



**POLITIET**

# Diversity, dialogue and trust

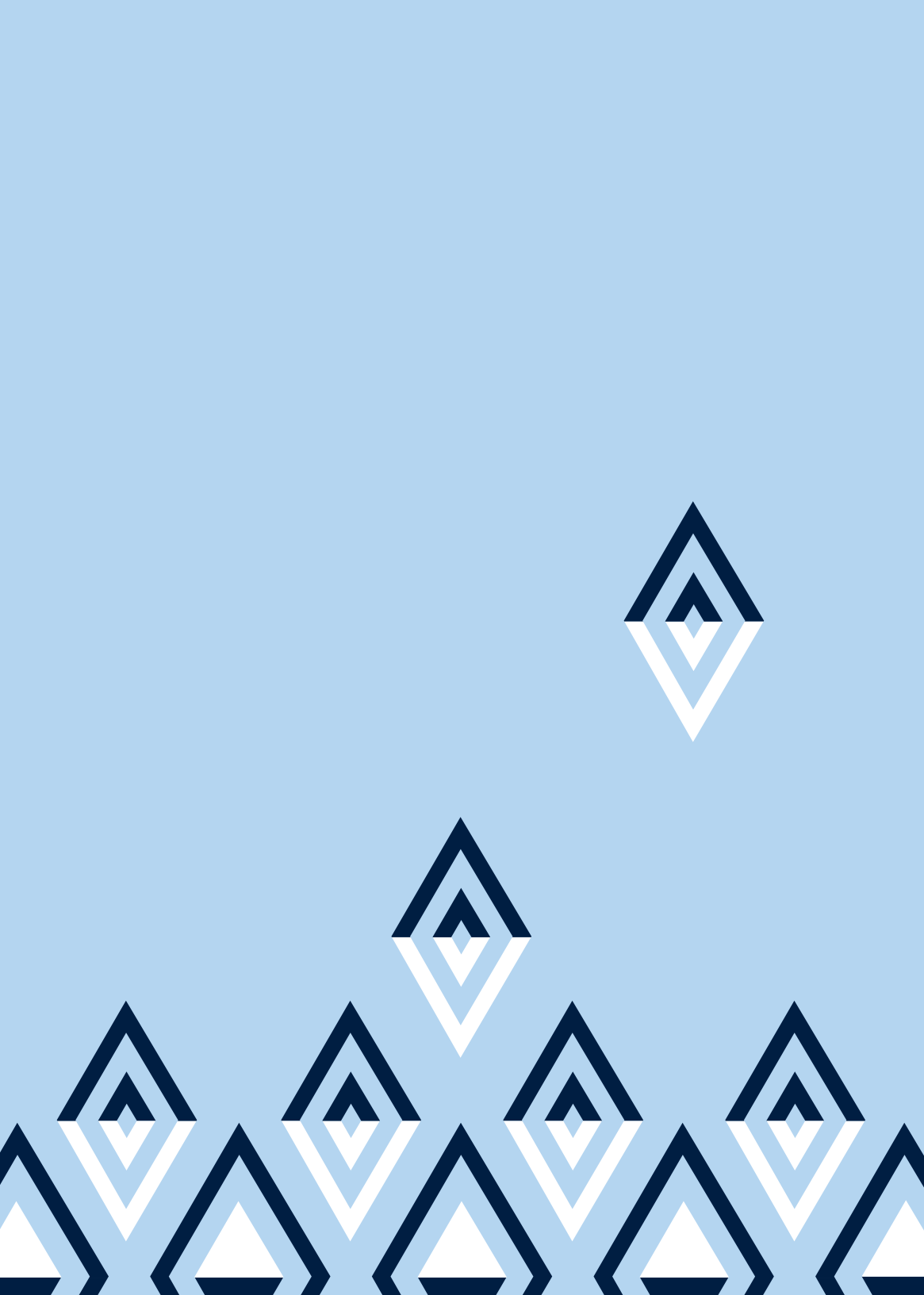
Action plan for the work of the  
police (2022-2025)



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# Preface

The general public in Norway represents a broad diversity. Every individual is part of several larger communities, and at the same time each one of us is unique. Diversity must be recognized as a resource. This action plan has been drawn up to strengthen the work of the police related to diversity, dialogue and trust.

