



RIGHTS-BASED RECRUITMENT

This is resource note 3.1 of the CTI practical Police Resource Toolkit for professional, human rights-compliant Policing.

BACKGROUND

1. In 2015, United Nations Member States adopted 17 [sustainable development goals](#) (SDGs) to support peace and prosperity. SDG 16 is directly relevant to policing as it emphasises the need to promote peaceful and inclusive societies and to “provide access to justice for all”. Target 16.6 requires developing effective, accountable and transparent institutions at all levels to achieve SDG16.
2. In accordance with Target 16.6, policing institutions can be considered “effective, accountable and inclusive”, when they effectively respond to complaints, promote participation and inclusive decision-making, are transparent and accountable, and reflect the populations served. In other words, policing institutions must be seen as legitimate. Police legitimacy refers to “the belief that the police ought to be allowed to exercise their authority to maintain social order, manage conflicts, and solve problems in their communities.”¹
3. Belief in police legitimacy is related to the degree of trust and confidence communities have in the police, the willingness of individuals to comply with established laws and police authority, and perceptions that police actions are moral and appropriate. To be perceived as legitimate, the police must be procedurally just. That is, that the police treat people with respect and fairness, listen to their descriptions of an event or encounter, make transparent and bias-free decisions, and respect the limits of their authority, all while conveying that they can be trusted.²
4. Recruitment of police personnel is a key element in supporting the implementation of SDG 16 and police legitimacy. In particular, rights-based recruitment refers to policies and practices that not only attract, select, and hire police officers with the competencies relevant to supporting justice and human rights, but also that the police human resources department integrates a rights-based approach into the recruitment process.
5. The goals of rights-based recruitment are twofold: (1) to ensure that traditionally marginalized groups have fair access and consideration in the recruitment process; and (2) that police organizations develop a cadre of officers who support human rights-compliant policing principles.

¹ For example: Police Justice and Police Legitimacy. California Commission on Peace Officer Standards and Training. <https://post.ca.gov/procedural-justice-and-police-legitimacy>

² Developing Policing Practices that Build Legitimacy. The National Academies Press. <https://nap.nationalacademies.org/download/26678>



6. Both these recruitment goals are served by a candidate profile anchored in justice and human rights. A rights-based recruitment process is primarily focused on removing systemic obstacles that have kept some groups from pursuing roles in policing.
7. This chapter presents the framework for rights-based recruitment, which is grounded in the principle that the police are both part of and have a duty to serve the community. This chapter begins with a discussion of the importance of a police code of conduct or ethics and a supporting candidate profile, followed by an emphasis on proactive recruitment, and the development of fair and impartial screening processes. Country examples and additional resources are also presented.

A RIGHTS-BASED RECRUITMENT FRAMEWORK

8. Consistent with the principles of police legitimacy, the [Code of Conduct for Law Enforcement Officials](#) (adopted by General Assembly resolution 34/169 of 17 December 1979) provides a useful foundation for rights-based recruitment. As noted below, eight articles describe the expected behaviors of police officers around the world.

Article 1: to serve the community and protect all individuals against illegal acts

Law enforcement officials shall at all times fulfil the duty imposed upon them by law, by serving the community and by protecting all persons against illegal acts, consistent with the high degree of responsibility required by their profession.

Article 2: to respect and protect human dignity and uphold the rights of all individuals

In the performance of their duty, law enforcement officials shall respect and protect human dignity and maintain and uphold the human rights of all persons.

Article 3: to use force only when strictly necessary for a legitimate policing objective

Law enforcement officials may use force only when strictly necessary and to the extent required for the performance of their duty.

Article 4: to keep all relevant matters confidential

Matters of a confidential nature in the possession of law enforcement officials shall be kept confidential, unless the performance of duty or the needs of justice strictly require otherwise.

Article 5: to refrain from inflicting, instigating, or tolerating acts of torture, or subjecting individuals to inhuman, degrading treatment or punishment

No law enforcement official may inflict, instigate or tolerate any act of torture or other cruel, inhuman or degrading treatment or punishment, nor may any law enforcement official invoke superior orders or exceptional circumstances such as a state of war or a threat of war, a threat to national security, internal political instability or any other public emergency as a justification of torture or other cruel, inhuman or degrading treatment or punishment.

