5 is to develop a course curriculum on the topics researched in SURVEILLE. The knowledge amassed through the interactions has been vital for creating a curriculum that will be relevant for the various stakeholders as well as tailored to the numerous competences that are available in the SURVEILLE consortium. Both of which are important since we want to at the same time remain relevant and make the best possible use of the skills available among the participants in the project as teachers and experts in the upcoming curricula.

Thanks to the interactions it has been possible to draw some conclusions that will probably be valid in most training situations. The final three interactions confirm what was learned in the first interactions and there is consequently no need to amend our conclusions. However, some additional lessons were learned during this reporting period, which we come to at the end of this section.

It is in the nature of clandestine surveillance that our conclusions to some extent are assumptions but they have been confirmed as valid among those the RWI have interacted with. From the interactions and from the experiences of the previous project, DETECTER, on which SURVEILLE is partially based, it has become clear that there is a need for further information about surveillance in general, e.g. information on state of the art technology, the risks of using it, the legal and ethical risks in particular. However, the level of and demand for knowledge varies quite strongly among different target groups depending i.e. on profession and geographical environments.

Countries in Africa and in Europe are not always comparable in their use of surveillance technology, the need for such technology, or in the laws concerning surveillance technology. Even in Europe the levels of knowledge quite often vary depending on the local situation and on the need for different surveillance technologies in different circumstances. Another factor is the level of knowledge of the individual end-user. This can also vary quite a bit between local and national police, senior and junior police officers, private or public contractors, etc.

There are furthermore unforeseen consequences from the use of surveillance such as e.g. information sharing between countries and agencies. Such sharing might make for “cracks” in the legal protective framework that can be exploited or misused without the proper background knowledge. Technology is a tool that can be used to great advantage when fighting crime but also abused. Naturally the political context of a country is a decisive factor in dealing with these issues and ethical considerations play an important part in highlighting legal lacunas. This is something that needs to be addressed in the upcoming deliverable as well.

The level of knowledge of the kind of technologies available varies considerably among end users and policy makers alike. It must be pointed out in this context that the development of surveillance technologies is quite rapid and that current knowledge is quickly superseded by new technologies

and sometimes laws. Even ethical boundaries shift as we get used to having information at our fingertips and to being watched. The legal development is also moving relatively rapidly, both in national and international law but perhaps mostly when it comes to regional cooperation such as that within EU, e.g. through Europol, Eurojust, Frontex, etc.

So there is a clear and pressing need for information on what is going on from a technological and legal perspective as well as from an ethical one. However, the rapid pace of development also, as mentioned above, means that current knowledge quickly becomes outdated and the varying levels of knowledge and needs in the various target groups also mean that a course curriculum dealing with these issues must be highly flexible and adaptable.

Accordingly, we will probably create a curriculum that is modular and can be adapted as needed for the various target audiences and for different circumstances. A modular concept also makes updating easier since the preliminary plan is to assign each area, technical, legal, and ethical, an expert supervisor from the SURVEILLE team that will have in-depth knowledge of his or her area. The course director's function in the proposed course will mainly be to help to assess the needs of those who ordered the course and to coordinate it.

As mentioned above there were additional lessons learned during this reporting period, in addition to other points we need to keep in mind when producing the final deliverable. In order to create a modular and flexible curriculum we will need to keep the following points in mind.

Firstly, it is essential to be aware of that there is a scope for abuse of the things that we can teach. When using problem based pedagogy, using real life examples, one does not only teach how to avoid problematic situations. It is inevitable that one at the same time also teaches how to circumvent laws and regulations. Good faith is needed both on our behalf and on our recipients' behalf and some care must be taken in selecting potential students and teachers. The selection process could tentatively be based on the one RWI uses in its programmes in order to make sure as far as possible that what is taught will be used according to human rights and ethical standards.

Secondly, there is clearly a communications gap between those active out in the field and the academics in the project, as well as between academics within the project. This is probably based on different understandings of the field and very different backgrounds and competencies. Even within the consortium it is an ongoing effort to make sure that lawyers, ethicists and engineers can converse intelligibly (and this within a group that regularly meets on a friendly and professional basis). It doesn't take much imagination to see that this might present problems when structuring a course. In order to promote the knowledge of the consortium a thorough analysis on how to proceed is needed before it can be done efficiently. One way forward is to use the law enforcement authorities end-user panel that is part of the project together with the experiences learned by this work package to try to come up with a working method of communication.

Thirdly, even within the various target groups, knowledge varies tremendously. It is a challenge to make sure that we begin at the correct starting point rather than telling the audience what they already know or starting in the middle. In this regard questionnaires such as have been used before in this work package to assess the participant's knowledge might be useful.

Lastly, it has become obvious that the issues dealt with within SURVEILLE need to be discussed together with the participants and therefore classes are not well suited for lectures. This in turn means that smaller groups will be preferable to larger groups although there will be some scope for basic lectures in larger groups. Also, it needs to be kept in mind that we are dealing with sensitive issues which might be more readily discussed in smaller groups. The nature of the things discussed might also mean that we will need to put some kind of mechanism in place that will make it possible for both consortium members and the participants to speak freely without the risk of disclosures being repeated inappropriately.

We aim to incorporate all of the above in the next deliverable, with additional input from the end-user panel, members of the SURVEILLE consortium and practitioners. We will probably also be using university templates to write the curriculum. This will give us added credibility by using a long established and well-known model that, as an additional bonus, might easily be used in university course.