Competence and knowledge of diversity is a prerequisite for the police to be able to deliver equal services to all segments and groups in society. It is about everyone having access to services of equal quality that are adapted to the individual.

The overall competence of the Norwegian police is, and must be, of broad composition. There is a need to ensure diversity both in education and in recruitment to reflect an increasingly diverse population. Competence and knowledge in diversity, communication, languages and culture are areas that must be emphasized.

The police must build good relations with all groups of citizens and be inclusive. The police depend on trust in order to carry out their social mission in the best possible way. The trust the individual citizen and the public in general have in the police is influenced by many factors, such for example as how efficient and competent the police are in solving their tasks and how the police meet the general public. Trust is something the police must earn every day, in dealing with all groups in society.



**Competence and knowledge of diversity is a prerequisite for the police to be able to deliver equal services to all segments and groups in society.**

Police districts and special bodies within the police have been involved in the work to develop this plan. Our thanks to all employees who have contributed with input and participated in work meetings and group work.

In the work in developing this action plan, knowledge, experience and input from residents, organizations and partners have been gathered. This has made a valuable contribution to the work on the plan. It is not possible to follow up all the input with measures in this planning period. However, all input will be considered and will be part of the further work on diversity, dialogue and trust in the police. Thanks to everyone who has contributed through various dialogue and input meetings.

**Benedicte Bjørnland**

*National Police Commissioner of Norway*

# 1. Introduction

## 1.1 Objectives

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## 1.2 The organisation of the work

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The ambition to strengthen the work of the police related to diversity, dialogue and trust is anchored in several strategy and management documents.<sup>1</sup> This action plan builds on previous plans and will contribute to the further development of the work of the police.<sup>2</sup>

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The police must contribute to reduced crime and increased security for citizens. The police depend on having the trust of the population in order to be able to carry out their duties in a good way. Dialogue with individual or groups of citizens is the most important information and communication channel available to the police. The trust and support of the population is therefore vital for a well-functioning police service.

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<sup>1</sup>National Police Directorate (2020). *Keeping Ahead of Crime: Prevention as a Primary Police Strategy (2021-2025)*; Politidirektoratet (2021). *Politiets kompetanse- og kunnskapsstrategi (2021-2025)*; Politidirektoratet (2021). *Økt tilgjengelighet for innbyggerne: Politiets kanalstrategi (2021-2025)*.

<sup>2</sup>Amongst other sources Politidirektoratet (2008). *Plan for mangfoldsarbeidet i politi- og lensmannsetaten 2008-2013*; Politidirektoratet (2016). *Overordnet plan for kjønnsbalanse i lederstillinger (2017-2022)*.



The annual citizens' survey of the police indicates that citizens consistently have a high sense of security and a high level of trust in the police. In 2021, 93 percent answered that they feel very or quite safe where they travel and live, and 80 per cent answered that they have quite or a great deal of trust in the police.<sup>3</sup> This type of quantitative research provides an overall picture. There is a need for more knowledge about which factors affect citizens' trust in the police in general, and a particular need for more knowledge about trust in the police amongst different minorities.<sup>4</sup>

It is a key task for the police to build good relationships with a diverse and complex population. Diversity in the police is about participation and legitimacy, but also about value creation and resource utilization. Diversity can be defined and delineated in a variety of ways. The term is used to embrace individual differences (visible and invisible), for example age, sex, gender identity and gender expression, sexual orientation, nationality, ethnicity, religion, language, education, life experience, functional capacity, etc. At the same time, the term implies a perspective where difference is understood as something positive, as opportunities and potential. It is about the right to meet other people as who you are, without facing discrimination. It is about the possibility of being included, being able to participate on equal terms and having equal opportunities to succeed.