Article 6: to ensure the protection of individuals in custody

Law enforcement officials shall ensure the full protection of the health of persons in their custody and, in particular, shall take immediate action to secure medical attention whenever required.

Article 7: to refrain from corruption

Law enforcement officials shall not commit any act of corruption. They shall also rigorously oppose and combat all such acts.

Article 8: to respect the law and the Code of Conduct

Law enforcement officials shall respect the law and the present Code. They shall also, to the best of their capability, prevent and rigorously oppose any violations of them.

Law enforcement officials who have reason to believe that a violation of the present Code has occurred or is about to occur shall report the matter to their superior authorities and, where necessary, to other appropriate authorities or organs vested with reviewing or remedial power.

9. States/policing institutions may build on these articles to establish more specific and contextualised codes of conduct/ethics for police personnel reflecting the highest ethical values. The provisions of the international Code of Conduct for Law Enforcement Officials, and the national police code of conduct/ethics should be applied during the recruitment process, including to inform the screening and selection of potential candidates.

1. Candidate expectations

10. Using a code of conduct/ethics as a foundation, drafting a clear candidate profile is an essential element of a recruitment process. This step means moving beyond basic eligibility requirements (such as minimum age, education, language ability, driving licence/permits, fitness, citizenship, or residency) to the core values required in policing and of police officers. A clearly articulated profile provides prospective applicants with not only a better understanding of the expectations of police officers but also the principles underpinning the selection criteria.
11. To support rights-based policing, specific competencies should also be integrated into the candidate profile, such as being honest, accountable, fair, impartial, respectful, and collaborative as well as possessing good communication and problem-solving skills. Of note, these competencies should be aligned with the objectives (the organizational goals) of the respective policing institution.

2. Proactive recruitment

12. According to the OHCHR publication [International Human Rights Standards for Law Enforcement](#), every law enforcement agency should be representative of the community as a whole, with the police being responsive and accountable to the community. As such, the recruitment of police personnel who promote and uphold justice and human rights is not the singular consideration. Policing institutions must also recruit applicants who reflect the diversity of the communities that they serve. Achieving a diverse and inclusive police workforce requires the removal of existing barriers.
13. **Common barriers:** Research into the recruitment and retention of women and minorities in policing indicates that perceptions about the police and recruitment processes play a pivotal role in the underrepresentation of these groups. Specifically, that the police are aggressive toward certain racial groups,³ recruitment processes discriminate against minorities and women,⁴ recruitment processes are unclear, recruitment messaging is intimidating or suggests that only certain people should apply,⁵ and/or that women and minority officers are subjected to harmful behaviors within the workplace.⁶
14. Unfavorable perceptions of the police more generally represent a significant barrier. For example, in many countries, marginalized groups consider, based on their experience, that the police are corrupt, violent, uneducated, incompetent, and/or untrustworthy.⁷ While research in this area is more prevalent in countries such as the US and the UK, these same themes can be extrapolated to many other States.

Key steps for improved police recruitment procedures:

- ✔ **Building relationships:** To overcome barriers related to adverse perceptions of the police, policing institutions need to work at building relationships with diverse communities to better understand their needs and how the police can support them. These conversations can also present opportunities to identify and address other barriers to diverse recruitment. Simple actions such as attending community events, getting involved in communities, and promoting proactive interactions with community members are all activities that can help improve the image of the police and foster partnerships with the community.
- ✔ **Restoring trust:** For States in which trust and confidence in the police is very low, it is important that exemplary police leaders and police officers purposefully invest time and effort into establishing and maintaining connections with communities. This means meeting with community leaders and representatives, listening to issues and concerns raised, and making changes as required. It is important to note that this is likely to be a long-term, ongoing restorative process in which the police actively demonstrate a commitment to transparency, accountability, and inclusion.

³ Epp, C.R., Maynard-Moody, S., & Haider-Markel, D., 2017. Beyond profiling: the Institutional Sources of racial Disparities in policing. *Public administration review*, 77 (2), 168–178.

⁴ Wilson, C.P., Wilson, S.A., & Gwinn, M., 2016. Identifying barriers to diversity in law enforcement agencies. *Journal of ethnicity in criminal justice*, 14 (4), 231–253.

⁵ McMurray, A., Karim, A., & Fisher, G., 2010. Perspectives on the recruitment and retention of culturally and linguistically diverse police. *Cross cultural management: an international journal*, 17 (2), 193–210.

