

Field Study Handbook

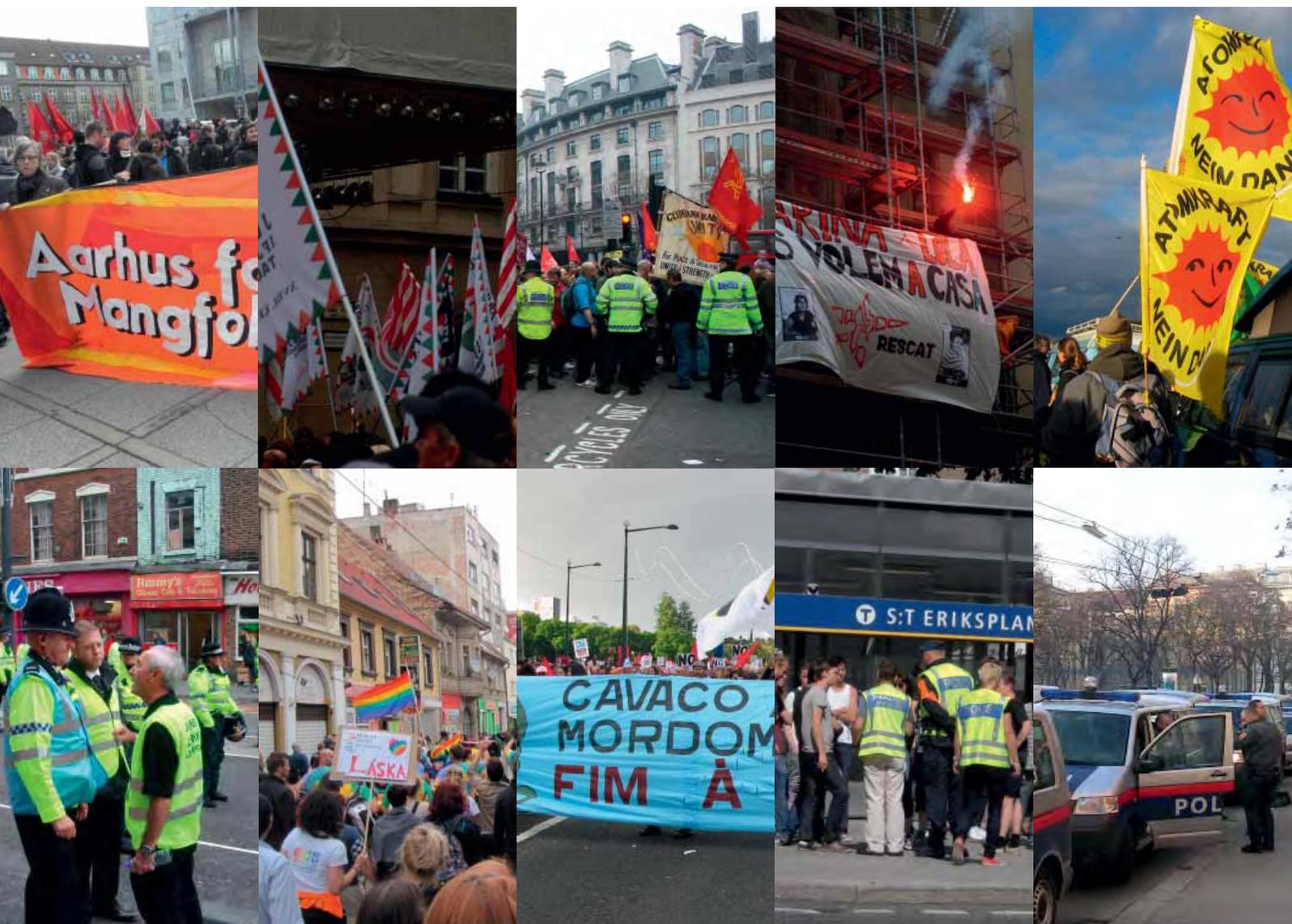
GODIAC – Good practice for dialogue and communication as strategic principles for policing political manifestations in Europe



Polisen



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Preface

This *handbook* forms part of the “*Good practice for dialogue and communication as strategic principles for policing political manifestations in Europe*” (GODIAC) project. The handbook is one of four documents produced by the GODIAC project. The other documents include a booklet summarising the field study results, a researcher anthology and ten individual field study reports.

The purpose of the project was to identify and spread good practice in relation to dialogue and communication as strategic principles in managing and preventing public disorder at political manifestations in order to uphold fundamental human rights and to increase public safety at these events in general. The overall idea of the project has been to integrate operative police work, research and training within the field and to build international and institutional networks.

The main target group for the *handbook* is police commanders, researchers and trainers that come

in to contact with the evaluation of policing major events.

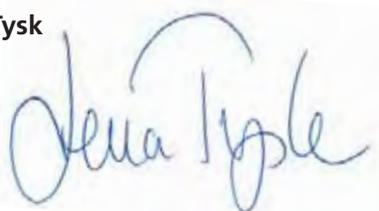
The project co-ordinator was the Swedish National Police Board. There were twenty partner organisations in twelve European countries. These consisted of twelve police organisations and eight research/educational organisations.

The project ran between 1st August 2010 until 31st July 2013 with grateful financial support provided by the Prevention and Fight against Crime Programme of the European Commission-Directorate-General Home Affairs and the Swedish National Police Board.

Our aim and aspiration is that the material produced by the project will serve as a contribution towards a European approach on how to police crowds and political manifestations through effective dialogue and communication.

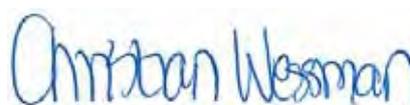
Stockholm in May 2013

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Introduction

This handbook describes the peer review methodology that was applied at the GODIAC project field studies¹. The peer review evaluation method as initiated by Otto Adang in the Netherlands and further developed in a European football context (Adang & Brown, 2008) involves experienced police officers cooperating with researchers to perform observational field studies to identify good practices and learning points for public order management.

The handbook builds on the GODIAC seminars and workshops, for the field study members, which took place in September 2010, January 2012 and January 2013. The handbook has been discussed in the project group and in the steering committee.

It is primarily written for the GODIAC field study members as background material for understanding the field study process and for clarifying the different responsibilities that enable active participation in the field study. The handbook has been developed during the project period and incorporates learning points and developments of the peer review method. The handbook aims at promoting the use of field studies for evaluation of policing major events.

The purpose of the GODIAC project was to contribute to the development of a European approach to policing political manifestations. The strategic objectives of the GODIAC project were:

- ◆ Analyse and disseminate good practices of applying research-based principles focusing on communication and dialogue as strategic principles for de-escalation and prevention of public order disturbances at political manifestations in Europe.
- ◆ Increase knowledge on the social identities of demonstrators and activists, their motivation, mobility and strategies.