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<sup>3</sup>Kantar (2022). *Politiets innbyggerundersøkelse 2021*.

<sup>4</sup>See for example contributions such as: Thomassen, G. (2017). Når politiet møter publikum. En analyse av kontakterfaring og tillit til politiet. *Nordisk politiforskning* 4 (1); Bjørkelo, B., Egge, M., Bye, H.H., & Ganapathy, J. (2015). Barriers to Achieving Ethnic Diversity in the Norwegian Police Service. *Policing: A Journal of Policy and Practice* 9 (1); Bjørkelo, B., Bye, H.H., Leirvik, M.S., Egge, M., & Ganapathy, J. (2021). Diversity in Education and Organization: From Political Aims to Practise in the Norwegian Police Service. *Police Quarterly* 24 (1); Leirvik, M.S., & Ellefsen, H.B. (2020). "Det er ikke oss mot dere". Etnisitet som ressurs i politiets møter med etnisk minoritetsungdom. *Nordic Journal of Studies in Policing* 7 (3).



## 1.1. Objectives

The action plan will contribute to strengthening the police's work with diversity, dialogue and trust until 2025.

*It encompasses amongst other things:*

- › **The internal work** aimed at the police as an organisation, leaders and employees (recruitment, competence, management, organizational culture and working environment).
- › **The external work** that includes the police's task resolution and how the police meet the general public in various arenas.

### **Objectives for the work with diversity, dialogue and trust in the police**

- › Contribute to ensuring equal services for all groups in society.
- › Contribute to the police being an attractive workplace.
- › Contribute to increasing the proportion of employees from underrepresented groups.
- › Contribute to a good understanding of diversity amongst managers.
- › Contribute to the police having good competence and knowledge about diversity.
- › Contribute to the police acting and communicating fairly and respectfully towards citizens and co-operating partners in all situations.





The plan broadly embraces work with diversity, dialogue and trust. Particular emphasis is placed on measures aimed at:

- › Ethnic and religious minorities;
  - Sami (indigenous people)
  - National minorities
  - Persons with an immigrant background<sup>5</sup>
- › Lesbian, gay, bisexual, transgender, inter-gender and queer people (LGBTIQ+)<sup>6</sup>
- › People with disabilities<sup>7</sup>

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<sup>5</sup>Persons with an immigrant background is a collective term for immigrants and Norwegian-born with immigrant parents. Immigrants are people born abroad to two foreign-born parents and four foreign-born grandparents. Norwegian-born with immigrant parents are people born in Norway to two foreign-born parents and four foreign-born grandparents (Statistics Norway - SSB).

<sup>6</sup>For more information on terms related to sexual orientation, gender identity, gender expression and gender characteristics, see the lhbtq glossary ([www.bufdir.no](http://www.bufdir.no)).

<sup>7</sup>Disability involves loss of, damage to or deviation in a body part or in one of the body's psychological, physiological or biological functions ([www.bufdir.no](http://www.bufdir.no)).



## Indigenous peoples and national minorities

**Indigenous people:** Common characteristics of indigenous peoples are that they are not the dominant people in the larger society of which they are a part, and that they have lived in the areas from long ago and before the state's borders were established. Indigenous people also usually have a distinctive culture based on natural resources, and they differ socially, culturally and/or linguistically from the dominant population. Indigenous people are often also a minority in the country, but this is not always the case. In Norway, the Sami are the only ethnic group that is defined as indigenous.<sup>8</sup>

**National minority:** A national minority is an ethnic, religious and/or linguistic minority with a long-term connection to the country. In Norway it is Kvens/Norwegian Finns, Jews, Forest Finns, Roma and Romani people /Taters that have status as national minorities.<sup>9</sup>

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<sup>8</sup>Ministry of Local Government and Regional Development. Hvem er urfolk? [www.regjeringen.no](http://www.regjeringen.no) (updated 13.02.2020).

<sup>9</sup>Ministry of Local Government and Regional Development (2020). Meld. St. 12 (2020-2021). Nasjonale minoriteter i Norge: En helhetlig politikk.