⁶ Brown, J., et al., 2019. Implications of police occupational culture in discriminatory experiences of senior women in police forces in England and Wales. *Policing and society*, 29 (2), 121–136.

⁷ Op. cit. (n.5 and 6)

- ✔ **Connecting with diverse candidates:** Proactive recruitment of new and diverse candidates connecting with groups (such as women or ethnic minorities) who may not have previously considered or been considered for a policing role. Ideally, officer role models perform this function so diverse applicants can 'see themselves' as police officers. Care should be taken, however, to avoid simply appointing token role models as this could undermine both the individual officers and the authenticity of the recruitment process. An effective strategy is to offer potential applicants the opportunity to connect with and be mentored by recruiting officers who are like them, and who are open minded and culturally sensitive. During these interactions, focus should be on promoting the importance of rights-based policing rather than physical attributes to counter misconceptions about who is best suited for policing roles. In particular, efforts targeted at increasing the representation of women and minorities should focus on the core responsibilities of the police to police to serve and protect the community and the necessary competencies of empathy, compassion, impartiality, and good communication.
- ✔ **Appealing to a broader candidate pool:** With declining interest in policing roles, there is a need for policing institutions to work toward rebuilding trust and confidence and to adopt strategies to appeal to a much broader pool of potential candidates. For instance, data suggests that younger generations are concerned with financial stability and benefits, the reputation and management of potential employers, job security, opportunities for development, flexibility and work-life balance, and meaningful work. Therefore, recruitment campaigns (involving face-to-face meetings or online messaging) that promote these factors are likely to be more successful in attracting young applicants.
- ✔ **Aligning recruitment materials:** Traditionally, policing has been viewed as a male-dominated occupation in which masculine traits have been endorsed and promoted while anything deemed feminine, such as showing emotion or performing community policing roles, has been devalued. Recruitment materials, such as posters, pamphlets, websites, and social media platforms have tended to reflect this same depiction of the 'ideal officer' as intimidating and overly focused on physical attributes. Promoting rights-based policing requires a shift from images portraying the prototypical police officer to those that reflect human-rights values and police professionalism. Alignment of recruitment material with community outreach activities is essential for reinforcing messages about the diversity of skills and experiences required for policing. Similarly, highlighting how a career in policing can fulfill many job-seeking factors is likely to attract new applicants (including women and minorities) for reasons that are less to do with traditional policing culture and more to do with the attributes that are required.
- ✔ **Promoting access:** Rather than drawing police candidates from familial or social networks, an open access recruitment process requires that policing institutions ensure that all eligible candidates have fair and transparent opportunities to apply for policing roles. Granting special access to prospective candidates due to existing relationships with police officers is inconsistent with a rights-based approach. On the contrary, a rights-based recruitment framework demands that police job opportunities be open and accessible through postings on applicable public forums. For example, the European [Code of Police Ethics](#) adopted by the Council of Europe Committee of Ministers in 2001 emphasises that recruitment procedures should be objective and non-discriminatory, with policies aimed at making the police representative of the diverse communities they serve.
- ✔ **Recruitment personnel:** All officers are potential recruiters and should be involved in recruitment activities. It is nonetheless important that consideration be given to appointing recruiting officers who exemplify a commitment to justice and human rights and are trusted and respected within the community.