- ◆ Stimulate the use of research-based knowledge in policing political manifestations. Promote evaluation of policing major events at a European level.
- ◆ Stimulate lessons to be learnt, disseminated and used nationally and internationally.
- ◆ Develop institutional co-operation and networks at a European level between practitioners, researchers and trainers.
- ◆ Facilitate collaboration between law enforcement agencies and research networks. (appendix A)

Communication and dialogue were chosen as the projects focus because of developments in crowd psychology and of policing major events in different countries in this respect. The Conflict Management approach in Germany, Dialogue Police officers in Sweden, Event Police in Denmark, a Peace Unit in the Netherlands and Dialogue/Liaison Officers in the UK are examples of this.

In order to learn more about how the developments of dialogue and communication can be integrated into the policing of crowds, the project work process included:

- ◆ Use of the peer review methodology for studying the policing of political manifestations in real time.



Demonstrators at the London field study

¹ This publication reflects the views of the project organisation, and the European Commission cannot be held responsible for any use which may be made of the information contained therein.

- ◆ Analyse of the field study results and drawing conclusions on good police practice out of the Human Rights perspective and by using relevant crowd psychology theories
- ◆ Discussions and dissemination of the field study results through seminars, on the project Internet platform, and through articles and reports

Ten field studies were carried out after invitation from ten different partner organisations during the first two years of the project. The chosen events were political manifestations where there was a potential for conflict/confrontations. The events needed to be decided at least six weeks in advance to allow enough time for preparation work. At the field studies, commanders, dialogue police, researchers and trainers from different partner organisations observed political manifestations and demonstrations in real time. The observers were trained in the peer review method.

For each field study, a report was written. The ten field study reports now form the basis for the analysis of good practice in communication, which the *booklet* describes.

There has been seminars, related to the field studies where the field study group members have discussed the results of the field studies. A final conference was also organised in May 2013, when all the partners as well as other international experts were invited.

Theoretical frame of reference

Because the focus of the field study is the communication and interaction between demonstrators and the police in connection with political manifestations, there are several knowledge areas to consider. We chose to relate to the legal framework (human rights), crowd psychology and the globalisation of protests.

Human Rights

The present human rights formulation, whose history goes back only 60 years, can be said to represent a regulation of the relationship between the state and the individual, where the state and the international community have certain obligations. The rights are regulated at a number of different levels and have various sources, such as international agreements and established practice, regional agreements (for example, the European Convention on Human Rights and the EU treaty), national legislation and established practice. Freedom of assembly is considered one of the fundamental rights and is regulated at all of these different levels. For understanding the legal content of the human rights formulation, it is important to know that there exists no strict hierarchy in the area, as there is within a state. With respect to Europe within the EU, this implies that there are three jurisdictions that all have responsibility for protecting these rights: the European Court of Human Rights (ECtHR), the European Court of Justice (ECJ) and the national courts, especially in the form of constitutional courts in many member countries. The ECtHR has, to be sure, jurisdiction over the others' application of the European Convention on Human Rights, but has in a well-known legal case (the *Bosphorus* case) stated that it intends to use that right only in relation to the ECJ in exceptional circumstances. The relationship between the EU and the member states is also complicated. When an authority in a member state – for example, a police authority – is to put rules regarding freedom of assembly into practice; it is

natural to follow first of all the formulation that this right has been given nationally in in the country's constitution, law, practice, and so forth. When, on the other hand, it comes to other violations of human rights such as genocide, torture, and the like (often referred to as *jus cogens*), international law has a direct impact. In an undertaking such as the GODIAC project, it is of great importance that when one participates in another member country's activities, one respects that country's regulations and interpretation of the freedom of assembly. If one thinks that wrong is being done, then this is primarily an international issue or an issue for the individuals who are affected by the loss of a right.

Crowd research and its implications for public order policing

The theoretical frame of reference for the project work is built upon modern crowd research and draws in particular on research findings related to the Elaborated Social Identity Model (ESIM) of crowd behaviour that formulated explanations for the escalation of crowd conflict. The ESIM suggests that crowd events are characteristically encounters between groups during which crowd members act in accordance with their social identity.



Demonstrators at the Aarhus field study

The style of interaction that takes place during an event can substantially alter these identities. According to the model, undifferentiated police intervention can instigate unification of crowd members against them, involving those with no prior confrontational intentions. From these findings emerge implications for public order policing: assuming that (as the model suggests) crowd events are intergroup encounters where one of the participants is the police, and if the groups influence each other, then the police have a major role within this scenario; the way the police act must have a huge impact on the behaviour of the crowd. Four principles of public order policing are suggested to avoid such processes: education, facilitation, communication and differentiation (Reicher et al. 2004; 2007). “The guidelines are not mere “add-ons” which can be tacked on to existing practices. Rather, they represent an alternative perspective which needs to be taken into account in each and every decision that is made about policing crowds” (2007, p. 410).

Parts of the recommendations have been incorporated into the development of Special Police Tactics (SPT) in Sweden (Stott, 2009, the Swedish National Police Board 2009, 2010) and the Association of Chief Police Officers Manual of Guidance “Keeping the Peace” (2010) in the UK and into the EU Handbook (EU 2010a), with recommendations for the policing of football games with an international dimension.

Education

Reicher and colleagues (2007) stress the importance of intelligence on known troublemakers. While considering the circumstances in which “the violence of the few does (or does not) become collective” (2007, p. 409), they further see the need for police – during preparation and in intelligence briefings – to educate themselves about the social identities of the whole crowd that is expected to attend an event. This would involve knowledge of their “values, standards aims and goals, their sense of what is right and proper,



Demonstrators at the Bratislava field study

their stereotypes and expectations of other groups, their history of interaction with these groups and anything (dates, places, objects, forms of action) which has particular symbolic significance” (2004, p. 566). These aspects are seen as a basis for police to build up the ways in which they will support and handle crowd members.

Facilitation

In the course of this, police strategies should focus on maximising the facilitation of those parts of the crowd that hold entirely legal aims and intentions. As a result, “the police will not only avoid violence from these participants, they will also gain their

cooperation in dealing with the minority of others” (2007, p.409). Facilitation should incorporate all stages of the police operation; this means that in risky situations in particular, police should seek to enable the legitimate parts of the crowd. In doing so, it is expected that the majority of the crowd members “do not react to police presence as something which im-pedes them but rather as something which enables them” (2007, p. 410).

Communication

Communication as the third principle is used at different stages and in different ways. During the planning phase, talks and agreements should take place between the organiser of the event and the police. This may include issues like the intended aims of the crowd members and the way the police will be able to facilitate them. Agreements made here should then be communicated to all crowd members. Before the event, this can be done by a wide range of communication channels, like classical media (TV, radio, newspapers) as well as the Internet or leaflets. During the event communication is more direct – for example, face-to-face communication that can be amplified by loud-speaker systems and/or megaphones or visual channels such as huge LED screens.