## 1.2. The organisation of the work

The action plan has been drawn up by the National Police Directorate (POD) in dialogue with police districts and special bodies within the police, including the Norwegian Police University College (PHS). A reference group has been set up to ensure broad professional involvement in the police. Working meetings have been held on various topics, with participants from all police districts and special bodies. The trade unions and the safety service in the police have also been involved.

It has been important to gather and accrue knowledge, experiences and input from residents, organizations and partners. Dialogue and input meetings have been held with residents from various minorities. The meetings have been about what experiences and expectations they have in meeting with the police, and about how the police can strengthen their work with diversity, dialogue and trust.



## 2. Areas of focus

2.1 Management and leadership development

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2.2 Recruitment and the working environment

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2.3 Competence and knowledge

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2.4 Dialogue and trust-building



The action plan is divided into four different focus areas. Within each area, there is a mention of the premises for achieving the objectives set in the plan. Next, measures that are given priority in the plan are discussed.

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**Figure 1.**

*Focus areas in the work with diversity, dialogue and trust in the police.*



## 2.1. Management and leadership development

Institutionalisation in the management is crucial to facilitate the work with diversity in the police. Diversity work must be aimed at established practices and organisational culture. Leaders must function as good role models, set direction and drive change. The police need leaders with different backgrounds and experiences.

### **Premises for achieving the objectives:**

- › Ensure good anchoring of the work with diversity, dialogue and trust in the management.
- › Ensure that managers have competence and knowledge of diversity.
- › Expect that managers have the ability and willingness to use diversity in an inclusive way in the police.
- › Ensure that diversity work is prioritized and becomes an integral part of police work.

### **1. Ensure that there is a diversity perspective in the police's leadership development**

A diversity perspective must be integrated in all management development, training and education. Managers must have a good understanding of diversity and ensure that issues related to diversity are placed on the agenda in all segments of the police. This is necessary in order to take advantage of the diversity among the employees. Knowledge of diversity is also necessary when dealing with the general public and to deliver good services to everyone.

### **2. Emphasis on diversity, dialogue and trust in the management of the police**

The governance of the police must reflect that diversity, dialogue and trust are priority areas. Follow-up of the action plan must be reflected in management

documents and the performance agreements of police districts and special bodies in the coming planning period.

### **3. Increased knowledge of citizens' confidence and trust in the police**

The annual citizen police survey is a source of knowledge about citizens' confidence and trust in the police. There is a need for more knowledge about safety and trust in the police in various social groups. Efforts will be made to incorporate more background variables into the police's citizen survey and to investigate whether other sources are suitable for obtaining knowledge.



## **2.2. Recruitment and the working environment**

In order to have legitimacy among all groups in the population, it is important that the police reflect the composition of the population to the greatest extent possible. It is therefore a goal to have broad representation from different groups of citizens in the police. Today, there are several groups that are underrepresented in the police. This applies, for example, to people with an immigrant background, Sámi (indigenous people) and national minorities and people with disabilities. This applies both to managers and employees with police and prosecution roles and other professional backgrounds.

#### **Premises for achieving the objectives:**

- › Ensure that information about the police training, other relevant training and work opportunities in the police reaches relevant target groups.
- › Increase focus on the importance of inclusive culture and attitudes in the working environment.
- › Reduce physical, psychological and social barriers through the necessary facilitation in employment processes and in the working environment.



**Table 1.** Female employees and managers in the police in the period 2016-2021.

Source: SAP. Employees with an immigrant background 2016-2021.

Source: Statistics Norway (SSB).

Year	2016	2017	2018	2019	2020	2021
Female employees	45 %	46 %	46 %	46 %	46 %	47 %
Female leaders	30 %	32 %	34 %	35 %	37 %	37 %
Employees with an immigrant background *	5 %	5 %	5 %	5 %	5 %	5 %

\*Immigrants and Norwegian-born with immigrant parents (with two foreign-born parents).