3. Screening processes

15. Once a candidate profile has been created and communicated, objective screening processes can reduce potential selection biases while simultaneously identifying candidates who exemplify the requisite values and competencies for policing. These processes should be clearly communicated to prospective applicants to increase both transparency of the process and chances for candidates to be successful.
16. The International Association of Chiefs of Police's [Law Enforcement Recruitment Toolkit](#) identifies three core elements of weak recruitment processes: (1) processes are overly bureaucratic, thus, creating a lengthy, cumbersome screening process; (2) unnecessary eligibility requirements are imposed; and (3) systems are designed to exclude rather than include potential candidates. In other words, these systems are designed to find reasons to weed out candidates.
17. The primary purpose of police screening and selection processes is to identify candidates who have a good understanding of the society they serve and possess the requisite competencies to support rights-based policing. Therefore, screening and selection processes should be designed for this purpose, while avoiding the flaws referenced above.
18. Administrative processes in some States may not be sufficiently developed to support adequate screening and selection processes. Despite these potential challenges, some common processes are discussed below. These steps are not presented as an exhaustive list or an endorsement. The goal is to provide a brief overview of potential screening steps:
 - a) **Physical fitness:** Candidate physical standards are typically assessed through various tests of physical ability and readiness. It is important that these tests are evidence-based and reflective of the requirements for the job of an operational police officer. Another important consideration is to establish equality of opportunity so that women and other marginalized groups have a greater chance to meet fitness standards. For instance, specialized training programs could be offered to assist female applicants with gaining the requisite level of fitness to meet the job requirements. See end of chapter for more suggestions.
 - b) **Psychometric testing:** Psychometric testing involves assessments of an individual's personality, behavior and cognitive ability, which permits early screening of a candidate's suitability for police work. For example, these tests might comprise evaluation of spatial skills, memory, and making situational judgements. Given the emphasis on rights-based policing, candidates should also be assessed for bias, racism, and other discriminatory attitudes and beliefs.
 - c) **Competency evaluation:** Situational or behavioral-based interviews can be used to assess a candidate's competencies based on how they handled various situations in the past or how they might respond to real-life scenarios. Key competencies tested could include good judgment, empathy, openness, maturity, fairness, good communication skills, cultural awareness, and other potential attributes.
 - d) **Medical evaluations:** Medical and psychological health assessments are undertaken to ensure that potential candidates can meet both the physical and psychological demands of training as well as the tasks required of an operational police officer, including operational driving, using firearms and other intervention equipment, engaging in physical confrontation and use of force, and making operational decisions. As indicated above, these requirements need to be aligned with the primary roles and responsibilities of the police.
 - e) **Background verification:** A final step in the selection process is likely to be verification of the candidate's background, which might involve a review of previous employment, education, drug and alcohol use, online activities, personal finances, criminal activities, and character references.

19. **Reducing bias:** Because of the potential for bias in the selection process, a good method for reducing the risk of bias is to track all candidates throughout the recruitment process, starting from the first point of contact. Through this approach, determinations can be made about points in the screening process that may be influenced by bias. For example, if candidates with diverse backgrounds are consistently rejected at a specific stage, then this stage should be reviewed. Additionally, if applicants drop out at any phase of the process, exit interviews should be undertaken to determine if any changes should be made.
20. It is also a good practice to screen recruiting personnel for bias and discriminatory attitudes as well as provide training on facilitating bias free and objective screening and selection processes.

REINFORCING RIGHTS-BASED RECRUITMENT

21. Recruiting the right candidates is a critical step in building a rights-based policing model. However, the work does not stop there. Initial police training has been extensively studied as the core phase in which police recruits are first exposed to policing culture. To prevent the risk of new recruits becoming socialized to negative aspects of the existing police culture, academy instructors should also be recruited in accordance with the screening criteria for rights-based policing. Just like recruiting officers, academy personnel have extensive influence over police recruits. As such, academy personnel need to exemplify the principles of rights-based policing, to ensure that these principles are valued and upheld by new officers.
22. At the same time, the training content must consistently reinforce the principles of rights-based policing. At a minimum, this content should reflect the Code of Conduct for Law Enforcement Officials.
23. Through public messaging and interactions with police officers, police recruits develop a 'psychological contract' (the perceived assumptions and expectations) related to working for a specific policing institution. For instance, if recruitment material and recruiting personnel continuously emphasize aspects about the work that fulfill key job-seeking factors, such as financial stability and benefits, job security, opportunities for development, flexibility and work-life balance, and/or meaningful work, then new recruits are likely to expect these elements to be present as they commence their policing responsibilities. If they are not, then new recruits are likely to quit. Attrition during the recruitment process or in the early stages of an officer's career represents a loss of the police resources spent in the hiring and/or training process. This has the potential to further erode trust and confidence in the police.
24. In sum, these post-recruitment steps are necessary to reinforce rights-based policing principles and to retain newly recruited personnel. As noted above, gathering data at each phase of the recruitment process and during the initial period following the selection of new recruits can provide invaluable feedback on what is working well and what actions could be taken to improve both recruitment and retention. In the remaining sections of this chapter, examples are presented of codes of conduct or ethics for police officers in select countries, along with other relevant recruitment processes.