Communication is particularly important to ensure transparency of police action and – in doing so – to avoid uncertainty that may provide “a space in which those drawing on historical distrust of the police can gain influence” (2007, p. 410). This applies especially in potential conflict situations. Reicher and colleagues (2004) argue that in addition to what is communicated, one should also consider how one communicates. Preferably this would be through “people who are trusted and respected by the groups within the crowd” (2004, p. 566). In this respect, special mention is made of the deployment of “community mediators”. Their work should be pro-active and be “available to communicate at points of incipient violence”.

Differentiation

Differentiation refers to the awareness of the various identities of crowd members and their different behaviours and reactions. Based on that awareness, Reicher and colleagues argue not to treat all crowd members as the same. Especially in situations of increasing risk and when violence starts, they stress the importance of not dragging in uninvolved persons. “It is precisely in order to stop the violence of the few that one must be permissive towards the many” (2004, p.568). Uniform police behaviour, on the other hand, may set off perceptions of illegitimacy and instigate identity change towards opposition and confrontation, also among the “many” friendly. It is acknowledged, however, that differentiation is not easy and is subjected to different impediments. Even when there is knowledge of crowd heterogeneity, there is a tendency for people to perceive crowd members as the same. Other obstacles may relate to tactical or organisational issues, for example, that there is no time for differentiation once interventions start. Need is seen for the development of differentiation tactics. The authors also argue that differentiation should not be just one of many options; rather “it is a consideration that must be built into every tactical or strategic decision, into training, planning, equipping, briefing and operating in crowds” (2004, p. 569).



Team member approaching demonstrators during the Lisbon field study

Rethinking crowd control and management

Implications from this development also influence the way a police force approaches a major event. Traditionally, crowd policing involves different stages: In riot control the police focus is on disorder and crime, there is a distance between the police and the public, police tactics do little to differentiate between different (groups of) participants and contribute to an us-versus-them relation between police and the public/protestors. A show of force is used, emphasis is on police equipment and the police are mainly reactive. In crowd control there is a focus on restrictions or limitations of group behaviour, for instance, through envelopment or containment, the use of fences and lines, and so forth. In crowd management and public order management the emphasis is on order and on the systematic planning for and supervision of the orderly movement and assembly of people.

Adang (2010) challenges the view of these approaches as different stages, both practically and conceptually. Based on the view that the crowd is not one whole but consists of various factions and groups with different behaviours and attitudes (above), different policing approaches may be applied at the same time. Public order or crowd management thus comprises all types of measures (from preparation onwards) including those that are taken as part of crowd control or riot control. Police should always try to differentiate and communicate and not discard a large part of their toolbox when confrontation concerns only a part of a crowd.

EU Handbook

Research carried out within the GODIAC Project also relates to guidelines in connection with major events that the Council of the European Union has agreed on. The Handbook for police and security authorities concerning co-operation at major events with an international dimension (EU 2010b) empha-

sises an overall police approach at international events, which include policies such as:

- ◆ the police actions are characterised by guaranteeing the protection of peaceful demonstrations
- ◆ the police should, through dialogue and a credible stage of preparedness, maintain the initiative, thereby limiting or preventing riots or larger disturbances
- ◆ the police should, at its discretion and when appropriate, demonstrate a low level of police visibility and a high level of tolerance regarding peaceful gatherings and demonstrations

It is recommended that the dialogue with individuals and groups (including activist groups and demonstrators) is initiated at an early, preparatory stage and be utilised as a tool before, during and after an event. It further says that the establishment of a constructive and mutually respectful network will serve to prevent potential disturbances as well as serve as an instrument for mediation in a confrontational situation. It is further recommended that dialogue structures or teams should be established at the national level and take into account the different cultures in the different Member States in the preparation and implementation of their tasks.

Changes in protest and protest policing

Different ways of the policing of protests have been observed over the last decades. In the 1960s a style of “escalated force” was common mainly among police services. It was characterised by a negative view of the protesters, little or no communication and escalating use of force. Being criticised for the use and instigation of violence, many services in the 1980s and 1990s underwent a change towards a more cooperative style based on negotiations and agreements between police and protesters, and the use of force became a last resort (McPhail, Schweingruber & McCarthy, 1998; Waddington, 2007). Following

this “quiet” era, Noakes and Gillham (2006) describe a change in protest, where protesters no longer followed the co-operational “agreements” and became less predictable. Examples of this are the EU summit held in Amsterdam in 1997 and, more globally, the demonstrations against the WTO Ministerial Conference in Seattle in 1999, considered “the start of a new genre of protests” (Noakes & Gillham, 2006:98). Protesters thwarted police planning by appearing far earlier than expected and blocking access to the conference building, leading to a partial shutdown of the conference. Protesters using the “black bloc” tactic in Seattle (initially coming from protest groups in Germany) gained worldwide attention. Responding to this new approach on the protesters’ side, many



Demonstrators at the Barcelona field study

police services have turned to the use of paramilitary tactics in order to maintain public order (cf. Björk & Peterson, 2006; Vitale, 2005). Noakes and Gillham (2006) observed that police differentiated between “good” and “bad” protesters and tactics were used in order to contain the “bad” ones, an approach they labelled “strategic incapacitation”. Della Porta and Reiter (2006) note that coercive tactics were far more frequently used, however, targeted at merely “transgressive” protesters.

Globalization of protests and the use of social media

The events and consequences of Seattle are also seen as the activation of the worldwide anti-globalisation movement. Smith’s (2001) examination of the protest group structure in Seattle suggests that “protests around global trade liberalization involve extensive transnational mobilizing structures that are likely to (and, indeed, already appear to have) develop further as a consequence of the Seattle mobilization and its impact on collective identity formation” (p. 16). In that way, critics of globalisation became globalised. In addition, the Internet catalysed the development of a globalised protest culture by spreading information and by promoting and organising demonstrations and activities (Kahn & Kellner, 2004).

As a consequence, police services are now facing a growing internationalisation of protest in different aspects. On the one hand, demonstrations and international summits can attract protesters from a number of countries. On the other hand, such events may trigger – again, facilitated by modern communication technology – protest in countries where the event is not taking place. In addition, social networks enable the synchronisation of actions. Examples of this are concerted actions against the anti-piracy treaty ACTA that took place on 11 February 2012 in 55 cities in Europe or the fact that the “occupy movement” has moved from Wall Street to the financial centres of Europe in London, Frankfurt and Rome.

The technological revolution – smart mobile phones, e-mail, the Internet and social media, especially Facebook and Twitter – can have a direct impact on protest behaviour, for example, by organising flash mobs or spreading information on police deployment or movement.