**Table 2.** *New students at the Norwegian Police University College with an immigrant background, Sami affiliation and affiliation to a national minority, 2016-2021. Source: Norwegian Police University College (PHS).<sup>10</sup>*

Year	2016	2017	2018	2019	2020	2021
	Reply 75 % N=538/717	Reply 76 % N=556/730	Reply 69 % N=383/554	Reply 74 % N=407/552	Reply 87 % N=351/405	Reply 82 % N=328/400
New students with an immigrant background *	4 %	4 %	4%	3 %	4 %	5 %
New students – Sami affiliation	0,4 %	0,5 %	0,8 %	1,5 %	2,0 %	1,2 %
New students – affiliation to a national minority	0,6 %	0,9 %	0,8 %	1,0 %	0,9 %	2,4 %

\*Immigrants and Norwegian-born with immigrant parents (with two foreign-born parents).

#### 4. Prepare a strategic recruitment plan for the police

One of the objectives of the police is to recruit more applicants from minority groups who are underrepresented in the police. A national strategic recruitment plan must be drawn up to attract and recruit employees with relevant expertise and ensure the necessary facilitation, so that in the long term there will be a greater degree of diversity among the employees at all levels in the police. This applies both to positions that require police education and positions that require

<sup>10</sup>New students at the Norwegian Police University College (PHS) are sent a questionnaire annually, for amongst other aims to chart background variables.

other professional background. One of the measures that will contribute to a greater degree of diversity is a profiling campaign that will make the police visible as an attractive workplace for several social groups. Another measure is more active participation in the state's trainee programme, which aims to recruit more people with disabilities. There is also a need to assess the content and use of secondment arrangements.

## **5. Gender balance in operational positions**

A separate plan must be drawn up to increase the proportion of women who choose operative service. The proportion of women in operative positions in the police is around 25% in total. It is a goal for the police districts to recruit and retain women in operative positions and facilitate leadership development. Separate targets have been set to increase the proportion of women in police leadership positions. Recruiting women for operational service is also important to ensure gender balance in management positions in the operational service. The goal of having 40% women in police leadership positions will be followed up until 2027.<sup>11</sup>

## **6. Review and assessment of current requirements for police training**

There are currently a number of admission requirements for police training – grades, personal suitability, physical and medical requirements. The admission requirements are designed to ensure that students can complete physical, practical and theoretical subjects in the Bachelor education. Some of these requirements may set limitations with regard to the recruitment of a greater diversity to the police. It may also have a limiting effect with regard to the police's competence needs in the future. A review of the current requirements for police training will be carried out, and an assessment of whether there are criteria that should be adjusted from a diversity and inclusion perspective.

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<sup>11</sup>Politidirektoratet (2016). *Overordnet plan for kjønnsbalanse i lederstillinger (2017-2022)*.

# Key figures 2021

## GENDER BALANCE



### Leaders

63 % male  
37 % female



### Employees

53 % male  
47 % female



### Students PHS

40 % male  
60 % female

## IMMIGRANT BACKGROUND



### Employees

5 %



### Students PHS

5 %

## SAMI AFFILIATION



### Students PHS

1,2 %



### Students PHS

2,4 %

Sources: National Police Directorate, Norwegian Police University College (PHS) and Statistics Norway (SSB).

## **7. Facilitate an inclusive working environment and organizational culture**

There must be zero tolerance for bullying and harassment. The employer must facilitate an inclusive organizational culture, by ensuring participation, working preventively, continuously and systematically to develop a health-promoting working environment. It must be ensured that Health, Safety and Environment (HSE) systems and training in the agency sufficiently contain topics that describe the prerequisites for success in diversity work.

There must be a good climate for the free expression of thoughts and ideas within the police. It must be recognized and accepted that employees can have different points of view, arrangements are made for differences of opinion, good dialogue and that employees and managers meet each other with respect.

## **8. Include diversity in working environment surveys in the police**

There is a need for more knowledge about how different groups of employees in the police thrive and experience the working situation. Working environment surveys must be expanded to also embrace questions about how diversity and inclusion are safeguarded in the police, perceived discrimination and necessary facilitation.