COUNTRY/REGIONAL EXAMPLES

25. Below are selected country or regional examples of police codes of conduct/ethics.
- Ireland: [Code of Ethics for the Garda Síochána](#)
 - France: [Déontologie | Ministère de l'Intérieur et des Outre-mer \(interieur.gouv.fr\)](#)
 - Indonesia: [Police Regulation No. 8 of 2009](#)
 - Jamaica: [Code of Conduct for Police–Citizen Relations in Jamaica](#)
 - Kenya: [Kenya Police Code of Conduct](#)
 - Spain: [BOE.es - Código de la Policía Nacional](#)
26. Examples are also provided of recruitment processes in select jurisdictions. These processes list the basic eligibility requirements, the core competencies assessed, and other screening steps. Sample proactive recruiting videos are also identified in the links below.



Albania: Improving recruitment and supporting women

The Albanian State Police collects sex-disaggregated data on the reasons why police officers leave the service. After each recruitment campaign, analysis of deficiencies are reported to the Chief of Police with a view to improving recruitment and retention policies and processes. In 2011, Albania introduced preparation courses to support women in submitting their applications to the police.



Royal Canadian Mounted Police: Promoting diversity and combating racism and discrimination

To overcome negative perceptions and to attract more women and minority officers, the Royal Canadian Mounted Police recently launched the [Diverse and Inclusive Pre-Cadet Experience](#) and introduced new tools to promote diversity and screen for bias, racism, and discriminatory attitudes and beliefs. A sample recruitment video is provided in the link below as well as an overview of the recruitment process.

[Recruitment video 1](#)

[RCMP Recruitment and selection process](#)



England and Wales: Developing new recruitment and selection processes

Following a review in 2015, the UK College of Policing developed a [values-based recruitment and selection](#) process for all police services in England and Wales. This new process is linked to the [Code of Ethics](#) and is grounded on four core values (integrity, impartiality, public service, and transparency). Aligned with these values are six competencies: (1) critical analysis, (2) innovation and open-mindedness, (3) emotional awareness, (4) taking ownership, (5) collaboration, (6) delivering support and inspiring others.

Consistent with this framework, recruitment processes are based on openness (all jobs are posted publicly along with information on criteria and requirements), merit (the eligibility of any person who meets the criteria for the role of a police officer), and fairness (an objective, impartial, and consistent assessment process).

[Recruitment video](#)

[Recruitment process](#)



New Zealand: Improving recruitment material and processes

In recent years, the New Zealand Police has substantially revised their recruitment material and processes to better reflect the roles of police officers and to attract more women and minorities. The data suggest that their efforts increased the overall number of applicants, including significant increases of female applicants and applicants of Māori heritage. Two examples of New Zealand Police recruitment videos are provided in the links below. A link to the overall selection process is also listed.

[Proactive recruitment video 1](#)

[Proactive recruitment video 2](#)

[NZP Recruitment and selection process](#)



Palestine: Changing gender perceptions and removing barriers

The Palestinian Civil Police launched a five-year Gender Strategy in 2017 following consultations with national stakeholders, civil society, UN Women, the UN Development Programme and the European Union. The strategy contains policies for integrating a gender perspective in recruitment, retention, training and design of facilities, and commits to increasing women's participation in the police from 3.75 to 7% in the next three to five years. Thanks to the involvement of police senior management, the Chief of Police was committed to recruiting more women to improve trust and credibility among citizens and provide better policing services.

27. In addition to the above examples, there are international, regional and country-level associations that are focused on supporting and promoting gender equality in policing.
- Ukraine: [Ukraine Association of Women in Law Enforcement \(UAWLE\)](#)
 - [British Association for Women in Policing](#)
 - [Women Police Officers in Southeast Europe \(WPON\)](#)
 - [The International Association of Women Police](#)
 - UNODC: [Women's Network of Gender Champions against Human Trafficking and Migrant Smuggling](#)
 - UNODC: [Container Control Programme Women's Network](#)
 - UNODC: [Border Management Branch \(BMB\) Gender Network](#)

KEY RESOURCES: STANDARDS AND GUIDELINES

International standards and recommendations:

- [Code of Conduct for Law Enforcement Officials](#), adopted by the UN General Assembly, resolution 34/169, on December 17, 1979.
- [International Rules and Standards for Policing](#), International Committee of the Red Cross.
- [International Human Rights Standards for Law Enforcement](#). United Nations, High Commissioner for Human Rights, Centre for Human Rights.
- Committee on the Elimination of Racial Discrimination, [General recommendation No. 36 \(2020\) on preventing and combating racial profiling by law enforcement officials](#), 17 December 2020, UN Doc CERD/C/GC/36, in particular, VIII Recommendations, C. Recruitment measures.