Police organisations are addressing these developments and have started to use Twitter and other social media as part of their communication strategies during day-to-day business but also around public order events to inform the public and the demonstrators before, during and after an event (e.g., NPIA 2012; see also the GODIAC field study report on the TUC March 2011).

Consequences for (GODIAC) research

The GODIAC project takes on the on-going interaction between protesters and police services’ strategies and tactics. It aims to study how police services react to current challenges in globalisation and “technologisation” of crowd events. And it further looks at how different types of demonstrators – ranging from ordinary protesters to activist/extremists – react to the changed strategies and how they in turn change their strategy towards the police.

The field study

Field study focus

Selection criteria

The criteria for selecting field study events in the GODIAC project were:

- ◆ Political manifestations
- ◆ Risk for conflict/confrontations or potential for conflict/confrontations
- ◆ The ability to plan the field study at least six weeks in advance
- ◆ Selection based on invitations provided by 10 different partner organisations
- ◆ Five events the first year and five the second year

The *overall research questions* of the GODIAC project were:

1. How can communication and dialogue strategies contribute to prevent public order disturbances or help to de-escalate tense situations in demonstrations?
2. What are the motives of, different tactics and strategies used by different kinds of protest groups?
3. What police strategies and tactics can be seen as good examples?



Team members conducting interviews during the Aarhus field study

During the field studies the following questions were therefore in focus.

Field study questions:

1. What is the political, legal, societal and organisational context of the event? (Preparation work)
2. How do demonstrators, police and the general public interact and communicate before, during and after the event?
3. Are there specific demands or instructions on police behaviour related to communication?
4. How do demonstrators and the general public perceive the role and behaviour of the police in this event, and in relation to past experiences of similar events?
5. Question from host organisation.

To obtain answers to the field study questions, the field studies in the GODIAC project were the peer review evaluation methodology (Adang & Cuvelier, 2001; Adang & Brown, 2008). The peer review method has been used for comparative studies of policing international football matches and during a three-year development project in Sweden.

The Peer Review method – background

Peer review evaluations consist of observations in real time and focus on the dynamic of events. A main feature of this approach is to bring together public order researchers and police practitioners in the observation of an event, in order to facilitate mutual learning. The “peer aspect” refers to the fact that the research is carried out in the sense of a review by colleagues from other police services that are dealing with similar problems in their own work. The researchers involved will contribute methodological aspects to the data collection and integrate theoretical aspects in the analysis.

A further point is the utilisation-focused and voluntary character of a peer review because it will take

place only when a police organisation has asked for a field study to be carried out. The peer review evaluation seeks to address issues that are relevant to the host organisation (Adang & Brown, 2008; Schreiber & Adang, 2009).

In the GODIAC project, an observation group is composed of seven to nine members of the GODIAC field study group and a field study co-ordinator. All the members were prepared for the field study work through participation in a field study seminar and workshop on the theoretical frame of reference and the methodology for the field studies.

Before the field study – planning and first data collection

Carrying out a study of a crowd event requires a great deal of planning and preparation. The preparation work consists of both collecting information on the context of the event and managing logistical issues. In order to ease the process, there are designated tasks for the reference person of the host organisation, the field study co-ordinator, the project management and the field study members. The tasks are described in detail in appendix B.

After the host organisation has suggested a suitable event, the *project manager* will make contact in writing with the operational command/national commissioner. The letter describes the purpose of the project, includes information on the field study, the members, the field study questions and the process.

A letter is also sent to the hosting field study *reference person* clarifying the information needed beforehand, for example, guidelines on policing major events, strategies and tactics as well as further contextual information (see appendix H) and other organisational tasks related to the field study. The reference person is also asked to enquire what issue the hosting organisation wants to have evaluated (the “host question”).

The information gathering of the host reference person is also complemented by data gathering by the field study co-ordinator, who is responsible for planning the field study together with the project management and the host and leads the field study work during the event.

For the field study members the GODIAC Internet platform provides information on the event. The members also are encouraged to find out more information about the event themselves.

Pre-meeting

The preparation work may include a meeting beforehand with the host organisation. The purpose of this is to present the project to the hosting organisation in particular when the responsible persons are not active GODIAC members and are not familiar with the project goals and processes. The visit can further serve to clarify possible questions, gather information on the event, arrange for interviews that may be conducted during the field study and discuss a possible host question.

Data collection before the field study

The contextual information about the event (above), the police strategies and intentions and the demonstrations will be used to answer the field study question: *What is the political, legal, societal and organisational context of the event?*

This information also shall ensure that the field study members are aware of the context in order for them to be able to analyse the observations and interviews.

This material is furthermore necessary for the final comparative analyses of the field study findings. This also enhances the learning in the project about the conditions in other countries for policing political manifestations.

The work process during the field study days

The work process during the field study is carried out according to the following structure:

Day 1 – Arrival, meeting with host and first briefing

Day 2 – Briefing and planning

Day 3 – The event takes place

Day 4 – Analyses and report writing

Day 5 – Analyses and report writing continue

Day 6 – Analysis and report writing continue, internal evaluation of the process

Because the events that will be studied may differ in terms of duration, the planning of the field study days will have to be adjusted accordingly. Appendix D describes the different responsibilities of the involved members during the field study.

Day 1 – Arrival, meeting with host and first briefing

The field study members arrive in the afternoon. The first briefing from the host reference person takes place.

Day 2 – Briefing and planning

The briefings continue. This includes information by the host and the host reference person, an overview on the theoretical background of the project, methodological issues and the context of the specific event and a briefing on safety matters (appendix F). Based on the collected information and the field study questions, the field study group develops its plan for observations and interviews, identifies what data will be gathered, in what way and by whom.



Briefing by host during the Budapest field study

The field study questions serve as a guideline to prepare for this plan:

The course of events

- ◆ observations

How do demonstrators, police and the general public interact and communicate during the event?

- ◆ observations

Differentiation

- ◆ observations

Facilitation

- ◆ observations

Good practices and points of attention

- ◆ observations

How did demonstrators, police and the general public interact and communicate before the event?

- ◆ interviews with the organiser
- ◆ interviews with the police/permission unit

Facilitation

- ◆ interviews with organisers and police

How do demonstrators and the general public perceive the role and behaviour of the police in this event – and in relation to past experiences of similar events?

- ◆ interviews with demonstrators

Are there specific demands or instructions on police behaviour related to communication?

- ◆ interviews with senior police officers (possibly before the event)
- ◆ interviews with operational police officers during the event

Information/education

- ◆ interviews with police

The field study group is divided into pairs. One pair may be assigned to the group of protesters, focusing on their behaviour and attitudes, one team concentrating on the work of the dialogue officers, one team on the police work in general, and so forth.

It is further decided what locations are most useful for the data gathering and which persons should be interviewed, including members of the hosting police organisation, representatives of demonstrator groups and other parties that are relevant with regard to the event, for example citizens' organisations or mediators.