## **9. An accessible and suitable workplace**

Facilitating and designing the environment is about reducing physical, psychological and social barriers. It must be ensured that workplaces in the police maintain a good working environment by making the workplace as accessible and inclusive as possible for everyone.



## 2.3. Competence and knowledge

The overall competence of the Norwegian police has, and must have, a broad and encompassing base structure. There is a continuous need to develop the competence of the police in order to meet societal changes and the expectations of the population. There is a need to ensure the perspective of diversity in education and training in order to meet an increasingly diverse population.

### Premises for achieving the objectives:

- › Ensure that employees in the police have competence and knowledge about diversity.
- › Utilise the expertise and knowledge about diversity that already exists in the police.
- › Ensure systematic experiential learning and knowledge development.
- › Ensure that due regard is afforded to the citizens' perspective in the police's experiential learning.

**Figure 2.** Excerpt from the police employee platform.

### I show respect

- I am a professional
- I recognise diversity
- I treat all people the same
- I conduct myself in a manner that reinforces confidence in the police

## **10. Ensure a diversity perspective throughout the police training and education**

There must be absolute awareness of the importance of good attitudes, cultural understanding and diversity within the police and in the police's meetings with citizens. Themes related to diversity, dialogue and trust must be accommodated in the police basic education, continuing/supplementary and further education and in other courses and training for police employees.

## **11. Prepare and make available information and communication in a range of languages**

In order to ensure the necessary understanding and safeguarding of legal certainty, arrangements must be made for information and communication in various languages in meetings with citizens. Important information that is published on the police website and in other channels must be available in several languages.

## **12. Competence and knowledge of Sami language and culture<sup>12</sup>**

Employees in the police must have basic knowledge of Sami culture, history and rights. Provision must be made for training for use in the police force. There is also currently a significant shortage of professional personnel with Sami language and cultural skills, and an urgent need for interpreting services.<sup>13</sup>

There is a need to increase the recruitment of professional personnel with Sami language and cultural skills, both for positions that require police training and other professional backgrounds. Arrangements must be made for the police national management documents to be translated into Sami languages and for more information in Sami languages on the police website.

A comprehensive review of statutory requirements and practices is necessary to ensure equal services and the individual's legal security.

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<sup>12</sup>With reference to Measure 59 in *Frihet fra vold. Regjeringens handlingsplan for å forebygge og bekjempe vold i nære relasjoner 2021-2024*.

<sup>13</sup>The Sami language administration area currently consists of municipalities from Finnmark, Troms, Nordland and Trøndelag. It is the municipalities themselves that apply to become part of the Sami language administration area. Incorporation into the language area gives the individual linguistic rights when facing public bodies.



### **13. Competence and knowledge of national minorities**

Employees in the police must have basic knowledge about national minorities in Norway. Arrangements must be made for training for use in the police, which includes the national minorities culture, history and rights. This is vital in ensuring good dialogue, developing trust and ensuring services of equal quality for all.<sup>14</sup>

### **14. Competence on gender and sexuality diversity (lgbtiq+)<sup>15</sup>**

The police must have knowledge of gender and sexuality diversity (lgbtiq+). There is a need to strengthen and develop competence and knowledge of diversity work aimed at lgbtiq+ in meetings with the general public and internally in the police.

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<sup>14</sup>The Norwegian Agency for Public and Financial Management (DFØ) has developed an e-learning programme on Sami and national minorities, see <https://dfo.no/kurs>

<sup>15</sup>Lesbian, gay, bisexual, transgender, inter-gender and queer people.



### **Hate crime**

Hate crimes are criminal acts that are perceived to be motivated by hostility or prejudice based on a person's skin colour; national or ethnic origin; religion or belief; sexual orientation; gender identity or gender expression; or disability.

## **15. Competence and knowledge of hate crime**

The police must have expertise and knowledge about hate crime, how hate crime can be expressed - physically and digitally, and be able to detect, prevent and combat such crime regardless of where in the country it occurs. A professional environment has been established at the Norwegian Police University College (PHS), which contributes to both research and supplementary/continuing and further education in the prevention and investigation of hate crime.