Regional standards and recommendations:

- [Guidebook on Democratic Policing](#). Produced May 2008 by the Organization for Security and Co-operation in Europe.
- [ECRI General Policy Recommendation No. 11: Combating racism and racial discrimination in policing](#), adopted by the European Commission against Racism and Intolerance, on 29 June 2007.
- OSCE High Commissioner on National Minorities, [Recommendations on Policing in Multi-Ethnic Societies](#), 2006.

Key resources: Practical tools and manuals

- [Law Enforcement Recruitment Toolkit](#). United States Department of Justice, Office of Community Oriented Policing Services. Developed in 2009 in collaboration with the International Association of Chiefs of Police.
- [Hiring for the 21st Century Law Enforcement Officer](#): Challenges, opportunities and strategies for success. Produced in 2017 in a collaboration between the Police Executive Research Forum and the United States Department of Justice, Community Oriented Policing Services.
- [Law Enforcement Recruitment: Research-based Recommendations](#). Institute for Excellence in Government. Harvard University, 2021.
- [Increasing Your Department's Womanpower: Tips for Recruitment and Retention](#). Community Policing Dispatch. Office of Community Oriented Policing Services.
- [Recruiting for Diversity in Law Enforcement: Selected Recent Research Insights](#). Jane Wiseman, Institute for Excellence in Government, Harvard University, 2021.
- [Identifying Barriers to Diversity in Law Enforcement](#). (2012). Center on Quality Policing. RAND.

Additional resources:

- [Women in Law Enforcement in the ASEAN Region](#). (2020). United Nations Office on Drugs and Crime, Interpol, UN Women.
- Brown, J., et al., (2019). [Implications of police occupational culture in discriminatory experiences of senior women in police forces in England and Wales](#). Policing and society, 29 (2), 121–136.
- [Building Trust and Legitimacy. Pillar 1](#). President's Task Force on 21st Century Policing (2015).
- [Developing Policing Practices that Build Legitimacy](#) (2022). The National Academies Press.
- Epp, C.R., Maynard-Moody, S., & Haider-Markel, D., (2017). Beyond profiling: the Institutional Sources of racial Disparities in policing. Public administration review, 77 (2), 168–178. A full text can be requested from <https://bit.ly/41jhfR1>.
- McMurray, A., Karim, A., & Fisher, G., (2010). [Perspectives on the recruitment and retention of culturally and linguistically diverse police](#). Cross cultural management: an international journal, 17 (2), 193–210.
- House of Commons of Canada, [Systemic Racism in Policing in Canada: Report of the Standing Committee on Public Safety and National Security](#), Hon. John McKay, Chair, June 2021.
- National Academies of Sciences, Engineering, and Medicine, "[Reducing Racial Inequality in Crime and Justice](#)", Science, Practice, and Policy. Washington, DC: The National Academies Press, 2023.
- National Police Chiefs' Council (NPCC) and College of Policing, "[Police Race Action Plan: Improving policing for Black people](#)", 2022.

Police and other law enforcement actors in all societies play an incredibly important role so that ordinary citizens can go about their daily lives without fear. Professionalism and integrity are fundamental for them to be able to perform their functions safely and effectively. Police and other law enforcement officials contribute to building a fairer administration of justice by maintaining law and order, preventing and responding to crime and keeping communities safe, while respecting and protecting the rights of suspects, victims and witnesses who come into contact with the criminal justice system. Their work is also central to the fight against torture and other cruel, inhuman or degrading treatment or punishment (ill-treatment).

Despite a large volume of international, regional and national handbooks, guidelines and other tools on best police practices, awareness, accessibility and training on these standards by policymakers and police practitioners are still a challenge. The resource notes included in this practical resource toolkit for professional, human rights-compliant policing compile existing international law, standards, practices, guides and examples on best ways to improve performance and the protection of human rights. These resource notes can inform police reforms, improve efficiency, fairness and transparency in policing and law enforcement, and reduce risks and incentives to use torture and other forms of coercion.

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