The members familiarise themselves with the surroundings, infrastructure and possible hot spots. They also meet with the scouts (these may be local police officers or police students), who will translate during interviews and also help to find the way during the observations.

Day 3 – The event

The field study group will start the actual data gathering according to the evaluation plan that has been agreed on.

In the field, the field study group must influence the situation as little as possible. Two important principles regarding the behaviour of the field study members are related to this:

1. Not to interfere with the police operation
2. To put their own safety before the interest of the research

In order to answer the field study questions, the team conducts observations and interviews. The questions and aspect of the study that are mainly answered by **observations** during the event are

- ◆ *The course of events*
- ◆ *How do demonstrators, police and the general public interact and communicate during the event?*
- ◆ *Facilitation*
- ◆ *Differentiation*
- ◆ *Good practices and points of attention*

Box 1: Observation notes

For all observations it is important to *record the time and location* of the observation. Without these administrative data, one cannot analyse the event in a correct way, and this is important to be able to describe the general course of events.

The most important questions are *What is happening?* and *Who is doing what?*

It is also of great value to supplement the observations with photos. It is important to describe the local situation, *not* the demonstration in general.

Example

Time: 14.50. Photos taken.

Place: Intersection West rd and Queens rd.

Situation: Police officer in uniform talking to four demonstrators, two male and two female juveniles. The juveniles are taking part in the demonstration. The demonstration is at a standstill because of counter demonstrators.

A detailed guideline for observations is provided in appendix I.

Other questions can be answered only by **interviewing** the relevant persons. Some refer to situations that happen directly at the event, whereas other aspects can also be addressed besides the event because the persons may be too busy once the event started.

Demonstrators, public

- ◆ *How do demonstrators and the general public perceive the role and behaviour of the police in this event (and in relation to past experiences of similar events)?*

- ◆ *What are the motives and strategies used by the demonstrators?*

Organiser

- ◆ *How did demonstrators, police and the general public interact and communicate before the event?*
- ◆ *Facilitation*

Police/permission unit

- ◆ *Are there specific demands or instructions on police behaviour related to communication?*
- ◆ *How did demonstrators, police and the general public interact and communicate before the event?*
- ◆ *Facilitation*
- ◆ *Information/education*

So-called semi-structured interviews will be conducted. This means that an interview schedule is used that contains important key areas to discuss and deal with in the interview. The interview nonetheless also can deal with issues that arise during the conversation. The above list can be used as a guide for this; a detailed guide is provided in appendix J. Participation in an interview is voluntary, of course. The names of the persons being interviewed are not asked for or recorded.

During the event two approaches are employed:

1. The observers ask set questions if the opportunity arises on aspects that cannot be observed, for instance, how participants look at the event, their motives for their action and their previous experiences – things that might influence their actions (field study question 4).
2. Follow-up questions to learn more about an observed interaction/ incident.

Interview notes

Just as important for observation is *note taking* of the interviews, where details of time, location and person interviewed make later analyses possible. Writing down quotes gives good illustrations of what has been said and meant.

It may be useful to divide the task between the pairs: one interviews while the other takes notes.

Sometimes the respondent is a bit “short” in answering the questions. If possible try to get him/her to give examples or illustrations; for example, when you say you have had good experiences with the police, what do you mean, *can you give me an example?*

Introduction of yourself and the project

It is important to be open and truthful; there is no reason to hide anything!

Example

“Hi, my name is XX. I am working on an EU research project and we are studying events like this. I would like to ask you a couple of questions. You will not be asked to tell me your name or anything like that; we are interested in people’s opinion on police work at the demonstration and if you have any experiences from previous or similar demonstrations or events.

I appreciate your time; the interview will take a couple of minutes.”

You may also make use of the GODIAC cards if persons are interested in the project or have further questions.

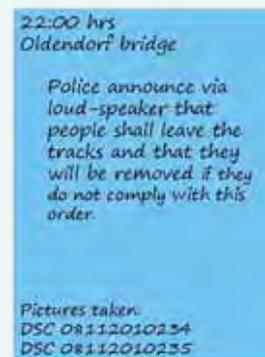
Day 4 – Analyses and report writing

The collected data is then discussed and analysed by the field study group, which in itself requires clarity regarding procedures. A pre-set structure (appendix G) is used. As a first step, the field study pairs note their observations, interviews and pictures onto single Post-it note sheets. An advantage is that going through the pictures can trigger memories and help to put things into the correct order.

Examples for observations noted on post-it notes

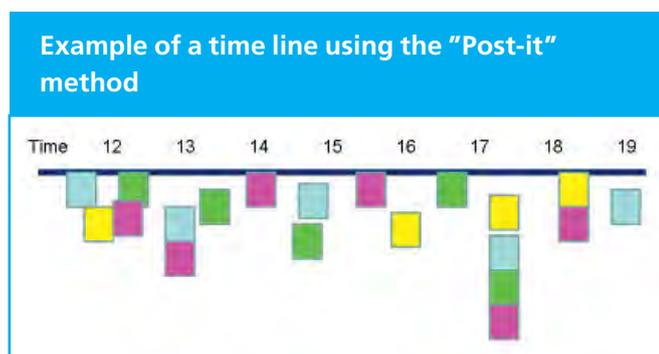
Please note

- ◆ your observations of single events and incidents
- ◆ interviews conducted
- ◆ pictures taken



These notes are also written into a digital presentation format (e.g., PowerPoint). The collation of these data from all different teams then provides a chronological overview of the course of events in note form and serves as the basis for the section “The course of events” in the final report.

The Post-it notes are displayed in chronological order onto a timeline. This provides an illustrative overview of the event and makes it easier to discuss and analyse specific incidents and helps to ease the write-up process of the field study report, for example, to allocate pictures to the respective observations.



After this, the pairs type the notes of the interviews that they have made and make a list of who was interviewed and when. The documents are stored on a USB stick.

Based on the time line that has been established, the field study coordinator then presents a summary of the course of events. The team discusses this and agrees on a joint version.

This overview then provides the basis for the main discussion and analysis of the field study observations. The discussion is led by the field study co-ordinator; it follows the field study questions. At first, the group discusses in what way the question "How do demonstrators, police and the general public interact and communicate before, during and after the event?" can be answered according to the observations and interviews that this group has made. The results of this discussion are noted (this is part of the draft report), and the team agrees on these notes. When this question has been completed, the discussion moves on to the next question.

Often during discussions and analyses, important ideas are mentioned that better fit a section that will be discussed at a later stage. In order not to lose such contributions, notes are taken on a flip chart and are referred to at a later stage of the team discussion. The discussions may also lead to further questions to the host and commanders that had not been answered in the interviews. These questions are also made note of, and the team seeks to have them answered by the relevant persons during their stay.