The National Competence Centre on Hate Crime was established in 2021 and is organizationally attached to the Oslo Police District. The centre shall contribute to raising the competence of the police districts and can provide guidance in specific cases. The competence must include various parts of police work; prevention, intelligence, dialogue and trust-building work, investigation and prosecution. There is a particular need to strengthen competence related to hate crime that occurs online. Special consideration shall also be given to the Sami perspective. The centre will have regular contact with nationwide organizations that work for groups that have special protection.



## 16. Further develop statistics and analysis of reported hate crimes

The National Police Directorate publishes statistics on reported hate crime in the annual report on reported crime and the police's criminal proceedings.<sup>16</sup> The national statistics are to be further developed to provide more knowledge about how hate crime affects different groups.

**Table 3.** *Reported hate crime categorised by hate motive, 2016-2021. Source: PAL STRASAK.<sup>17</sup>*

Hatemotives	2017	2018	2019	2020	2021
Skin colour, national or ethnic origin	373	455	533	541	532
Religion or belief	120	122	144	135	135
- Religion/belief Islam	-	-	-	-	71
- Religion/belief other or unspecified	-	-	-	-	64
Anti-Semitism	-	15	19	15	19
Sexual orientation	83	92	122	97	174
Gender identity and gender expression	-	-	-	-	66
Disability	18	24	34	16	18
Other / not stated	0	0	8	14	15

<sup>16</sup>See the police website: <https://www.politiet.no/aktuelt-tall-og-fakta/tall-og-fakta/anmeldt-kriminalitet-strasak/>

<sup>17</sup>Anti-Semitism was added as a motive in 2018, as a follow-up to measure 6 in the *Action Plan against Anti-Semitism 2016-2020*. From 2021, two subcategories have been created under the theme of religion and belief; religion/belief, Islam and religion/belief other or unspecified. This change is a follow-up to measure 10 in the *Action Plan against discrimination against and hatred of Muslims (2020-2023)*. Gender identity and gender expression were added in 2021 as a result of a change in the law. Note that a reported case of hate crime can be based on several types of motive. The sum of the various motives will therefore be greater than the total number of reported cases.



## 2.4. Dialogue and trust-building

The police depend on the trust of the population. It is therefore crucial that police activities contribute to proximity, dialogue and security. The police must have good competence and knowledge of diversity, be open and inclusive, communicate fairly and respectfully, and build good relationships with all segments of society.

Employees in the police are expected to have attitudes that promote due process and security. It is important to be aware of how stereotypes and prejudices can affect communication and behaviour. The police must meet everyone in an equal, fair and respectful way. This is supported by The Police Regulation.<sup>16</sup> The police must also show transparency towards the general public and, as far as possible, explain their own course of action and measures taken.

### **Premises for achieving the objectives:**

- › Ensure good dialogue and communication with the general public.
- › Contribute to ensuring that police services are available to everyone and that the rule of law is safeguarded.
- › Ensure good services through citizen participation.

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<sup>16</sup>The Police Regulation § 5-2 Conduct in the service.

## **17. Fair Policing – dialogue, communication and conflict management**

The concept of Fair Policing has been developed to contribute to skills development in topics such as dialogue, communication and conflict management. The police dialogue and meetings with ethnic and religious minorities are particularly emphasized. The training must be carried out in all police districts.<sup>19</sup> Through training of local instructors ("train-the-trainers"), competence will be built to ensure further training and follow-up in the individual police district. This is to contribute to the lasting effect of the measure. Emphasis will be placed on the use of examples, cases and reflection tasks in the course. To make the training relevant, the starting point must be regional and local challenges.

## **18. Diversity co-ordinators in the police**

All police districts and special bodies within the police must have established a separate role as diversity coordinator, with professional responsibility for diversity work. The role must be further developed and expectations for the work must be clarified. In order to ensure the exchange of experience across police districts and special bodies, a specialist network for diversity co-ordinators is to be established.

## **19. Establish dialogue and meeting places with different groups of residents**

The police must facilitate citizen participation to a greater extent in order to gain better knowledge of citizens' expectations of the police. The police must take the initiative nationally and at district level to establish dialogue and suitable meeting places with different groups of residents. It is important both to ensure mutual information exchange and to build relationships and trust.<sup>20</sup>

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<sup>19</sup>The training was originally developed and implemented in Oslo Police District, but has been further developed and adapted for national implementation. Reference is made to the implementation in Oslo in measure 42 of *The Norwegian Government's Action Plan against Racism and Discrimination on the Grounds of Ethnicity and Religion (2020-2023)*.

<sup>20</sup>Measure 12 i *Action plan against discrimination against and hatred of Muslims (2020-2023)* anchors special dialogue between the police and Muslim religious communities.

## **20. Citizen participation in the development of police services**

An adopted objective is to help ensure equal services for all groups of society. It is important to acquire knowledge as to whether the services meet the users they are intended for and are useful for those who need them. Special emphasis must be placed on obtaining views from persons with different minority backgrounds.

## **21. Routines for checks of individuals**

The police must pay attention to the practice of personal checks and to how these are experienced by citizens. Personal checks must be registered and documented in accordance with current regulations. It must be easy to find the documentation when necessary (i.e. when dealing with complaints). In order to prevent checks being perceived as unjustified or discriminatory, the police must, as far as possible, convey and explain the basis for the check.

The police must further develop and try out various measures to prevent personal checks being perceived as unlawful or discriminatory. A pilot project will be implemented in Oslo, where a technical solution will be tested that will facilitate the offer and issue of a confirmation of completed personal checks. This measure must be seen in connection with other measures that contribute to increased trust in the police in general and to the implementation of personal checks in particular. The police must involve the municipality, organizations and other relevant actors in the work. The pilot project will be evaluated.

Another measure to be considered is the use of a body-worn camera.<sup>21</sup> Experience must be gathered from countries that have implemented or attempted this, with an emphasis on whether the measure contributes to increased trust in the police in general and to the implementation of checks in particular.

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<sup>21</sup>This means that police in operational service carry a camera on their uniform that can be used to document the course of events.



## **22. Ensure good routines and good information about the complaint system in the police**

There must be good routines for responding to complaints. Annual reports are prepared which give an overview of complaints to the police. The complaints provide an important basis for systematic experiential learning and evaluation. It is important to ensure good routines for adjusting practice after evaluations. One objective is to make the complaints system in the police more familiar, both through information provided by police officials and through other channels such as websites, social media, organizations and public services etc. Through user participation, it will be assessed how the complaints system can be made more accessible and user-friendly.

**Figure 3.** *Overview of measures in the action plan.*



### **Management and leadership development**

1. Ensure that there is a diversity perspective in the police's leadership development
2. Emphasis on diversity, dialogue and trust in the management of the police
3. Increased knowledge of citizens' confidence and trust in the police



### **Recruitment and the working environment**

4. Prepare a strategic recruitment plan for the police
5. Gender balance in operational positions
6. Review and assessment of current requirements for police training
7. Facilitating an inclusive working environment and organizational culture
8. Include diversity in working environment surveys in the police
9. An accessible and adapted workplace



## Competence and knowledge

10. Ensure a diversity perspective throughout the police training and education
11. Prepare and make available information and communication in a range of languages
12. Competence and knowledge of Sami language and culture
13. Competence and knowledge of national minorities
14. Competence on gender and sexuality diversity (LGBTIQ+)
15. Competence and knowledge of hate crime
16. Further develop statistics and analysis of reported hate crimes



## Dialogue and trust-building

17. Fair Policing: dialogue, communication and conflict management
18. Diversity co-ordinators in the police
19. Establish dialogue and meeting places with different groups of residents
20. Citizen participation in the development of police services
21. Routines for checks of individuals
22. Ensure good routines and good information about the complaint system in the police



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