In order to avoid too laborious discussions, it may be useful to split the group and let smaller teams discuss different points separately. Their discussions are then presented to and discussed by the whole team. Likewise, as in the other procedures, notes are taken and agreed on.

Day 5 – Analyses and report writing

The discussions and report writing continue. Follow-up interviews with commanders and organisers are an option. The conclusions are drawn out of the conflict-reducing principles.

Day 6 – Analysis and report writing, internal evaluation

The discussions and report writing continue. At the end of the day the field the study process is evaluated individually on a form (appendix L) and the experiences discussed in order to keep improving the field study methodology.

The field study members depart in the early afternoon.

The write-up process of the field study report

Within a few weeks after the observations, the field study co-ordinator develops the draft report further, using the field study members' notes and background information such as police command orders, Internet and Web pages. If accessible, information from police debriefings is included (appendix K).

The report is then sent to the field study members for comments and then to the host organisation to check factual correctness. The report will be ready as a working document one month after the field study took place.

Then there will be a feedback meeting between the commanders, the GODIAC project reference group member and field study members of the host organisation, and the project management team and the

field study co-ordinator. The purpose is to discuss the field study results and how they can be of use for the host organisation. There is also the possibility of having an equivalent meeting with the organisers of the event.

The report remains a working document during the project period, because new information might be added. The individual stages are displayed in the following table:

The Report Writing Process
◆ Report is written by researcher after discussions of field study group → version 1
◆ Report version 1 is sent to all members of the field study
◆ Members of field study provide comments and possible additional remarks to researcher
◆ Researcher considers comments and remarks → version 2
◆ Researcher sends version 2 to the other researcher, the project manager and the project advisor
◆ The other researcher, the project manager and the project advisor provide comments and possible additional remarks to researcher
◆ Researcher considers comments and remarks → version 3
◆ Version 3 is sent to host for factual correction
◆ Researcher considers factual correction of the host → version 4
◆ During a feedback meeting, version 4 is discussed with the host and subsequently put onto the platform

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Appendices

A) GODIAC project goals

The purpose of the GODIAC project is to contribute to the development of a European approach to policing political manifestations. The project objectives are to:

- ◆ Analyse and disseminate good practices of applying research-based principles focusing on communication and dialogue as strategic principles for de-escalation and prevention of public order disturbances at political manifestations in Europe.
- ◆ Increase knowledge on the social identities of demonstrators and activists, their motivation, mobility and strategies.
- ◆ Stimulate the use of research-based knowledge in policing political manifestations.
- ◆ Promote evaluation of policing major events at a European level.
- ◆ Stimulate lessons to be learnt, disseminated and used nationally and internationally.
- ◆ Develop institutional co-operation and networks at a European level between practitioners, researchers and trainers.
- ◆ Facilitate collaboration between law enforcement agencies and research networks.

B) Checklist for planning a field study

Before the field study

Responsibility of the project management

- ◆ Composes an observation group out of the GODIAC field study group
- ◆ Sends letters to the host commissioner, host reference person and the field study group
- ◆ Makes travel and accommodation arrangements
- ◆ General safety planning
- ◆ Checks the practical preparations with the host (meeting room, local transport, etc.)
- ◆ Makes the overall programme
- ◆ Puts information on the GODIAC Internet platform
- ◆ Keeps in close contact with the field study coordinator on the planning issues

Responsibility of the reference person of the host organisation

- ◆ Suggests a field study event
- ◆ Makes contact with police commissioner, Gold Commander to facilitate the field study
- ◆ Identifies the host field-study question (through the Gold Commander).
- ◆ Provides background and contextual information and sends it to the project management (appendix H)
- ◆ Attends police briefings related to the police operation
- ◆ Arranges for interviews with commanders and other relevant persons

Practical matters

- ◆ Gets permit to interview police officers and take photos (if needed)
- ◆ Gets accreditation, access to restricted areas and/or passing through restricted area
- ◆ Arranges airport pickup/drop-off
- ◆ Arranges local logistics, local transports if necessary

- ◆ Arranges a meeting room
- ◆ Provides maps, digital for report and hand-outs for field study members (tourist maps will usually do)
- ◆ If necessary, arrange for interpreters and/or stewards
- ◆ Makes local safety arrangements if needed
- ◆ Recommends clothing and equipment, for example, warm clothing and wellies, and informs if there are any clothes or accessories not suitable, if, for example, often used by demonstrators
- ◆ Produces a note with information on the project. The note should include the phone number of a local police contact. The note should be in the local language and in English and carried by all field study members.

Responsibility of the field study co-ordinator

- ◆ Keeps in close contact with the project management and the host in the planning process
- ◆ Gathers all content information that is provided by the host on the event
- ◆ Conducts further own research in relation to the event (reports about previous events, police press releases, Internet sites of police and participating groups, etc.)
- ◆ Summarises the context of the event in the field study report
- ◆ Prepares a preliminary plan for the field study activities
- ◆ Prepares an introduction to the field study group on the theoretical background of the project, methodological issues and the context of the specific event

Responsibilities for the reference persons of the participating field study members

- ◆ Ensures that their field study member has adequate insurance throughout the duration of their deployment. Finds out from the employer what the member needs for working abroad.

- ◆ Ensures that the field study member brings his/her European Health Insurance Card
- ◆ Discusses the field study before and exchange of experiences after the field study with the field study member

Responsibilities of the field study members

- ◆ Inform themselves on the event through the GODIAC platform and other sources
- ◆ Studies the Field study handbook
- ◆ Ensures they have adequate insurance throughout the duration of their deployment. Finds out from their employer what is needed for working abroad.
- ◆ Brings their European Health Insurance Card
- ◆ Submits contact details to the project management prior to travelling to the event. This includes mobile number, contact details to next of kin or colleague and ensuring they have sorted out insurance and safety.
- ◆ Brings suitable clothing and field study equipment.

C) Checklist for a pre-meeting

Responsibility of the project management

- ◆ Arranges flight tickets

Responsibility of the reference person of the host organisation

- ◆ Arranges airport pickup/drop-off
- ◆ Arranges local transport (if necessary)
- ◆ Arrange meeting facilities
- ◆ Introduces the team to the local liaison office
- ◆ Arranges meeting with commander, dialogue/permission unit and the organiser of the event
- ◆ Introduces the host
- ◆ Makes introduction to hot spots

D) Checklist Responsibilities during a field study

Project management

- ◆ Takes overall responsibility for the field study
- ◆ Represents/is the spokesperson for the project in relation to the host organisation and the media
- ◆ Ensures everybody is aware of the safety matters
- ◆ Evaluates the field study process
- ◆ Makes checklist of mobile numbers, contact numbers to hosts
- ◆ Brings laptop, memory stick, adapters, notepads, pens, cameras, and batteries

Field study co-ordinator

- ◆ Makes hotel reservations
- ◆ Provides an introduction to the field study group on the theoretical background of the project, methodological issues and the context of the specific event
- ◆ Plans the field study work together with the field study group and in co-operation with the reference person
- ◆ Leads and monitors the field study work
- ◆ Leads the discussion of the field study group on the observations and interviews
- ◆ Ensures the writing of a draft report

Reference person of the host organisation

- ◆ If possible provides a meeting room and a beamer
- ◆ If needed provides translators, stewards
- ◆ Keeps in contact with the field study co-ordinator and the project co-ordinator for update information
- ◆ Gives an updated briefing at the beginning of the field study days
- ◆ Arranges for follow-up interviews, if possible

Field study members

- ◆ Develops a field study plan together with the field study co-ordinator

- ◆ Keeps to the field study plan and stays with his/her partner
- ◆ Keeps in contact with the field study co-ordinator
- ◆ Brings suitable clothing
- ◆ Brings insurance papers
- ◆ Brings useful field study equipment:
 - A bottle of still water (actually against thirst, but can also be good to wash off tear gas)
 - Energy or fruit bars
 - GPS-capable PDA/Smartphone (if available)
 - Spare clothes (sweatshirt, rain jacket, baseball cap)
 - Money (coins and banknotes in small denominations)
 - Sunscreen

E) Checklist for the feedback meeting

Responsibility of the project management

- ◆ Arranges flight tickets

Responsibility of the reference person of the host organisation

- ◆ Arranges airport pickup/drop-off
- ◆ Makes hotel reservations
- ◆ Arranges local transport (if necessary)
- ◆ Arranges meeting facilities
- ◆ Arranges meeting with commander

F) Safety and insurance matters during field studies

The steering committee decided the following guidelines for the field study and that the safety issues will be monitored.

Safety during field studies

The peer review methodology is a participant-observation methodology, where the intention is to influence the situation as little as possible. There are two important principles regarding the field study members' behaviour related to this: Not to interfere or disturb the police operation and to put their own safety before the interest of the research.

The observers need to be able to sense and read the situation and keep a distance if things are being assessed as getting violent or dangerous. In each pair of observers, there is a police officer trained in public order management. The host organisation may also provide a scout, who also will be particularly helpful.

Each field study pair will have a letter from the host organisation explaining who they are and why they are there. Accreditation will also be arranged if needed by the host.

The experiences from prior field studies are that there have been very few instances of violence when the field study members have been in danger, because of the points described above. It is important, however, to have discussed these matters beforehand and to have a mental preparedness of how to act should instances occur.

Dress code

It is essential that field study members wear neutral clothes to deflect attention from them as being connected with a policing organisation or a protest group. To do so would be counterproductive and may lead to instances where they could be targeted by protestors or the police.

Safety briefing prior to deployment

There will be a safety briefing during the planning day for all field study members regarding the potential that they may find themselves in a volatile situation.

Non-police officer study members will be reminded that when deployed they should take cognisance of any direction given by their police officer partner. This might involve self-protection or a requirement to vacate immediately a particular location if it is assessed as becoming too volatile. The situation then needs to be observed from a safe distance. Police officers are trained, or should be, in dynamic risk assessment, which brings control measures to potentially volatile incidents. At all times, members must adhere to instructions or orders given from the police officers in the police operation.

Field study members should also be aware of the potential for confrontation from police officers policing the event because field study members could be misidentified as part of the demonstration. It is important that the observers tell the truth about why they are there.

When out on the field, any safety issues should be raised by the field study members through the field study coordinator. The coordinator will give safety directions to members and raise safety concerns with the host and project management.

Use of Overt Photography

Whilst photos are very useful tool in terms of capturing data to inform the field study, members will be reminded of the potential that this could be misinterpreted by protestors as police evidence gathering. A control measure is to ensure that whilst one member of the team is taking photographs, the other is keeping an active lookout for potential trouble and targeting from protestors.

Contact Details prior to deployment

Each field study member will be asked to give next-of-kin contact details or contact details of a work colleague who can act as liaison, the details of which will be lodged with the project manager/project co-ordinator.

Safety debriefing

At the end of each field study, safety issues will be discussed in the field study group in connection with the exchange of learning from the methodology.

Insurance matters

Prior to deployment

The reference person will need to ensure that his or her field study members have adequate prior insurance through their employer. Rules and regulations are different in different countries. (In, e.g., the UK, police officers are covered under Police Regulations, although they do need to seek out what is called a Section 26 Authority, which ensures that insurance is provided throughout the duration of their deployment.)

The reference person also needs to ensure that their field study group members have a European Health Insurance Card, which he or she will bring to the field study event.

Each field study member will be asked to sign a declaration indicating and acknowledging that they have adequate personal insurance in place.

Information package

The points mentioned above will be part of the information package provided before arriving to the field study.

G) Field study report structure

- 1 Introduction
- 2 Objectives
- 3 Methodology
- 4 Context of the event
- 5 Overview of the course of event
- 6 Observations related to the field study questions
- 7 Conclusions and good examples

H) Data collection by host reference person before the event

1. Describe the event

Please include time, place and the physical context (pictures and maps are useful), earlier experiences of similar events, the most likely scenarios, any hot spots or critical points.

2. Describe the demonstrators

Please describe the reasons for the demonstrations, what groups/organizations and how many will participate, the goals and tactics of the demonstrators and any communication and/or agreements with the police regarding the event.

3. The legal context

Please note the rights that citizens hold with regard to demonstrations in your country (e.g., Law of Assembly, and the like)

- ◆ police legislation in relation to demonstrations
- ◆ rules to handle demonstrations and public order

4. The permit process and the contact with the organiser

- ◆ Please describe the structure of the permit process (Responsible unit/administration, timeline of registration)
- ◆ In what way do the police keep in touch with the organisers from the day of the registration until the end of the event?

5. Police organisation

Please describe shortly

- ◆ the structure of the police in relation to the policing of a public order event (if possible, please provide an organisational chart with the respective areas of responsibility)
- ◆ any guidelines for policing major events

6. The Police operation in relation to this event

Please describe the goals, strategy, and philosophy of this operation

- ◆ The risk- and threat-level assessment
- ◆ The tactical options that you have at your disposal and how they will be used in relation to this event (e.g., containment and dispersion, use of tear gas, pepper spray, water cannons, horse/dog units)
- ◆ Are there specific instructions on police behaviour in relation to this event? (e.g., a behavioural profile for officers)

7. Are there any demands for the police/police officers concerning communication and dialogue?

- ◆ Do you use a specific dialogue unit/communication team?
- ◆ If so, please describe the position of the teams within your organisation
- ◆ How are the officers trained?
- ◆ What is their task before and during the event?
- ◆ What is their role within the organisational structure of this event? (e.g., are they connected to the Gold Commander?)
- ◆ What rights/responsibilities do they hold in relation to other parts of the police service?)

8. Social Media

- ◆ Do you follow social media in relation to this event?
- ◆ Do you actively make use of social media in order to communicate with the crowd participants? If so, how?

l) Guideline for observations

Observations can be carried out based on a number of different conditions, for instance, related to the *degree of participation*. In the GODIAC project the observers will be in close proximity to the various events, but they will not be participants themselves in the sense of “participant observations” (e.g., Stott & Drury, 2000). The reasons for not participating in the event is that the observers need to collect information from different parties and cannot be seen as belonging to a specific group in order to get access to other groups.

In order to be able to observe a situation, the observers need to get close enough to be able to get a good view of the situation and if possible listen to what is said. This has to be balanced to avoid influencing the situation as well as for the safety of the observers. There are some rules worked out in the project for protecting the security issues (see appendix F). The field study members will have a GODIAC card and when needed a letter from the Gold Commander explaining their business; they may also be accompanied by a scout.

It is important that observers are aware of *how habits and their own experiences* influence what they see and also the *difference between observing, interpreting, and valuing* it. Focus should be on describing *observable behaviour* and happenings.

1. What is the situation, what is happening?

It is important to describe the local situation, *not* the demonstration in general.

Example

Time: 14.50. Photos taken.
Place: Intersection West rd and Queens rd.
Situation: Police officer in uniform talking to four demonstrators, two male and two female juveniles. The juveniles are taking part in the demonstration. The demonstration is at a standstill because of counter demonstrators.

2. Describe the participants

Numbers in the local groups, which are being observed.

Gender, age, clothes, and type of uniform and equipment/ attributes.

Rank and functions (for the police).

3. How does the situation develop?

Describe in as many observable details as possible how the situation develops, who is doing what, and so forth.

Example

Time: 14.55. Photos taken.
Place: Intersection West rd and Queens rd.
Situation: Two police officers and three demonstrators at the front of the demonstration are talking to one another. They look calm. In all four corners of the intersection, uniformed police officers are hindering people from getting to the demonstration by forming a chain and telling people not to get close.

4. What are the outcomes – consequences – results of the local situation?

How was the situation solved? Was there reinforcement from others? How long did it take? Escalation or de-escalation? Describe the role of communication in the outcome of the situation.

5. What kind of communication is used? How does the interaction take place?

Describe continuously both the *verbal and non-verbal communication*. Remember that there will be combinations of different communication in an event!

Examples of *verbal* communication

- ◆ Talking or use of words to someone, directly or indirectly. Note the wording and form of communication (instructions, orders, discussions, mediation, negotiation).

- ◆ Directed to a person/persons, or from a number of persons, with or without megaphone or loudspeakers
- ◆ Flyers or leaflets; if possible, get one!
- ◆ Banners, posters and signs with writing
- ◆ Threats, shouting, chanting (verbal abuse)

Examples of *non-verbal* communication

- ◆ Body language, facial expressions
- ◆ Uniform and equipment, including weapons, sticks, fireworks and other offensive and defensive equipment
- ◆ Clothing, masks and attributes
- ◆ Banners and flags, symbols
- ◆ Music and noise, whistles, dancing
- ◆ Formation, movement, by individuals or groups
- ◆ Use of horses, dogs, vehicles, riot fences, barricades, roadblocks

Note if there is any *violence*. By violence we mean physical violence against a person, with or without actual contact (attempt). Note if there are visible injuries and if “weapons” are used.

Note if there is any *criminal damage*. By criminal damage we mean intentional damage to any property. If the participant uses any “weapons or tools” please note.

Action and reaction

Please note who started the communication or interaction. Please be aware of different combinations – that, for example, a nonverbal sign can trigger a verbal reaction. What was the response and what happened after?

Aggressive vs. nonaggressive communication, positive and negative communication. It is difficult to describe; it has to be a subjective observation to some extent. But if you describe the event and note the wordings, at least you can indicate the meaning of the content.

J) Guideline for field study interviews

Interview focus

- ◆ How do demonstrators and the general public perceive the role and behaviour of the police in this event and in relation to past experiences of similar events? (Field study question 4)
- ◆ What are the motives and strategies used by the demonstrators?
- ◆ Are there specific demands on or instructions for police behaviour related to communication? (Field study question 3)
- ◆ Host question?

It is important as an interviewer to be aware of the so-called *interviewer effect*, that the situation and the respondent can be influenced by the way the interview is conducted, through the way questions are formulated or presented as well as by the conditions and context around the interview. The willingness of the respondent to tell the truth or to say what he or she believes is socially desirable are also factors that can influence the answers.

The field study questions contain aspects relating to how participants in various groups (including the police) perceive one another and the incidents that occur during a crowd event. There is also the need to complement the observations with interviews in order to understand and add perspective to what the observers have captured.

Remember

Objectivity – don't interpret any information; focus on collecting data.

Selectivity – try to find people from different groups to talk to.

Social desirability – they will sometimes tell you what they think you want to hear!

Information vs. disinformation – sometimes they will not tell you everything or even the truth!

Take photos! You will remember more of the situation and from the interview as well.

Make notes of *quotations* that illustrate points made. Note *place, time and sex, age, rank and function* of the respondent, at the event.

1. Interview as a follow up on an observed interaction, incident

- ◆ What happened?
- ◆ What do you think about it?

2. Interviews related to field study questions

Demonstrators and persons from the general public

- ◆ Why are you here, what do you want to achieve and how?
- ◆ How did you find out about this event?
- ◆ What do you think of the police at this event?
- ◆ Have you talked to the police or have they talked to you?
- ◆ Have you been at events like this before; if so, which and where?
- ◆ Can you compare this event with the previous ones, how the police work, how they communicate and interact with other groups?

The police

- ◆ What is your task here at this event?
- ◆ What is your experience of this kind of events?
Training?
- ◆ Are there any specific instructions on police behaviour/communication?
- ◆ What do you know about the demonstrators, their aims and their tactics?
- ◆ How did you learn this?
- ◆ How is communication used (as a strategy, tactics, and method)?
- ◆ Have you talked to demonstrators, protesters or the general public? If so what about?
Give examples.

K) Data collection after the event

Medias views on the event

Demonstrators

- ◆ Social media communication
- ◆ Contacts with the police
- ◆ Positive and negative experiences
- ◆ Complaints
- ◆ Injuries

Police

- ◆ Debriefings and lessons learnt
- ◆ Face-to face-interaction and communication with the demonstrators
- ◆ Communication on social media
- ◆ Media information
- ◆ Number of arrests
- ◆ Number of injuries, complaints
- ◆ Assessment of the use of social media



Polisen

Utgivare

Rikspolisstyrelsen

Produktion

GODIAC-projektet i samarbete med
Polisens verksamhetsstöd,
informationsenheten

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